



April 12, 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, April 18-19, 2024, on the WSU Spokane campus, 412 E. Spokane Falls Blvd., Spokane, Washington, pursuant to the schedule below.

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

Thursday, April 18, 2024 – Board of Regents Committee Meetings

Executive and Governance Committee, Strategic and Operational Excellence Committee: https://youtube.com/live/r8D-h2cHj5U

Academic and Student Affairs Committee, Finance and Administration Committee: https://youtube.com/live/nlBoxwtT4XE

Friday, April 19, 2024 – Board of Regents Meeting https://youtube.com/live/utfmrJg-4Kc

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

Table with 2 columns: Time and Location. Rows include Board of Regents breakfast, Executive Session, Executive and Governance Committee, Strategic and Operational Excellence Committee, Board of Regents lunch, Academic and Student Affairs Committee, Finance and Administration Committee, and Board of Regents reception and dinner.

Table with 2 columns: Time and Location. Rows include Board of Regents breakfast and Board of Regents meeting.

The Regents will meet for a presentation and dinner on Wednesday, April 17, at 322 N Spokane Falls Court, Spokane, WA, at approximately 6:00 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.



WASHINGTON STATE
UNIVERSITY

AGENDA

Washington State University Board of Regents
Executive and Governance Committee

Washington State University, Spokane
Spokane Academic Center, Room 241-245
Spokane, WA

April 18, 2024
10:00 a.m.

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

Action Items

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

ACTION ITEM #1
Election of Officers
(Lisa Schauer)

April 19, 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.

ACTION ITEM #2

Proposed Revisions to Board of Regents Bylaws -- Future Action Item Requirement (Kirk Schulz/Danielle Hess)

April 19, 2024

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. It would not, however, change the Board’s purview or authority over the matter.

The proposed revisions would allow agenda items to be brought to the Board 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.

Examples of agenda items that would go straight to action under the proposal, absent action by the Board Chair, include:

- Election of Board officers and other Board business, such as approval of meeting schedules, bylaws changes, or BOR policies
- Approval of Washington Administrative Code rules
- Approval of new degree programs or requests to discontinue degree programs
- Honorary doctoral degree and distinguished alumni nominations
- Naming of major facilities and academic units

ATTACHMENT: BOR Bylaws Section 12 – Proposed Redline

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, Chief Audit Executive, Chief Compliance Officer, 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. 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, at least one (1) Committee meeting prior to the meeting at which action will be requested, except:
 - i. tuition and fees
 - ii. housing and dining rates
 - iii. changes to university retirement programs
 - iv. sale or lease of real estate
 - v. capital projects
 - vi. system or campus strategic plans
 - vii. athletics budget
 - viii. operating or capital budget requests for submission to the legislature
 - ix. issuance of debt
 - x. adding or abolishing an academic college, department, or school
 - 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
Strategic and Operational Excellence Committee

Washington State University, Spokane
Spokane Academic Center, Room 241-245
Spokane, WA

April 18, 2024
10:15 a.m.

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

Information Items

1. Semi-Annual Compliance and Risk Management Update (Kammerzell)
2. WSU Research Enterprise Update (Chilton, Wolcott)
3. WSU Human Resources Services (Elliot-Cheslek)
4. Artificial Intelligence Council Overview and Updates (Chilton, Davis, Metzner)

Future Action Item

1. Review of WSU Spokane Strategic Plan (DeWald)

Written Report

WSU System Strategic Plan Progress Report



Research Update

Elizabeth S. Chilton

Provost and Executive Vice President & Chancellor, WSU Pullman

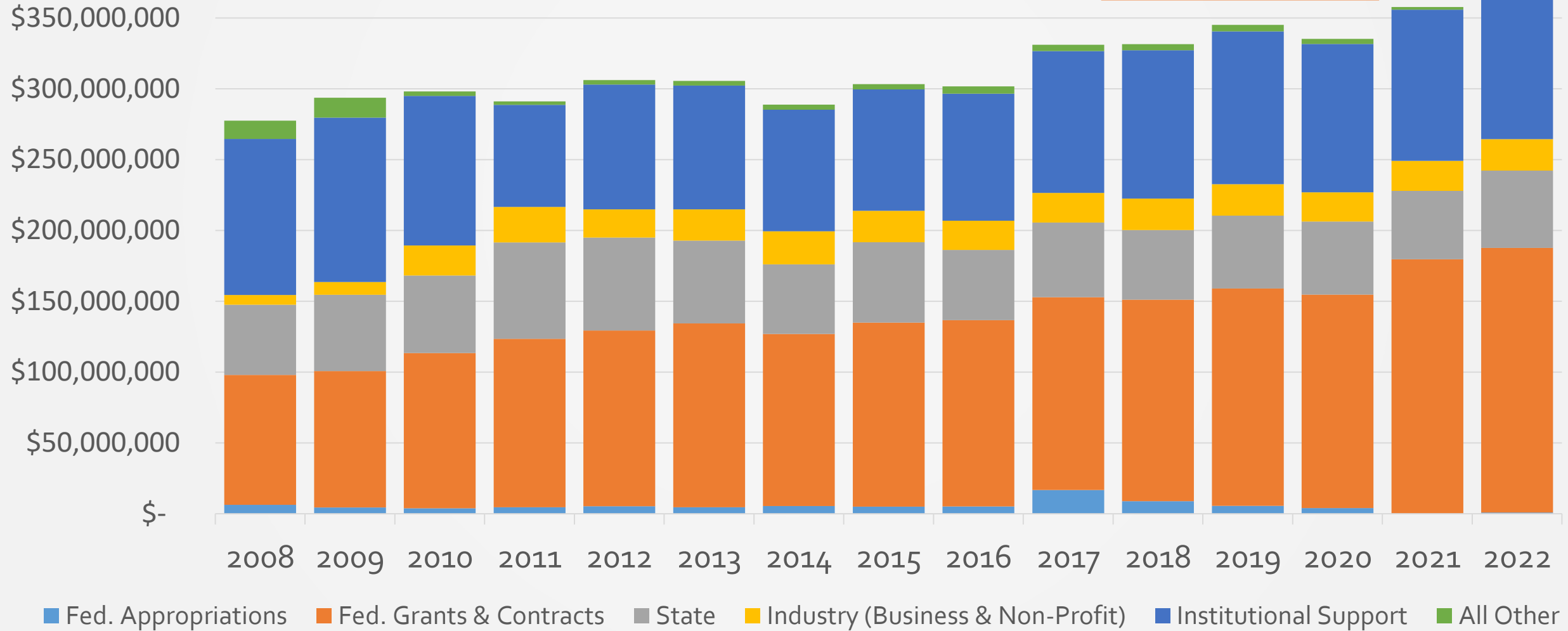
Michael P. Wolcott

Regents Professor & Interim Vice President for Research

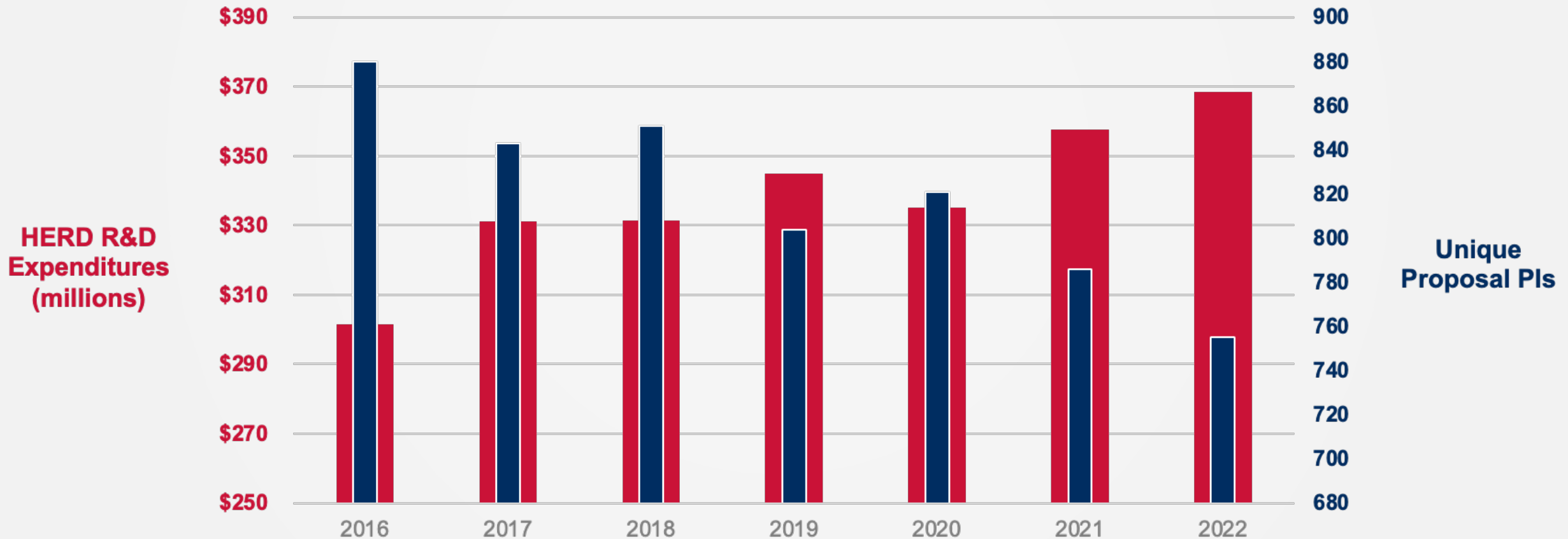
WSU DATA

NSF HERD R&D Expenditures

2008=\$277.4M
2022=\$368.4M



Increasing Research Expenditures from Fewer Research Active Faculty



Questions Posed by the BOR in March Meeting

- 1. What happened to the “other” category in our NSF HERD R&D expenditures?**
- 2. Breakout the research expenditures and where they come from.**
- 3. What are the factors that influence the changes in unique PIs?**

Q1: What happened to the “other” category in our NSF HERD R&D expenditures?

A1: The expenditures previously categorized as “other” have been integrated into the primary categories through continual analytical improvements.

Methodological Changes in FY23

- 1. Increased accuracy:** move closer to the data; move away from assumptions.
- 2. Increased transparency:** all decisions are documented and defensible.
- 3. Increased collaboration:** IR, ORSO, Mod Team Finance, SPS, PO, NSF-HERD

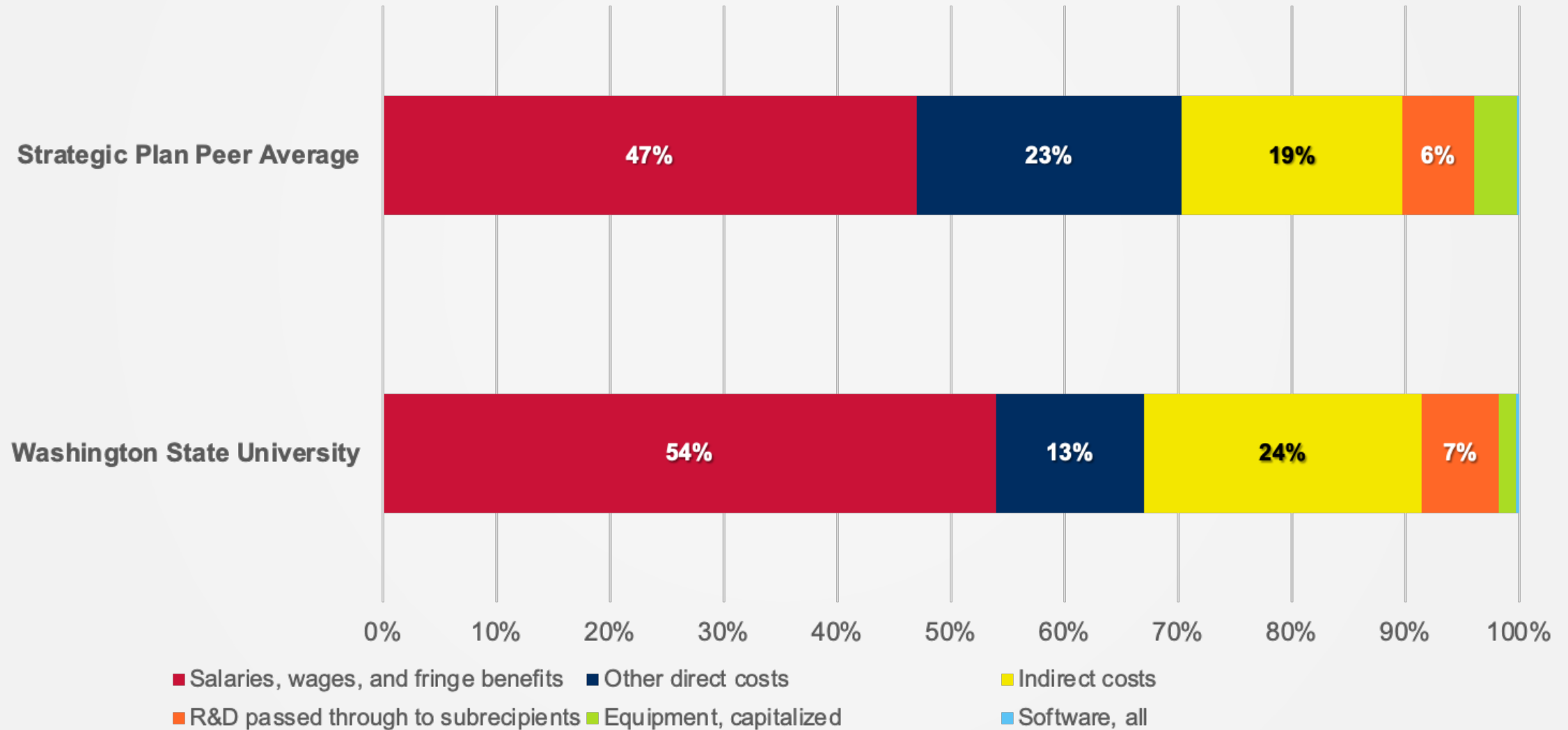
Research Expenditures Accounting is a Key WSU Strategy

- 1. Mission:** research is one of three pillars of the land grant mission.
- 2. Benchmarking/Rankings:** allows direct comparison of institutions, and of WSU's progress over time.
- 3. Institutional health:** growing expenditures signal a thriving research enterprise.
- 4. Recruiting:** top researchers are attracted to investment in expanding knowledge and economic growth.

Q2: Break out the research expenditures and where they come from.

A2: The slides below detail the FY22 HERD expenditures by “cost type” for WSU and our institutional peers.

Proportion of FY22 HERD Expenditures by Cost Type



NSF HERD Proportion of R&D Expenditures by Cost Type, 2022

Institution	Salaries, wages, benefits	Other direct costs	Indirect costs	Passthrough to sub-recipients	Equipment, cap.	Software, all
University of Nebraska-Lincoln	62%	16%	14%	3%	5%	0.20%
University of Georgia	61%	15%	13%	6%	4%	0.30%
University of Tennessee, The, Knoxville ²	60%	16%	14%	3%	7%	0.20%
Washington State University	54%	13%	24%	7%	2%	0.30%
Mississippi State University	53%	18%	17%	10%	3%	0.10%
Oregon State University	52%	16%	21%	8%	3%	0.20%
Louisiana State University, Baton Rouge	51%	27%	14%	4%	3%	0.30%
University of Maryland ¹	48%	18%	21%	10%	3%	0.30%
Virginia Polytechnic Institute and State University	44%	16%	29%	5%	5%	0.10%
North Carolina State University	41%	21%	29%	7%	3%	0.10%
University of Missouri, Columbia	38%	27%	26%	5%	4%	0.20%
Colorado State University, Fort Collins	37%	31%	23%	5%	3%	0.00%
Purdue University, West Lafayette	34%	41%	11%	8%	5%	0.40%
Iowa State University	31%	41%	20%	5%	3%	0.00%

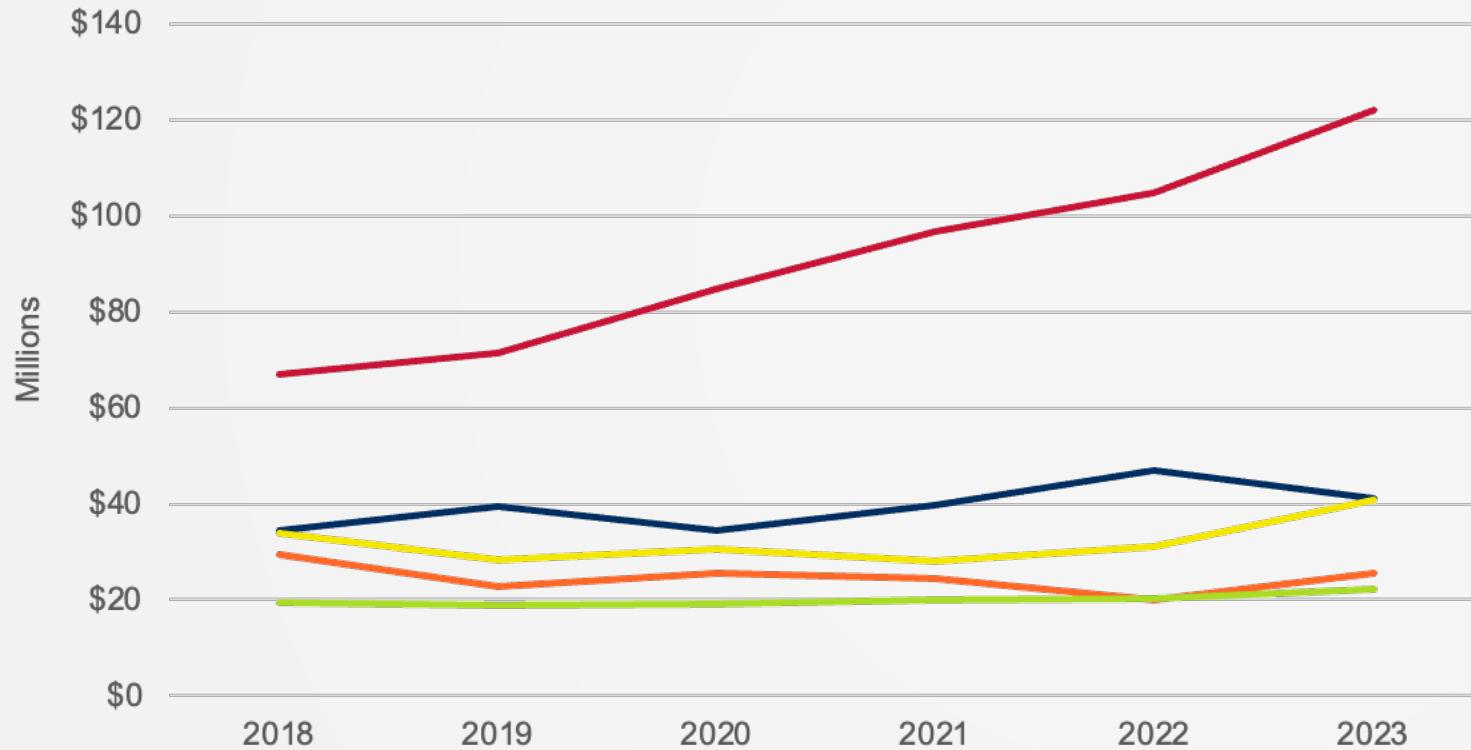
¹ The University of Maryland includes expenditures from the University of Maryland, Baltimore and University of Maryland, College Park campuses. In FY 2019, the two campuses began reporting as one research unit to reflect their new strategic partnership.

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.

Q3: What are the factors that influence the changes in “unique PIs”?

A3: We cannot yet assess changes in demographics for our T/TT faculty, but this work is ongoing and will be available later. But we have detailed award and unique PI data for our various colleges.

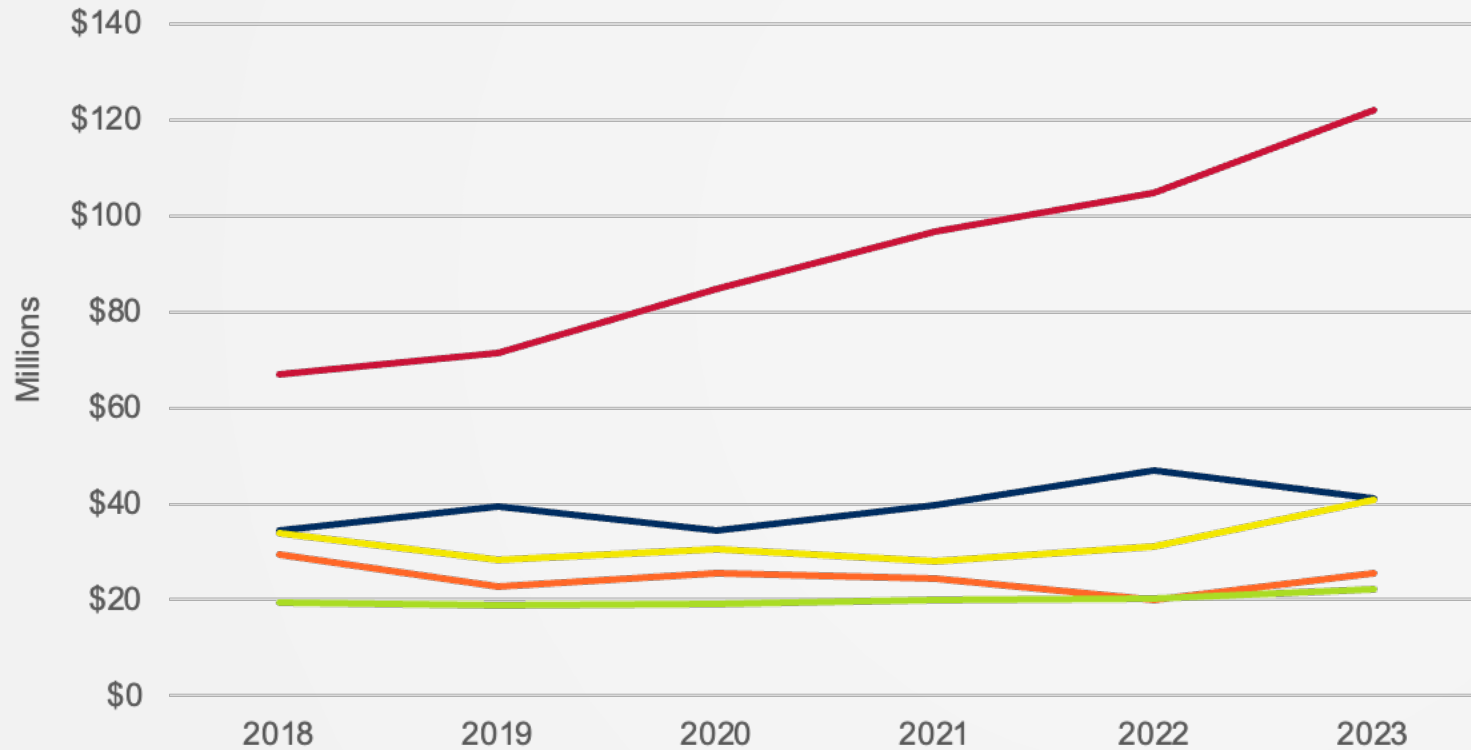
Total Awarded Research Funds by College (top 5)



— College of Agricultural, Human, and Natural Resource Sciences
 — College of Veterinary Medicine
— Voiland College of Engineering and Architecture
 — College of Arts and Sciences
— Elson S. Floyd College of Medicine

College	2018–2023
CAHNRS	+83%
CAS	-13%
VCEA	+20%
CVM	+19%
ESFCOM	+15%

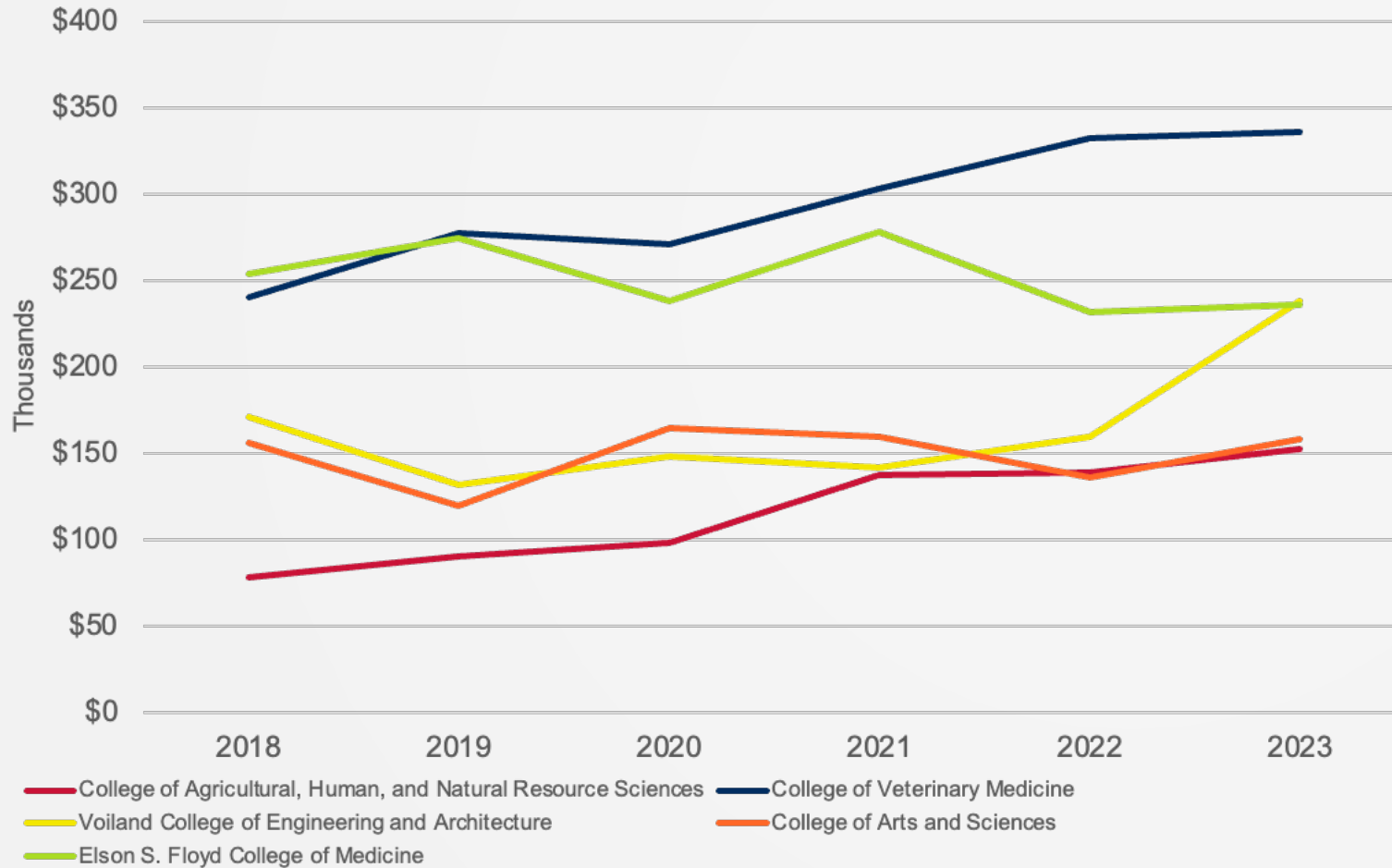
Unique awarded PIs (top 5 colleges)



College	2018–2023
CAHNRS	+83%
CAS	-13%
VCEA	+20%
CVM	+19%
ESFCOM	+15%

— College of Agricultural, Human, and Natural Resource Sciences
 — College of Veterinary Medicine
— Voiland College of Engineering and Architecture
 — College of Arts and Sciences
— Elson S. Floyd College of Medicine

Average Award Size by College (top 5)



College	2018–2023
CAHNRS	+95%
CAS	+1%
VCEA	+40%
CVM	+40%
ESFCOM	-7%

Thank you!
Questions?



WASHINGTON STATE
UNIVERSITY



WASHINGTON STATE
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Human Resource Services



April 2024

Board of Regents



WASHINGTON STATE UNIVERSITY
Human Resource Services

Presentation Overview

- Human Resource Services Organizational Structure
- Employee Concerns
- Addressing Concerns
- Questions



HRS Organizational Structure

HRS Leadership



Theresa Elliot-Cheslek
Vice President and Chief
Human Resource Officer



Jennifer Klein
Senior Associate Vice
President,
Employment Services
and Modernization
HCM



Kendra Hsieh
Director, Disability
Services and Labor
Relations Officer



Ann Monroe
Director, Benefit
Services



Lisa Neal
Director, Employee
Records and
Compliance



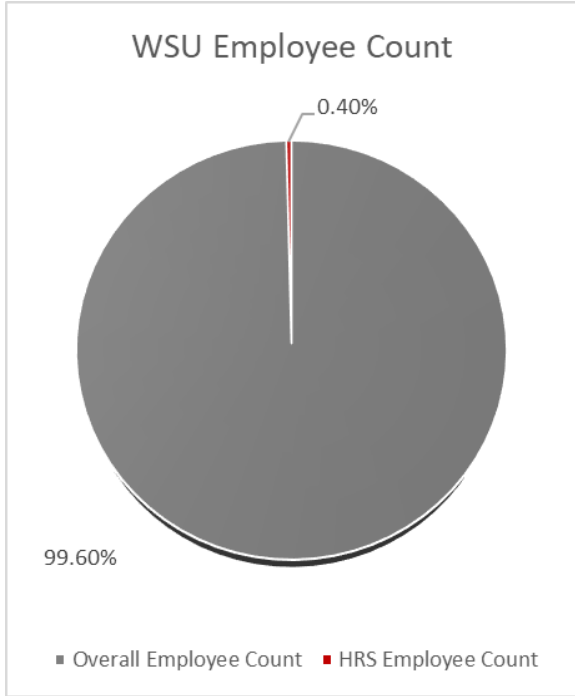
Jaide Wilhelm
Executive Assistant
and Administrative
Manager

Human Resource Services Staffing 58.25 Overall FTE <i>*Does not include Modernization HCM</i>	Headcount by Unit
Administration Office, Fiscal and Personnel Administration; Employee Recognition	Unit Count: 5.0 FTE
Benefits Medical, Dental, Wellness , Retirement	Unit Count: 7.0 FTE
Disability Services Family & Medical Leaves, Reasonable Accommodation, Workers' Compensation, CDL alcohol and drug testing	Unit Count: 4.0 FTE
Employee Records Compliance Personnel Processing, I-9 Compliance, Time/Leave, Non-Permanent employment, IT Administration,	Unit Count: 12.50 FTE
Employment Services (ES) <ul style="list-style-type: none"> • <i>Employee Relations</i> • <i>Compensation</i> • <i>Talent Acquisition</i> • <i>Learning and Organizational Development (LOD)</i> <ul style="list-style-type: none"> ○ <i>Executive Coaching</i> ○ <i>Staff Mentoring</i> ○ <i>Employee Engagement Survey</i> 	Unit Count: 26.00 FTE Employee Relations: 18 Compensation: 2 Talent: 2 LOD: 3
Labor Relations Collective bargaining, Contract consultation, interpretation and administration	Unit Count: 3.75 FTE



**FTE numbers above include current vacancies*

System Staffing



WSU Employee Count By Employee Type	WSU Institutional Research Data Fall 2023
Faculty	2,332
Administrative Professional	2,397
Civil Service	2,114

Best practice information provided by the College and University Professional Association for Human Resources (CUPA-HR). The CUPA-HR data indicates HRS is understaffed.

HRS Staffing Levels	HR Staff*	WSU IR Data Fall 2023	CUPA Ratio	WSU Ratio
HR Staff to Administrative Professional/Civil Service	56	4,511	2	1.2
HR Staff to Faculty	56	2,332	3	2.4

*CUPA-HR functional Human Resource roles.
 HR Staff includes all units reporting to the VP/CHRO except HCM Modernization and ITS support as they are not included in CUPA Data for calculating ratios.



Biannual Employee Engagement Survey

2023 Employee Engagement Survey

- Conducted March 29 – April 12, 2023
- 40% Overall Response Rate
 - 27.4% from faculty,
 - 43.2% from administrative professional
 - 29.4% from civil service
- 62.9% of respondents often or always satisfied at work

Areas of Concern/Identified Risks

Recruitment/Retention (workloads/staffing)
Compensation
Flexible Scheduling/Remote Work
Wellness and Benefits
Professional Development
Leadership
Annual Reviews
Parking
Culture and Safety
Athletics
Childcare



Addressing Concerns

Recruitment/Retention

- Hired Talent Acquisition Manager
- Enhancements to Outreach and Onboarding



Bonnie Wilmoth
Talent Acquisition
Manager



@CareersWSU

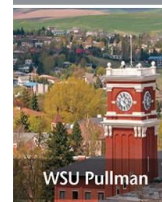


@WSUCareers



@CareersWSU

Shape your future Join the Cougar community

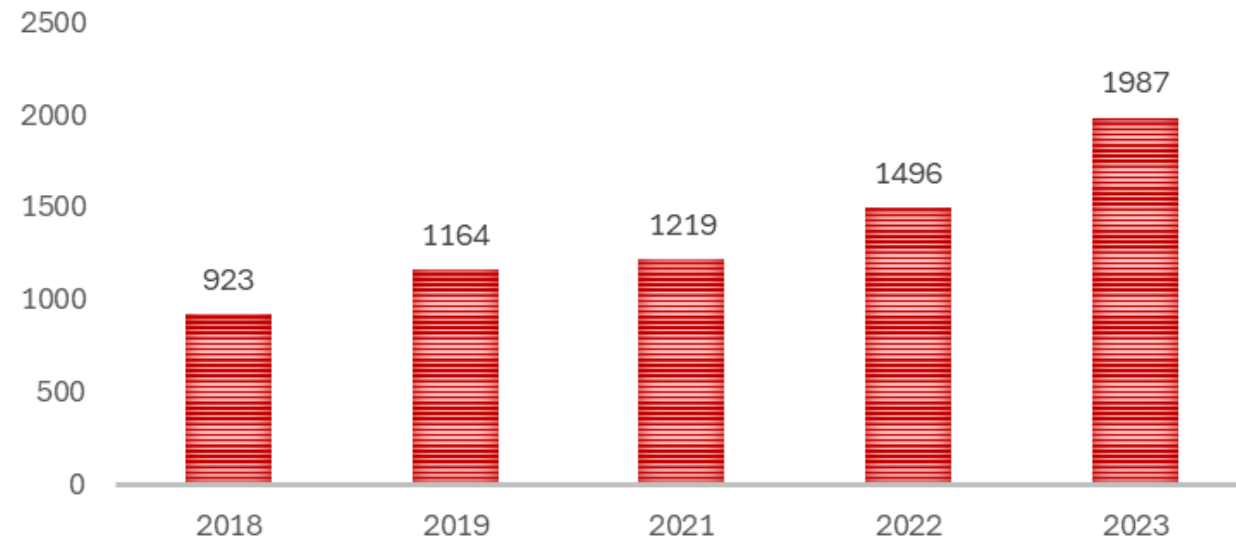


Explore career opportunities at wsu.edu/jobs



2023 Recruitment Data

RECRUITMENTS CONDUCTED BY HRS

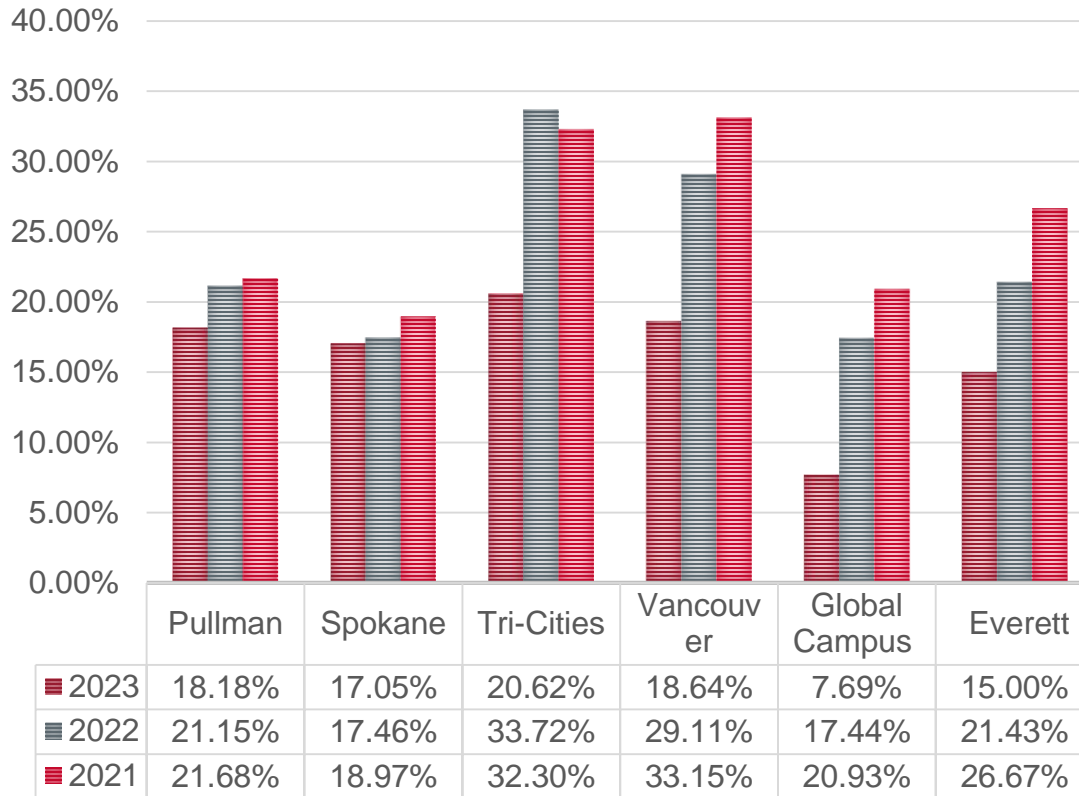


- Participated in 14 Career Fair/events across Washington, Oregon and Idaho.
- Initiated 1,987 faculty and staff recruitments in Workday.
- Received over 20,000 applications.
- Using social media to build employer recognition and source candidates.

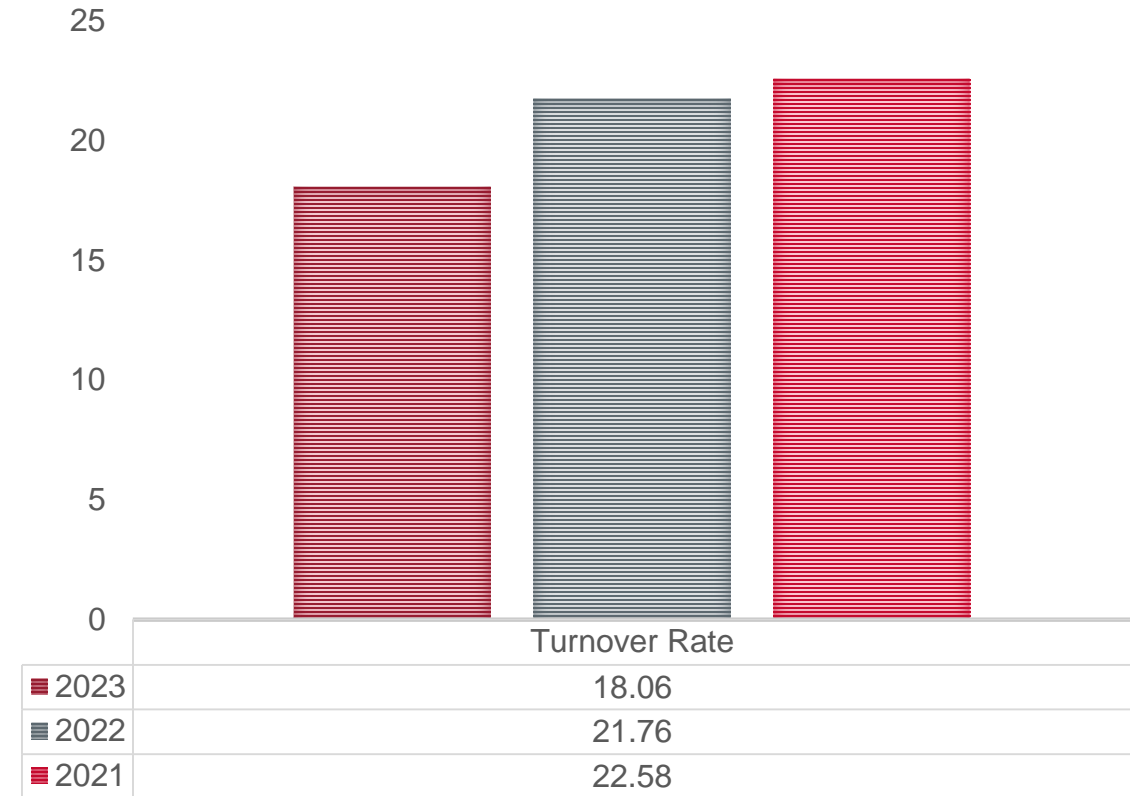
Employee Turnover

Workday Data

TURNOVER BY CAMPUS



SYSTEM WIDE TURN OVER



WSU's 2023 turnover percentages align with CUPA-HR Workforce Survey Data



Addressing Concerns

Compensation

- Civil Service Compensation – Engage with OFM on special pay and targeted range changes
- Administrative Professional Compensation - Implemented AP Compensation Structure, May 2022
- Wage Compression

Career Ladders

- Improved resources and information to provide transparency of compensation processes
 - Including the creation of job related journeys to allow for targeted career readiness for available advancement opportunities

Flexible Scheduling

- Provide guidance and assistance to areas on options available
- Review employee concerns

Annual Reviews



Melissa DiNoto
Compensation Manager



Addressing Concerns

Wellness Program

- Provide resources and trainings through internal and external resources
- Utilize the state Employee Assistance Program and SmartHealth Program
- Utilize WellCoug Champions Network
- Access to recreational facilities through [Active&Fit program](#)
- Encourage flexibility in the workplace

Benefits

- Assist 6,700+ benefit-eligible employees
- Comprehensive benefits package and information
- Retirement and financial assistance through TIAA and DRS retirement plans, BECU financial services and EAP
- [Total Compensation Information](#)
- Provide education on medical savings plans, home and auto insurance, commuter benefits, WACares program, Public Service Loan Forgiveness, and awareness of state and federal programs



Addressing Concerns

Learning and Organizational Development

Employee Engagement Survey

- Action Plans

Increased Professional Development

- Elevating Cougs Conference
- Bite-size Book Club
- Staff Mentoring

Leadership Development

- System Leadership Collaborative
 - Strategic Leadership Presentations
 - Executive 360 Reviews
 - Executive Coaching
- Campus Leadership
 - Leader of Leaders



Laura Hamilton
Learning and
Organizational
Development Manager



Strategic Plan

WSU Strategic Plan

Goal 4 INSTITUTIONAL EFFECTIVENESS AND INFRASTRUCTURE

Faculty and staff at all locations across the WSU system will feel inspired, engaged, and supported by the institution as a whole and by each other. New faculty and staff looking for employment will seek to join the university, and the satisfaction level of existing faculty and staff will reach unprecedented levels due to improved salaries and additional opportunities for professional development and training.

- Faculty and staff feel inspired, engaged, and supported
- New faculty and staff will seek to join the university, and the satisfaction level of existing faculty and staff will reach unprecedented levels
- Institutional Effectiveness and Infrastructure - Advance and enhance programs focused on hiring and retaining diverse faculty and staff



Resources and Information

- [HRS Website](#)
- [2023 Year in Review](#)
- [Employee Recognition Program](#)
- [Employee Engagement Survey](#)
- [HR Source Monthly Newsletter](#)
- [Learning and Organizational Development](#)
- [Employee Wellbeing](#)
- [Workday Digest Monthly Newsletter](#)
- [Employee Exit Survey](#)
- [WSU Strategic Plan](#)
- [WSU NWCCU Accreditation](#)





Questions?

T₁ H₄ A₁ N₁ K₅
Y₄ O₁ U₁





WASHINGTON STATE
UNIVERSITY

Artificial Intelligence and WSU



WSU Board of Regents Meeting
Thursday, April 18, 2024





What should a Board of Regents for a public institution know about AI?



ChatGPT can make mistakes. Consider checking important information.



ChatGPT

A Board of Regents for a public institution should have a solid understanding of AI to effectively govern and make decisions regarding its implementation within the institution. Here are some key aspects they should know:

1. Understand basic AI concepts and applications.
2. Recognize AI's educational benefits and ethical concerns.
3. Manage data quality, privacy, and security for AI.
4. Assess and mitigate risks associated with AI adoption.
5. Allocate resources strategically for AI initiatives.
6. Foster collaboration for AI research and innovation.
7. Support AI education and training programs.
8. Ensure transparency and accountability in AI systems.
9. Develop a long-term strategy for AI adoption.



**You**

Pretend you are the member of a task force related to AI for a research 1 university. You have been asked to attend a board of regents meeting about the opportunities and threats of AI on higher education. What are the top 5 questions you should be prepared to answer from the board members?

**Copilot**

Certainly! As a member of the task force on AI for a research 1 university, here are the top **five** questions you should be prepared to address during the board of regents meeting:

1. **How can AI enhance teaching and learning?** Discuss AI-driven personalized learning, adaptive assessments, and virtual teaching assistants.
2. **What ethical considerations surround AI adoption?** Address privacy, bias, transparency, and accountability in AI systems ¹.
3. **How will AI impact faculty roles and workload?** Explain potential changes in teaching, research, and administrative tasks.
4. **What strategies can mitigate the digital divide?** Explore ensuring equitable access to AI tools and training for all students.
5. **How can we foster interdisciplinary collaboration in AI research?** Highlight opportunities for cross-disciplinary projects and partnerships.

Remember to provide evidence-based insights and consider the specific context of your university. ✨

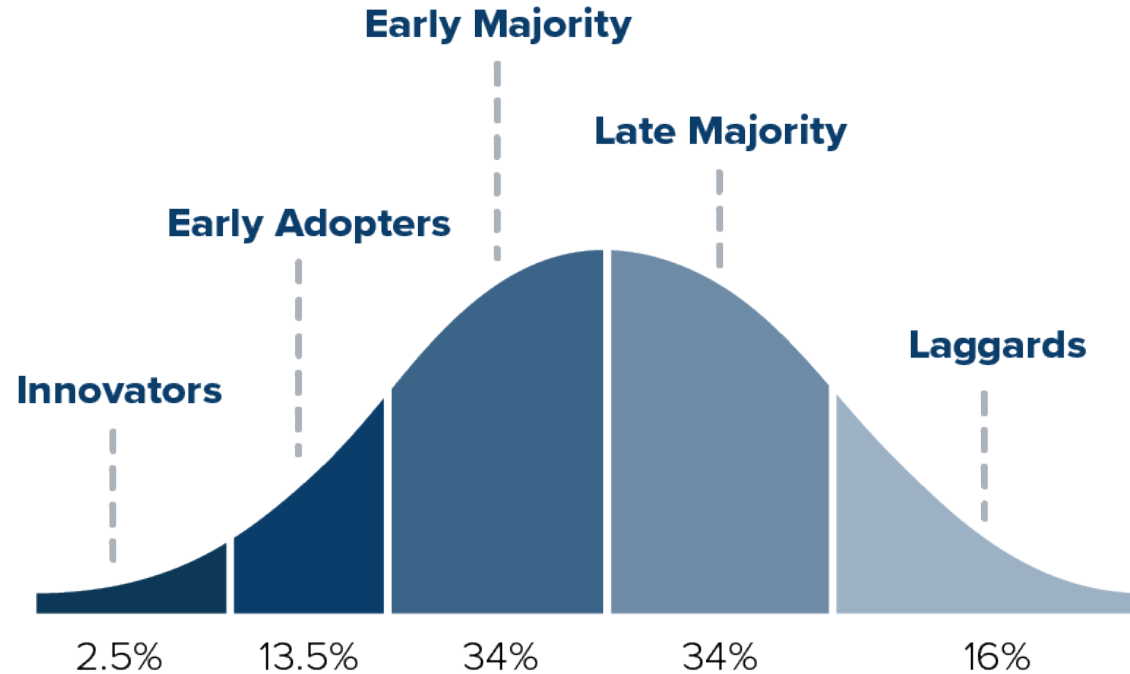
Learn more

1  elon.edu2  insidehighered.com3  bu.edu4  bing.com5  insidehighered.com

2 of 30 responses



ADOPTION OF NEW TECHNOLOGY



INNOVATION **ADOPTION LIFECYCLE**



OFFICE OF THE PROVOST: AI TASKFORCE TIMELINE

- **Spring 2023:** Taskforce formed as one of the first of its kind in higher education in the country
 - Included membership from across the WSU system
 - Work framed around:
 - Data Security
 - Research
 - Ethics and privacy
 - Teaching and Learning
- **Summer 2023:** Taskforce issued report and recommendations to Provost Chilton
- **Fall 2023:** Systemwide AI website launched - provost.wsu.edu/artificial_intelligence



AI IN ACTION AT WSU

RESEARCH



Ganapati Bhat
Raymond and Beverly Lorenz
Distinguished Assistant Professor
School of Electrical Engineering
and Computer Science

STUDENT AFFAIRS



Dan Welter
Director for the Center for
Fraternity and Sorority Life
Student Affairs

TEACHING AND LEARNING



Kate M. Watts
Director of Composition and
Professor, Career-Track
Department of English



AI IN BUSINESS OPERATIONS

- Pilot project to investigate Microsoft Copilot
- Partnership with WSU Information Technology Services (ITS)
- Exploring how to bring AI systems to WSU users in a way that ensures ethical use and data security



FUTURE ACTION ITEM #1

Review the 2024-2029 WSU Spokane Strategic Plan
(Daryll DeWald)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Review the 2024-2029 WSU Spokane Strategic Plan

PROPOSED: That the Board of Regents review the 2024-2029 WSU Spokane Strategic Plan

SUBMITTED BY: Daryll DeWald, Executive Vice President WSU Health Sciences and Chancellor, WSU Spokane

SUPPORTING INFORMATION:

Attached is the 2024-2029 WSU Spokane Strategic Plan. The plan articulates the following focus areas of WSU Spokane, the institution's health science campus, outlines the associated goals and objectives, and identifies the metrics that will be used to measure the plan's success.

- Student Success & Support
- Research
- Community Engagement & Partnerships
- Organizational Capacity & Effectiveness

The WSU Spokane Chancellor's Office and strategic planning committee representing the WSU Spokane campus are pleased to present this plan to the Board of Regents for review.

Attachments:
WSU Spokane Strategic Plan Draft



On behalf of the WSU Spokane leadership team and the strategic planning committee, I am pleased to submit the attached draft of the WSU Spokane strategic plan for 2024-2029. Over the past nine months, our campus leadership has engaged in active feedback and deliberation with internal unit leadership and external partners to develop this plan, which affirms our direction as a campus and acknowledges our responsibility to our students and to the communities we serve.

The campus-specific goals, strategies, and metrics contained within this document focus on student success and support, research, community engagement and partnerships, and organizational capacity and effectiveness and speak to the goals set forth in the WSU system strategic plan. Crucially, this plan reflects a spirit of collaboration and partnership with the three health sciences colleges headquartered in Spokane: the Elson S. Floyd College of Medicine, the College of Nursing, and the College of Pharmacy and Pharmaceutical Sciences.

However, what is perhaps most energizing about this campus plan is the solid foundation it provides for the development of a comprehensive and integrated vision and strategic plan for the WSU Health Sciences and its statewide operations. Our team is currently engaged in the process of building this second plan, which will chart the strategic direction for how our university will accelerate improved health outcomes for all.

Respectfully,

A handwritten signature in black ink that reads "Daryll DeWald".

Daryll DeWald
Executive Vice Chancellor, WSU Health Sciences
Chancellor, WSU Spokane



WASHINGTON STATE UNIVERSITY
SPOKANE

WSU Spokane
Strategic Plan
2024- 2029

Draft for WSU Board of Regents
March 20, 2024

HONORING OUR REGION'S FIRST PEOPLES

Washington State University Spokane acknowledges that its campus and its educational and clinical sites statewide are on the homelands of Native peoples, who have lived in this region from time immemorial. There are 37 federally recognized Tribes that historically shared their traditional homelands and waterways in what is now Washington State. Of these, 29 are federally recognized Tribes in Washington, with the remaining Tribes in Idaho, Montana, and Oregon, some of which represent multiple tribes and bands.

The University expresses its deepest respect for and gratitude towards these original and current caretakers of the region. As an academic community, we acknowledge our responsibility to establish and maintain relationships with these tribes and Native peoples, in support of tribal sovereignty and the inclusion of their voices in teaching, research and programming.

Washington State University established the Office of Tribal Relations and Native American Programs to guide us in our relationship with tribes and service to Native American students and communities. Additionally, WSU Spokane has established the Native American Health Sciences program for Native American students pursuing health sciences programs as well as guide our relationship and engagement with our regional Tribes. We also pledge that these relationships will consist of mutual trust, respect, and reciprocity.

As a land grant institution, we also recognize that the Morrill Act of 1862 established land-grant institutions by providing each state with "public" and federal lands, which are traced back to the dispossession of Indigenous lands. In 1890, Washington State received 90,081 acres of Indigenous Lands designated to establish Washington State University (see data). Washington State University retains the majority of these lands to this day. We acknowledge that the dispossession of Indigenous lands was often taken by coercive and violent acts, and the disregard of treaties. For that, we extend our deepest apologies. We owe our deepest gratitude to the Native peoples of this region and maintain our commitment towards reconciliation.

BACKGROUND

Washington State University Spokane was established as the then-called Riverpoint Campus in 1987 and, since opening its first building in 1994, has expanded to a 45-acre footprint in Spokane's beautiful riverfront University District.

Nestled in the heart of Spokane's metropolitan center, WSU Spokane serves as headquarters for three of the University's health sciences-focused colleges: the Elson S. Floyd College of Medicine, the College of Nursing, and the College of Pharmacy and Pharmaceutical Sciences. In 2010, the WSU Board of Regents designated WSU Spokane as the system's health sciences campus, with its colleges collectively generating more than \$35 million in annual research funding toward WSU's status as a Carnegie R1 Doctoral University.

Home to more than 1,400 undergraduate, graduate, and professional students, the colleges at WSU Spokane support health sciences education and research statewide through system campuses in Everett, Tri-Cities, Vancouver, and Yakima, furthering WSU's land-grant mission. Offering more than 25 undergraduate, professional, and doctoral degree programs in pharmacy, nursing, medicine, nutrition and exercise physiology, speech and hearing sciences, and several graduate degree programs through the College of Education, the colleges at WSU Spokane are fueling a pipeline of health care professionals ready to serve communities in every corner of our state.

Through this strategic plan, WSU Spokane will be uniquely positioned to support its three colleges in expanding their capacity to solve Washington's health care crisis. The core focus of this plan is to collaboratively and sustainably advance the opportunities and areas with the most scalability and potential impact with an eye toward developing and supporting research and educational programs that prepare students who are ready to serve our communities from the day they graduate.

PLANNING CONTEXT

This strategic plan promotes the iterative and collaborative development and implementation of WSU's vision for the health sciences by focusing on the opportunities and strategies that will enable WSU to efficiently and effectively contribute to the health care workforce, research, and programming required to address the health care needs of communities around the state. Additionally, this plan connects the health sciences college-level plans to the WSU system-wide strategic plan by establishing shared milestones metrics for measuring progress in meeting campus and institutional goals and by identifying the systematic and scalable support WSU Spokane can provide its resident colleges in the areas of:

- Student Success and Support
- Research Partnership and Infrastructure
- Community Engagement and Partnerships
- Organizational Capacity and Effectiveness

OUR COMMITMENT TO OUR COMMUNITY

At WSU Spokane, we believe that the future of health education and care is diverse, equitable, and inclusive—for those who teach, research, study, give, and receive care—in every interaction, every day. As a campus community, we are committed to actively closing opportunity gaps, reducing bias, and removing barriers for those we serve —students, faculty, staff, and all individuals across our state. Our commitment is not just a vision; it's a roadmap ingrained in every aspect of this strategic plan, informing our mindset, our work, and our decision-making. This plan supports the holistic ownership and measurement of our progress through specific initiatives and trackable outcomes to transform our commitment into tangible results.

OUR MISSION

To collaboratively convene, support, and catalyze leadership, inclusivity, and excellence in health care education, research, and scholarship while engaging with our community to address growing health care needs across Washington and beyond.

OUR ENVISIONED FUTURE

Our Vision

Washington State University Spokane will be an innovative, responsive, and integrated learning environment dedicated to transforming health care for rural and underserved communities in Washington and beyond.

Vivid Descriptions

Upon successful implementation of this strategic plan, WSU Spokane will be recognized among all stakeholders as:

- An active and highly engaged community, centered around a shared value of service to the unique and shifting health needs in every corner of our growing, vibrant state.
- A learning environment grounded in trust, respect, commitment, and recognition, cultivated to support evidence-based, real-world, experiential health sciences learning on all WSU campuses.
- An atmosphere where faculty and staff collaborate with one another and future health professionals, growing together as individuals and in teams to actively address the most pressing health challenges facing Washington's communities near and far.
- A powerful and productive epicenter of research inspired by the specific health concerns of Washingtonians that, through the exploration of new possibilities, seeking of new answers, and generation of new discoveries, improves the quality of life for all people everywhere.

Goal One: Student Success & Support

Foster an environment of inclusivity, learning, and growth that attracts new students to the health care professions, increases student success, and develops a health care workforce equipped to address our community's most pressing health issues from day one.

Aligns with the WSU System Strategic Plan Goal 2: Student Experience

Objectives & Strategies

Increase enrollment in programs with capacity at WSU Spokane with an eye toward supporting, eliminating barriers for, and increasing enrollment among prospective students from underrepresented communities.

- Develop and implement a Strategic Enrollment Management Plan for the WSU Spokane campus.
- Develop a coordinated communication, recruitment, matriculation, and onboarding process for prospective and admitted students.
- Develop and strengthen pipelines and academic enrollment incentives for students from underrepresented communities.

Streamline and expand campus services to support students' mental, physical, financial and social well-being.

- Develop and implement a comprehensive health and wellness services program accessible to WSU Spokane students at all locations.
- Address challenges experienced by students from underrepresented communities.
- Develop and enhance student financial services, scholarship, and employment programs to improve students' financial wellbeing.
- Identify, facilitate, and support student-led programming to enhance student social well-being.

Streamline and expand campus services to support academic success.

- Expand and enhance academic success and accommodation services in collaboration with campus and college partners.
- Identify and pursue opportunities for tailored academic support programs.
- Strengthen and coordinate career development and graduate school application services.
- Support the colleges in meeting reasonable and appropriate accommodations for students with disabilities in academic and clinical settings.
- Expand service-learning and co-curricular programs to enhance interprofessional learning and student engagement.

Metrics

- Student enrollment, retention, and graduation rates with a specific focus on first-generation students, students of color, and veteran students.
- Student Engagement Survey satisfaction rate
- Post-graduation employment placement and salary metrics including percentage of students of students from Washington and job placement rate in Washington

- Program specific degree completion metrics

Goal Two: Research

Promote increased research in the health sciences across the university by providing a state-of-the-art, reliable, efficient, and effective research infrastructure

Aligns with the WSU System Strategic Plan Goal 1: Research, Innovation & Creativity

Objectives & Strategies

Optimize existing campus research capabilities to support research excellence and interdisciplinary collaboration.

- Identify centers of excellence in areas of programmatic strength with funding potential.
- Foster an environment of collaborative engagement and scholarship to support interdisciplinary research and mentorship.

Identify and invest in research opportunities that improve health and wellbeing in Washington and beyond.

- Secure seed funding for high-priority research areas.
- Cultivate external partnerships to support research applications and funding.
- Leverage research programs and achievements to enhance regional and national leadership reputation.

Increase investment in research infrastructure.

- Establish a financial model that supports increased investment in research core facilities
- Develop processes to support sustainable research infrastructure.
- Identify research data security needs.

Metrics

- Total research proposals
- Total grant and contract awards
- Total number patents
- Amount of private and philanthropically funded research
- Number of collaborations and mentorships across health sciences colleges
- Number of external partnerships
- F&A campus expenditures

Goal Three: Community Engagement & Partnerships

In collaboration with the colleges, foster partnerships and engage in communities throughout Washington to improve the lives of people.

Aligns with the WSU System Strategic Plan Goal 3: Outreach, Extension, Service & Engagement

Objectives & Strategies

Expand and deepen engagement and outreach with regional communities, clinical partners, nonprofits, government agencies, tribes, businesses, and alumni.

- Deepen relationships and increase collaboration with regional tribal communities to address health needs and priorities.
- Partner with college programs to enhance faculty, staff, student, and alumni involvement in K-12 enrichment programs that increase exposure to careers in the health sciences.
- Increase community involvement of WSU Spokane leaders and employees to better support the mission of regional community organizations.
- Identify and promote mutually beneficial opportunities for learning about and better serving our communities, especially in support of WSU system goals and in partnership with WSU Extension.

Actively engage community members, clinical partners, businesses, nonprofits, government agencies, tribes, and alumni in the vision and impact of the health sciences.

- Create opportunities for community-based engagement in WSU's research and innovative technologies
- Facilitate local leaders, policymakers, current and prospective donors, and health professionals' engagement with faculty, students, and alumni.
- Increase community involvement in campus decisions and activities.

Grow contributions to economic development and human health in collaboration with local and regional partners.

- Implement campus-wide mechanisms for identifying, assessing and communicating the regional impact and value of WSU education, research, outreach, service and engagement.
- Increase alignment of health sciences priorities with the needs, challenges and opportunities in Spokane and eastern Washington.
- Establish mechanisms for evaluating and meeting local workforce development needs in human health fields.
- Coordinate brand communication activities with WSU system communications to enhance reach and impact of storytelling.

Metrics

- Number of community members serving on WSU Spokane advisory boards
- Number of employees trained to understand and adhere to the Executive Policy 41
- Number of WSU employees serving on community boards
- Number of student and employee community service projects and hours
- Number of alumni participating in WSU programs and continuing education opportunities

Goal Four: Organizational Capacity & Effectiveness

Responsibly cultivate and steward all resources – physical, financial, human, and intellectual-- to build a top-tier campus that enhances and supports the land-grant, educational, research, and clinical missions of its colleges and attracts philanthropic investment.

Aligns with the WSU System Strategic Plan Goal 4: Institutional Effectiveness and Infrastructure

Objectives & Strategies

**Support the recruitment, retention, and engagement of exceptional faculty, staff, and students —
– to advance health sciences education and research.**

- Use an equity lens to examine and update campus practices and policies.
- Expand diversity, equity, and inclusion training opportunities for faculty, staff, and students.
- Improve access to professional development and pathways to career advancement.
- Support the recognition of high-achieving faculty and staff.

Maintain, improve, and expand the infrastructure and physical capacity of the campus and its remote sites to support students, faculty, and staff and meet institutional and program goals.

- Evaluate, streamline, and update internal processes and systems to increase equity, organizational efficacy, and transparency.
- Develop an approach to new employee onboarding, with a focus on fostering an engaged workforce and inclusive campus culture.
- In partnership with WSU system leadership, advocate for the creation of a sustainable, future-forward model for the reinvestment of Facilities and Administrative funds in the campus.
- Assess, improve, or expand functionality, accessibility and availability of experiential learning, simulation, classroom, and laboratory spaces on campus and at remote sites with an eye toward inter- and intra-professional education.
- Evaluate campus and remote site information technology systems and capacity to determine improvements to services and security.

Increase funding and support for campus initiatives and infrastructure.

- Establish a comprehensive and aspirational development plan to increase philanthropic funding for priority campus initiatives and infrastructure from philanthropic and private sources.
- Establish a comprehensive and aspirational development plan that engages donors to support responsive growth and capacity building to address future workforce gaps and community needs.

- Support the pooling of resources across the WSU system to increase campus operational and programmatic efficiencies.
- Seek additional public-private partnerships to maximize initiatives, goals, and sustainability.

Metrics

- Culture of philanthropy (Leadership and employee giving)
- Philanthropic contributions
- Enrollment in new academic programs
- Retention and graduation rates by admit type
- Employee demographics
- Employee engagement survey metrics

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:

As we draw near to the conclusion of another academic year, I am pleased to share an update on our 15 annual objectives and 57 strategies. The dedication and hard work of WSU's faculty, staff, and leadership is driving us forward, with a growing number of strategies now completed and many more near completion and on track. The public [strategic plan dashboards](#) have been instrumental in providing transparent and detailed updates on our progress, covering the period from March 25, 2024, to the present date.

Cumulatively, the overall status toward completion of each of the 57 strategies is:

- Gray = Not Started (1)
- Green = On Track (39)
- Yellow = Off Track(3)
- Red = At Risk (0)
- Dark Green = Achieved (13)
- Dark Gray = Cancelled (1)

An initial year-end summary will be available in June; our full strategic plan annual report will be available in the fall to provide in-depth analyses and insights into our strategic priorities and performance metrics.

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



AGENDA

Washington State University Board of Regents
Academic and Student Affairs Committee

Washington State University, Spokane
Spokane Academic Center, Room 241-245
Spokane, WA

April 18, 2024
1:30 p.m.

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

Future Action Items

1. Establish a Master of Veterinary Anatomic Pathology degree (Chilton)
2. Establish a Bachelor of Science in Public Health degree (Chilton)
3. Establish a Bachelor of Arts in Social Work degree (Chilton)

Action Items

1. Proposed Revisions to Washington Administrative Code (WAC) 504-24-030 Undergraduate Housing Requirement (Hyatt)
2. Proposed Revisions to Washington Administrative Code (WAC) 504-26 Standards of Conduct for Students (Hyatt)

Information Item

1. Presidential Delegated Authority Items – Faculty Manual Revisions (Chilton)

PROPOSAL TO OFFER A NEW DEGREE PROGRAM*

Proposals will only be accepted electronically as a Word document to the Office of the Provost when submitted to provost.deg.changes@wsu.edu

**If a new unit will be created to offer the proposed degree, a notice of intent to establish the new unit (program, department, or school) will also be required.*

This proposal will be circulated to other institutions in the state via the Interinstitutional Committee on Academic Program Planning (ICAPP). You may be asked to interact with other institutions if they have questions or concerns.

Degree Title:	Master of Veterinary Anatomic Pathology (MVAP)
Academic Program:	Professionally Oriented Master's Degree
Academic Plan:	Veterinary Anatomic Pathology
Number of Credits:	30
Department(s) or Program(s):	Veterinary Microbiology and Pathology
College(s):	College of Veterinary Medicine
Campus(es):	WSU Pullman
Method of Instructional Delivery:	In-person

Contact Name:	Laura White	Email Address:	Laura.white@wsu.edu
Contact Phone:	509-335-7259	*Proposed start date:	Fall 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. Approval notification will be sent by the Office of the Provost and Executive Vice President.***

Proposal

Mission and Strategic Goals:

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

The WSU College of Veterinary Medicine and the Department of Veterinary Microbiology and Pathology have offered combined training in veterinary anatomic pathology and immunology/infectious disease research for over 40 years. Students in this program complete their doctoral research and pathology training in 6-7 years and become eligible for board certification by the American College of Veterinary Pathologists. It is one of the largest and most successful programs that trains veterinary pathologists for leadership positions in academia, in the biotechnology and pharmaceutical industries, and in government institutions. Although our graduates continue to be highly successful, the breadth and depth of knowledge needed to become a clinical specialist and accomplished researcher can no longer be delivered effectively in the traditional combined training format. This problem is projected to worsen in the next five years when the American College of Veterinary Pathologists implements its residency certification program and expands the number of clinical competencies required for board certification. Lastly and most importantly, our students are increasingly suffering from anxiety and other mental health challenges due to the stress caused from trying to simultaneously meet the growing demands of residency and research training. The problems associated with the current combined program will be addressed by adopting a sequential training model where incoming students spend

the first three years focused on veterinary anatomic pathology training in a professionally oriented master's degree program offered through the graduate school. After completing residency training, students interested in research can transition into a PhD program within the College of Veterinary Medicine to complete their graduate training.

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.*

See Attached Document: Curriculum Overview

- 30 hours minimum of total credits
- 26 hours minimum of graded course work
 - 1 hour of Introduction to Histopathology (VET_PATH 582, syllabus conditionally approved and included in this packet)
 - 18 hours of VET_PATH 542 (3 hours in spring and fall semester per year; a major curricular change to increase the graded credit hours of this course was submitted for review in fall 2022 and included in this packet)
 - 12 hours of VET_PATH 592 (2 hours in spring and fall semester per year)
 - 1-4 hours of statistics
- 2-4 hours VET_PATH 701 (Master's special project, syllabus was submitted for review fall 2022 and included in this packet); a minimum of 2 hours must be taken in the semester of project completion

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

All courses will be 100% face-to-face delivery.

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.

All graduates will be able to:

1. Develop practical gross and microscopic pathology skills, including the skills needed to prepare for sitting the American College of Veterinary Pathologists board examination.
2. Develop skills in comparative anatomic pathology and diagnostic medicine leading to the ability to judge the relative importance of laboratory findings, recommend appropriate ancillary testing, and summarize all diagnostic information into a concise and valuable report.
3. Develop written and verbal skills appropriate for communicating lesion descriptions and disease processes in a timely and professional manner appropriate for diagnostic and research laboratories.
4. Develop the work management skills necessary for competent, efficient completion of service, teaching and research responsibilities.

5. Develop research objectives and apply research theory and methodology to address a fundamental pathology-based research question.

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 the existing assessment plan for _____ . Please attach a copy of the existing plan.
- 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 new degree:

1. This new professionally-oriented master's degree will be replacing the PhD in the combined Anatomic Pathology Residency Training program. This new format will better allow students to reach the required level of mastery of knowledge and skill to become successful Anatomic Pathologists (see Program Objectives of the attached Assessment Plan). Additionally, it will address the increasing concerns of quality of life in the current combined format. Students may still pursue PhD training, as desired, upon completion of the combined professionally-oriented master's degree/anatomic pathology residency program. It will also provide a framework whereby the residency program may uphold the forthcoming accreditation standards expected to be set forth by the American College of Veterinary Pathologists.

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 underrepresented students in this discipline.

This program will be available to students accepted into the Anatomic Pathology Residency. Applicants must have a DVM degree from an AVMA accredited college of veterinary medicine or comparable foreign institution. Due to the highly specialized nature of this program, transfer students are generally not considered. The program recruits two new students per year. Two candidates have successfully been accepted into the previous combined residency/PhD program, out of approximately 18 applicants per year, in all previous years. These numbers are not expected to significantly change with this program. Recruitment is through the American College of Veterinary Pathologists, which is standard for all Anatomic Pathology Residencies.

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

A task force consisting of ten faculty pathologists was formed to discuss options for altering the existing combined PhD/residency program. This task-force discussed how to best meet the needs of the students, including maintenance of an adequate quality of life, while provide training for a wide variety of potential careers. Several modifications of the existing program were proposed and debated before arriving at the current proposed Master of Veterinary Medicine.

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4. Organizational arrangements required within the institution to accommodate the new degree.
As a restructuring of the previous combined PhD/Residency degree, this will not require any additional organizational arrangements. The majority of instruction will be provided by faculty pathologists within the Dept of Veterinary Microbiology and Pathology and the Washington Animal Disease Diagnostic Laboratory.

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. If faculty need to be hired, provide a written commitment from your funding authority of the necessary faculty lines.
As this is an alteration of the existing combined program, a timetable for implementation is not needed. All requirements are in-place within the existing systems.

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.
Our department has a budgetary line item dedicated to supporting residency stipends within the program we are restructuring. The budget associated with this proposal will incur no new cost to the College of Veterinary Medicine or WSU and no programs will be discontinued. On the contrary, this restructuring provides the opportunity to make better use of allocated funds to serve student needs. The residency-dedicated budget line was provided by the state legislature in the 1970s and since that time, it has not been adjusted. This restructure has the potential to provide savings to Washington State University by qualifying students to become board-certified professionals within three years, while still allowing the option to continue with a PhD. As a non-thesis master's degree program, tuition rates are not within the purview of the CVM.

Student Services:

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

As this is a restructuring of the existing combined program, additional resources are not required.

Describe the implications of the new degree for services to the rest of the student body.

As this is a restructuring of the existing combined program, additional resources are not required.

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.

Student offices will be in Global Animal Health 2 building, within the Washington Animal Disease Diagnostic Laboratory, which will provide all necessary facilities and equipment. The need for additional support is not anticipated.

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.

As this is a restructuring of the existing combined program, additional resources are not required.

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.

All faculty are Veterinary Anatomic Pathologists co-appointed within the Department of Veterinary Microbiology and Pathology and the Washington Animal Disease Diagnostic Laboratory. Teaching responsibilities within the proposed program will vary among faculty. As Veterinary Anatomic Pathologists, all faculty have received a Doctor of Veterinary Medicine and are board-certified by the American College of Veterinary Pathologists; most faculty have also received a PhD in a related field. All faculty have participated in the aforementioned combined residency/PhD program, which this master's program will replace. Furthermore, while not a requirement, many faculty members participate in ongoing continuing education in the area of teaching, particularly by participating in the CVM Teaching Academy.

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 AOI 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.

This program is only available to students accepted as Anatomic Pathology Residents. Due to the highly specialized nature of this program and the low student numbers (2 per academic year), this program will not impact other WSU programs and locations. Furthermore, this program utilizes pre-existing courses for the majority of the required credits, with the development of only 1 new introductory course and a master's project, resulting in minimal impact on faculty time. As this program is replacing the previous combined residency/PhD program; students will be encouraged to pursue PhD training following completion of the MS, if desired.

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?
Enrollment in the existing combined Anatomic Pathology/PhD program has remained steady over the previous 10 years, with an average of 15 applications per year for two available student seats. The number of applicants is anticipated to increase with the proposed program changes to a professionally-oriented master’s degree as it will allow application by Anatomic Pathology Residents not interested in a complete PhD program. Nonetheless, if the program were to be unsuccessful, a certificate program could be pursued.

External Reviewer Contact Information

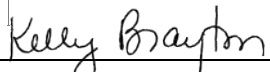
If this program is new to the Washington State University system, please provide the names and contact information for 2-3 external experts from similar institutions <i>who could</i> be contacted to provide reviews of this program.	
Name	Contact Information (email and phone)
Kim Newkirk, DVM, PhD, DACVP	knewkirk@tennessee.edu
Josh Ramsay, DVM, PhD, DACVP	jdramsay105@gmail.com

Attachments:

- Financial Worksheet
- Four-Year Degree Plan (undergraduate); curriculum overview (graduate and professional)
- Curriculum Map (undergraduate)
- Assessment Plan
- Letters of financial commitment
- Contracts or MOUs if applicable

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

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

Chair or Director Signature:		Date:	8/23/23
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Dean Signature:		Date:	8/28/2023
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Signatures are required from the Chancellor(s) if the degree will be offered and/or impact the respective campus:

Everett Chancellor Signature:		Date:	
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Global Chancellor Signature:		Date:	
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Spokane Chancellor Signature:		Date:	
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Tri-Cities Chancellor Signature:		Date:	
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Vancouver Chancellor Signature:		Date	
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Comments regarding abstention of signature(s)

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

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

FUTURE ACTION ITEM #1

Establish a Master's of Veterinary Anatomic Pathology Degree (Elizabeth S. Chilton)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Establishment of a Master's of Veterinary Anatomic Pathology degree for the WSU Pullman campus

PROPOSED: That the Board of Regents establish a Master's of Veterinary Anatomic Pathology degree for the WSU Pullman campus

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

SUPPORTING INFORMATION: The College of Veterinary Medicine and Department of Veterinary Microbiology and Pathology proposes the establishment of the Master's of Veterinary Anatomic Pathology degree for the WSU Pullman campus.

The WSU College of Veterinary Medicine and the Department of Veterinary Microbiology and Pathology have offered combined training in veterinary anatomic pathology and immunology/infectious disease research for over 40 years.

Students in this program complete their doctoral research and pathology training in 6-7 years and become eligible for board certification by the American College of Veterinary Pathologists. It is one of the largest and most successful programs that trains veterinary pathologists for leadership positions in academia, in the biotechnology and pharmaceutical industries, and in government institutions.

Although our graduates continue to be highly successful, the breadth and depth of knowledge needed to become a clinical specialist and accomplished researcher can no longer be delivered effectively in the traditional combined training format. This problem is projected to worsen in the next five years when the American College of Veterinary Pathologists implements its residency certification program and expands the number of clinical competencies required for board certification.

Lastly and most importantly, our students are increasingly suffering from anxiety and other mental health challenges due to the stress caused by trying to simultaneously meet the growing demands of residency and research training.

As such, the challenges described above associated with the current combined program will be addressed by adopting a sequential training model where incoming students spend the first three years focused on veterinary anatomic pathology training in a professionally oriented master's degree program offered through the Graduate School. After completing residency training, students interested in research can transition into a Ph.D. program within the College of Veterinary Medicine to complete their graduate training.

This proposal was reviewed carefully and has support from the Provost's Office. This recommendation was recommended by the Faculty Senate on March 21, 2024. The Master's of Veterinary Anatomic Pathology degree proposal is available upon request.

The College of Veterinary Medicine and Department of Veterinary Microbiology and Pathology proposes the establishment of the Master's of Veterinary Anatomic Pathology degree effective as soon as feasible.

FUTURE ACTION ITEM #2

Establish a Bachelor of Sciences in Public Health (Elizabeth S. Chilton)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Establishment of a Bachelor of Sciences in Public Health degree for the WSU Pullman, Spokane, and Vancouver campuses

PROPOSED: That the Board of Regents establish a Bachelor of Sciences in Public Health degree for the WSU Pullman, Spokane, and Vancouver campuses

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

SUPPORTING INFORMATION: The College of Veterinary Medicine (CVM) proposes the establishment of the Bachelor of Sciences in Public Health degree for the WSU Pullman, Spokane, and Vancouver campuses.

CVM's mission is to empower individuals with the knowledge and skills essential for excelling in the field of public health and aim to enable WSU's learners to develop a solid foundation for evidence-based decision-making and impactful interventions.

In line with WSU's land-grant mission, CVM is also committed to enhancing equity in Washington by increasing the number of public health professionals dedicated to serving in underserved regions. This dual commitment exemplifies WSU's historical commitment to education, outreach, and community engagement, as we strive to address the unique healthcare challenges faced by underserved communities across our state.

Washington's public health workforce challenges have long been understood and the COVID19 pandemic put a spotlight on deficiencies within the state's public health infrastructure including inequities associated with a maldistribution of human capital resources, particularly in rural and otherwise underserved communities. In its August 2022 Transformational Plan, the state Department of Health calls for a modernized public health system that recognizes the importance of One Health principals in understanding the intersections of critical influences on overall health, including the interactions between animals, the environment and humans. WSU responded to the COVID19 pandemic by utilizing our research and academic expertise in public health from faculty and leaders to provide solutions for the needs of our community stakeholders in rural and remote

Washington areas. In addition, the ongoing opioid crisis and burgeoning stimulant use reflect the need for even more effort in addressing these issues.

In response, this program proposes to build upon those academic strengths applied during the pandemic and leverage the existing university expertise in infectious disease and behavioral health—especially addictions—to prepare graduates to enter a modern public health system at the public, private and nonprofit levels. The program is informed by community directed engagement, which includes feedback from rural, remote and underserved populations.

This proposal was reviewed carefully and has support from the Provost's Office. This recommendation was recommended by the Faculty Senate on April 4, 2024. The Bachelor of Sciences in Public Health degree proposal is available upon request.

The College of Veterinary Medicine proposes the establishment of the Bachelor of Sciences in Public Health degree effective as soon as feasible.

PROPOSAL TO OFFER A NEW DEGREE PROGRAM*

Proposals will only be accepted electronically as a Word document to the Office of the Provost when submitted to provost.deg.changes@wsu.edu

**If a new unit will be created to offer the proposed degree, a notice of intent to establish the new unit (program, department, or school) will also be required.*

This proposal will be circulated to other institutions in the state via the Interinstitutional Committee on Academic Program Planning (ICAPP). You may be asked to interact with other institutions if they have questions or concerns.

Degree Title:	BS in Public Health
Academic Program:	Public Health
Academic Plan:	Public Health
Number of Credits:	120
Department(s) or Program(s):	Public Health
College(s):	CVM
Campus(es):	Pullman, Spokane, Vancouver
Method of Instructional Delivery:	In-person/Synchronous online

Contact Name:	Samantha Gizerian	Email Address:	samantha.gizerian@wsu.edu
Contact Phone:	509-335-0986	*Proposed start date:	Fall 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. Approval notification will be sent by the Office of the Provost and Executive Vice President.***

Proposal

Mission and Strategic Goals:

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

Our mission is to empower individuals with the knowledge and skills essential for excelling in the field of public health. We aim to enable our learners to develop a solid foundation for evidence-based decision-making and impactful interventions. In line with WSU's land grant mission, we are also committed to enhancing equity in Washington by increasing the number of public health professionals dedicated to serving in underserved regions. This dual commitment exemplifies WSU's historical commitment to education, outreach, and community engagement, as we strive to address the unique healthcare challenges faced by underserved communities across our state.

Washington's public health workforce challenges have long been understood and the COVID19 pandemic put a spotlight on deficiencies within the state's public health infrastructure including inequities associated with a maldistribution of human capital resources, particularly in rural and otherwise underserved communities. In its August 2022 Transformational Plan, the state Department of Health calls for a modernized public health system that recognizes the importance of One Health principals in understanding the intersections of critical influences on overall health, including the interactions between animals, the environment and humans. WSU responded to the COVID19 pandemic by utilizing our research and academic expertise in public health from faculty and leaders to

provide solutions for the needs of our community stakeholders in rural and remote Washington areas. In addition, the ongoing opioid crisis and burgeoning stimulant use reflect the need for even more effort in addressing these issues. In response, this program proposes to build upon those academic strengths applied during the pandemic and leverage the existing university expertise in infectious disease and behavioral health —especially addictions — to prepare graduates to enter a modern public health system at the public, private and nonprofit levels. The program is informed by community directed engagement, which includes feedback from rural, remote and underserved populations.

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 BS in Public Health will be a 120-credit bachelor's degree program that is focused on preparing students for careers in Public Health. The structure of this program is based on the competencies and experiences required for students at the bachelor's level by the accrediting body for Public Health, The Council on Education for Public Health (CEPH), though accreditation of the program by CEPH is not required at this time. Please see the attached four-year degree plan for information on specific requirements and courses in each track.

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

Infectious Disease option: This option will be taught 100% face-to-face in Pullman

Behavioral Health: The program will be taught as a 2+2 program, with students taking the first 2 years in Pullman or Vancouver and the second 2 years in Spokane or Vancouver. Initially, due to the need to hire a full contingent of faculty, this option will include synchronous online sections of the PUBHLTH courses taught on one of the three campuses and broadcast to Spokane and/or Vancouver as needed. Existing courses that are required for the behavioral health option in other prefixes will include online sections broadcast synchronously between Spokane and Vancouver (some courses are taught only in Spokane, some are currently only taught in Vancouver)

Assessment of Student Learning and Student Achievement

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

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

1. Locate, use, evaluate, and synthesize public health information to inform evidence-based decision making and drive impactful interventions.
2. Effectively communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences
3. Analyze the various cultural contexts in which Public Health professionals operate including factors that influence public health-related practices, beliefs, and behaviors within diverse communities.
4. Develop proficiency in navigating ethical decision making within the realm of Public Health to benefit the well-being of both individuals and communities
5. Advocate effectively for protection and promotion of the public's health, demonstrating a comprehensive understanding of strategies and policies essential for promoting the well-being of communities

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

Student learning outcomes will be assessed through evaluation of PUBHLTH course grades, Capstone artifacts, student surveys, focus groups, and when possible NSSE data for Public Health students. Please see the attached assessment plan and curriculum matrix

Please indicate as appropriate:

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

Planning:

Describe plans and include descriptions which provide evidence of:

1. The need for the new degree:

A new degree program is needed to address longstanding challenges in Washington's public health workforce, highlighted by deficiencies exposed during the COVID-19 pandemic, the maldistribution of resources in underserved communities, and the need for a modernized public health system that considers One Health principles. This program aims to leverage academic expertise and community engagement to prepare graduates to meet the evolving public health needs in the state.

Collectively, the Public Health degree options will produce graduates qualified for employment as health scientists, public health officers, diagnostic lab and research technicians, scientific assistants, food safety specialists at state and local health jurisdictions, community health clinics, academia and extension, and in private industry. This program will also leverage new and existing certificate programs in health communications, leadership and human resources/personnel management to further tailor the training of public health graduates for higher paid positions.

The infectious disease option would leverage the expertise of the Washington Animal Disease Diagnostic Laboratory and the Paul G. Allen School for Global Health on the Pullman campus. In addition to core courses in population health, health systems, methods, biostatistics, health communications, environmental health administration, and community health development, students in the infectious disease option will be educated in epidemiology, infectious disease testing, vaccinology/vaccine development, data management, statistical analysis and bioinformatics, infectious disease outreach, medical bacteriology, microbiology of foods and environmental health practices. WSU has faculty with expertise in vector-borne disease and zoonotic diseases, including coronaviruses and poxviruses. In addition to a microbiology/infectious disease-intense, science-focused curriculum, this option will emphasize experiential learning and local internships as part of the core curriculum to enhance recruitment from and retained employment in rural, remote and underserved parts of Washington. Internships in this option will be focused on health surveillance, diagnostic testing, infectious disease education and outreach, and project management. These programs will align with the state Department of Health Transformational Plan to develop a statewide public healthcare system with strategic alliances with academic partners.

Similarly, the behavioral health option with its emphasis on addiction science would leverage existing expertise at WSU Spokane and WSU Vancouver. In addition to the core curriculum as described above, students will be educated in fundamental tenants of behavioral health, the theoretical underpinnings of substance use disorder, the complex interactions between physical and mental health, the behavioral antecedents and correlates of chronic health conditions, relevant policy-related content preparing students to engage in under resourced policy arenas, and best practices for evaluating and implementing evidence-based practice in both treatment and preventions arenas. Further, they will develop skills enabling them to seamlessly interface with specific constituent populations, including the homeless, those with mental health challenges, those with persistent pain, those with chronic and/or communicable health conditions, and those with substance use disorders ranging from those who are actively using to those in recovery.

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 underrepresented students in this discipline.

At full capacity, WSU expects the public health academic programs to graduate 200 students from the undergraduate programs annually across all campuses.

Transfer student articulation

- Transfer students must take PubHlth 101, 102, 105 and 250 at WSU, this may prolong their time at WSU beyond 4 semesters depending on previously taken course work.

Recruitment:

- Showcase diverse role models and success stories in promotional materials: we will develop targeted marketing campaigns that highlight the success stories of underrepresented students and leverage the experiences and successes of underrepresented alumni to serve as ambassadors and role models for current students.

Retention:

- Culturally competent curriculum: the curriculum will include content that addresses health disparities and cultural competence to better resonate with underrepresented students.
- Community engagement and service learning: through the capstone projects, students will be encouraged to engage with underrepresented communities through service-learning projects, which can foster a sense of purpose and connection.
- Professional development opportunities: this program aims to produce graduates qualified for a myriad of employment opportunities in the realm of public health and through the capstone projects the program will provide opportunities for underrepresented students to enhance their skills and expand their professional networks.

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

Externally, WSU has consulted with Public Health districts around the state, the WA Public Health Academic Learning Collaborative, the State Dept. of Health, and other colleges and universities in the region that offer or plan to offer public health degrees (University of Washington, Central Washington University, Gonzaga University, etc.). Internally, we worked across Vet Med, ESFCOM, CAS, the Pullman, Spokane, and Vancouver campuses, and Government Relations.

4. Organizational arrangements required within the institution to accommodate the new degree.

The new degree program will be housed in the College of Veterinary Medicine, however significant contributions from other colleges will be a part of the program. Indeed, required courses for both tracks are drawn from the College of Medicine, College of Arts and Sciences, CAHNRS, the Murrow College of Communication, and the College of Pharmacy. These colleges will work together to provide the classes that Public Health students need to complete their degrees, including memoranda of understanding/agreement to provide hybrid sections to multiple campuses. Moreover, as the College of Veterinary Medicine does not have a physical presence on the Spokane or Vancouver campuses, collaboration between colleges, campuses, and individual units are crucial to its success.

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. **If faculty need to be hired, provide a written commitment from your funding authority of the necessary faculty lines.**

Pullman will have 5 faculty hires (including program director), Spokane will have 3 faculty hires and Vancouver will have 2 faculty hires. These positions can be career or tenure track. There are no funds for start-up in the public health allocation so start-up will need to come from accrual of salary savings/delayed hiring or from other sources. The CVM is starting with **one career track faculty** to engage in teaching and curricular development as the first priority in Fall 2023, to start Spring 2024.

There are **3 staff positions** (excluding Director and Asst Director) funded for the public health degree- recruitment, advisor and student success. Currently the funding is split for these positions (0.5 Pullman, 0.3 Spokane and 0.2 Vancouver) reflecting faculty FTE. None of us want to hire percentages of people. As such, we discussed and agreed upon the following strategy:

First staff hire: Student Recruitment and program outreach and marketing, 1.0 FTE. This person could be physically located in Spokane, Vancouver or Pullman, depending on their preference. There would be an expectation of travel and recruitment, outreach and marketing for all 3 campuses, both current threads and any additional threads added later. Ultimately this person will likely be supervised by the program director but, at least initially, will report to whomever makes sense based on their physical location. Recruitment to start this FY.

Student advisor, 1.0 FTE. This person will be based in Pullman. In Vancouver, the advising of public health students can fit within current advising structure (CAS in Vancouver). Also, the Community and Behavior Health program does not currently have students and the first 2 years of the public health degree will not be offered (yet) in Spokane. Ultimately, this person will need to work with advisors in Vancouver and Pullman holistically. Recruitment to start later this FY (Jan/Feb)

Student success coordinator: 1.0 FTE. This person is probably best based in Pullman but could be in Vancouver or Spokane. The primary initial projects will be putting together experiential learning opportunities, developing relationships with the department of health, local health jurisdictions etc. Some travel expected. Ultimately they, along with the program director, faculty member and the staff adviser, will oversee the capstone course/project.

Please see the attached State of Washington Funding Proviso for more details.

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.

Per Leslie Brunelli, Executive Vice President for Finance and Administration/CFO and Chris Mulick, Interim Vice President, External Affairs & Government Relations:

“The 2023-2025 Biennial Operating budget, Section 607(28), appropriates funds to WSU as follows: \$2,521,000 of the workforce education investment account—state appropriation is provided solely for the establishment of a Bachelor of Science in public health degree at the Pullman, Spokane, and Vancouver campuses. This appropriation fully funds WSU’s request for an infectious disease track housed in the College of Veterinary Medicine on the Pullman campus and behavioral health programs housed on the Spokane and Vancouver campuses. Funding per campus will be provided as follows, in alignment with requested amounts:

Campus FY-24 Allocation FY-25 Allocation

WSU Pullman-CVM \$290,000 \$840,000

WSU Spokane \$220,000 \$570,000

WSU Vancouver \$276,000 \$325,000

This is a biennial appropriation so the full two-year amount must be expended by the end of FY-2025. Any amounts not expended by the end of fiscal year 2025 will lapse back to the state treasury.”

After FY-25 (June 30, 2026), funding lines per the State of Washington Funding Proviso are then ongoing. Commitments across VetMed, Spokane Chancellor’s Office, ESFCOM, and the Vancouver campus have been in-kind support of time in FY 2022 to set up this academic degree. We do not foresee one-time, facilities, or library costs.

Please also refer to attached State of Washington Funding Proviso, Budget Memo, and Letters of Support from Libraries and Facilities indicating no additional costs for the degree.

Student Services:

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

See attached letters of support for signatures.

We provide confirmation that the proposed new Bachelor of Science in Public Health will not add any undue burden to the Offices of Student Affairs. The programs build on existing infrastructure on Spokane, Vancouver, and Pullman campuses, and will continue to serve students in the Elson S. Floyd College of Medicine, College of Veterinary Medicine, and the College of Arts and Sciences.

Admissions and advising for this new degree program will be housed in Pullman out of the College of Veterinary Medicine and will serve all students, regardless of campus designation.

The Offices of Student Affairs on all three proposed campuses will provide services related to student well-being and daily campus life. No new services or FTE in Student Affairs are required to serve the students of the proposed degree, based on the enrollment projections below.

Describe the implications of the new degree for services to the rest of the student body.

There will be minimal impact on services for the rest of the student body. An additional UCORE 3 credit class in the Humanities (PubHlth 101) has been added as an open option for all students. We also utilized WSU’s Equity Lens Tool (<https://policies.wsu.edu/prf/index/policy-development-review/equity-lens-toolkit/>) and provide answers to the following questions:

1. Question 1

For New Policies – Have WSU community members from communities that have experienced systemic racism and institutional discrimination been intentionally involved in the process of Have WSU community members from communities that have experienced systemic racism and institutional discrimination were not intentionally involved in the development of this new degree program?

WSU community members from communities that have experienced systemic racism and institutional discrimination were not intentionally involved in the process. However, WA State Assn of Local Public Health Officials, LHJ Workforce & Higher Education (with tribal leaders present) have been involved with this degree development.

2. Question 2 – What are the intended outcomes of the policy, practice, or decision?

This will be a new degree, Bachelor's of Science in Public Health, with two tracks: Infectious Disease and Behavioral Health.

3. **Question 3** – What are the potential impacts of this policy, practice, or decision on those who have experienced systemic racism and institutionalized discrimination?

How might this policy have a disproportionate impact, negatively or positively, on those who have experienced systemic racism and institutionalized discrimination?

How does this policy, practice, or decision perpetuate or help to dismantle historical or other barriers to equity?

Washington’s mental health workforce challenges have long been understood and the COVID -19 pandemic put a spotlight on deficiencies within the state’s public health infrastructure including inequities associated with a maldistribution of human capital resources, particularly in rural and otherwise underserved communities. In its August 2022 Transformational Plan, the state Department of Health calls for a modernized public health system that recognizes the importance of OneHealth principals in understanding the intersections of critical influences on overall health, including the interactions between animals, the environment and humans. WSU responded to the COVID-19 pandemic by utilizing our research and academic expertise in public health from faculty and leaders to provide solutions for the needs of our community stakeholders in rural and remote Washington areas. In addition, the ongoing opioid crisis and burgeoning stimulant use reflect the need for even more effort in addressing these issues. In response, this request proposes to build upon those academic strengths applied during the pandemic and leverage the existing university expertise in infectious disease and behavioral health — especially addictions — to develop a two- track interdisciplinary degree to prepare graduates to enter a modern public health system at the public, private and nonprofit levels. The request is informed by community directed engagement, which included feedback from rural, remote and underserved populations. At full maturity, this degree offering could enroll 200 students per year across three WSU campuses, with the infectious disease track offered at Pullman and the behavioral health track offered at Spokane and Vancouver. Collectively, the two tracks will produce graduates qualified for employment as health scientists, public health officers, diagnostic lab and research technicians, scientific assistants, food safety specialists at state and local health jurisdictions, community health clinics, academia and extension, and in private industry. This request will also leverage new and existing certificate programs in health communications, leadership and human resources/personnel management to further tailor the training of public health graduates for higher paid positions. The infectious disease track would leverage the presence of the Washington Animal Disease Diagnostic Laboratory and the Paul G. Allen School for Global Health on the Pullman campus. Students would be educated in epidemiology, infectious disease testing, vaccinology/vaccine development, data management, statistical analysis and bioinformatics, infectious disease outreach, health communications, environmental health administration, community health development, medical bacteriology, microbiology of foods and environmental health practices. WSU has faculty with expertise in vector borne disease and zoonotic diseases, including coronaviruses and poxviruses. In addition to a microbiology/infectious disease intense, science focused curriculum, this track will emphasize experiential learning and local internships as part of the core curriculum to enhance recruitment from and retained employment in rural, remote and underserved parts of Washington. Internships in this track will be focused on health surveillance, diagnostic testing, infectious disease education and outreach, and project management. These programs will align with the state Department of Health Transformational Plan to develop a statewide public healthcare system with strategic alliances with academic partners. Similarly, the behavioral health track with its emphasis on addiction science would leverage existing expertise at WSU Spokane and WSU Vancouver. Students would be educated on fundamental tenants of behavioral health, the theoretical underpinnings of substance use disorder, the complex interactions between physical and mental health, the behavioral antecedents and correlates of chronic health conditions, relevant policy - related content preparing students to engage in under resourced policy arenas, and best practices for evaluating and implementing evidence-based practice in both treatment and preventions arenas. Further, they would develop skills enabling them to seamlessly interface with specific constituent populations, including the homeless, those with mental health challenges, those with persistent pain, those with chronic and/or communicable health conditions, and those with substance use disorders ranging from those who are actively using to those in recovery. produce qualified graduates in public health who will contribute to the health of communities in Washington by addressing issues such as behavioral health and infectious diseases.

What are the potential impacts of this policy, practice, or decision on those who have experienced systemic racism and institutionalized discrimination? As behavioral health and infectious diseases impact those who have experienced systemic racism and institutionalized discrimination at higher rates compared to their non-Hispanic White counterparts, this degree program may help decrease related health disparities.

Performance Outcomes: At full capacity, WSU expects the public health academic programs to graduate 200 students from the undergraduate programs annually across all campuses.

Equity Impacts Community outreach and engagement: The public health academic programs would enhance equity in Washington by increasing the supply of graduates to serve in underserved regions and by including resources to recruit a diverse student body, connect interns with employers, and guide academic progress.

Disproportional Impact Considerations: Please see statement above regarding this request's impact on equity in Washington.

Target Populations or Communities: Please see statement above regarding this request's impact on equity in Washington.

4. **Question 4** – If this policy, practice, or decision has the potential to ignore or worsen existing disparities or produce other unintended consequences, should this policy be enacted? If so, what mitigation should be planned?

This new degree program should help alleviate disparities for public health needs in rural, remote, and underserved communities in our state. If we have overlooked potential exacerbation of existing disparities during our annual review of the program, we can work across the state to recruit and retain students and internship sites for those most in need to rectify the disparity.

5. **Question 5** – What accountability, infrastructure, and resources are required to implement the policy? ***The programs build on existing infrastructure and resources on Spokane, Vancouver, and Pullman campuses, and will continue to serve students in the Elson S. Floyd College of Medicine, College of Veterinary Medicine, and the College of Arts and Sciences.***

We are held accountable by the state of WA as this is funded directly by the state. As this is a new degree program, we are also held accountable by WSU faculty senate, Provost's Office, WSU Regents, the program faculty, the Vet Med, ESFCOM, and CAS leadership, and Pullman, Spokane, and Vancouver leadership.

6. **Question 6** – What is the plan to evaluate and monitor the policy, practice, or decision to ensure equity in the short- and long-term?

Annual review of program, including tuition recapture. Please see the attached memorandum of understanding outlining the agreement between the various colleges and campuses for tuition recapture.

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.

See attached letters of support for signatures.

We have confirmation that the proposed new Bachelor of Science in Public Health will not add any undue burden to Information Technology Services. Existing infrastructure on Spokane, Vancouver, and Pullman campuses, and in the Elson S. Floyd College of Medicine, College of Veterinary Medicine, and the College of Arts and Sciences is sufficient to handle the increase in students and courses, understanding that the proposed curriculum will be delivered campus-to campus for behavioral health courses.

No new services or FTE in Information Technology Services are required to serve the students of the proposed degree, based on the enrollment projections below.

Facilities: The proposed new Bachelor of Science in Public Health will not add any undue burden to the Facilities Operations Departments. The existing infrastructure on Spokane, Vancouver, and Pullman campuses, and in the Elson S. Floyd College of Medicine, College of Veterinary Medicine and the College of Arts and Sciences is sufficient to handle the increase in students and courses. No new services or FTE in Facilities Operations are required to serve the students of the proposed degree based on the enrollment predictions.

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.

The existing library monograph collections will need to be supplemented to support this program, which can be accomplished over several years. These materials will need to remain updated over time. This will likely cost approximately \$6500 for the initial investment. These will be covered by the existing collections budgets at the Pullman libraries, Vancouver Library, and Health Sciences Library. These will be purchased either in print or electronically depending on availability and cost. Several titles may require duplicate copies due to the multi-campus nature of the program.

The library's subscriptions to serials in the field of public health are adequate to support a bachelor's program, as are the existing personnel and services. There are liaison librarians associated with each of the colleges in which this program will operate, who will work with their subject faculty and one another to support the instructional and research components of the program.

The existing library equipment is sufficient to support the degree program, and includes campus libraries, computer terminals, integrated library system, courier system, interlibrary loan, remote access, printing, and more.

No new library personnel will be needed to serve the program, as existing personnel have the expertise and ability to liaise with and support the courses.

As a multi-campus program, the libraries on the three campuses will work together to support the needed collections and services. The three campus libraries are funded separately by each of the campuses, and their funds will be used to support the specific programs held on each campus. Similarly, the librarians and staff on each campus will support the services needed on their respective campuses, including instruction, reference, circulation, and interlibrary loan.

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.

Faculty:

Based on the hiring plans laid out in the legislative proviso, five faculty will be hired initially across the three campuses. One search is already underway, with several promising candidates. Minimum requirements for this position are as follows: Advanced degree (PhD or DrPH) in the field of public health, infectious disease, epidemiology or a related discipline or a MD/DVM with MPH or an MPH with a minimum of 3 years of experience in the broad discipline of public health, including academia, industry or government experience.

Preferred Qualifications include: Demonstrated experience in the broad discipline of public health, including academia, industry or government experience; Demonstrated experience in administrative leadership Knowledge of curriculum development or program planning; Demonstrated ability to work with interprofessional, collaborative teams; Demonstrated ability to effectively communicate with a variety of stakeholders including students, industry partners, faculty and staff; A successful record of teaching at undergraduate, graduate and/or professional medical levels.

Staff: Three staff will be hired initially. The first of these will be an Assistant Director who will supervise the other staff in the program and support the Program Director. The Assistant Director should have at least 4 years of demonstrated experience in supervising student services staff and in academic advising. The second staff hire will be an academic advisor. This person should have experience working with college students, preferably in advising and knowledge of higher education systems and practices. The final staff member will be a student success/outreach coordinator. This person will develop a network of public health entities (public and NGO) to support the training of public health undergraduates. This person will also work with students to help them find internship and volunteer placements in public health

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 AOI 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 team working to develop this program has made it a priority to present the plans and curriculum to faculty and administration of all units involved at every step of the process. These discussions have included planning for future enrollment, type of future enrollment (face to face or synchronous online), the potential need for new sections, and agreements for tuition recapture based on increased enrollment in courses required for the Public Health degree that are outside the program and the college. In general, the potential enrollment of public health undergraduates into existing courses has been received favorably, with some departments (Women’s Studies, Entomology) actively seeking to be included in elective course choices and/or future options (tracks). Please see below for a list of personnel who have been consulted about the development of this program,

The courses required for the Public Health degree utilize a significant number of existing courses, but the enrollment should neither “cannibalize” or alter the intent of these courses. Moreover, in development of the degree program we sought to leverage our existing courses rather than duplicate them for public health students alone. In addition, we hope that recruiting public health students will increase the number of students choosing WSU overall, rather than take students away from our existing programs for two reasons. First, there is a population of students who are interested in WSU and for whom WSU would be their first-choice school, but who ultimately go elsewhere for college because WSU does not currently offer a public health degree. Second, this program could also aid retention of WSU students who are looking for a health-related field, but do not want to continue on a medical track (nursing, medicine, etc.) Some of these students would be likely to switch to a public health option.

Personnel consulted during the public health program development process include:

WSU Administration

Laura Griner Hill, former Senior Vice Provost

Douglas Call, Senior Vice Provost

William B Davis, Interim Vice Provost for Academic Engagement and Student Achievement
David Cillay, Chancellor, WSU Global Campus
Christopher Keane, former Vice President for Research
Kimberly Christen, Associate Vice President and Associate Vice Chancellor, Pullman, Office of Research Advancement & Partnerships
Paul Whitney, Associate Vice President for International Programs
Christopher Mulick, Senior Director of State Relations
Connor Haggerty, Assistant Director of State Relations

WSU Health Sciences/WSU Spokane

Daryll DeWald, Chancellor of WSU Spokane and Executive Vice President for Health Sciences
Celestina Barbosa-Leiker, Executive Vice Chancellor, WSU Spokane
Craig Parks, Associate Vice President for Health Sciences
Patricia Stauffer, Director, Health Sciences Public Policy and Advocacy
Scott Maloney, Project Specialist, WSU Spokane
Margaret Holt, Chief of Staff, WSU Spokane

College of Medicine

James Record, Dean
Naomi Chaytor, Professor and Chair, Department of Community and Behavioral Health
Glen Duncan, Professor and Chair, Department of Nutrition and Exercise Physiology
Brett Oglesbee, Senior Director of Finance and Operations
John Roll, Professor and Associate Dean for Research

College of Nursing

Mary Koithan, Dean
Anne Mason, Associate Dean of Academic Affairs
Janessa Graves, former Associate Professor, Director, Office of Information Management

College of Pharmacy

Mark Leid, Dean

WSU Pullman

College of Arts and Sciences

Todd Butler, Dean
Courtney Meehan, Associate Dean
Samantha Swindell, Associate Dean
Patrick Carter, Professor and Chair, School of Biological Sciences
Julie Kmec, Professor and Chair, Department of Sociology
Melanie-Angela Neuilly, Associate Professor and Chair, Department of Criminal Justice and Criminology
Marsha Bogar Quinlan, Professor, Department of Anthropology
Elissa Schwartz, Associate Professor, School of Biological Sciences
Jennifer Sherman, Professor, Department of Sociology
Pamela Thoma, Professor, Program in Women's, Gender, and Sexuality Studies

College of Agricultural, Human and Natural Resource Sciences

Wendy Powers-Schilling, Dean
Nancy Deringer, Associate Dean of Student Success and Academic Programs
Vicki McCracken, Associate Dean for Extension Programs
Debra Handy, Professor and Interim Chair, Department of Human Development
Laura Lavine, Professor and Chair, Department of Entomology
Brittany Cooper, Associate Professor, Department of Human Development

Sammy Perone, Associate Professor, Department of Human Development
Kevin Murphy, Professor of International Seed and Cropping Systems
Elizabeth Weybright, Associate Professor, Adolescent Extension Specialist

College of Education

Kasee Hildenbrand, Associate Professor and Director, Athletic Training Program

College of Veterinary Medicine

Dori Borjesson, Dean

Samantha Gizerian, Associate Dean for Undergraduate Education

Thomas Kawula, Director of Graduate Studies

Erika Offerdahl, Professor and Associate Director for Undergraduate Studies, School of Molecular Biosciences

Maria del Pilar Fernandez, Assistant Professor, Paul G. Allen School for Global Health

Eric Lofgren, Associate Professor, Paul G. Allen School for Global Health

Philip Mixer, Associate Professor, School of Molecular Biosciences

Guy Palmer, Regents Professor and Creighton Endowed Chair, Paul G. Allen School for Global Health

Michelle Martinez, Director of Administrative Services

Murrow College of Communications

Stacey Hust, Associate Dean of Faculty Affairs and College Operations

Erica Austin, Professor, Department of Strategic Communications

Paul Bolls, Professor, Director of Research Laboratories

WSU Tri-Cities

Sandra Haynes, Chancellor, WSU Tri-Cities

Kathleen McAteer, Vice Chancellor for Academic and Student Affairs

Anna Plemons, Associate Vice Chancellor for Academic and Student Affairs

Nelmi Devarie Baez, Assistant Professor, Department of Chemistry

Daniel Cavanaugh, Director of Social Work Program

WSU Vancouver

Renny Christopher, Vice Chancellor for Academic Affairs

Pavithra Narayanan, Academic Director and Associate Dean, College of Arts and Sciences

Benjamin Ladd, Associate Professor, Department of Psychology

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?

State funds for this program will continue in perpetuity and increasing enrollments will provide funds regardless of whether projected enrollment is met. Collaboration between multiple campuses, colleges, and programs will also help to prevent duplicated efforts that could otherwise make costs unsustainable. The program will also assess its fiscal position on each campus annually.

External Reviewer Contact Information

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

Name	Contact Information (email and phone)
Jack Thompson, MSW Former director of Northwest Center for Public Health Practice (NWCPHP) and developed the UW Community-Oriented Public Health Practice MPH program	jrtph@outlook.com 206-484-5551
Gayle Shimokura, PhD Associate Professor, Public Health Program Director Lake Washington Institute of Technology	g.shimokura@gmail.com 425-739-8245
Tishra Beeson, DrPH, MPH Department Chair, Health Sciences Central Washington University	tishra.beeson@cwu.edu 509-963-2494

Attachments:

- Financial Worksheet
- Four-Year Degree Plan (undergraduate); curriculum overview (graduate and professional)
- Curriculum Map (undergraduate)
- Assessment Plan
- Letters of financial commitment
- Contracts or MOUs if applicable

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

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

Chair or Director Signature:	Samantha Gizerian	Date:	1/25/24
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Dean Signature:	Dori Borjesson	Date:	2/6/24
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Signatures are required from the Chancellor(s) if the degree will be offered and/or impact the respective campus:

Everett Chancellor Signature:		Date:	
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Global Chancellor Signature:		Date:	
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Spokane Chancellor Signature:		Date:	
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Tri-Cities Chancellor Signature:		Date:	
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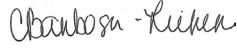
Vancouver Chancellor Signature:		Date	2/8/2024
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Comments regarding abstention of signature(s)

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

Everett VCAA Signature:		Date:	2/14/2024
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Global VCAA Signature:		Date:	Feb 14, 2024
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Spokane EVC Signature:		Date:	2/14/2024
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Tri-Cities VCAA Signature:		Date:	2/14/2024
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Vancouver VCAA Signature:		Date	2/15/2024
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Comments regarding abstention of signature(s)

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

For Registrar's Office Use Only:

Current CIP Code:		New CIP Code:		Date:	
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FUTURE ACTION ITEM #3

**Establish a Bachelor of Arts in Social Work
(Elizabeth S. Chilton)**

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Establishment of a Bachelor of Arts in Social Work degree for the WSU Tri-Cities campus

PROPOSED: That the Board of Regents establish a Bachelor of Arts in Social Work degree for the WSU Tri-Cities campus

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

SUPPORTING INFORMATION: The College of Nursing proposes the establishment of the Bachelor of Arts in Social Work degree for the WSU Tri-Cities campus.

Led by the College of Nursing, the Bachelor of Arts in Social Work (BASW) degree will prepare students for generalist practice to promote human and social well-being with interventions focused on prevention, support, and adjustment for social and psychological needs that impact individuals & families (micro), groups (mezzo), and organizations & communities (macro). Social workers engage with interdisciplinary teams to support the biopsychosocial needs of a diverse array of clients. A BASW degree is the minimum requirement to practice as a social worker.

This proposal is for a program that focuses on communities in central Washington and other rural, tribal or underserved regions of the state. Students in the BASW program will develop the skills to engage with diverse and rural populations, advocating for inclusive environments that advance human rights and social/economic justice. These students will be trained as members of an interprofessional healthcare team with skills and competencies to address and improve health equity and the social determinants that negatively impact health. This program will also focus on behavioral health and the intersection with substance abuse disorder.

This proposal was reviewed carefully and has support from the Provost's Office. This recommendation was recommended by the Faculty Senate on April 4, 2024. The Bachelor of Arts in Social Work degree proposal is available upon request.

The College of Nursing proposes the establishment of the Bachelor of Arts in Social Work degree effective as soon as feasible.

PROPOSAL TO OFFER A NEW DEGREE PROGRAM*

Proposals will only be accepted electronically as a Word document to the Office of the Provost when submitted to provost.deg.changes@wsu.edu

**If a new unit will be created to offer the proposed degree, a notice of intent to establish the new unit (program, department, or school) will also be required.*

This proposal will be circulated to other institutions in the state via the Interinstitutional Committee on Academic Program Planning (ICAPP). You may be asked to interact with other institutions if they have questions or concerns.

Degree Title:	Bachelor of Arts in Social Work - BASW
Academic Program:	
Academic Plan:	
Number of Credits:	120
Department(s) or Program(s):	Social Work
College(s):	College of Nursing
Campus(es):	Tri-Cities
Method of Instructional Delivery:	Classroom and instructional delivery system (Canvas)

Contact Name:	Daniel Cavanaugh	Email Address:	Daniel.cavanaugh@wsu.edu
Contact Phone:	503-890-2830	*Proposed start date:	Fall of 2025

****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. Approval notification will be sent by the Office of the Provost and Executive Vice President.***

Proposal

Mission and Strategic Goals:

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

According to the National Association of Social Workers (2023), "Social workers are found in every facet of community life, including schools, hospitals, mental health clinics, senior centers, elected office, private practices, prisons, military, corporations, and in numerous public and private agencies. Some social workers help clients who face a disability or a life-threatening disease or a social problem, such as inadequate housing, unemployment, or substance abuse. Social workers also assist families that have serious domestic conflicts, sometimes involving child or spousal abuse. Some social workers conduct research, advocate for improved services, engage in systems design or are involved in planning or policy development. Many social workers specialize in serving a particular population or working in a specific setting."

The Bachelor of Arts in Social Work degree prepares students for generalist practice to promote human and social well-being with interventions focused on prevention, support, and adjustment for social and psychological needs that impact individuals & families (micro), groups (mezzo), and organizations & communities (macro). Social workers engage with interdisciplinary teams to support the biopsychosocial needs of a diverse array of clients. A BASW degree is the minimum requirement to practice as a social worker. According to the Council on Social Work

Education (2023), “The BASW degree prepares individuals for generalist practice positions (such as casework), where you engage with clients (e.g., individuals, families, communities), assess their needs, link them to services, and monitor their progress.”

This proposal is for a program that focuses on communities in central Washington and other rural, tribal or underserved regions of the state. Students in the BASW program will develop the skills to engage with diverse and rural populations, advocating for inclusive environments that advance human rights and social/economic justice. These students will be trained as members of an interprofessional healthcare team with skills and competencies to address and improve health equity and the social determinants that negatively impact health. This program will also focus on behavioral health and the intersection with substance abuse disorder.

The curriculum will be designed to engage students in learning, development and demonstration of the Social Work Competencies that address ethical and professional behavior, diversity and difference in practice, advancement of human rights and social, economic and environmental justice, and practice informed research and research-informed practice, policy practice.

This program is in preparation to enter pre-candidacy with the CSWE, (2023), “Founded in 1952, the CSWE is the national association representing social work education in the United States. Its members include more than 800 accredited baccalaureate and master’s degree social work programs and their affiliated social work educators, students, and staff, as well as practitioners and agencies dedicated to advancing quality social work education. Through its many initiatives, activities, and centers, CSWE supports quality social work education and provides opportunities for leadership and professional development so that social workers are empowered to play a central role in achieving the profession’s goals of social and economic justice. CSWE’s Commission on Accreditation is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States and its territories.”

The BASW degree prepares students for generalist practice as well as advanced study to earn an MSW, which is the most common degree held by independent mental health practitioners in the United States. Additionally, those with a BASW from an accredited program meet the requirements to enter into an accredited advanced standing MSW in which their MSW can be completed in as few as 12 months. There is no other degree that qualifies students for an advanced standing MSW. This program will help to provide the foundation for the later development of an advanced standing MSW program at WSU Tri-Cities campus.

The BASW degree distinguishes itself from other related programs as the minimum requirement for a practitioner to identify themselves as a social worker in the State of Washington. According to RCW 18.320.010, “public agency or private entity doing business in Washington may not use the title of social worker, or a form of the title, for describing or designating volunteer or employment positions or within contracts for services, reference materials, manuals, or other documents, unless the volunteers or employees working in those positions are qualified as a social worker as defined in this section.”

The proposed Bachelor of Arts in Social Work degree aligns with the mission of the university, college, and program in several ways. We offer a social service degree aimed at improving the mental health, physical health, and quality of life/well-being of those in the community. Rates of mental health and marginalization have increased dramatically in recent times (Washington Healthy Youth Survey, 2021). Students who graduate from our program become entry-level generalist social workers who are ready to enter into employment serving clients and patients across social service agencies, medical settings, governmental agencies, non-profit organizations, and educational settings. They apply the skills and knowledge gained in this to promote the well-being of clients and communities and to promote social justice through advocacy. Additionally, they are trained to support marginalized, disenfranchised, and under-served populations across our region, state, and country.

Social Work

Mission

“Social workers have a responsibility to promote social justice, in relation to society generally, and in relation to the people with whom they work. This means: Challenging negative discrimination... Recognizing diversity... (and) Distributing resources equitably”. (International Federation of Social Workers, Statement of Ethical Principles, 2012)

The Bachelor of Social Work Program at WSU TC affirms the social work tradition of promoting economic and social justice for the well-being of individuals, families and communities. Our mission is to prepare students to become competent, generalist practitioners who incorporate professional knowledge, skills and evidence-based practice to address pressing issues affecting individuals and groups in our rural area today.

The curriculum is designed to produce entry-level practitioners that are prepared to advocate for equity and human rights at both micro and macro levels to influence the health of our communities.

WSU Vision and Mission

Vision

Washington State University will be recognized as one of the nation’s leading land-grant research universities.

Mission

Washington State University is a public land-grant research university that is committed to the principles of practical education for all, scholarly inquiry that benefits society, and the sharing of expertise to positively impact the state and communities.

1. WSU’s educational mission is to help students become more aware, engaged, and creative. WSU Strives to make its expertise available to anyone who seeks to benefit from it, regardless of where they live, where they come from, what they believe, or what their life experiences have been. To extend knowledge through innovative educational programs in which emerging scholars are mentored to realize their highest potential and assume roles of leadership, responsibility, and service to society.

2. WSU’s scholarly mission is directed toward the betterment of human existence through the uncovering of new information, the discovery of how to use that information to solve problems, and the creative expression of human experience. We especially seek to address issues that impact Washingtonians.

WSU’s outreach mission is to serve the needs of Washingtonians by sharing its expertise and helping residents integrate that knowledge into their daily lives.

College of Nursing Mission and Vision

Mission

Advancing optimal health and well-being through education, scholarship, practice and community engagement.

Vision

The WSU College of Nursing will shape healthcare delivery to be just, accessible, and relevant through innovation and meaningful community engagement.

Values

COUG CARES

- Compassion
- Accountability
- Respect
- Excellence
- Social justice

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.***

120 credits

The BASW program will take most students 4 years to complete and will include 120 undergraduate credits. This program will focus on preparing entry-level generalist social workers with no specific specialization.

CSWE Accreditation: This curriculum will meet social work accreditation standards by integrating the Educational Accreditation Policy Standards and Social Work Competencies into curriculum the curricula in each course. The specific competencies have been highlighted in the curriculum in each course syllabus.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The BASW will be a 2+2 degree program. Students will be formally admitted into the program beginning in their 3rd year. The prerequisite courses from the first two years will cover the lower division UCORE requirements as a Direct Transfer Associates (DTA) degree. The social work advisor and program director will individually assess whether course work taken will meet the content requirements of Social Work 101, 201, & 202. If so, these courses will be waived. If not, the student will be required to fulfill these requirements before being formally admitted to the social work program.

Social Work 4-year plan (curriculum)

Degree: BASW

120 credits required

3.0 GPA or better in SW courses (59 credits for SW Major)

34-35 UCORE Credits as described in university UCORE requirements

Other prerequisites (19 credits)

9 credits of elective course work

Prerequisite requirements are fulfilled with the following direct transfer degrees

-Pre-nursing

59 Credits for Admitted SW Major (begins in 3rd year)

- 41 Upper division SW Credits
 - o 41 upper division
 - o Taken in cohort model
 - o Admitted in Junior year
- 9 Practice Concentration Area Social Science Credits
 - o Courses must be 300 or 400 level (graduate courses are allowed)
 - o Must thematically connect to an area of SW practice interest
 - o May only include 1 independent study
 - o Must complete practice concentration description form to demonstrate satisfaction of this requirement for graduation

- May not include other required SW major courses
- 9 Credits of Required non-SW courses
 - HD 350
 - HD 385
 - SOC 351

1st 2 years:

Encouraged:

Courses Strongly Encouraged:

Social Work 101 1 credit
 Social Work 201 3 credits
 Social Work 202 3 credits

Prerequisite requirements before admission to SW program:

- Application to SW program in Spring Semester of 2nd year
- Undergraduate UCORE Requirements (satisfied with Direct Transfer Agreement)
- Student selected credits in social work or human development 6 credits (May be satisfied with social science and humanities courses in direct transfer degree if courses are in social work and/or human development)
(Is satisfied through recommended SW courses)
- Introduction to Sociology/Social Problems 3 credits
(Only course work specifically designated as a Sociology course covering Introduction to Sociology or Social Problems will be accepted.)
- Introduction to Psychology 3 credits
- Statistics 3 credits
(Must include inferential and descriptive statistics.)

3rd year Fall

SOCL WRK 302: 3 credits
 -Generalist practice I: Micro Practice
 SOCL WRK 410: 3 credits
 -Intergroup Dialogues
 SOCL WRK 310: 3 credits
 -Human Behavior in the social environment
 HD 350 (DIV): 3 credits
 -Family Diversity
 Concentration Area: Social Science Electives: 3 credits

3rd year Spring

SOCL WRK 303: 3 credits
 -Generalist practice II: Assessment and Evidence-based Practices
 SOCL WRK 411 (M): 3 credits
 -Privilege, Oppression, & Power
 Soc 351: 3 credits
 -The Family:
 HD 385: 3 credits
 -Perspectives in Human Services
 Concentration Area: Social Science Electives: 3 credits

4th year Fall

SOCL WRK 402: 3 credits
 -Generalist Practice III: Macro and Policy Practice
 SOCL WRK 430: 3 credits
 -Self-awareness and diversity in practice
 SOCL WRK 440 (M) : 3 credits
 -Policy in Social Work
 SOCL WRK 475: 4 credits
 -Field Exp. 1

Concentration Area: Social Science Electives: 3 credits

4th year Spring

SOCL WRK 403: 3 credits

-Generalist IV: Empowerment Practice

SOCL WRK 431: 3 credits

-Special Topics in Social Work

SOCL WRK 441 (CAPS): 3 credits

-Translating research into social work practice

SOCL WRK 476: 4 credits

-Field Exp. 2

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

This program will be primarily face-to-face at the Tri-Cities campus and in the community (for field placement sites in the final year). There will be limited use of hybrid courses with some Canvas-based content. This will be based upon campus assessment of student needs and demand.

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.

The BASW is an undergraduate professional degree. Graduates of this program will be prepared to enter into jobs as entry-level generalist social workers and may represent themselves as social workers within the State of Washington and may be eligible for baccalaureate social work licenses in other states. For example, graduates of this program will be eligible to apply to become a Registered Baccalaureate Social Worker (RBASW) in neighboring Oregon. Additionally, graduates will be prepared to enter advanced standing MSW programs in which they may complete an MSW degree with an additional 12 months of study. They will be trained in social work ethics, generalist practice (micro, mezzo, macro levels), assessment, intervention, and advocacy. Their skills will be assessed throughout this program utilizing the Council on Social Work Education - Educational Policy Accreditation Standards (EPAS) competencies (below). To demonstrate competency as a generalist social worker, graduates will need to demonstrate that they have met baccalaureate level in each of these competencies.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Program & Student Achievement Measures

1. Develop a nationally competitive Bachelor of Social Work program.
 - a. Attain and maintain Council on Social Work Education program accreditation.
2. Prepare students for successful completion of the Associated Boards of Social Work bachelor's level exam.
 - a. We will utilize graduate exit interviews, alumni surveys, employer surveys, and state licensure statistics to monitor and report licensure of program alumni at the BASW and MSW levels post-graduation.
 - b. If Washington adds a baccalaureate-level license, licensure exam data will be collected for program graduates.

3. Prepare students for graduate study at the MSW level.
 - a. All students will complete their 1st year generalist social work placement which will count as their first year of internship in CSWE accredited advanced standing MSW programs.
 - b. Collect program level data demonstrating how many BASW students enter MSW and other master or doctoral programs.
 - i. Monitor advanced standing MSW admissions.
 - ii. Monitor other MSW admissions.
 - iii. Monitor admission to other graduate programs.
 - c. Exit interview data will be collected to assess the frequency of applications/admission to graduate programs
4. Prepare social work practitioners to help fill the behavioral health workforce gap in Washington State and the Pacific Northwest.
 - a. This will be demonstrated through the completion of a 400-hour field placement in a generalist social work organization within these communities.
 - b. We will utilize graduate exit interviews, alumni surveys, employer surveys, and state workforce statistics to monitor and report alumni job placements throughout Washington State
5. Promote professional and ethical behavior as described in the National Association of Social Worker's Code of Ethics
 - a. Students will successfully complete written assignments in their generalist practice courses in which they apply the NASW code of ethics to ethical dilemmas in generalist social work practice.
 - b. Students will apply social work professional research and practice standards to a capstone project that each student will complete in their 4th year research class.
 - c. Students will complete graduate exit interviews to share perspectives on preparation for ethical professional social work practice.
6. Provide a center for social workers in the region to become connected to the Washington social work community and the profession of social work.
 - a. We will offer continuing education courses that can be used to meet the training requirements of social workers in the State of Washington.
 - b. We will maintain outcome data of the number of mental health practitioners who complete continuing education training through WSU social work

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

Student skills will be assessed throughout this program utilizing the CSWE EPAS competencies (above). A draft assessment plan is included below. A curriculum matrix has been included in the appendix

Field Site Evaluation & Field Supervisor Evaluations are completed by the field director annually to assure that field sites and supervisors are providing appropriate generalist social work experiences that meet the educational needs of the students who are placed in them

- Evidence of appropriate weekly supervision
- Student work follows SW program goals and integrates CSWE core competencies
- Students are completing appropriate number of hours
- Students are providing services under the supervision of a qualified licensed social worker

Field Placement Agreement is completed by the student and signed by the field supervisor and field director to serve as a contract between the student, agency, and WSU social work program to assure field requirements are met

- Field placement work covers all 9 core competencies
- Students develop plan to complete 400 hours of field placement service
- Field supervision plan is clearly described
- Field site provides generalist experiences that fit learning goals in generalist practice course

Senior Exit Survey instrument is completed at the time of BASW graduation. Results are used for the BASW program to examine its policies and procedures to make sure learning objectives/core competencies are satisfactorily achieved.

Alumni Survey instrument is completed one-year after graduation. This allows for reflection strengths and weaknesses in preparation for BASW level generalist practice and for MSW graduate studies.

Placement rates are tracked for each graduating class.

Instructor Evaluations are done at the end of each semester. For BASW faculty, successful evaluations are considered to be at least a 4 out of 5.

Annual focus groups will be completed by an outside SW education evaluator. These focus groups will be compiled into a report that will be disseminated to SW leadership, SW faculty, nursing leadership, and campus faculty. These focus groups will thematically identify strengths and weaknesses of the program by soliciting qualitative student feedback.

Field Placement Agreement is completed by the student and signed by the field supervisor and field director to serve as a contract between the student, agency, and WSU social work program to assure field requirements are met

Field placement work covers all 9 core competencies

Students develop plan to complete 400 hours of field placement service

Field supervision plan is clearly described

Field site provides generalist experiences that fit learning goals in generalist practice course

Senior Exit Survey instrument is completed at the time of BASW graduation. Results are used for the BASW program to examine its policies and procedures to make sure learning objectives/core competencies are satisfactorily achieved.

Alumni Survey instrument is completed one-year after graduation. This allows for reflection strengths and weaknesses in preparation for BASW level generalist practice and for MSW graduate studies.

Placement rates are tracked for each graduating class.

Instructor Evaluations are done at the end of each semester. For BASW faculty, successful evaluations are considered to be at least a 4 out of 5.

Annual focus groups will be completed by an outside SW education evaluator. These focus groups will be compiled into a report that will be disseminated to SW leadership, SW faculty, nursing leadership, and campus faculty. These focus groups will thematically identify strengths and weaknesses of the program by soliciting qualitative student feedback.

Please indicate as appropriate:

Assessment of this program will be incorporated into the existing assessment plan for _____ . Please attach a copy of the existing plan.

A draft assessment plan is attached.

A curriculum matrix is attached.

Planning:

Describe plans and include descriptions which provide evidence of:

1. The need for the new degree:

There is a need for BASW graduates in rural areas to do case management, counseling, and referral in community-based social service agencies, residential facilities and other organizations that are focused on addressing the social determinants of health and wellbeing. There is a tremendous need for BIPOC students with education and training in the health sciences and specifically in social work. Evidence shows that communities, families and individuals in need of support and services trust and utilize services recommended and/or provided by health professionals representative of their culture and backgrounds. This is particularly true in social work where the conversation is often focused on sensitive topics that include documented status, financial needs, food/housing security and psychological concerns and trauma. There is a heightened need for social workers who are bilingual, particularly in the central region of the state. Therefore, a BASW program that draws from students in Tri-Cities and Yakima could greatly enrich the services available in the region.

The State of Washington is experiencing a significant shortage of trained behavioral health practitioners (Behavioral Health Workforce Advisory Council, 2022). There are current statewide initiatives being offered to determine how to allocate sources to fill this demand. As part of this initiative, the Washington State Legislature provided WSU Tri-Cities with \$1.6 million per biennium to develop a BASW program, and later an MSW program. This is the first step in that process.

The U.S. Bureau of Labor Statistics has stated that social work is a profession that is expected to grow “faster than average.” It is expected that an additional 63,800 social work jobs per year will be needed across the country over the next 10 years. This is due to an increased rate of retirement of those who are currently working as social workers and increased behavioral health and social service needs across the country.

Strengths:

- Strong institutional foundation in behavioral health and social sciences: Psychology, Psychiatric Nursing, Human Development, Criminal Justice, Social Sciences, & Sociology
- Program is being developed within WSU Nursing, under Foundational Practice and Community-Based Care, a nationally ranked program with strong relationships throughout healthcare and social service agencies in the region and the state.
- The only public social work program available in the Tri-Cities
- This program is supported by the Washington State Legislature with \$1.6 million per biennium to support start-up costs
- The Kadlec Foundation is providing financial support to 50% of two faculty members.
- Between the two funders, start-up salaries are completely paid for.
- Field placements provide immediate social service agency workforce support in the Tri-Cities and Yakima Valley region
- BASW provides the foundation to develop an MSW program to further support the behavioral health workforce needs of our community

Weaknesses:

- Limited recruitment interest for program faculty in round 1
- New programming at Heritage University might provide competition

Opportunities:

- The State of Washington has created workforce development initiative opportunities for behavioral health degrees that can offer loan repayment and scholarship fundings for BASW & MSW students.
- Regional partners such as Kadlec could offer field placements for students that prepare them for economically viable career opportunities as healthcare social workers
- Other regional social work educators (Eastern Washington University, Gonzaga University, and Heritage University) may work to collaborate on developing regional social work education opportunities

- Ongoing program development consultation services are available from the Council on Social Work Education that include in-person administrative workshops at their annual program meetings.

Threats:

- Eastern Washington University Social Work may provide competition for students coming to the WSU Tri-Cities campus.
- Unpredictable competition from online social work programs such as the newly developed online BASW program offered from Portland State University

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 underrepresented students in this discipline.

This program will serve students who come to WSU as freshmen as well as transfer students from local community colleges. It is expected that this program will primarily serve students interested in career pathways in social sciences in the Southeast region of Washington. Tri-Cities does not currently have a bachelor's degree in human development, so this degree program will fill a similar niche as that degree does on the Vancouver and Pullman campuses.

Faculty FTE will be based upon the student/faculty ratio of 25:1 that is mandated for accreditation by CSWE. At full maturity, we are expecting to graduate 50 BASW students per year. There will be 100 students admitted to the social work program at a time with a similar number of students participating in prerequisite courses to prepare for application to the BASW program. This could grow based upon market need and student demand. This is in line with our initial projected FTE of 4 faculty that will include the BASW program director, the field director, and two faculty.

The degree plan is designed to align with Washington DTA content. To align with DTA coursework, the degree plan has been crafted using similar prerequisite courses as the BSN program. Most DTA degrees will transfer into this program without additional coursework as long as their social science credits align with BASW prerequisite courses.

Specific efforts related to DEI In student recruitment and retention:

According to the National Association of Social Workers Code of Ethics section 6.04, "Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups."

Social work is a profession guided by the value of social justice and the ethical principle that, "social workers challenge social injustice." Therefore, it is within our ethical mandate to produce a program that works to recruit and retain students who are from underrepresented and marginalized communities. This includes working to recruit students who are represented within the social work academic community but are underrepresented in healthcare and social service professions.

Latinx populations are traditionally underrepresented in professional social work in the healthcare professions. In social work bachelor's programs 17.9% of students are Hispanic/Latinx (CSWE, 2020). The Tri-Cities where this program is hosted is roughly double that at 33.9%. Additionally, WSU Tri-Cities has the most diverse campus within the WSU system, with 49.7% students of color and 50.7% being first generation students. Of new first-year students, 61.8% are students of color and 64.9% are first generation. By placing this BASW primarily in the Tri-Cities, we will increase access to social work education to diverse and underrepresented populations.

The BASW program plans to promote the launch of the new degree with local organizations that serve diverse and underrepresented populations that include; Tri-Cities Latino Community Network, Tri-IDEA, AACCES, the Women Helping Women Fund, and others.

Additionally, the BASW program will monitor enrollment statistics and assess if specific gaps arise related to underserved demographic groups and then specific focus will be done to address disparities that may arise.

Also, our program will strive to integrate anti-racism, diversity, equity, and inclusion into our curriculum per the Council on Social Work Education's 2022 Educational Policy and Accreditation Standards. This ADEI EPAS states that as an accredited program we will be required to, "...incorporates anti-racism, diversity, equity, and inclusion approaches on three levels: (a) through integration across the curriculum, (b) through a learning environment through which faculty and administrators model anti-racist and anti-oppressive practice, and (c) through inclusive practices and pedagogies that respond to student learning needs."

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

Emsi economic modeling market analysis was conducted to assess the competitive landscape (See Appendix) for offering this social work program. This analysis showed a regional 12% growth a national 9% growth in this sector. Some subsectors including marriage and family work increased by up to 33%. (Additional information in demand analysis).

Additionally, meetings were held with state and regional partners to discuss how to utilize this degree program to help fill the current behavioral health workforce gap in the State of Washington. From these conversations, financial support was pledged from the Kadlec Endowment to pay 50% salary costs for two faculty members. Additionally, the State offered an ongoing legislative funding package that provides \$1.6 million per biennium to offset program costs.

Next, we have consulted with behavioral health and health care providers in the community that include the Kennewick Public Hospital District, Kadlec Health, and others to discuss how this degree can prepare generalist social work practitioners to fill behavioral health needs in Southeast Washington.

We have also spoke with regional education partners at the University of Washington and Eastern Washington University to discuss collaboration to support increased preparation of behavioral health providers. One aspect of this is working with The University of Washington to explore qualifying this program for the Behavioral Health Support Specialist microcredential to qualify baccalaureate level social service workers to offer behavioral health services under the supervision of a licensed mental health provider.

4. Organizational arrangements required within the institution to accommodate the new degree.

This degree will be housed within the College of Nursing at the Tri-Cities campus. Launching this program has been done after extensive exploration across the WSU system to judge campus interest. This program will also rely on interdisciplinary coursework in Sociology and Human Development. Meetings have been held with leadership in both of these programs to assure that Social Work course requirements were in line with department expectations and resources.

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. **If faculty need to be hired, provide a written commitment from your funding authority of the necessary faculty lines.**

The goal of this timeline is to begin offering social work prerequisites to new students in the Fall of 2024 to be members of the first round of social work graduates in Spring of 2028. The timeline below documents the expected milestones to be reached through the first round of graduates in Spring of 2028. Additionally, we have attached a separate timeline for CSWE accreditation processes.

Late 2022/early 2023:

- Develop course syllabi
- Recruit program director
- Raise funds from State Legislature and Local Foundations

Summer 2023:

- Hired program director: Daniel Cavanaugh

Fall 2023:

- Recruit field director
- Recruit faculty
- Develop and submit degree proposal
- Submit courses to faculty senate for review and approval
- Participate in CSWE accreditation pre-approval consultation sessions (See attached CSWE timeline for accreditation process)
- Attend CSWE annual program meeting for accreditation training series

Spring 2024:

- Continue to recruit faculty and field director
- Onboard new faculty
- Develop field education materials
- Develop program materials
- Community stakeholder engagement to develop relationships for future field sites
- Recruit students from community to social work program
- Continue with CSWE program accreditation process (see attached CSWE timeline)
- Begin developing associated MSW program with advanced standing degree for graduating BASW students

Summer 2024:

- Continue with CSWE program accreditation process (see attached CSWE timeline)
- Continue onboarding new faculty

Fall 2024:

- Attend CSWE APM
- Begin offering prerequisite social work courses for
- Continue to recruit students
- Continue with CSWE program accreditation process (see attached CSWE timeline)

Spring 2025:

- Continue to offer prerequisite courses for pre-admitted perspective social work students to enter second cohort Fall of 2026
- Continue to recruit students
- Continue with CSWE program accreditation process (see attached CSWE timeline)

Fall 2025:

- Attend CSWE APM: Table for new program
- Attain initial CSWE pre-accreditation
- Offer first cohort of admitted transfer students
- First cohort field placement applications begin

- Continue to offer prerequisite courses for perspective social work students to enter second cohort Fall of 2026 and third cohort Fall of 2027
- Continue to recruit students
- Mentor students in application process for 1st social work cohort
- Continue with CSWE program accreditation process (see attached CSWE timeline)

Spring 2026:

- First cohort semester 2
- Continue to offer prerequisite courses for pre-admitted perspective social work students to enter second cohort Fall of 2026 and third cohort Fall of 2027
- Review applicants for 2nd social work cohort
- Send acceptance letters to 2nd social work cohort
- Continue with CSWE program accreditation process (see attached CSWE timeline)
- Field director arranges first round of field placements for cohort 1

Fall 2026:

- Attend CSWE APM: Table for program
- First cohort semester 3
- First cohort begins first field placements
- Begin second social work cohort first year
- Program is fully operational with first admitted cohort and pre-admitted students

Spring 2027:

- First cohort final semester
- 2nd cohort semester 2
- Program is fully operational with first admitted cohort and pre-admitted students
- Field director arranges first round of field placements for cohort 2
- 1st cohort graduates

Fall 2027:

- 2nd cohort semester 3
- 2nd cohort enters into first year field placements
- 3rd cohort semester 1

Spring 2028:

- 2nd cohort semester 4
- 2nd cohort continues in field placements
- 2nd cohort graduates
- 3rd cohort semester 2

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.

Please see the attached funding package from the State Legislature. This program is currently funded with \$1.6 million per biennium from the Legislature. Additionally, the Kadlec Foundation has provided the program with support that will cover .5 FTE for two full-time faculty. This program will exist in WSU Tri-Cities as an undergraduate degree that will be housed in the College of Nursing. Initial staffing for this program will include the BSW Director, a Field Director, two career-track faculty, an advisor, and an administrative support specialist. These

salaries will be 100% covered by the state legislative funding and private foundation donations. Letters of support for these positions are included from the chancellor.

This program will utilize available space on the Tri-Cities campus that has been allocated by Chancellor and Vice Chancellor. Offices for faculty in the SW program have already been identified and will fill currently unused space. This program will not require specialized equipment, laboratories, or research facilities. In the profession of social work, research and practice space exists in partnering community agencies where social work students will be doing their field placements. There are no current research projects and future work will be done in collaboration with community partners, as they are identified.

Student Services:

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

Admissions

Admission to the BASW will be a competitive process. Student admissions will be conducted by the BASW program director, the field director, and one SW faculty member. Therefore, the admissions process will not impact student services.

Financial Aid

WSU Tri-cities office of financial aid has the necessary capacity and resources to handle the financial aid needs of the BASW program.

Advising

The advising load for students admitted to the BASW program will be split between 3 faculty members; the social work advisor and two teaching faculty. The advisor will carry an advising load of 50-75 students while the teaching faculty will advise 12-25 each. Students will be assigned to a primary advisor upon admission to the program. Advising duties will be shared with each student being assigned a primary and secondary advisor. At maximum, the student to advisor ratio will be 1:33. Additional advising capacity will be added to maintain this ration as the number of students enrolled in the program increases.

Library

Please see attached library analysis

Tutoring

Once established, the program will hire upper division social work students and later graduate students to offer tutoring on the Tri-Cities campus. The number of tutors hired will be assessed based upon student demand. Initially, we expect to hire 1 social work tutor.

Care Team

The social work faculty will contribute to the Student Care Team by participating on this committee to assist with biopsychosocial needs of students across WSU Tri-Cities. Social work faculty have extensive experience providing case management services and are well-situated to support with these needs.

Describe the implications of the new degree for services to the rest of the student body.

It is not anticipated that this program will have a substantial impact on services for the rest of the student body. Since this program is being started with state legislative funding, the revenue generated from tuition will be available to support increased staff to meet any additional needs that may arise from the possible increase in students that will come by adding 100 social work students (two 50 student cohorts). It is also likely that a number of these students are already on campus and are now going to switch to the social work program now that an appropriate professional degree is being offered that aligns with their career goals.

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.

This program will utilize available space on the Tri-Cities campus that has been allocated by Chancellor and Vice Chancellor. It will not require specialized equipment, laboratories, or research facilities. This program will utilize existing technological infrastructure within the Tri-Cities campus which has been deemed to sufficiently meet the needs of the program. Additionally, in the profession of social work, research and practice space exists in partnering community agencies where social work students will be doing their field placements. There are no current research projects and future work will be done in collaboration with community partners, as they are identified.

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.

The library's collections provide a range of resources relevant to a Bachelor's in Social Work program. Database subscriptions include: APA PsycInfo, Academic Search Complete, Sociological Abstracts, Eric, Health and Psychosocial Instruments, PsychiatryOnline, Sage Research Methods, and Social Services Abstracts. Some additional monographs may be required due to new course requirements and to supplement existing material in the psychological and social sciences. Books and materials such as course copies of textbooks will be sought through publisher arrangements for desk copies.

There is a tenure-track faculty librarian assigned to work with the College of Nursing, who will serve as the primary point of contact for the Social Work program. This librarian will work collaboratively with other librarians more familiar with psychological and social sciences to provide high quality services to the new program. It should be noted that this position is physically based in Spokane, and therefore their services will be available remotely. There is adequate library staff to provide circulation and interlibrary loan services for the Social Work program.

The library will be able to provide access to monographs through the Tri-Cities library, which houses a small collection, and will be supplemented by delivery of physical materials from any other WSU library, the Summit consortium, and interlibrary loan. Most periodicals and other scholarly resources are available digitally and will be easily accessible to all students and faculty.

It should be noted that while existing library services and collections are adequate to support a Bachelor's degree program in Social Work, significant additions may be required for any future graduate degrees in order to support the research needs of students and to attract research faculty.

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.

Currently the BSW Director, Daniel Cavanaugh, PhD, LCSW is the only hired faculty for the program. We are currently opening searches for a Field Director and two career-track faculty. The CSWE requires that the majority of faculty has an MSW from an accredited social work program. They also require that all faculty teaching practice courses have at least 2 years post-MSW practice experience. Therefore, we require that all faculty hired have an MSW and at least 2 years post-MSW practice experience. We also prefer that faculty are doctorally prepared.

Faculty will be recruited from the CSWE job board, as this is the most common place for faculty to be recruited in the social work profession. Additionally, we will do outreach on boards that specifically cater to diverse applicants. All positions will be nationally recruited.

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 AOI 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.

This degree is currently planned as a Tri-Cities campus program only. Early consultation was done by College of Nursing administration across each WSU campus to explore where this degree would best fit. The Tri-Cities were chosen due to an expressed need by campus administration to use social work to fill the behavioral health workforce shortages in this region of the state. Additionally, it is expected that social work may increase enrollments at the campus by addressing an unmet need in the community.

Also, a portion of the original conceptualization for this degree was to offer an additional pathway for students who initially explore nursing but ultimately decide to take a different pathway in the helping professions.

Consultation has been done with the administration of Human Development to assure that the program diverges sufficiently from their curriculum and aims. Consultation has been done with the leadership of Sociology to understand how Social Work can collaborate to support Sociology students in understanding graduate pathways to apply sociological education in the workforce.

The BASW will be a 2+2 program so that students who become interested in Social Work at other campuses may consider transferring to the Tri-Cities for their final two years to complete the SW major. It is expected that Social Work and Nursing will have crossover and psychiatric nursing faculty and Social Work faculty may support one another in curriculum development, guest lecturing, and teaching.

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?

This program is entirely funded with state legislative and private foundation funds. Therefore, even if this program does not meet enrollment goals, it will be economically viable. However, if goals for enrollment are not met, we will seek consultation from the State of Washington Behavioral Health Workforce Development Initiative to better understand how we can work to more adequately fill the behavioral health workforce gap in our state and our region. Due to behavioral health workforce shortages, we anticipate that it is far more likely that we have underestimated demand and may have to pivot to expand earlier than we initially expected.

External Reviewer Contact Information

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

Name	Contact Information (email and phone)
Gary Anderson –	Professor, Former Director of Social Work program at Michigan State University ander664@msu.edu
Anne Hughes	Professor, Director of Social Work Program at Michigan State University hughesa@msu.edu
Shari Dworkin –	Former Dean of Nursing at University of Washington Bothell dworkins@uw.edu

Attachments:

- Financial Worksheet
- Four-Year Degree Plan (undergraduate); **(found on pp 4-6)**
- Curriculum Map (undergraduate)
- Assessment Plan
- Letters of financial commitment
- Contracts or MOUs if applicable

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

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

Chair or Director Signature:	Vicki Denson	Date:	2/13/2024
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Dean Signature:	Mary Koithan	Date:	2/13/2024
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Signatures are required from the Chancellor(s) if the degree will be offered and/or impact the respective campus:

Everett VCAA Signature:		Date:	2/14/24
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Global Chancellor Signature:	Dave Cillay	Date:	2/15/2024
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Spokane Chancellor Signature:	Daryll DeWald	Date:	2/13/2024
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Tri-Cities Chancellor Signature:		Date:	2/13/24
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Vancouver Chancellor Signature:		Date:	2/14/24
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Comments regarding abstention of signature(s)

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

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

ACTION ITEM #1

Revise the Washington Administrative Code (WAC) 504-24-030 Undergraduate Housing Requirement for the WSU Pullman campus (Elizabeth S. Chilton/Romando Nash)

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 was held March 13, 2024, at 4:00pm; no public input was received.

AMENDATORY SECTION (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 the equivalent of 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)~~) full-time semesters or three (~~(regular)~~) full-time quarters (excluding summer sessions) following high school graduation or equivalent;

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

(c) The student has secured a statement from a physician or psychologist stating that (~~(residence)~~) living 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)~~) their respective 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.]

ACTION ITEM #2

Revise the Washington Administrative Code (WAC) 504-26
Standards for Conduct for Students
(Elizabeth S. Chilton/Romando Nash)

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 was held on March 19, 2024; no public input was received.

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~~) selection processes for board members. CCS may assist in the recruitment process for board members.

[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.]

AMENDATORY SECTION (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))~~) may consist of one person or multiple persons selected from the pool of approved university community members in accordance with WAC 504-26-105. 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.]

AMENDATORY SECTION (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~~) one 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.]

INFORMATION ITEM #1

Items Approved by the President Under Delegated Authority
Faculty Manual Revisions
(Elizabeth S. Chilton)

Faculty Manual Revisions

The Faculty Senate's Faculty Affairs Committee reviewed the *Faculty Manual* and provided routine annual revisions to update language and style to ensure consistency, implement references to other policies (rather than quoting/repeating the content), and remove broken links.

Section II (Freedom, Responsibility, and Discipline) was revised in detail to update the tone to refer to complainant and respondent, rather than accuser and accused, and introduce corrective action. Specificity was added to the actions that can be taken from different levels of the administration. Executive Policy #33 (Responding to Allegations of Research Misconduct) has specific details for review of misconduct that are set by outside agencies, thus a reference to Executive Policy #33 was added rather than repeating the same within the *Faculty Manual*.

The *Faculty Manual* revisions were passed by the Faculty Senate on April 4, 2024. The redlined copy, as submitted to President Schulz for consideration, is available upon request.

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Faculty Manual

Section I: Organization

I A. Academic Units

Each college, school, department, or academic program which administers a degree granting program is considered an academic unit. Each college, school, department, or program is responsible for the content and quality of the academic programs under its jurisdiction, no matter where the elements of the program are offered (campuses, learning center, research center, international.) Academic Faculty who are an integral part of an academic program are members of the academic unit responsible for that program, no matter where the faculty member is physically located. Academic responsibility is from the academic faculty through the chair or director, through the cognizant academic dean and to the provost.

I A 1. Designation of Academic Unit

~~The University has several different academic structures, including the following:~~

- ~~(a) a) A college is an organization of schools, departments, special programs, and other units which have broad, common instructional and research interests. The administrative head of a college is a dean.~~
- ~~(b) b) A school is a combination of two or more departments, programs or curricula that functions as an alternative to a department. The administrative head of a school is a director.~~
- ~~(c) c) A department is defined as an academic unit with a faculty that performs the regular duties of instruction, research, and service in all matters relating to curricular and educational policies of the unit, subject to approval of the Faculty Senate. The administrative head of a department is a chair.~~
- ~~(d) d) An academic program (interdepartmental) is defined as a program with an individual budget, an administrative officer, and a set of courses leading to a degree. Faculty who participate in the academic program may maintain a departmental affiliation. The administrative head of an academic program is a director.~~

The procedures for creating, ~~combining~~ moving, renaming, or eliminating academic units are covered in a Memorandum of Understanding between the provost and Senate found at <https://s3.wp.wsu.edu/uploads/sites/2135/2022/10/08.14.18-Faculty-Senate-MOU.pdf> ~~http://faesen.wsu.edu/eppm/MOU.pdf~~.

Throughout the manual, the term “chair” is used to refer to ~~both department~~ chairs, ~~and~~ directors of schools, and directors of programs.

I A 2. Specific Duties of the Faculty of the Academic Units

To facilitate uniformity of operation, the duties of the faculty of each academic unit are defined as follows:

- ~~(a) a) Perform the regular duties of teaching, research, and service of the unit.~~

~~(b)~~ ~~b)~~—Serve as the legislative body in all matters relating to curricular and educational policies of the unit, so long as such policies do not conflict with policies approved by the Faculty Senate and/or the Board of Regents. Among its responsibilities are the following:

~~b)~~~~(c)~~ c) Recommend to the Faculty Senate:

- i. Standards of admission to the unit
- ii. Curricula and courses to be offered and the amount of credit for each course
- iii. Requirements for graduation

~~(d)~~ ~~(f)~~ Consider appropriation requests

~~(e)~~ ~~(e)~~ Consider candidates for appointment to positions within the unit

~~(f)~~ ~~(f)~~ Consider the apportionment of work of the unit

~~(g)~~ ~~(g)~~ Consider the policies of the unit

Ordinarily, these duties are undertaken by departments, schools, or academic programs. If an entire college is concerned, these matters are considered by the members of the college.

I A 3. Chairs of Departments and Directors of Schools or Programs

Throughout this section, the term chair is used to refer to the chair of a department, director of a school, or director of a program, and the term unit is used to refer to a department, school, or program.

Duties

A chair serves as the chief advocate for the unit, championing the resource needs of the unit and ensuring the effective use of current resources. The chair is responsible for working collaboratively with all unit members to create a shared vision of the unit's future. This includes the creation of strategic plans to guide the unit's research direction, future hiring, and development of academic programs.

Subject to the approval of the dean of the college, ~~a department chair or school director~~ the chair is responsible for organizing and supervising the courses of instruction offered by the ~~department~~ unit, distributing the teaching and research load, caring for the equipment and facilities assigned to or in the custody of the ~~department~~ unit, allocating and supervising ~~department~~ unit funds, conducting annual reviews of faculty and staff, and performing other duties assigned by the dean of the college and the provost. The provost provides guidelines on the duties and responsibilities of chairs and directors at <https://provost.wsu.edu/procedures/chairs-directors/duties-and-responsibilities/>.

When ~~a department or school~~ an academic unit has teaching and/or research programs at sites remote from the location of the headquarters of the ~~department or school~~ unit, some of the responsibilities rest with or are shared with the campus chancellor or director of the remote station. Such shared responsibilities include care for equipment and facilities, supervision of funds, and day-to-day supervision of teaching and research activities.

The department chair Chairs makes recommendations to the dean for appointments, promotions, and salaries of members of the ~~department~~ unit, and transacts ~~official~~ official ~~department~~ unit business

with deans, other administrators, and students. In the case of faculty at remote units, the ~~department chair~~ shares information and coordinates recommendations with the campus chancellor or director.

~~A department chair is~~ Chairs are expected to provide leadership in the formation of ~~departmental unit~~ policies and to hold meetings with all available members of the faculty on matters of policy. Except as limited by applicable general regulations and policies or as otherwise directed by the dean or by the provost, it is the ~~department~~ chair's responsibility to execute the policies determined by the ~~department~~ unit. When this is not done, ~~they~~ members of the faculty should notify the administrative superior and ~~the other~~ members of the faculty of the action being taken and the reasons therefore. However, ~~department~~ chairs must have sufficient latitude to permit the making and the execution of day-to-day operating decisions and the exercise of leadership responsibilities.

Eligibility

Eligibility to serve as a ~~department chair or as a school director~~ chair is normally limited to career-track and tenure-track faculty at the rank of professor or associate professor. Furthermore, faculty in the career track must have a continuous appointment or a fixed-term contract ([see Section I.B1.c\(1\)](#)) with a term at least as long as the administrative appointment. If there are fewer than three professors and associate professors in total in the ~~department or school~~ unit, assistant professors are also eligible to serve as chair ~~or director~~. Eligibility is neither dependent upon nor restricted by academic seniority, nor is it limited to faculty presently in the unit.

Assuming the role of ~~department chair or school director~~ significantly changes the work assignment for a faculty member. This change in workload balance and its effect on promotion should be formally discussed ~~at~~ the time of appointment, with the ~~department or school~~ unit, and college leadership. If pre-tenured faculty take on a major leadership role, the effect this may have on the tenure process and assessment should be discussed in consultation with the appropriate dean. See Section III.C.4.[t](#).

Persons eligible to submit preference forms for ~~department chair or school director~~ chair are career-track and tenure-track faculty of all ranks who have been members of the ~~unit~~ department or school for at least one semester, regardless of the location of their assignment. This includes faculty who may be on leave at the time of the search.

Faculty in the following categories are not eligible to submit preference forms for ~~department chairs or school directors~~:

- Faculty in the short-term track,
- Faculty who have resigned, been terminated, or notified that they will not be reappointed,
- Faculty with less than a 0.5 FTE appointment,
- Faculty who have retired or who are retiring at the close of the academic or fiscal year.

Nomination

~~Department c~~ Chairs ~~or school directors~~ are appointed by the provost upon recommendation of the dean of the associated academic college.

For potential reappointment of a sitting ~~department chair or school director~~ chair, the following process ~~shall~~ will be followed:

~~(1)~~(a) The dean will poll all eligible members of the ~~department faculty~~ unit, regardless of location, including those on leave, as to their preference for reappointing or not reappointing the sitting chair ~~using a preference form.~~

~~(2)~~(b) Each person filling out a preference form shall be allowed at least one week to consider a decision. Forms will be returned directly to the dean. The dean will make a recommendation to the provost as to whether to reappoint the incumbent. The provost makes the decision concerning reappointment and informs the dean and faculty.

For an initial appointment of a ~~department chair or school director~~, the following process shall be followed:

~~(a)~~ ~~(1)~~ The dean (or their designee) shall meet with the ~~unit~~ ~~department~~ faculty to discern their preference for selecting a chair from inside the ~~department unit~~ or outside the University. After the discussion, the dean decides, following consultation with the provost, whether to select a chair from within the ~~department unit~~ or to initiate a process for recruiting a chair from outside the ~~department unit~~, and notifies the ~~department~~ faculty and staff.

~~(b)~~ ~~(2)~~ If the dean elects to select a chair from outside the ~~department unit~~, the dean will appoint a search committee, consisting of members of the unit, to prepare a list of candidates for consideration. The provost may, upon the recommendation of the dean, appoint an interim chair during the search for a chair outside the ~~CU~~ University, so that the search need not be conducted in haste. Each eligible member of a ~~department unit~~ faculty, regardless of location, including those on leave, shall be provided an opportunity to express their preferences for the interim chair to the provost, and the dean, from names nominated for the position.

~~(c)~~ ~~(3)~~ If the dean elects to select a chair from inside the ~~department unit~~, then a form shall be provided to each eligible faculty member on which to express a preference from among eligible faculty members of the unit.

~~(4)~~ All preference forms shall ordinarily be provided by the dean of the unit concerned. Each person filling out a preference form shall be allowed at least one week to consider a decision. Forms will be returned directly to the dean. Within one month after the ~~department unit~~ has indicated each preference, a summary of the results shall be reported by the dean to the ~~unit~~ ~~department~~ faculty and the provost. The dean will provide an explanation to the faculty in the unit if ~~he/she/they~~ chooses to recommend someone other than one of the top two (2) faculty identified in the preference forms. Each summary reported to the provost shall be accompanied by the preference forms, which must be retained in the University files for one year. The dean provides the chair appointment recommendation to the provost. The provost makes the final decision concerning appointment and informs the dean and faculty.

Appointment

In all cases, the provost, after consideration of the preferences and consultation with the appropriate administrative officers, will take any one of the following actions: 1) appoint as chair one of the two persons having the highest preference as indicated by the preference forms; 2) appoint an interim chair pending further consideration for a chair; or 3) appoint as chair a person not recommended, but only after consultation with the ~~department unit~~ faculty members and with the dean concerned.

Term of Office

Except under special circumstances, ~~department chairs and school directors~~ are appointed for terms of four (4) years and may be reappointed using the process detailed above. Terms commence August 16 for those on academic-year appointments and for those on annual appointments in programs with preponderantly academic-year faculty. Terms commence July 1 for those on annual appointments in ~~programs-units~~ with preponderantly annual faculty. When a ~~department~~ chair is appointed effective on some other date, the four-year period shall be computed, for subsequent review purposes, from the preceding August 16 for nine months or July 1 for twelve (12) months if the appointment begins prior to January 1 and from the following August 16 or July 1 if it begins on or after January 1.

A ~~department~~ unit may initiate consideration for a change in its leadership, upon written request sent directly to the provost, of one-fourth (1/4) of its members (but not fewer than two persons). Upon receipt of such request, the provost will arrange for an expression of opinion on such question by all eligible members of the ~~departmental~~ unit faculty.

Upon request of the provost, the Faculty Status Committee will appoint an adviser who is not a member of the Faculty Status Committee. The adviser will participate in the exchange of opinion, oral or written, among all parties involved. Immediately after the collection of information and consultation with appropriate administrative officers, the provost will render a decision.

Appointments may be terminated at any time for incompetence, negligence, inability to perform the duties due to illness, or equivalent cause if, in the judgment of the provost, the best interests of the ~~unit~~ department or the University require such change.

Unless otherwise prescribed in individual cases, the term of office expires on August 15 for nine (9) months or June 30 for twelve (12) months, four (4) years from the beginning of the appointment. The cognizant dean, in consultation with the ~~department~~ unit, shall request preference recommendations from faculty six to nine (6 to 9) months preceding the expiration of the term of office.

The above policies and procedures apply equally to the ~~chair~~ director of an academic program, although the ~~director~~ chair of a program may be appointed for a two (2) year term when the program ~~director~~ chair is responsible to more than one dean.

Payment for Services as ~~Department Chair or School Director~~

A ~~department~~ chair may be paid an additional sum (determined by a formula which considers such variables as student load, faculty numbers, and budget size, including extramural funding) under the assumption that such persons render additional services.

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.

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, or program 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~~, or adjoint), *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 in the career track by choosing from the options described under each track and sub-track.

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:

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.

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.

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.

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.)

Faculty Ranks

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

Tenure-Track Faculty

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.

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.

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.

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.

Career-Track Faculty

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.

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.

Contingency Appointment Definition

For a faculty member with a contingent 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.

Continuous Appointment Definition

A faculty member with a continuous 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).

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).

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.

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.

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.

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.

Library Faculty

Positions are as librarian 2.

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.

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:

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.

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](#).

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.

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.

Research Associate

Research associates are faculty in short-term appointments who [conduct research, obtain grants, and develop and maintain an extramurally funded research programsupport 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.

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.

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.

Changing tracks or sub_tracks

Moving successful faculty between the short-term track and the career track, or between different sub-tracks, can be advantageous for the faculty member and the University. To consider moving a faculty member between the short-term track and the career track, or from one sub-track to another, approval must first be obtained from the chair and dean, as well as the academic director and ~~VCAA~~ campus chancellor, as appropriate.

If a faculty member is currently on a continuous contract, the faculty member can agree to start a position in the new track/sub-track at any time; however without the agreement of the faculty member, the notification periods from Section III.E.1 must be observed. If a faculty member is currently on a contract with a terminal date, the faculty member can agree to start a position in the new track/sub-track at any time; however, the faculty member may also choose to finish the current contract before moving to the new track/sub-track.

If a change in track/sub-track is approved, the offer letter for the new track/sub-track should specify how much of the time served in the previous track/sub-track will be counted as time in rank towards promotion in the new track/sub-track.

Moving faculty between the career track and the tenure track is more complicated because of budgetary differences in how these two tracks are funded. -Because of this, prior approval from both the dean and provost are required. -The details of the procedure for switching from the career track to the tenure track are available from the Office of the Provost upon request. -Before a faculty can be awarded tenure, the normal procedure for deciding if tenure is warranted must be followed.

I B 2. Meetings of the Faculty

The president of the University is the chief executive officer of the faculty. The president, or designated representative, presides at meetings of the Faculty except those called by the Faculty Status Committee or by the Faculty Senate Steering Committee. The Executive secretary of the Faculty Senate shall serve as secretary of the faculty.

The Faculty Senate Steering Committee will have the power to call a meeting of the faculty. Any member of the Faculty may petition the Steering Committee of the Faculty Senate to call a meeting. The meeting will be called if the majority of the Steering Committee vote in favor of holding the meeting. A petition signed by a minimum of ten percent of the faculty will require that a meeting be called, regardless of the vote of the Faculty Senate Steering Committee. The Steering Committee shall designate a member of the faculty to chair the meeting(s).

The quorum for meetings of the faculty and the graduate faculty shall be all qualified persons in attendance at regularly scheduled and announced meetings. Each of these bodies shall be free to make its own rules of procedure, but, unless rules to the contrary are adopted, motions shall pass by majority vote.

I B 3. Specific Duties of the Faculty Senate

The purpose of the Faculty Senate is to exercise the legislative powers delegated to it and to make recommendations to the president, to appropriate administrative officials of the University, and through the president, to the Board of Regents on matters affecting the general welfare of Washington State University and its educational, research, and service activities.

~~Ⓢ~~ *Legislative Powers*

The Faculty Senate shall serve as the legislative body of the faculty to make recommendations in all matters requiring faculty action or approval of curricular and educational policies of Washington State University, including:

~~(a)~~ ~~(1)~~ Standards of admission

~~(b)~~ ~~(2)~~ Curricula and courses to be offered and the number of credits for each course

~~(c)~~ ~~(3)~~ Standards of scholarship

~~(d) (4)~~ Requirements for graduation

~~(e) (5)~~ The academic calendar

Power of Recommendation

The specific duties of the Senate shall also include, but not be limited to, the formulation of recommendations to the president and appropriate administrative officials of the University with regard to the following:

~~(a) (1)~~ Development and review of plans and policies to strengthen the educational program of the University

~~(b) (2)~~ Review of the budget of the University to assess its general conformity with policies and priorities established or endorsed by the Senate

~~(c) (3)~~ Review of the strategic plan, for the physical and educational development of the University

~~(d) (4)~~ Protection and enhancement of academic freedom of members of the University community

~~(e) (5)~~ Preservation and extension of academic responsibility of members of the University community

~~(f) (6)~~ Promotion of the general welfare of the University community

~~(g) (7)~~ Review of policies concerning the University's relations with its supporting community throughout the state of Washington

~~(h) (8)~~ Review of policies concerning the University's relations with outside agencies

~~(i) (9)~~ Review of rules and procedures of the University concerning the conduct of its members

Steering Committee

The Faculty Senate will include a Steering Committee, the duties of which shall include matters relating to agenda, referral, voting, and elections. The Steering Committee shall also act as an emergency advisory council to the president, and it may serve as a Summer Executive Committee to carry out functions delegated to it by the Senate. Numerous other permanent Faculty Senate committees and sub-committees consider issues and make recommendations to the Faculty Senate for action, <http://facsen.wsu.edu>. The Faculty Senate Executive Committee shall consist of the chair, chair-elect, immediate past chair and the Executive secretary. The Executive Committee shall serve as the primary conduit of information between the faculty and the administration.

I B 4. Faculty Status Committee

The Faculty Status Committee is an independent investigative faculty committee that reports and makes recommendations directly to the president. Functions of the Faculty Status Committee are:

~~(a) (1)~~ Reviews, mediates, and/or adjudicates disputes between individual faculty members and between individual faculty members and the administration.

~~(b) (2)~~ Makes recommendations to the Faculty Affairs Committee and to the president concerning policies about faculty affairs which arise out of its conciliatory and judicial functions.

~~(c)~~ ~~(3)~~ Calls special meetings of the faculty or any component thereof, giving reasonable notice, at which time the chair of the Committee shall preside.

~~(d)~~ ~~(4)~~ Reviews any problem within its jurisdiction brought to it by any member of the faculty.

~~(e)~~ ~~(5)~~ Makes periodic reports (at least annually) to the Faculty Senate and to the faculty concerning its operations.

~~(f)~~ The Faculty Status Committee is responsible to the faculty. It has twelve (12) members, consisting of nine (9) tenured faculty and three (3) career-track faculty, each serving for three (3) years. Four (4) members' terms end on August 15 and they are not eligible to succeed themselves immediately. Further information is provided on the Faculty Status Committee website <https://facsen.wsu.edu/faculty-status-committee/>.

~~a)~~ *Nominations*

During the last two (2) weeks of February, the Faculty Status Committee shall form a nominating committee composed of two members of the Faculty Status Committee and three (3) other members of the faculty designated by the Faculty Status Committee. By April 15, the Nominating Committee will submit to the faculty a list of eight (8) nominees consisting of six (6) nominees for the three tenured faculty positions and two (2) career-track faculty for the career-track position. This committee of five (5) shall request nominations from the faculty through the media, such as a WSU internal communications newsletter, and/or other appropriate means at least two (2) weeks prior to the selection of candidates by the nominating committee. If there are vacancies caused by death or resignation during the previous year, the nominating committee will submit two (2) nominations for each vacancy.

If membership on the committee falls below seven during any one (1) year, a special election ~~is will~~ [be](#) held to fill vacancies. Nominations at special elections are made in the same way as above. If vacancies occur during the summer, the Faculty Status Committee may appoint members to serve until October 1 of that year.

~~b)~~ *Election*

Election of new members to the Faculty Status Committee shall be by electronic ballot. This ballot is to be delivered to the faculty (academic faculty, extension faculty, and library faculty) by April 15 with terms beginning August 16. The ballot will be divided into two parts to facilitate the election of the correct number of candidates from each track. One section will contain the names of six (6) tenured nominees and shall provide an opportunity to enter the names of up to three (3) eligible write-in candidates. Faculty may vote for up to three (3) nominees or eligible write-in candidates in this category. The other section of the ballot will contain the names of two career-track nominees and provide the opportunity to enter an eligible write-in candidate. In this section, faculty may vote for one (1) nominee or eligible write-in candidate.

Ballot Composition

	Tenure Track	Career Track
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Number of nominations	6	2
Number of write-in possibilities	3	1
Number of votes	3	1

Ballots on which more than the appropriate number of candidates in each category are indicated shall not be counted. The three tenured nominees or eligible write-ins in the tenured section and the career-track nominee or eligible write in career-track section of ballot receiving the greatest number of votes in their category are elected to three (3) year positions. In the event that a vacancy occurs before the end of a member’s regular three-year (3) term, the nominee or eligible candidate from the same category receiving the next greatest number of votes in the election of that vacating member shall be eligible to serve immediately and fills the remainder of the term. In the event that a vacancy occurs before the end of a member’s regular three-year (3) term, the nominee or eligible candidate receiving the next greatest number of votes in the election of that vacating member shall be eligible to serve immediately and fills the remainder of the term.

I B 5. Other University Committees

In addition to the Faculty Status Committee, there are numerous other committees on which faculty serve. The president’s standing committees have been established to provide advice to the president or to the president through a primary administrative officer of the University. The University committees provide advice to various administrative officers or areas of the University. In some cases, recommendations from University committees are forwarded to the Faculty Senate for consideration and action. See the current Washington State University Committee Manual at <https://facsen.wsu.edu/senate-committee-overview/http://facsen.wsu.edu/committees/index.htm> for names, structure, and functions of permanent committees which contribute to the shared governance of Washington State University.

Section II. Freedom, Responsibility, And Discipline

II A. Academic Freedom ~~a~~And Tenure

Washington State University subscribes to the 1940 Statement of Principles on Academic Freedom and Tenure With 1970 Interpretive Comments of the American Association of University Professors with the 1987-1990 revisions. A copy of the statement is available on-line at <http://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure#B4>. The section on academic freedom reads as follows:

“Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.”

II B. Freedom of Expression and Accompanying Responsibilities

II B 1. Preamble

Washington State University has a long history of commitment to the principle of academic freedom for faculty and students. Freedom of expression is recognized as one of the essential elements of academic freedom. On a healthy campus, there is respect for the dignity and worth of all members of the campus community and a concern for the rights of others. The following statement describes the position of Washington State University with respect to these freedoms and accompanying responsibilities. It applies to all members of the University community— faculty, administrators, students, and staff.

II B 2. Policy

It is the policy of Washington State University to support and promote the rights of all individuals to express their view and opinions for or against actions or ideas in which they have an interest, to associate freely with others, and to assemble peacefully. The faculty has the right to dissent and protest.

The above rights exist in equal measure for each member of the University community. They exist regardless of the professional stature of the individual and regardless of the degree of acceptability among others of views or opinions advocated.

In order that these rights may be exercised by all and that orderly functioning of the University may be assured, certain limitations must be placed upon the manner in which these freedoms are exercised.

Accordingly, Washington State University insists that the free expression of views and opinions, whether by individuals or by groups, be such that the rights of others are not violated. Use of physical means to disrupt the educational processes and functions of the University, including

classroom and laboratory activities, services, meetings, or ceremonies conducted by the University, its departments, divisions, or affiliated organizations, would constitute such a violation.

Members of the University community who violate the rights of others will be subject to appropriate disciplinary procedures. Principles of due process will be observed throughout such procedures.

II C. Faculty Responsibilities

II C 1. Faculty Code of Professional Ethics

Faculty members have obligations that derive from membership in the University community. The following Faculty Code of Professional Ethics states the expected standard of performance:

Faculty members, guided by deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end, they devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although they may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry. Those who have instructional responsibilities are responsible to the University, their departments, and their students to perform in a conscientious and ethical manner all instructional tasks assigned to them.

II C 2. Duties

As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly standards of their disciplines. They demonstrate respect for the student as an individual and adhere to their proper role as intellectual guides and counselors. They make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect their true merit. They respect the confidential nature of the relationship between professor and student. They avoid exploitation of students for their private advantage and acknowledge significant assistance from them. They protect students' academic freedom.

As officers of the University, the faculty members seek above all to increase the University's effectiveness. Although they observe the stated regulations of the University, they maintain their right to criticize and seek revision within appropriate means. In consultation with department chairs, they determine the amount and character of the work to be done outside the University with due regard to their paramount responsibilities within it and requisites of state and federal law. When considering interrupting or terminating their services, they recognize the effects of their decisions upon the programs of the University and give due notice of such intentions.

As members of the community, faculty members have the rights and obligations of all citizens. They measure the urgency of these obligations in the light of responsibilities to students, to the profession, and to the University. When they speak or act as private persons, they make clear that they are not speaking or acting for the University. They model the principles of reasoned and rational discourse which they pursue in the academic community in their speech and actions as private citizens, thereby extending their public service in that realm. As citizens who are part of an institution that depends upon freedom for its health and integrity, the faculty members have

particular obligations to promote conditions of free inquiry and to further public understanding of academic freedom.

II C 3. Faculty Availability

Consistent with the University's emphasis on undergraduate and graduate education and research, advising, and personal contact between faculty and students it is both expected and essential that faculty be available for student consultation. This contact allows the students to meet informally with faculty for discussion and advising (professional, career or academic). It is also the appropriate time to address sensitive matters with individual students.

Today's greater technology offers many modes of prompt and flexible communication/interaction for both faculty and students. These modes include; traditional office hours, telephone, email, electronic chats, blogs, on-site meetings, video teleconferencing, and other methods. It is incumbent upon faculty to state clearly what modes of availability he/she plans to utilize. This information must be available at a minimum through the department office and to students in courses he/she is teaching and through other means such as posted on office doors, listed in the class syllabus, or on the course web page.

II D. Ethics in Public Service Requirements

The Washington State Ethics in Public Service Act, RCW Chapter 42.52, and its implementing regulations, WAC Chapter 292-09, establish a single code of ethics applicable to all state officers and employees. WSU's University Ethics Policy (EP45) incorporates state laws and regulations and also sets forth additional requirements in the areas of conflict of interest and conflict of commitment. Washington State University faculty members are state employees and are subject to the ethics law and rules, as well as University ethics policies. With very limited exceptions, faculty members are subject to the provisions of the Ethics in Public Service Act and related University policies at all times, including off-hours, weekends, and breaks during the academic year. This includes faculty on academic-year appointments.

Faculty should familiarize themselves with the provisions of the University Ethics Policy (EP45), which also requires all University personnel, including faculty, to undergo annual ethics training (available through the HRS training platform). For questions related to ethics requirements, faculty should contact the University's Ethics Compliance Advisor at ethics@wsu.edu.

This chapter provides additional policy and guidance on honoraria and compensation for outside activities, which may be of particular interest to faculty.

II D 1. Honoraria

State employees are prohibited from receiving honoraria unless specifically authorized by the employer. The University recognizes that allowing faculty to accept appropriate honoraria in connection with involvement in the larger community in order to carry out the University's academic and community outreach mission as a land-grant institution encourages participation in such activities. Accordingly, the University policy on honoraria specifically authorizes faculty to accept honoraria if offered for their participation in community, business, trade, and professional activities related to their University duties. Receipt of honoraria is not permitted in the following circumstances:

(a) The person offering the honorarium is seeking or is reasonably expected to seek a contract or a grant from Washington State University, and the employee is in a position to participate in the terms or the award of the contract or grant;

(b) The person offering the honorarium is regulated by the employer of the state officer or state employee and the officer or employee is in a position to participate in the regulation; or

(c) The person offering the honorarium is seeking or opposing or is reasonably likely to seek or oppose enactment of legislation or adoption of administrative rules or actions, or policy changes by Washington State University; and the employee may participate in the enactment or adoption.

Should any question arise regarding the propriety of any given honorarium, the potential recipient should contact their supervisor or the University's Ethics Compliance Advisor at ethics@wsu.edu to obtain guidance as to whether or not the arrangement is proper.

II D 2. Compensation for Outside Activities - Contracting

The general rule is that no state employee may accept anything of economic value under any contract or grant outside the employee's official duties. Therefore, under the general rule, a Washington State University employee is prohibited from contracting to do private work. However, this general prohibition does not apply and the state employee can have a beneficial interest in a personal contract or grant if all six conditions listed in the law are met:

(a) The contract is bona fide and actually performed.

(b) The contract is not within the course of the employee's official duties.

(c) The performance of the contract or grant is not prohibited by RCW 42.52.040 regarding assisting another in transactions involving the state, or by applicable law or rules governing outside employment discussed in this section.

(d) The contract is neither performed for nor compensated by any person who is regulated by Washington State University or seeks to provide goods or services to Washington State University (same as person from whom the employee would be prohibited by RCW 42.52.150[4] from receiving a gift).

(e) The contract is not expressly created or authorized by the employee in their official capacity.

(f) The contract would not require unauthorized disclosure of confidential information.

If the contract is with a state agency, then additional requirements apply. Therefore, if a Washington State University employee privately contracts with Washington State University or the state Department of Ecology, for example, then one of the following conditions must be met:

(a) There is an open and competitive bidding or selection process in which more than one bid or grant application is received,

(b) There is an open and competitive bidding or selection process in which the employee's bid or proposal is the only one received and the employee has been advised by the state Executive Ethics Board that the contract or grant will not be in conflict with the proper discharge of official duties,

(c) There is no open and competitive process but the employee has been advised by the state Ethics Board that the contract or grant will not be in conflict with the proper discharge of official duties,

The contracts or grants described in (a), (b), or (c) must be filed with the Executive Ethics Board within thirty (30) business days of execution.

A Washington State University employee is not prohibited from performing duties under an employment contract with a governmental entity.

When the proposed compensated outside activity relates to scholarship, as defined by the faculty member's unit, and is within the scope and expectations of the faculty member's employment, the faculty member may seek preapproval to engage in the activity. See University Ethics Policy (EP45), Section 6.0.

In addition, see Section IV.D, Policy on Compensated Outside Service by Faculty Members—Consulting, and IV.E, Extended Professional Activities.

II E. Faculty Responsibilities Related to Student Academic Integrity

All members of the University community share responsibility for maintaining and promoting the principles of academic integrity. To guide execution of this responsibility, the University has set a policy defining academic dishonesty and the process to be followed when a student is alleged to have committed a violation. The policies defining academic dishonesty, as well as the review and sanctioning processes, provide educational opportunities for students to understand that academic integrity violations are not simply against the rules, but against the greater philosophy of higher education. Consult the WSU [Reference Guide on Academic Integrity](http://academicintegrity.wsu.edu) (<http://academicintegrity.wsu.edu>) [Center for Community Standards](#) for more guidance. In addition, the responsible academic member (e.g., course instructor or faculty research supervisor), chair, or dean may seek the advice of the dean of the Graduate School, the vice president for research, the university ombudsman, or the Office of Student Conduct at any stage of the process described below.

Academic integrity violations include cheating, falsification, fabrication, multiple submission, plagiarism, abuse of academic materials, and complicity in or misconduct in research. Definitions are found in the Standards of Conduct for Students and in WAC 504-26-010. When there is an allegation or evidence of an academic integrity violation, the responsible academic member must conduct a prompt and careful investigation. Physical evidence should be retained and interviews should be conducted with persons who may have knowledge of the events. Students are required

by the Standards of Conduct for Students to cooperate with such investigations and are prohibited from assisting in violations of the academic integrity policies.

Following the investigation, if the responsible academic member believes that a violation has occurred, the responsible academic member should assemble the information supporting the alleged violation (offending work, witness statements, original sources, etc.) and notify the student as soon as possible of the alleged violation. The notice should be in written form (email is permissible) and should include a description of the allegation and provide a time, date and place of a meeting to discuss the situation. This meeting is the chance for the student to respond to the allegations. If the student does not respond to the responsible academic member's initial contact attempt within a reasonable amount of time, one more contact attempt should be made before proceeding with the violation process. Following the meeting (or lack thereof if the responsible academic member is unable to meet with the student), if the responsible academic member continues to believe that a violation occurred by a preponderance of the evidence (i.e., more likely than not), the responsible academic member must provide the student with a written decision including the reason for the responsible academic member's decision and the evidence relied upon, the academic sanctions imposed in accordance with the course policies, a notice of the student's right to appeal within 15 business days to the Academic Integrity Hearing Board, and a statement indicating that the incident will be reported to the Office of Student Conduct. The responsible academic member must then notify the Office of Student Conduct by using the electronic reporting form available at conduct.wsu.edu. The Office of Student Conduct will engage with the responsible academic member and student if an appeal to the Academic Integrity Hearing Board is submitted and provide the student with educational sanctions to assist the student in not violating the academic integrity policies in the future if the Academic Integrity Hearing Board finds that an academic integrity violation occurred.

II F. Corrective Action and Disciplinary Process/Procedures

II F 1. Purpose

All faculty members are required to adhere ~~Adherence~~ to the Faculty Code of Professional Ethics, II.C.1, and to the Conduct Regulations, II.F.3. This section enumerates the types of violations that may subject a faculty member to discipline and provides a process that ensures the respondent faculty member's rights, as well as the rights of the university community, are adequately protected.

For all matters related to Title IX Sexual Harassment, as defined in EP #15 (Policy Prohibiting Discrimination and Harassment), and misconduct in research, as defined in EP #33 (Responding to Allegation of Research Misconduct), specific procedural requirements apply, as described in the sections below.

is the responsibility of the individual faculty member. The principles implicit in these procedures are for the benefit of all who are involved with or are affected by the rules and regulations of Washington State University.

For all cases related to Title IX Sexual Harassment, as defined in EP #15 (Policy Prohibiting Discrimination and Harassment) specific procedural requirements are required, as described in the sections below:

- 1) ~~The purpose of this document is to enumerate the violations of law or policy for which faculty may be subject to discipline, and to provide a process for addressing those violations that ensures the accused faculty member's rights are adequately protected.~~
- 2) ~~The procedures contained herein were drafted to adhere to the requirements of Washington's Administrative Procedure Act, RCW 34.05, as well to ensure that an employee's constitutional due process rights are protected. To the extent possible, the procedures for serious disciplinary action adhere to the process recommended by the American Association of University Professors for dismissal proceedings. Thus, a faculty member will not be subjected to serious discipline, absent their agreement, unless s/he has been provided~~
 - ~~• written notice of the charges against them;~~
 - ~~• the opportunity to be heard by a committee of their peers and, should a discipline be imposed, the right to appeal the decision to the Board of Regents;~~
 - ~~• the right to be accompanied to all hearings by an advisor of their choice;~~
 - ~~• a recording of the hearing.~~
- 3) ~~The procedures set forth herein contain other checks and balances to protect the rights of the accused and the accuracy of the process. For example, no disciplinary action may be imposed without review by the Provost's Office and, for serious, disciplinary action, without review by a committee of the faculty member's peers. Additionally, all disciplinary action imposed by the University is subject to court review according to the provisions of the Administrative Procedure Act, RCW 34.05.~~
- 4) ~~These procedures enumerate timelines that shall be followed at each stage of the process to ensure that complaints are resolved in as timely a manner as possible. Timely resolution of complaints protects the rights of all participants to the process.~~
- 5) ~~It is the overall goal of the University is to resolve concerns or problems at the lowest possible level. To this end, prior to initiating a formal complaint with the provost, individuals feeling aggrieved by a faculty member's actions are encouraged to use the following resources for attempted resolution of disputes:~~
 - a) ~~Supervisory chain of authority (e.g., the faculty member's department chair, dean)~~
 - b) ~~Compliance & Civil Rights (CCR) (for complaints that may implicate EP#15, the Policy Prohibiting Discrimination and Harassment.)~~
 - c) ~~Human Resource Services~~
 - d) ~~University Ombudsman~~
 - e) ~~Faculty Status Committee~~

~~If an individual files a complaint with the provost without utilizing these procedures, s/he shall include a statement of reasons explaining why the complaint is being filed directly with the provost. In order to proceed on a complaint in matters involving Title IX Sexual Harassment, as defined in~~

EP#15, a formal complaint must be filed by the complainant or the Title IX Coordinator utilizing Compliance & Civil Rights' formal complaint procedures.

This document does not address student academic complaints, which are handled using the WSU academic grievance procedure.

II F 2. Confidentiality

Faculty corrective action and discipline shall be kept confidential to the fullest extent provided by law. See RCW 42.56.210. Personnel information is shared internally on a strictly need-to-know basis and any corrective action is placed in the faculty member's official file with HRS. ~~It is the intent of the University that faculty discipline issues shall be kept confidential to the fullest extent provided by law. See RCW 42.56.210.~~ Under state law, findings of specific acts of misconduct are public records ~~that are~~ subject to public disclosure. See RCW 42.56.210. Additionally, records created as part of the formal hearing process, including the charging document, are public documents that are subject to disclosure. See RCW 42.56.040, *et seq.* Similarly, under the Administrative Procedure Act, requires the hearings conducted to impose formal discipline ~~generally, but not necessarily, may be~~ open to the public. See ~~RCW 34.05~~WAC 504-04-120.

II F 3. Conduct Regulations

Conduct for which faculty members are subject to University ~~discipline~~corrective action or discipline falls into the following categories:

~~(a) 1.~~ Violation of the policy on Freedom of Expression, II.B.2.

~~(a)~~

~~(b) 2.~~ Incompetence or serious or repeated neglect of duty. Unless the act is serious or puts individuals and/or property at risk, employees will not be disciplined for inadequate work performance or neglect of duty unless they have been given written notice of the areas in which the work is considered deficient, and an opportunity to improve their performance.

~~(c) Violation of EP #33, the policy on Responding to Allegations of Research 3.~~ Misconduct as well as other serious violations of research policies and protocols, including but not limited to: ~~in research and scholarship, defined as~~

~~i. F~~ fabrication or falsification of data, plagiarism, or other serious deviations from accepted practice in proposing, implementing, or reporting on research. ~~Procedures for investigating allegations of misconduct in research are set forth in subsection II.H.~~

~~ii. 4.~~ Failure to comply with federal, state, or University requirements for protecting researchers, human subjects, and the public during research and for insuring the welfare of laboratory animals.

~~iii. 5.~~ Use of research funds, facilities, or staff for unauthorized and/or illegal activities.

~~(d) 6.~~ Violation of EP #15, the Policy Prohibiting Discrimination and Harassment.

~~(e) 7.~~ Violation of EP #28, the Policy on Faculty-Student and Supervisor-Subordinate Relationships.

~~(f) 8.~~ Retaliation against any individual for engaging in protected activity, including but not limited to, filing a good faith complaint of discrimination, harassment, misconduct, workplace violence or bullying. This includes, but not limited to, creating a hostile work environment or taking adverse

employment action against another. Such acts form independent grounds for taking appropriate formal or informal discipline.

~~(g) 9-~~ Forgery, alteration, or misuse of ~~University~~university documents or identification.

~~(h) 10-~~ Falsification of information submitted to any University official or agency, or the offering of an intentionally false statement in any University disciplinary proceeding.

~~11-~~ Theft of or intentionally damaging or defacing University property or property belonging to any member of the University community or campus visitor.

~~12. Illegal use, illegal possession, or illegal purveying of drugs on University property. University policy is consistent with state and federal laws which regulate the possession, use, sale, and distribution of drugs.~~

~~(i)~~

~~13. Illegal possession, illegal use, or illegal sale of intoxicating beverages on University property. Washington State University's policies and programs for drug and alcohol abuse and a drug-free workplace are available at <http://www.wsu.edu/forms2/ALTPDF/EPM/EP20.pdf>.~~

~~(j)~~

~~(b) Violation of WAC 504-31-020, including but not limited to possession or use of firearms, explosives (including fireworks), dangerous chemicals or other dangerous weapons or instrumentalities on the university campus. This prohibition does not apply to possession of such items for authorized university purposes; possession of such items by authorized law enforcement officers; individuals who have obtained prior written approval from the university chief of police, president, or designee; or lawful possession of firearms by persons other than students in privately owned vehicles while on any university campus.~~14. Possession by a faculty member, on their person or otherwise, of a firearm, explosive, or other dangerous weapon within any office, laboratory or classroom building, lecture hall, residence hall, or sports arena on University property, and any immediately contiguous grounds, walkways and malls, except as follows:

~~(k)~~

~~(a) Those faculty members who also are authorized law enforcement officers shall be permitted to carry arms while on duty and engaged in regular activities of law enforcement.~~

~~(b) Faculty members with firearms in their possession shall be permitted to travel en route to or from the University-provided storage facilities. Such facilities shall be available twenty-four hours per day for short- or long-term firearm storage.~~

~~(c) Activities requiring use of the prohibited items by faculty members may be conducted upon approval by the Board of Regents or their designee.~~

~~(d) Nothing in this article is intended to restrict the lawful possession by faculty members of firearms in privately owned vehicles on the University campus, within University-owned housing other than residence halls, or on other University property not specifically indicated above.~~

~~(l) 15-~~ Unlawful acts that directly affect University programs, community members, or property insofar as they materially and substantially interfere with the missions, functions, processes, and goals of the University community or unlawful acts that result in guilty plea to or conviction of a felony.

~~(m) 16-~~ Illegal entry, attempted entry, or entry in violation of Washington State University rules of University-controlled property, or University-related property, such as fraternities, sororities, or co-op houses.

—17-Intentional disruption of the educational processes and functions of the University, including classroom and laboratory activities, offices, services, meetings, or ceremonies.

~~(n) 18-Intentional and unauthorized obstruction or restriction of free movement of persons or vehicles on the campus or other University property. Expressive activities protected by the first amendment are allowed in all of the University's "Limited public forum areas," which are defined as follows: "At each university campus, the limited public forum areas are all university facilities, with the exception of the interior or immediate vicinity of university facilities used to support university research, academic instruction, or health services." See WAC 504-33-015(4). Peaceful picketing is permitted, but such activity must be confined to the outside of University buildings and must not interfere with or restrict the free flow of traffic to and from any University building. Picketing of the Compton Union Building must be confined to the lobbies or to the outside of the building.~~

~~(o) 19-Violation of BPPM 50.30, the University policy prohibiting Workplace Violence, as outlined in the BPPM 50.30.~~

~~(p) 20-Violation BPPM 50.31, of the University Workplace Bullying Prevention and Reporting Policy, as outlined in the BPPM 50.31.~~

~~(q) 21-Violation of the University Ethics Policy EP #45.~~

~~(r) 22-Willful violation of published University policy/Willful violation of any other published University policy and/or willful violation of a lawful directive given by a supervisor in the course of employment.-~~

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Faculty members should be aware of conduct regulations for campus guests and visitors as follows:

~~g~~ Guests and visitors will observe the rules and regulations of the University while on the campus or other University property. Those who willfully refuse to obey an order of a uniformed campus security officer or other law enforcement officer to desist from conduct prohibited by the University rules and regulations may be ejected from the premises. Refusal to obey such an order will subject the person to arrest under the provisions of the criminal trespass statutes, in addition to such other sanctions as may be applicable.

II F 4. Authority for and Types of Corrective Action and Discipline

Vice President for Research

~~Allegations of misconduct in research should be reported to the vice president for research. The process for investigation and consequences are covered in EP #33.~~

Chairs of Departments, Directors of Schools or Programs, and Deans

~~Department chairs and school or program directors have primary responsibility for developing, supporting, evaluating, and supervising faculty members within the unit. See Section I.A.3 and the Provost's Guidelines on the Duties and Responsibilities of Chairs Directors. The chair or director is responsible for addressing behavior issues and conflicts within the unit. Depending on the infraction, the chair or director may choose to address the matter directly or refer the matter to an appropriate administrator. A chair or director can address the issue directly, in consultation with the dean, through written notice that (1) outlines behavior that may constitute a violation of the~~

conduct code, (2) recommends specific corrective action or training opportunities, and (3) states that future incidents may result in required corrective action or discipline. Such notice should be forwarded to the dean, provost, and HRS, who maintain a confidential file to ensure there is an adequate record of past alleged infractions. A faculty member who disagrees with a notice under this paragraph may submit a rebuttal, which will also be placed in the confidential file. Note that alleged violations of Title IX or EP #15 must be reported to CCR and alleged misconduct in research must be reported to the vice president for research.

Provost

Discipline that may be imposed by the provost pursuant to this policy falls into two categories: informal and formal, as described below.

The sanctions that may be imposed include, but are not limited to, warning, censure, suspension, termination, and in emergency situations, summary suspension.

(a) Informal Discipline – Minor Sanctions

i. Warning:

ii. Written notice to the faculty member from the provost that they have violated a regulation in II.F.3, or other regulation or policy, and that continued or additional such misconduct may lead to more severe sanctions in the future.

Warnings may include directives regarding mandatory training and related measures and may include a provision that the warning will be rescinded if directives are completed.

(a)

iii. Censure: Written reprimand from the provost for having engaged in conduct violating a regulation in II.F.3 or other regulations or policy. Censures may include directives regarding mandatory training and related measures and also may include a warning, as well as a provision that the censure will be rescinded if directives are completed.

(b) Informal Discipline – Moderate Sanctions

A warning or censure that includes removal of honors, designations, or similar measures.

(c) Formal Discipline – Major Sanctions

Written reprimand from the provost regarding such violation(s):

b. Formal Discipline

i) Suspension:

i. Suspension is defined as any one of, or a combination of, the following measures: temporary release from or reduction in assigned responsibilities (except for temporary reassignment pending resolution of allegations as set forth in section II.F.6 below); temporary reduction or suspension of pay; denial or postponement of an opportunity for a professional promotion within the University or professional leave from the University. A summary suspension is also possible, as set forth in section II.F.8.

ii. A permanent reduction in pay and/or removal of responsibilities: Removal of responsibilities such as a leadership/administrative position, teaching, access to

~~labs/facilities, loss of institutional support for academic, research, or scholarship activities, permanent reduction in FTE and/or salary.~~

~~ii. _____~~

~~ii) Termination:~~

~~iii. _____~~—Dismissal of the faculty member from the University, whether a ~~tenure-track, career-track, tenure, tenure-track~~ or ~~adjunct/short-term~~ faculty member. The usual notice procedures for such termination shall not apply in this case, and may be set by the sanctioning authority.

~~(d) e-~~ Summary Suspension

In circumstances where an emergency exists or ~~where~~ there is an immediate threat to the public health, safety, or welfare, to University property, or to the safety or welfare of any member of the University community (including the subject faculty member), the faculty member may be suspended immediately, without pay. See Section 8 below for further information regarding the procedures for imposing a summary suspension.

~~Written notice from a dean, chair or other supervisor indicating that a faculty member has violated a provision of this Manual and directing them not to do so again, or reprimanding them for such violation, are not discipline that is subject to appeal under this policy.~~

II F 5. Initiation of Complaint

~~Formal complaints regarding possible violations of the Faculty Code of Professional Ethics, II.C.1, and/or the Conduct Regulations, II.F.4, are addressed in writing to the provost. However, prior to initiating a formal complaint with the provost, individuals should refer to the resources and processes set forth in Section II.F.2. If the complainant has not utilized any of the resources in II.F.2, they are to provide the provost with a statement of reasons for filing their complaint directly with the provost. Any individual who has a formal complaint regarding violations of the Faculty Code of Professional Ethics, II.C.1, and/or the Conduct Regulations, II.F.3, should address their complaint, in writing, to the provost. If the complainant has not utilized another complaint resolution procedure, they shall provide the provost with a statement of reasons for filing their complaint directly with the provost. If the provost determines that the matter should be addressed at a lower level before their involvement, they shall inform the individual in writing within fifteen (15) business days of the complaint resolution options available (e.g., the Ombudsman, the Faculty Status Committee, Compliance & Civil Rights (CCR), Human Resource Services (HRS), Vice President for Research, etc.), as delineated in Section II.F.1(5). The individual may initiate a formal complaint with the provost after utilizing an alternative level complaint resolution process.~~

Unless the provost has determined that a complaint should be remanded to another complaint resolution process, they shall, within ten (10) business days of receiving the complaint, determine whether the allegations, if proved, state cause to discipline a faculty member. If the provost determines that the charges do not state grounds for discipline, they shall communicate that decision to the complainant in writing.

If the provost determines that the charges, if proven, state grounds for disciplinary action, they shall promptly initiate an investigation or rely on a previously conducted investigation in accordance with Section II.F.6 and notify the ~~accused faculty member~~ respondent of next steps.

At any time after allegations have been made, if the provost believes there are compelling circumstances that warrant reassignment of the faculty member from teaching or other duties pending resolution of the allegations, the provost may, after consultation with the faculty member's department chair/director and dean, reassign the faculty member to other duties for a period not to exceed the duration of the disciplinary process and any resulting adjudication. The faculty member's regular salary, benefits and other privileges continue during the period of reassignment.

II F 6. Investigation of Complaint or of Provost Concerns

If the provost determines that the allegations, if proved, state grounds for discipline, they will notify the ~~accused faculty member~~ respondent in writing within twenty (20) business days from the receipt of the allegations. Within ten (10) business days of such notification, the provost will initiate an investigation into the matter, unless a reliable investigation, which includes notice to the ~~accused faculty member~~ respondent and an opportunity to respond, has already been completed. In such cases, the provost, in their sole discretion, may elect to rely on the investigation in lieu of the investigation provided for in this Section II.F.6. In matters involving Title IX Sexual Harassment, as defined by EP#15, the provost must rely on the investigation completed by Compliance and Civil Rights (CCR) in lieu of the investigation provided for in this Section II.F.6. If the provost initiates an investigation, the provost shall notify the ~~accused faculty member~~ respondent of the general nature of the allegations, the requirement for cooperation during an investigation, the right to present information on their behalf, and the obligation not to retaliate against those filing the complaint. The provost shall also determine the appropriate investigative person/body, including, but not limited to:

- ~~(a) a-~~Themselves
- ~~(b) b-~~Vice provost, associate vice provost, or vice president
- ~~(c) c-~~Dean, ~~or~~ department chair, school or program director
- ~~(d) d-~~CCR
- ~~(e) e-~~Human Resource Services
- ~~(f) f-~~A faculty committee appointed by Faculty Status Committee within ten (10) business days of receipt of the request from the provost and selected from among the members of the tenured faculty.

When the provost initiates an investigation, the provost shall generally cause the investigation to be completed within sixty (60) business days of the date initiated. If it appears that the alleged violation will require that multiple witnesses be interviewed or will require an investigation that is otherwise substantial or complex, the provost shall cause the investigation to be completed within one hundred twenty (120) business days of the date received. The provost shall notify the complainant and the ~~accused~~ respondent faculty member if the investigation is expected to take longer than sixty (60) business days.

The timelines may be extended by the provost at any time upon their determination that exigent circumstances exist, e.g. unavailability of witnesses or faculty, complexity of issues. Any extension of the timelines must be communicated in writing to the ~~accused~~ respondent faculty member and the complainant. The provost may also of their own initiative, after learning of concerns regarding

faculty conduct, initiate an investigation and pursue disciplinary action consistent with the other requirements of this policy.

~~Appointed investigators have the authority to gather and review relevant records and conduct interviews of the respondent faculty member, complainants, and witnesses. Faculty members are required to cooperate with investigations, including providing information and participating in an interview. Investigators have the authority to review employment records, leave records, and other related documents if they are relevant and necessary to conduct an investigation.~~

~~Any case reported to the dean that requires punishment or attendance at a class needs to be reported to the provost and academic vice president. The Provost's Office shall maintain a confidential file of all cases reported to a dean whose final determination involved punishment or mandatory attendance at a class. The purpose of this file is to ensure there is an adequate record of past infractions.~~

II F 7. No Discipline

If after investigation the provost determines that the alleged conduct either did not occur or did not constitute a violation of the ~~Faculty Code of Professional Ethics, II.C.1, or the~~ Conduct Regulations, II.F.3, the provost shall notify the ~~affected respondent~~ faculty member and the complainant in writing. Said notification shall be made within ten (10) business days of the completion of the investigation. The determination of no violation by the provost is final.

This option is not available for matters involving Title IX Sexual Harassment and jurisdiction as defined by EP#15 (the Policy Prohibiting Discrimination & Harassment); all matters of this nature are afforded a formal hearing as described in the Major Infractions section.

II F 8. Summary Suspension

Summary Suspension is the responsibility of the president. Ordinarily, the disciplinary authority of the University will be invoked only after completion of the procedures established for the review of discipline cases and after the individual has utilized any appeal procedures desired as described in the following sections of the disciplinary regulations. A decision by the provost to place an individual faculty member on leave without pay while the faculty disciplinary process is pending is not considered a summary suspension if the individual is legally prohibited from performing their assigned responsibilities, as detailed in Section III.D.14 of the *Faculty Manual*.

However, if at any time the provost becomes aware of information that causes ~~them/him/her~~ to believe there is an immediate threat to the public health, safety, or welfare, to University property, or to the safety or welfare of any member of the University community (including the ~~respondent/subject~~ faculty member), the provost shall immediately institute summary suspension procedures. These procedures require the provost to provide the faculty member, either orally or in writing, with notice of charges against ~~them/him~~, with an oral or written statement of the evidence that supports the charges, and with an opportunity to respond to the charges. If, after receiving the faculty member's response, the provost believes that the immediate threat remains, ~~they wills/he~~

~~shall~~ recommend to the president that the faculty member be summarily suspended. The president shall consider this recommendation, including the summary of the basis therefore and the faculty member's response to the charges and determine whether to summarily suspend the faculty member. If the faculty member is summarily suspended, salary shall not continue for the duration of the summary suspension. In all such emergency cases, the faculty member is thereafter entitled to ~~all of all~~ the formal hearing process rights as provided in this section on formal discipline.

A decision to summarily suspend a faculty member shall comply with the requirements of RCW 34.05.479. The order of summary suspension shall be served on the faculty member in person. The notice should indicate that the suspension is for an emergency purpose in accordance with this section. It shall contain a brief statement of reasons to justify the summary suspension. If personal service is not feasible the notice shall be sent by certified mail. If there is to be a restriction on the faculty member's privilege to be present on University property, the faculty member shall be notified of that constraint, and such notice will be simultaneous with the notice of summary suspension.

The provost shall issue a statement of charges within five (5) business days of the imposition of a summary suspension; and shall request that the Faculty Status Committee expedite the selection of a hearing committee. The Hearing Committee shall schedule the hearing within the next thirty (30) business days. This right to an expedited hearing may be waived by the ~~respondent~~~~accused~~ faculty member.

II F 9. ~~Minor Infractions~~ Informal Discipline with Minor or Moderate Sanctions

If after investigation the provost determines:

- ~~(a) a-~~ The alleged conduct occurred,
 - ~~(b) b-~~ The conduct violated ~~the Faculty Code of Professional Ethics, II.C.1, the Conduct Regulations Code II.F.3, and/or the University Ethics Policy, EP #45, and~~
 - ~~(c) c-~~ The conduct subjects the faculty member to a warning or censure, ~~which may include mandatory training and related measures and/or penalties described in section II.F.4.B,~~
- ~~then the provost notifies the respondent faculty member in writing. This notice will be kept confidential to the extent allowed by law and is shared internally on a strictly need-to-know basis. The respondent faculty member is provided the option of accepting or rejecting the informal discipline and must do so within ten (10) business days of receipt of the notice. If the respondent faculty member accepts the imposed discipline, the provost carries out the discipline accordingly and notifies the complainant and the applicable administrators, including the respondent faculty member's department chair and dean. If the respondent faculty member rejects the imposed discipline, they will have an additional (10) business days to file an appeal with the Faculty Status Committee (FSC). If an appeal is filed with the FSC, the FSC (1) determines its own procedures for reviewing the matter, in a manner consistent with state and federal law, (2) conducts its review as expeditiously as possible, and (3) reports its findings and recommendations to the president or designee and to the respondent faculty member, within one hundred twenty (120) calendar days after the appeal is made. The committee may elect to count only days of the academic year in the one hundred twenty (120) day period as long as if the president or designee's decision can be~~

~~rendered before the sanction needs to be imposed. Following the faculty member's receipt of the FSC report, they have fifteen (15) calendar days to provide the president or designee with a written response to the report. The president or designee considers both the FSC report and the faculty member's response, if any, in making a final decision and notifies the faculty member of that decision within thirty (30) calendar days after receiving the FSC report.~~

~~The provost shall notify the affected faculty member in writing. This notice will be kept confidential to the extent allowed by law. The affected faculty member shall be provided the option of accepting or rejecting the informal discipline and must do so within ten (10) business days of receipt of the notice. If the affected faculty member accepts the imposed discipline, the provost shall carry out the discipline accordingly, and notify the complainant and the cognizant administrators, including the affected faculty member's department chair and dean. If the affected faculty member rejects the imposed discipline, all information shall be turned over to the president for a final decision on the matter. The president may request additional briefing or oral argument from the provost and the accused prior to issuing their decision.~~

If the conduct, as alleged, meets Title IX Sexual Harassment and jurisdiction as defined by EP#15 (the Policy Prohibiting Discrimination & Harassment), even if the investigation does not find a violation, there is still a formal hearing afforded to the parties as described in the Major Infractions section.

II F 10. ~~Formal Discipline with Major Sanctions~~ **Infractions**

If after investigation the provost concludes that the preponderance of evidence indicates:

- ~~(a) a-~~ The alleged conduct occurred,
- ~~(b) b-~~ The conduct violated the ~~Faculty Code of Professional Ethics, II.C.1, the Conduct Regulations, II.F.3, or the University Ethics Policy, EP #45,~~ and
- ~~(c) e-~~ The conduct subjects the faculty member to major sanctions as described in section II.F.4a suspension or termination,.

~~or~~ where the alleged conduct constitutes Title IX Sexual Harassment, as defined in EP#15 (Policy Prohibiting Discrimination & Harassment),

~~The~~ provost shall notify the affected faculty member in writing. This notice shall remain confidential to the extent allowed by law and is shared internally on a strictly need-to-know basis. The affected faculty member shall be provided the option of accepting or rejecting the imposed discipline and must do so within ten (10) business days of receipt of the notice. If the affected faculty member accepts the discipline, the provost shall carry out the discipline accordingly, and notify the complainant and the cognizant administrators, including the affected faculty member's department chair and dean. If the affected faculty member rejects the discipline, the provost shall cause formal disciplinary proceedings to commence.

The formal disciplinary process includes a formal hearing.

Formal hearings are adjudicative procedures under RCW 34.05. The University has developed its procedures to comport with the requirements of the Administrative Procedures Act, to ensure that parties are afforded appropriate due process rights, and to provide protection to the rights of all parties to the dispute while maintaining the collegiality that is the hallmark of the academic community.

The formal hearing procedure includes:

(a) ~~a.~~ Statement of Charges

The first step in the formal disciplinary process is the issuance of a Statement of Charges that shall include:

- i. A reference to those portions of the Faculty Code of Professional Ethics, II.C.1, Conduct Regulations, II.F.3, or other particular rules or policies the faculty member is alleged to have violated.
- ii. A short and plain statement of the factual matters asserted upon which the violations are based.
- iii. A statement of the contemplated disciplinary action.
- iv. For matters involving allegations of Title IX Sexual Harassment, as defined by EP#15, a statement that the Respondent is presumed not responsible.

(b) ~~b.~~ Response to Statement of Charges

The Respondent must provide a Response to the Statement of Charges within twenty (20) business days of service thereof. The Response to Statement of Charges shall include:

- i. Admissions or denials regarding the factual allegations related to violations of the Faculty Code of Professional Ethics, II.C.1, Conduct Regulations, II.F.3, or other particular rules or policies listed in the Statement of Charges.
- ii. Any affirmative defenses available to the faculty member.

The Respondent may elect to be represented by counsel in these proceedings. If counsel is elected, the provost shall be notified immediately so that all further correspondence can be directed to counsel.

If the Respondent fails to respond to the Statement of Charges within the specific period, the Respondent is deemed to be in default. The provost can then proceed to impose the discipline recommended in the Statement of Charges.

(c) ~~e.~~ Hearing Committee

Within five (5) business days of the receipt of the Response to Statement of Charges, the provost shall request that the Faculty Status Committee appoint a Hearing Committee from the members

of the tenured faculty, except in matters involving Title IX Sexual Harassment, as defined in EP#15, for which the Faculty Status Committee itself will act as the Hearing Committee. The Faculty Status Committee shall keep in mind the University's values regarding affirmative action and diversity in recommending committee members.

For matters not involving Title IX Sexual Harassment, the Hearing Committee shall consist of three (3) tenured faculty members. One (1) alternate tenured faculty member shall also be named. All committee members will attend the hearings. Alternates will only attend the hearings if they replace a Hearing Committee member. -The Faculty Status Committee shall select committee members within fifteen (15) business days of the receipt of the request. Once the Faculty Status Committee has constituted the Hearing Committee, the provost and the **R**espondent shall each be provided the opportunity to disqualify up to one member without stated cause. The provost/ and the **R**espondent shall also each be allowed such further challenges to the committee's membership, based on articulable cause, at the discretion of the Faculty Status Committee. The Faculty Status Committee may, at its discretion, schedule a hearing for the purpose of considering challenges to the potential committee members and finalizing the selection of the Hearing Committee. If it does not schedule a hearing, all challenges and responses thereto will be provided in writing utilizing the following timelines: Any request to strike a committee member, whether for cause or no cause, shall be provided to the Faculty Status **e**CCommittee within five (5) business days of the receipt of the committee member's names. The Faculty Status Committee shall rule on all cause challenges within ten (10) business days of the receipt thereof. Once all challenges are resolved, the Faculty Status Committee shall confirm the members of the committee in writing sent to the provost and the **R**espondent, or their respective attorneys.

For matters involving Title IX Sexual Harassment, as defined by EP#15, the Hearing Committee shall consist of the Faculty Status Committee, excluding any members who have a bias and/or conflict of interest towards the complainant or the respondent, or towards complainants or respondents generally. All members participating in a hearing must have appropriate training on Title IX regulatory requirements, as provided by Compliance & Civil Rights (CCR).

For any matter, no committee member shall have been involved in the investigation of any matter involved in the Statement of Charges, or the decision to convene a formal hearing **with regard to regarding** those charges. No committee member shall make or receive any *ex parte* contact regarding the subject matter of the formal proceeding from any party thereto, directly or indirectly, outside the scope of the formal hearing, nor shall any party to the hearing make or attempt to make any such contact. See RCW 34.05.455. Communications regarding purely procedural or housekeeping matters related to the proceeding shall not be prohibited by the foregoing. Any attempt at improper contact with any Hearing Committee member outside the hearing shall be immediately reported to both the remainder of the Hearing Committee and to the other parties.

The Hearing Committee, at that first meeting, shall elect a chair to preside over its hearings. -The Hearing Committee shall request appointment of an Administrative Law Judge from the Washington Office of Administrative Hearings. Rules shall be consistent with this section of the Faculty Manual and with applicable Washington State law.

Hearing Committee members are required to attend the scheduled hearing and must be prepared to adjust their teaching and research schedule **in order to to** attend hearings. Hearings will not be rescheduled or moved to accommodate Committee member schedules. It is important that those

servicing on the Hearing Committee understand this potential commitment. To this end, faculty selected to be on hearing committees will receive written confirmation from the Office of the President describing the responsibilities of the committee. Each committee member must sign the document, acknowledging their commitment to the process. A copy of the signed document will be shared with the committee member's chair/director and dean.

Parties will work with the Hearing Committee to set agreeable dates, but Hearing dates are ultimately set by an Administrative Law Judge and Hearing Committee members are required to attend. This may include hearing dates set during reduced university hours, university breaks, and the summer session between the end of spring semester and the beginning of fall semester. The University will work with Committee members to cover class work and other responsibilities during a hearing. Hearing Committee members with nine-month appointments will be remunerated appropriately when necessary.

~~(d)~~ ~~d~~-Notice of Hearing

An Administrative Law Judge will determine a date(s) for the hearing. The Administrative Law Judge may continue the hearing date(s) at the request of either party, or as justice requires. If a summary suspension has been ordered, the hearing must be scheduled to begin no later than twenty-five (25) business days from the date the Faculty Status Committee constituted the Hearing Committee, unless the Respondent waives their right to have the hearing begin within this ~~time-~~~~frame~~~~timeframe~~. In all other cases, the hearing must be scheduled to begin no sooner than twenty-five (25) and no later than ninety (90) business days from the date that the Faculty Status Committee constituted the Hearing Committee.

The Notice of Hearing must include ~~all of~~ the following:

- ~~i.~~ ~~i~~-The names and addresses of all persons to whom the notice is sent, and of their respective representatives or attorneys (if any),
- ~~ii.~~ ~~ii~~-The name of the matter in which the proceeding is being held (usually the name of the faculty member),
- ~~iii.~~ ~~iii~~-The names, titles, and campus mailing addresses of the Hearing Committee members, including a designation of the committee chair,
- ~~iv.~~ ~~iv~~-A statement of the time, place, and nature of the proceeding,
- ~~v.~~ ~~v~~-A statement that the hearing is being held pursuant to the Administrative Procedures Act of the State of Washington, under jurisdiction and powers granted to the University under RCW chapter 28B, and pursuant to the *Faculty Manual*, ~~and~~
- ~~vi.~~ ~~vi~~-A statement that a party who fails to attend or participate in a hearing or other stage of an adjudicative proceeding may be held in default in accordance with the provisions of RCW 34.05.
- ~~vii.~~ ~~vii~~-**For cases related to Title IX Sexual Harassment and jurisdiction, as defined in EP#15:** Per EP #15, the hearing must be held in a venue that allows for separate rooms for complainant and respondent. Notice of the hearing will be provided to both the complainant and the respondent and will include a statement that the Respondent is presumed not responsible.

~~(e)~~ ~~e~~-Discovery

The parties shall be allowed to exchange documents and interview witnesses prior to the hearing. The provost shall turn over to the ~~r~~Respondent (and the Complainant in matters involving Title IX

Sexual Harassment, as defined by EP #15) all investigative materials upon which the decision to issue the Statement of Charges was based. The University will also use its best efforts to secure the cooperation of witnesses and make available such documents as are under its possession and control. All parties shall diligently share information, documents, and other relevant facts to ensure against unfair surprise at the hearing.

Formal discovery is time-consuming and costly, and therefore is discouraged. The Hearing Committee shall allow formal discovery only upon a showing of necessity and unavailability of information by other means. The Hearing Committee shall review the factors outlined in RCW 34.05.446(3) when determining whether to exercise its discretion to allow discovery. Formal discovery includes requests for answers to interrogatories, requests for production, the taking of depositions and all other procedures authorized by the Superior Court Civil Rules 26 through 36.

For hearings related to Title IX Sexual Harassment and jurisdiction, as defined in EP#15 (Policy Prohibiting Discrimination and Harassment): Per EP #15, any evidence must be made available for inspection and review at any hearing.

The Hearing Committee may issue subpoenas as authorized under RCW 34.05.446, and shall make such reasonable orders as may be proper to allow the all parties a full and fair opportunity to be heard.

Interviews of witnesses shall be done within a reasonable time before the Hearing and shall not extend beyond the minimum time necessary to obtain relevant information. Witnesses may request that both parties provide information before an interview, including the length of the interview, the format, the general nature of questions that will be asked, and length of time required to conduct the interview. Witnesses have the right to refuse that an interview be recorded. The Office of the Attorney General, WSU Division cannot provide legal representation to faculty witnesses. However, faculty may request an orientation to the hearing process from the Office of the Attorney General.

~~(f) f-~~ Pre-hearing Statements

~~In order to~~ facilitate an expedient hearing, at least ten (10) business days prior to the date of the hearing both parties shall provide to the hearing committee a Pre-hearing statement including:

- i. A list of all individuals the party intends to call to present their case in chief. ~~;~~
- ii. A list of all documents the party intends to present as evidence in their case in chief. ~~and;~~
- iii. An estimated time for the presentation of their case.

The parties need not identify witnesses or documents intended to be used only for impeachment purposes.

The parties shall also be entitled to file with the Administrative Law Judge such memoranda, position statements, objections to proffered evidence, and other procedural materials as the Judge may in their discretion allow.

~~(g) g-~~ Motions

The Administrative Law Judge shall, at appropriate stages of the proceedings, allow all parties the full opportunity to submit and respond to pleadings, motions, objections and offers of settlement. See RCW 34.05.437.

(h) ~~h~~-Formal Hearing

The Administrative Law Judge shall cause the hearing to be recorded by the most effective method and shall preserve any exhibits or other materials received during the hearing. **For hearings related to Title IX Sexual Harassment and jurisdiction, as defined in EP#15:** Audio or audiovisual recording or transcripts must be available for the party's inspection and review. The Hearing Committee shall conduct its proceedings with as much dispatch as possible, while recognizing the parties' right to adequate time to present their case. The University conducts faculty disciplinary hearings pursuant to the Washington Administrative Procedure Act, RCW 34.05. That law requires all hearings to be open unless closed 1) under a provision of law expressly authorizing closure or 2) under a protective order entered by the Hearing Committee pursuant to applicable rules. The Hearing Committee and the parties shall refrain from public comments or statements regarding the hearing, its conduct, the evidence presented before it, and any findings, recommendations and sanctions until final action has been taken on the matter.

The Administrative Law Judge shall first allow the provost to submit those witnesses and documents identified in the Pre-hearing Statement. The Administrative Law Judge shall then allow the Respondent (and the Complainant in matters involving Title IX Sexual Harassment, as defined by EP#15) to submit those witnesses and documents identified in the Pre-hearing Statement. Both parties will be afforded the opportunity for rebuttal. All parties shall have the right to confront and cross-examine all witnesses.

The faculty member shall have the right to have a professional colleague present at all stages of the hearing as an academic advisor. In addition, the faculty member is entitled to have counsel present, as is the University. At any party's request or at the initiation of the Hearing Committee, a representative of the responsible educational association shall be permitted to attend even those portions of the hearing that have been closed to the public. The ~~Hearing Committee~~ Administrative Law Judge retains the right to determine if any other person may attend or be excluded, including witnesses.

For hearings related to Title IX Sexual Harassment and jurisdiction, as defined in EP#15, each party must be allowed an advisor. Advisors must be present. If the advisor is not able to be present, the university must provide an advisor free of charge to conduct the cross-examination on that party's behalf. The advisor may or may not be an attorney. Advisors, but not the parties, may cross examine the other party and all witnesses who choose to participate in the hearing. The Administrative Law Judge will review cross-examination questions in advance to determine relevance, and to explain any decisions about questions selected for exclusion. The sexual history of a complainant is not relevant or admissible in a hearing unless the complainant's sexual predisposition or prior sexual behavior is offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The Administrative Law Judge shall have the power, in its discretion, to adjourn the proceeding to enable any party to investigate evidence concerning which a valid claim of surprise is made, or at any point where it feels such adjournment will assist in its deliberations.

(i) ~~i~~ Findings, Recommendations and Sanctions

In all formal proceedings, the University bears the burden of proving that the faculty member violated the Faculty Code of Professional Ethics, II.C.1, Conduct Regulations, II.F.3, or some other regulation or policy of the University. This burden must be satisfied by a preponderance of evidence.

The Hearing Committee shall make its finding, ~~recommendations~~ recommendations, and sanctions, within twenty-five (25) business days of the last day of the hearing. It shall submit a complete record of the hearing, including any recording or transcription of the hearing and the committee's finding, recommendations and sanctions, to the president or, in those cases where the president considered a summary suspension and is therefore not eligible to act as a ~~fact-finder~~ factfinder, to the Board of Regents. All findings and recommendations of the committee shall be based solely on the hearing record. The committee shall in all cases issue an order that includes findings and recommendations, together with a statement of the reasons and bases for them. Findings based primarily on witness credibility or demeanor shall be specifically identified. Sanctions may be recommended only based upon a finding of a violation as set forth above. Sanctions shall not be used to restrain faculty members in their exercise of academic freedom or other rights. Academic freedom, however, does not include the right to remain a faculty member while persistently failing or refusing to perform the duties and functions of a faculty member, or the right to violate University policies and rules including those governing freedom of expression.

For non-Title IX Sexual Harassment matters, the Hearing Committee's findings, conclusions, and recommendations are preliminary recommendations in which opinions are expressed and thus and shall not be disclosed to the public until action is taken on the matter.

For matters involving allegations of Title IX Sexual Harassment, as defined by EP#15, the Hearing Committee shall make a written determination of its findings, sanctions, and remedies determinations, as well as the reasons and bases for them, available to the complainant and respondent within twenty-five (25) business days of the last day of the hearing. All findings of the committee shall be based solely on the hearing record. Findings based primarily on witness credibility or demeanor shall be specifically identified. Sanctions may be recommended only based upon a finding of a violation as set forth above. Sanctions shall not be used to restrain faculty members in their exercise of academic freedom or other rights. Academic freedom, however, does not include the right to remain a faculty member while persistently failing or refusing to perform the duties and functions of a faculty member, or the right to violate University policies and rules including those governing freedom of expression.

Section 10 (j-l). below do not apply to these matters. Appeals rights for Title IX Sexual Harassment cases are described in Section 10 (m).

(i) ~~j~~ Action by the President

The president shall not hear any appeal in which he has reviewed a request for summary suspension. In such cases, the record of the hearing, including the committee's findings,

~~conclusions~~conclusions, and recommendations, shall be forwarded directly to the Board of Regents, and handled as stated in section 11 below. In all other cases, authority to take action and impose sanctions if appropriate lies with the president. Upon receipt of the full and complete record of the proceedings, including the committee's findings, conclusions, and recommendations, the president shall make a determination within twenty (20) business days.

If the president's determination is to uphold the findings, conclusions and recommendations of the Hearing Committee, the Committee and ~~respondent~~faculty member shall be so notified. If the president objects to or disagrees with any portion of the committee's findings, conclusions and recommendation, they shall indicate those objections or disagreements in writing and provide them to the committee, the provost and to the faculty member. The provost, committee and the faculty member shall have ten (10) business days to respond in writing to the president's objections and disagreements. Thereafter, the president will issue a determination within ten (10) business days. The determination will include findings of fact, conclusions of law, and specification of any sanctions to be imposed. The decision shall also contain an explanation of the basis for the conclusions and sanctions, if any. The president's directive shall become final twenty (20) business days after delivery to the faculty ~~member, unless~~member unless the faculty member files an appeal to the Board of Regents by that date.

The president shall not make or receive any *ex parte* contact regarding the subject matter of the formal proceeding from any party thereto, directly or indirectly, outside the scope of the formal hearing, nor shall any party to the hearing make or attempt to make any such contact. See RCW 34.05.455. Communications regarding purely procedural or housekeeping matters related to the proceeding shall not be prohibited by the foregoing. Any attempt at improper contact with the president outside the hearing shall be immediately reported to all parties.

All reports and recommendations previously withheld from public disclosure as preliminary recommendations are subject to public disclosure, as is the president's determination itself, once the president's determination is issued.

~~(k)~~ ← Action by Board of Regents Regarding Summary Suspensions

The president shall not hear any appeal in which he has issued a summary suspension. In such cases, the committee's findings, ~~conclusions~~conclusions, and recommendations shall be forwarded directly to the Board of Regents. The Board of Regents shall convene a meeting as soon as is reasonably practicable after receipt of the hearing record, including the Hearing Committee's findings, conclusions and recommendations given the Board of Regents' schedule. It shall make a determination within twenty (20) business days of its meeting. If the final determination is to uphold the findings, conclusions and recommendations of the Hearing Committee, the committee and faculty member shall be so notified. If the Board of Regent's objects to or disagrees with any portion of the committee's findings, ~~conclusions~~conclusions, and recommendation, it shall indicate those objections or disagreements in writing and provide them to the committee, the provost and to the faculty member. The provost, committee and the faculty member shall have ten (10) business days to respond in writing to the committee's objections and disagreements. Thereafter, the Board of Regents will convene another meeting as soon as is reasonable after receipt of the ~~responses, and~~responses and will issue a final determination.

The Board of Regents' final determination will include findings of fact, conclusions of law, and specification of any sanctions to be imposed. The decision shall also contain an explanation of the

basis for the conclusions and sanctions, if any. The decision of the Board of Regents is the final decision of the University.

~~(l)~~ ~~t~~ Appeal to Board of Regents

If the president decides to impose any sanction upon the faculty member, that faculty member shall have the right to appeal that sanction to the Board of Regents. Such an appeal must be served upon the secretary to the Board of Regents within twenty (20) business days after the faculty member's receipt of the decision. No regent member shall make or receive any *ex parte* contact regarding the subject matter of the formal proceeding from any party thereto, ~~directly~~ directly, or indirectly, outside the scope of the formal hearing, nor shall any party to the hearing make or attempt to make any such contact. See RCW 34.05.455. Communications regarding purely procedural or housekeeping matters related to the proceeding shall not be prohibited by the foregoing. Any attempt at improper contact with any member of the Board of Regents outside the hearing shall be immediately reported to the other regents, to the University president, and to the parties.

The Board of Regents' review shall be based on the record of the hearing, including the Hearing Committee's findings, conclusions, and recommendations to the president, and the president's decision. The Board of Regents shall afford the faculty member and the University the opportunity to present written and/or oral argument. The Board of Regents will either sustain the decision or return it to the president with specific written objections. This decision shall be reached as soon as practicably possible by the Board of Regents within the normal constraints that arise from the infrequency of their meetings.

Sustaining of the decision by the Board of Regents shall conclude the formal proceeding. If the decision instead is returned, the president may either reconsider the decision or refer the matter back to the Hearing Committee for such further proceedings as it may deem proper. Whichever method is used, a revised final report shall thereafter be prepared for the Board of Regents addressing its concerns and recommending action by the Board of Regents. The Board of Regents shall thereafter issue the University's final decision in the matter within fifty (50) business days of receipt of that revised report.

~~(m)~~ ~~m~~ Appeals in Cases Involving Title IX Sexual Harassment

For cases involving allegations of Title IX Sexual Harassment, as defined in EP#15, the complainant and the respondent may appeal to the Office of the President on the following grounds:

- ~~1~~-i. Procedural irregularity that affected the outcome.
- ~~2~~-ii. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made when such evidence might affect the outcome.
~~and;~~
- ~~3~~-iii. The Title Coordinator, investigator, or decision maker has a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

Such an appeal must be served to the Office of the President within twenty (20) business days after the faculty member's receipt of the Hearing Committee's decision. The president, or the president's delegate, will review the appeal; the reviewer cannot be a member of the Hearing

Committee, the investigator assigned to the case, or the Title IX Coordinator. The President, or the president's delegate, will receive training on Title IX regulatory requirements, as provided by Compliance and Civil Rights (CCR).

The president, or the president's delegate must not have a bias and/or conflict of interest towards either ~~party, and party and~~ must not make or receive any *ex parte* contact regarding the subject matter of the formal proceeding from any party thereto, directly or indirectly, outside the scope of the formal hearing, nor shall any party to the hearing make or attempt to make any such contact. See RCW 34.05.455. Communications regarding purely procedural or housekeeping matters related to the proceeding shall not be prohibited by the foregoing. Any attempt at improper contact with the Office of the President, the president, or the president's delegate outside the hearing shall be immediately reported to the ~~Provost~~~~provost~~, to the University president, and to the parties.

The President's review shall be based on the record of the hearing, including the Hearing Committee's findings, sanctions, and remedies. The Office of the President will notify both the complainant and respondent in writing, when an appeal has been received. After notification of the appeal, both parties will have ten days to submit a written statement in support of or challenging an outcome to the Office of the President. The President, or delegate, will either sustain the decision of the Hearing Committee or return it to the Hearing Committee with specific written objections. This decision shall be reached as soon as practicably ~~possible, and possible and~~ will be issued in writing with a rationale for the decision to the Hearing Committee and both parties, simultaneously. Where the Hearing Committee's findings are not upheld, the Hearing Committee will review the written objections and determine the appropriate process, which may include revising the Hearing Committee's findings, sanctions, or remedies, or reengaging in the hearing process, if needed.

(n) ~~n~~ Alternate Dispute Resolution

The parties are encouraged to seek informal resolution of the dispute described in the statement of charges. Nothing in these procedures shall preclude the parties and/or the University from reaching an informal resolution of the dispute via any mutually agreed-on method, including stipulation, agreed settlement, consent order, or through the default of a party. However, the informal resolution process cannot be used to circumvent the timelines necessary to carry out the formal hearing process. All parties have an interest in prompt resolution of these issues.

All testimony, statements, or other evidence obtained in the informal resolution process, whether obtained from a party to the dispute or a third party, shall be regarded as made in the course of settlement discussions, and shall accordingly be confidential and not disclosed in subsequent discovery in the course of a formal hearing, without the express permission of the person who provided such testimony or evidence or as allowed by law. Further, such material may not be employed in proceedings for collateral or impeachment purposes without such permission or as otherwise allowed by law. However, such information may be subject to disclosure under the Washington Public Records Act and discovery in the course of a formal legal action.

II G. Policy Regarding Conduct for Which Faculty May Face Disciplinary Action

Washington State University values an environment of inclusion, trust and respect. As part of the larger community of the University, some of the policies governing faculty are written in other documents. In particular, the following policies from the Executive Policy Manual (EP, http://public.wsu.edu/~forms/HTML/EPM/EP00_Introduction_and_Table_of_Contents.htm) and the Business Policies and Procedures Manual (BPPM, http://public.wsu.edu/~forms/HTML/BPPM/01.01_Table_of_Contents.htm) are considered part of this manual:

II G 1. Policy Prohibiting Discrimination, Sexual Harassment, And Sexual Misconduct—EP#15

II G 2. Policy On Faculty-Student And Supervisor-Subordinate Relationships—EP#28

II G 3. Policy On Ethics—EP#45

II G 4. Misconduct in Research—BPPM 45.25

II G 5. Workplace Violence—BPPM 50.30

II G 6. Bullying Prevention and Reporting—BPPM 50.31

II H. Administrative Procedures For Misconduct In Research

Hereafter misconduct means misconduct in research and scholarship as defined in II.F.3 above. Misconduct does not include honest error or honest differences in interpretations or judgments of data. This policy pertains to original research and scholarship only and is not intended to replace other policies dealing with academic conduct, such as integrity in class or course work.

II H 1. Inquiry

An inquiry will be made immediately into allegations or evidence of possible misconduct. Inquiry means information gathering and initial fact-finding to determine whether an allegation or apparent instance of misconduct warrants investigation. The vice president for research shall normally be in charge.

The dean of a college or the vice president for research may receive allegations of misconduct in research and scholarship (typically in writing). However, the president of the University, through the vice president for research, is ultimately responsible for all research programs and activities conducted at the University. Therefore, the vice president for research shall be informed by the deans of all allegations of misconduct in research and scholarship. Furthermore, the vice president for research shall consult with the University's Office of the Attorney General on all inquiries and investigations, and this vice president is responsible for directing inquiries into and investigations

of misconduct in research and scholarship, and for meeting all reporting requirements established by federal and nonfederal agencies:

The procedures of this policy are not exclusive of other mechanisms for the review of misconduct. In the case of review of allegations of misuse of funds, the University's internal auditor, and in some cases outside auditors, shall investigate and report to the proper administrators. In the case of illegal activities, the president retains the power to direct investigations, take interim measures, and request reports on alleged violations. Where an investigation of misconduct under this policy may be duplicative, and where issues of the proper conduct of scientific research are lacking, the vice president for research may decide not to conduct an investigation. An inquiry must. When an investigation is warranted, it must adhere to the following:

- a) ~~An inquiry must be~~ completed within fifty (50) business days of its initiation unless circumstances warrant a longer period. A written report shall be prepared that documents the evidence received, including summaries of interviews, and the conclusions reached. The individuals against whom the allegation was made shall be given a copy of the report of inquiry. If they comment on this report, their comments will be made part of the record. If the inquiry takes longer than fifty (50) business days, the record of the inquiry shall include documentation of the reasons for exceeding the fifty-day period.
- b) ~~The~~ Protect the privacy of those who have reported apparent misconduct will be protected to the fullest extent possible.
- c) ~~The affected individuals will receive~~ Provide confidential treatment of the respondent to the fullest extent possible; they are also entitled to a prompt and thorough inquiry, and they will have an opportunity to comment on allegations and the findings of the inquiry.
- d) ~~If it is determined that an investigation is not warranted, records will be maintained~~ Maintain records in sufficient detail to permit subsequent assessment if it is determined that an investigation is not warranted. of that determination. Such records will be kept in a secure manner for a period of at least three (3) years after the termination of the inquiry, and shall, upon request and where relevant, be provided to authorized personnel.
- e) ~~Protect the party or parties who made the allegation, and the individual(s) charged with misconduct if~~ A decision on whether to proceed to a formal investigation shall be made by the vice president for research. If an investigation is deemed unwarranted, the vice president for research will take steps to ensure this is done and protect the party or parties who made the allegation, and the individual(s) charged with misconduct. Also, the vice president for research will take steps to repair any damage done to the reputation of individuals falsely accused.
- f) ~~In case of apparent false and malicious accusations, an inquiry will be initiated (as noted under 1.a.) of the accuser~~ reporter(s).

III 2. Formal Investigation

If warranted, an investigation will begin following the inquiry as described above. Investigation means the formal examination and evaluation of all relevant information to determine if misconduct has occurred. An investigation must:

- a) ~~Investigations will begin~~ Begin within twenty-five (25) business days of the completion of the inquiry. The committee, appointed by the vice president for research, will be composed of at least three (3)

faculty members familiar with the research or scholarship at issue in the alleged misconduct, including at least one faculty member from a relevant area of research or scholarship, whose academic appointment is outside of the college of the accused individual(s) ~~respondent~~.

- b) ~~The investigation will include examination~~ Examine of all pertinent documentation, publications, and correspondence, and any memoranda related to telephone calls. Whenever possible, interviews will be conducted with all individuals involved in making the allegation, or against whom the allegation is made, or other individuals who might have information pertinent to the allegations. Summaries of the interviews will be prepared, provided to the interviewed parties for comment or revision, and included as part of the investigation file.
- c) ~~Precautions will be taken to prevent~~ Avoid any real or apparent conflicts of interest on the part of those involved in the investigation.
- d) ~~Make D~~ Diligent efforts will be made, as appropriate, to restore the reputations of persons alleged to have engaged in misconduct when allegations are not confirmed, and also ~~and to protect the positions and reputations of those persons who have made allegations in good faith~~.
- e) ~~Documentation will be prepared and maintained to~~ Document all of the substantiate the investigation's findings.
- f) ~~An investigation of misconduct will be~~ Be completed within one hundred (100) business days of its initiation. This includes conducting the investigation, preparing a report of the findings, and making the report available for comment to the subjects of the investigation.
- g) ~~When allegations of misconduct have been substantiated, warranted, apply appropriate sanctions will be applied as prescribed by the Faculty Manual, and the State of Washington Higher Education Personnel Board rules and regulations~~.

III.3. When Federal Funds Are Involved

When allegations of misconduct in research and scholarship involve the use of federal funds, the following additional steps will be followed:

- a) The vice president for research will notify the relevant federal agency prior to an investigation and within twenty-five (25) business days following the completion of an inquiry. If there is indication of criminal violations, the vice president for research will notify the relevant federal agency within twenty-four (24) hours of obtaining appropriate evidence.
- b) When appropriate, documentation of the investigation's findings will be made available to a relevant federal agency.
- c) The University will be responsible for notifying relevant federal agencies if any of the following exist during an inquiry or investigation: an immediate health hazard; an immediate need to protect extramurally obtained funds or equipment; an immediate need to protect any parties involved; or, in the case of possible criminal violation if the incident is going to be reported publicly.
- d) Interim administrative actions will be taken, as appropriate, to protect federal funds and to insure that the purposes of federal financial assistance are carried out.
- e) The University will keep the relevant federal agency apprised of any developments during the course of during the investigation that may affect current or potential funding for the individual under investigation or are necessary for the federal agency to protect the public interest.
- f) The report of the investigation, completed within one hundred (100) business days, will be submitted to the relevant federal agency along with the final outcome outcome of the investigation.
- g) While the University is primarily responsible during the period of inquiry and investigation, a relevant public agency may perform its own investigation at any time prior to, during, or following the university's investigation and may impose sanctions determined by its own investigation.

Related policies

EP# 33 Responding to Allegations of Research Misconduct
(http://public.wsu.edu/~forms/HTML/EPM/EP33_Responding_to_Allegations_of_Research_Misconduct.htm)

EP# 27 Ethics, Conflict of Interest and Technology Transfer
(http://public.wsu.edu/~forms/HTML/EPM/EP27_Ethics_Conflict_of_Interest_and_Technology_Transfer.htm)

Section III: Faculty Personnel Policies

Personnel policies and procedures of Washington State University represent the cooperative efforts of the faculty, the administrative officers, and the Board of Regents to develop and maintain a superior faculty.

NON-DISCRIMINATION STATEMENT

WSU does not discriminate or permit discrimination by any member of its community against any individual on the basis of race, sex and/or gender, sexual orientation, gender identity or expression, religion, age, color, creed, national or ethnic origin, marital status, genetic information, status as an honorably discharged veteran or member of the military, physical, mental, or sensory disability (including the use of a trained service animal), and immigration or citizenship status (except as authorized by federal or state law, regulation, or government practice) in matters of admissions, employment, housing or services, or in the educational programs or activities it operates.

WSU complies with federal and state laws that prohibit discrimination based on the protected class categories listed above, including Title IX of the Education Amendments of 1972, which prohibits discrimination based on sex (including sexual misconduct) in educational programs or activities. Inquiries about WSU's policies relating to sex discrimination, sexual harassment, and sex and gender-based violence can be made to the Title IX Coordinator, the Assistant Secretary of the Department of Education's Office of Civil Rights, or both (<https://ccr.wsu.edu>).

Title IX Coordinator

Physical location: French Administration Building
Room 225
Pullman, WA 99164
Hours: 8:00 a.m. – 5:00 p.m.

Mailing address: P.O. Box 641022
Washington State University
Pullman, WA 99164-1022

Telephone: 509-335-8288

Fax: 509-335-5483

Website: ccr.wsu.edu/file-a-complaint/

E-mail: ccr@wsu.edu

III A. Policies Supporting a Positive Work and Educational Environment

Washington State University values an environment of inclusion, trust and respect. As part of the larger community of the University, some of the policies governing faculty are written in other documents, [which can be found on the website for the Office of Policies, Records, and Forms \(https://policies.wsu.edu/prf/\)](https://policies.wsu.edu/prf/). In particular, the following policies from the *Executive Policy Manual* (EP;

http://public.wsu.edu/~forms/HTML/EPM/EP00_Introduction_and_Table_of_Contents.htm) and the *Business Policies and Procedures Manual* (BPPM; http://public.wsu.edu/~forms/HTML/BPPM/01.01_Table_of_Contents.htm) listed next are considered part of this manual.

III A 1. Policy Prohibiting Discrimination, Sexual Harassment, Aand Sexual Misconduct – EP#15

III A 2. Policy Oon Faculty-Student Aand Supervisor-Subordinate Relationships – EP#28

III A 3. Workplace Violence – BPPM 50.30

III A 4. Bullying Prevention and Reporting – BPPM 50.31

III B. Reasonable Accommodation for Employees Wwith Disabilities

The Washington State Law Against Discrimination, RCW 49.60 (<http://app.leg.wa.gov/RCW/default.aspx?cite=49.60.040>), together with federal law, including section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 prohibit discrimination and ensure equal opportunity for persons with disabilities in employment. As part of its program of equal employment opportunity, Washington State University is committed to providing reasonable accommodation for employees with disabilities. WSU complies with these laws as written or amended by this section of the *Faculty Manual* and otherwise through policy and procedure.

Under Washington law, which provides protection beyond those under federal law, disability is defined (see <http://app.leg.wa.gov/RCW/default.aspx?cite=49.60.040>) as “the presence of a sensory, mental, or physical impairment that: (i) Is medically cognizable or diagnosable; or (ii) Exists as a record or history; or (iii) Is perceived to exist whether or not it exists in fact.”

the presence of a temporary or permanent; sensory, mental or physical impairment; that is medically recognizable or diagnosable; exists as a record or history; or is perceived to exist whether or not it exists in fact.

These provisions set forth guidelines for meeting reasonable accommodation requirements of state and federal laws. The reasonable accommodation process is subject to flexibility within governing law and as set forth in the BPPM 60.21 (<https://policies.wsu.edu/prf/index/manuals/business-policies-and-procedures-manual/bppm-60-21/>). Employees are to consult with Human Resource Services regarding services, accommodation options and rights in accordance with laws pertaining to disabilities in the Washington State University work setting.

III B-1. When Reasonable Accommodation is Available

For purposes of qualifying for reasonable accommodation in employment, an employee's impairment must be known or shown through an interactive process with the employer to exist in fact. Additionally, the impairment must have a substantially limiting effect on the employee's ability to perform their job, access to equal benefits, privileges or terms or conditions of employment. The employee must have put the employer on notice of impairment, including providing medical documentation to Human Resource Services that must establish a reasonable likelihood that engaging in job functions without a reasonable accommodation would aggravate the impairment to the extent that it would create a substantially limiting effect. A substantially limiting effect is one that is not trivial.

III B-2. Procedures to Request Accommodation

Employees are to submit a reasonable accommodation request and supporting medical documentation to Human Resource Services. Once submitted, the employee, Human Resource Services and the employing department work together via the interactive process to identify what if any alternative accommodations will allow the employee to perform the essential functions of the position. The University will consider potential reasonable accommodations, giving consideration to the employee's preference, if any, among the alternatives. Each employee's circumstances will be evaluated on a case-by-case basis.

Washington State University will attempt to reasonably accommodate the employee in their current position. Other options, however, may include a change in position, medical leave of absence, reduction in FTE, regular retirement, disability separation or disability retirement. In all its actions under this section of the Faculty Manual the University shall be guided by and comply with the definitions and requisites of applicable state and federal law concerning employees with disabilities. This *Faculty Manual* incorporates by reference all University policies adopted pursuant to such laws and with or without amendment, is modified by such laws as they may change from time to time. Prospective employees and applicants for employment who need accommodation during the job search process should contact Human Resource Services.

A faculty member and/or department, unit or area head wishing to explore reasonable accommodation or having questions about other options available to employees with disabilities should contact Human Resource Services. Human Resource Services will provide information on the types of reasonable accommodation available to faculty and coordinate reasonable accommodation requests.

III B-3. Employee Complaints

Faculty who believe they have suffered discrimination on the basis of disability (including failure to reasonably accommodate) may file a complaint or consult with the Office for Equal Opportunity at Washington State University, the Washington State Human Rights Commission, the Federal Equal Employment Opportunity Commission, and/or the Office of Federal Contract Compliance Programs. It is against Washington State University policy and state and federal laws to retaliate against an individual who files a complaint of discrimination, participates in an investigation, or opposes illegal discrimination.

III B 4. Funding

Facility modifications required by an employee to perform their job may be funded from the Minor Capital Improvements budget and/or department budget. Equipment purchased for an employee to perform their job, as part of the reasonable accommodation, is usually funded from the department's budget. Other sources of funding, including specific Minor Capital Improvements projects, the Department of Labor and Industries, and other rehabilitation programs, may be explored depending on the case.

III B 5. Record Keeping

It is important that employees work with Human Resource Services and identify their disabilities if they seek or wish to explore the need for reasonable accommodation. A health care provider's evaluation may be required to assist in identifying which essential duties can and cannot be performed and what reasonable accommodations may be needed to assist the employee. To ensure compliance with both state and federal law and regulations and to provide consistency within the institution, records of reasonable accommodations and health care provider's summaries or reports are to be sent directly to and be maintained by Human Resource Services. Original copies of all documentation are to be forwarded to Human Resource Services and not maintained at the department, unit or area level.

III C. Employment

The creation or elimination of faculty positions is approved by the provost. Modified positions or positions transferred from one unit to another require special approval. For the purposes of employment as specified in section III C of the *Faculty Manual*, faculty employed on campuses that are not locally represented by their college and dean will have local representation through the campus vice chancellor of academic affairs (VCAA). In such cases, in addition to [department unit chair and dean](#), the faculty member's campus VCAA will review matters pertinent to section III C of the *Faculty Manual* prior to forwarding to the provost. [Additional information on the roles of campus administrators can be found in EP #29.](#)

Whenever a department plans to employ or host an international professor, researcher, or scholar, it is important to contact the Office of International Programs regarding arrangements for the appropriate immigration status.

III C 1. Faculty Appointment Categories for Tenured and Tenure-track Faculty

Tenured Appointment

Upon having attained tenured status, the faculty member shall continuously hold appointment with WSU until retirement, resignation, or termination pursuant to the terms of the Faculty Manual.

Pre-Tenure Appointment

The faculty member is on probation during the time prior to consideration for tenure. Faculty members will have annual performance reviews in their academic units that are comprehensive or intensive, see III.C.3.c. In their third year, they will be evaluated to determine continuation and

progress toward tenure. At a time specified in the offer letter, the University will decide whether to grant tenure.

III C 2. Initial Employment for Tenure Track Faculty

When a position becomes vacant, it is subject to reconsideration, and the ~~department-unit~~ chair is expected (a) to report the fact promptly to the principal administrative officer concerned, who will ascertain from the provost whether the expected vacancy may be filled, and (b) to initiate a search for the most highly qualified available candidate for the approved position, unless an exception to open recruitment as specified under BPPM 60.11 is applicable. No commitment is to be made until the proposed appointment has been approved by the provost or the appropriate administrative officer authorized by the provost to act on such recommendations.

The initial responsibility for seeking and recommending candidates for authorized faculty positions is with ~~department (or other unit)~~ chairs, who should recommend an appointment only after consideration by all available department members and after consultation with the principal administrative officer concerned. Where appropriate, consultation is to be encouraged with representatives of other departments, schools, colleges, or teaching programs to which the work proposed in the particular appointment is substantially related. Procedures are conducted in conformity with affirmative action policies.

No faculty member, department chair, dean, or other administrative officer shall vote, make recommendations, or in any other way participate in the decision of any matter which may directly affect the appointment, tenure, promotion, salary, or other status or interest of such person's parent, child, spouse, domestic partner, sibling, in-law, or close relative. However, it is the policy of the University that there shall be no prejudice against a faculty member or candidate for a faculty position whose parent, child, spouse, domestic partner, sibling, in-law, or close relative is employed by, or is a candidate for employment with the University. This policy applies within as well as between departments and colleges of the University.

When an agreement has been reached regarding the applicant best suited for the position, the recommendation for appointment is submitted on the prescribed form and with the required supporting information by the principal administrative officer concerned. All understandings, limitations, promises, and the like pertaining to the proposed employment are to be recorded in writing on the standard form or attached to it. The provost approves all faculty appointments.

If approved by the appropriate officers and the provost, the position is offered in writing to the prospective appointee.

a) Selection

The department, school, or other unit, with the approval of the principal administrative officer, initiates a recommendation for appointment to its faculty. The provost, by delegation of authority from the president, makes all appointments of faculty. The president usually discusses with the Board of Regents the appointment of principal administrative officers prior to the appointment.

Every recommendation made through appropriate channels to the president should include, from individuals professionally competent to judge, three recent letters with respect to the professional education, training, experience, and other qualifications of the person recommended.

Each faculty position has, and should have, unique distinguishing features. In addition to the professional qualifications necessary for specific positions, certain attributes are desirable, in varying degree, in all academic ranks and positions and are always to be considered in making recommendations for appointment to the academic Faculty. These include:

- ~~(a) (1)~~ High teaching and research ability.
- ~~(b) (2)~~ High standards of scholarship.
- ~~(c) (3)~~ Ability to speak clearly and write well.
- ~~(d) (4)~~ Breadth and depth of intellectual interest.
- ~~(e) (5)~~ Interest and aptitude in dealing with the problems of individual students.
- ~~(f) (6)~~ Personal attributes such as integrity, initiative, diligence, open-mindedness, objectivity, cooperativeness, and commitment to the affirmative action policy of the University.

Faculty Titles for Tenure-Accruing Appointments

Academic Faculty

~~The ranks of professor, associate professor, and assistant professor are the traditional academic ranks of appointment. Expectations for appointment and advancement are set forth in the *Faculty Manual* and may be further defined by the college and approved by the Office of the Provost.~~

Extension Faculty

~~Extension faculty are faculty assigned to extension, continuing education or public service. Expectations for appointment and advancement are defined by the *Faculty Manual*, and by the director of extension, and the extension faculty and approved by the Office of the Provost.~~

Library Faculty

~~Library faculty are professional personnel of the library. Expectations for appointment and advancement are defined by the *Faculty Manual* and may be further defined by the dean of libraries and the library faculty and approved by the Office of the Provost.~~

Scientific Faculty

~~The ranks of scientist, associate scientist, and assistant scientist, are appointments for research faculty. Expectation for appointment and advancement are defined by the *Faculty Manual* and may be further defined by the college and approved by the Office of the Provost.~~

Terms of Employment

All appointments are made in writing. Although preliminary information may be conveyed by letter of appointment by the dean of the college and campus VCAA (dependent on college and WSU campus), the official letter of appointment is signed by the provost. The letter of appointment specifies the conditions and terms of employment as listed below. The original letter goes to the

appointee and a copy is retained for the personnel file, as well as a copy forwarded to the campus VCAA (dependent on WSU campus). This letter of appointment and the acceptance of the position by the proposed appointee constitute the contract between the employee and the Board of Regents.

Joint Appointments refer to budgeting arrangements. A salary line is budgeted between two different units within WSU or between WSU and a contracted external institution, e.g., a medical center. An individual with a joint appointment will have voting rights and job performance reviews in both units as agreed upon at time of appointment.

The letter of appointment includes, by specific statement, the following items:

~~(a) (1)~~ Title

~~(b) (2)~~ Salary

~~(c) (3)~~ Basis of service: academic-year basis defined as August 16 through May 15, annual basis defined as July 1 through June 30, or for a stated period; tenured or tenure-track appointment.

~~(d) (4)~~ Any special understandings, promises, or conditions. These must be included in the letter of appointment.

~~(e) (5)~~ Relocation expenses (household and personal effects)

~~i. (a)~~ Payment of relocation expenses for permanent new faculty employees must be approved in advance by the principal administrative officer (generally, the dean of the college involved) and must follow requirements set forth by state regulations.

~~ii. (b)~~ Payment of relocation expenses for temporary faculty may be approved if a sponsored project specifically provides funds for these expenses.

~~iii. (c)~~ Per diem and personal transportation expenses for relocation are not covered. In accordance with University policy BPPM 55.62, if they resign or cause their termination within the first term of their appointment (##-months term) or one year of the date of employment, they will be responsible for repaying the University the full amount for the relocation compensation. In all cases, the prospective employee must agree to reimburse the University for any funds paid for relocation expenses if they resign or cause their termination within one year of the date of employment. The employee is responsible for all costs for relocation that have not been authorized or that exceed the total relocation allowance authorized by the University.

~~(f) (6)~~ Washington State University employs only U.S. citizens and lawfully authorized non-U.S. citizens. All new employees must show employment eligibility verifications as required by the U.S. Immigration and Naturalization Service to comply with the Immigration Reform and Control Act. Documentation must be shown to the faculty member's department office within three (3) business days after duties begin. Failure to do so will result in employment termination.

~~(g) (7)~~ The Washington State University Intellectual Property Policy IV.F, which is included in the Faculty Manual and is a condition of the faculty members employment, provides that certain intellectual properties developed within the scope of the faculty members employment or association, or developed with substantial use of university facilities, or developed under third party funding agreements are considered to be the property of the University. For any

intellectual property in which the University has an interest, the faculty member is hereby agreeing to execute promptly all assignments, waivers and other legal documents necessary to vest in the University or its assignee any and all rights to the intellectual property.

~~(h) (6)~~ Periods of appointment.

The Faculty Manual is the official guide to policy and procedure and its provisions should be considered a part of the conditions of employment. It cannot and does not foresee every possible contingency, but it should be consulted and followed where applicable as a means of resolving questions regarding the service of an employee. Future editions of the *Faculty Manual*, however, must apply when current, regardless of provisions in force at the time of original employment. (See Section VI, Revision of Preceding Sections.)

Sample letters of appointment are available at <http://hrs.wsu.edu/Letters>.

III C 3. Establishment of Positions for ~~Indefinite~~ Short-Term Faculty

As in the case of permanent faculty positions, ~~each year the deans provide the provost with a hiring plan which includes short-term~~ ~~indefinite~~ positions, ~~must be established prior to advertisement or personnel reclassification.~~ To establish ~~an indefinite~~ a short-term position, ~~the chair sends~~ a memo of request, ~~position action,~~ and a job ~~summary description is~~ addressed to the ~~dean, provost and routed through the normal administrative channels to the Budget Office and Office for Equal Opportunity.~~ The responsibility for final decisions about faculty positions resides with the provost and no action on those positions may be taken without the approval of that office or the appropriate designee.

Periods of Appointment

Periods of appointment will vary depending upon the particular situation. ~~Indefinite-Short-term~~ academic (nine-month) appointments usually occur within the August 16 through May 15 academic year. If the appointment occurs between the period May 16 through August 15, it is called a summer appointment unless the employee is involved in instructional duties, in which case it is called a summer session appointment. All summer appointments and summer session appointments are ~~short term~~ ~~indefinite~~. Annual (twelve-month) appointments are differentiated from academic appointments in that they occur during the period July 1 through June 30 or any portion of that period and are usually noninstructional positions. Only annual appointees accrue annual leave. Those appointed with temporary research titles may be appointed at any time for any period up to two (2) years.

Temporary Long-Term

Faculty hired on a contingency basis may be granted permanency if they meet certain criteria such as completion of a terminal degree. These appointments may be established for up to three years. Understandings of this nature must be written into the ~~offer letter~~ ~~comments sections of the Personnel Action forms and permanent positions must be identified~~ at the time such agreements are made. A statement must be ~~made on the Personnel Action Form~~ ~~included in the offer letter~~ if the time spent in the temporary appointment is to be credited toward tenure eligibility.

In the case of international ~~indefinite-short-term~~ appointees, a statement that the appointee will be eligible for consideration for permanent appointment with requisite changes to their immigration

status and identification of a permanent position should accompany the initial appointment. Such faculty may be appointed to three-year terms.

III C 4. Review of Faculty

Washington State University's core missions:

- (a) Teaching & Learning, including mentoring and advising
- (b) Scholarship, as broadly defined by Boyer
- †(c) Scholarship of discovery
- ‡(d) Scholarship of integration
- §(e) Scholarship of application
- ¶(f) Scholarship of teaching
- (g) *Boyer, E.L. (1990), Scholarship reconsidered: Priorities of the professoriate. Carnegie Foundation for the Advancement of Teaching*
- (h) Outreach & Engagement, including extension, clinical service, etc.
- (i) Service, a balance of internal and external
- †(j) Academic Service, Governance, and Leadership (internally directed service)
- ‡(k) Professional Service (externally directed service that supports professional organizations, advisory boards, peer review processes, etc.)

Guiding Principles for Faculty Review

- (a) ~~(1)~~ **CORE PRINCIPLE / VALUE:** The university values and seeks excellence in all the traditional missions of our land grant university and recognizes that true excellence is only achieved through the collective contributions of our faculty.
- (b) ~~(2)~~ **WSU is committed to diversity, equity, and inclusion through every aspect of its statewide system.** With this commitment comes the recognition that traditional promotion guidelines, processes, practices, and institutional culture do not reward or serve all equitably. For example, service, teaching, working with underserved populations, and leadership responsibilities (i.e., activities which have traditionally received little to no weight during promotion and tenure reviews) often fall disproportionately on underrepresented and underserved groups, ~~including~~ *Authored by The "Alignment" Team (aligning values & practices)* ~~2-BIPOC and women faculty.~~ We are committed to creating and sustaining policies that promote diversity, equity, and inclusion.
- (c) ~~(3)~~ **Faculty must be reviewed in accordance with their defined responsibilities/official job description** – i.e., according to their designated contributions to our land grant university's missions. No single mission of the university shall have inordinate weight in the review of a faculty member unless that mission is the primary focus for that faculty member.
- (d) ~~(4)~~ **Faculty must be reviewed in true peer review fashion** – i.e., internal reviewers must include peers who understand and contribute to the same mission(s) in similar ways. In cases in which a unit or review team does not include true peers, it is essential that the unit solicit additional review from outside the unit, college, and/or university.
- (e) ~~(5)~~ **Measures of scholarship and research productivity should be selected carefully to minimize bias and provide a complete assessment of productivity, quality, and impact.** The traditional measures of scholarship and research are often poor and/or biased measures of

productivity, quality, and impact for other missions of the university. Over-reliance on these traditional metrics perpetuates bias and incomplete assessment.

(f) ~~(6)~~ Reporting and assessment methods should expand beyond traditional scholarship. In addition to the essential work of discovery and creative endeavors (i.e., traditional scholarship), much of the university's work is translational. It represents the scholarship of application, integration, and/or community engagement. Basic science, theory, and current evidence-based **best** practices are often put into practice and tested in teaching, mentoring and advising, outreach and engagement, academic service/leadership, etc. As a result, students, the public, and the university itself benefit. Therefore, faculty members whose designated contributions to our university's missions do not include or go beyond research/discovery must be provided with clear, viable means by which they can report and showcase their achievements. These methods should effectively communicate to reviewers the quantity, quality, role, scholarly basis, and impact of faculty members' work.

(g) ~~(7)~~ The institution values the capacity of faculty to integrate their work across the land grant missions. Those faculty members who are engaged in two or more missions of the land grant university have the opportunity to integrate their work across their teaching, outreach, research, and service roles. Faculty who successfully demonstrate this integration embody the ideals of the land grant university, and their efforts should be recognized and rewarded accordingly.

(h) ~~(8)~~ Each faculty member's respective contributions to their assigned roles in our collective missions are valued and rewarded – regardless of track. Because of the resource commitment it represents, tenure is one of the most important decisions made by the university and thus merits special consideration. Nonetheless, the university should otherwise strive to minimize differences between tenure and career tracks that create hierarchy.

(i) ~~(9)~~ Both tracks should have clear expectations and processes for promotion, including the expectation for continuing growth and achievement for any faculty member being considered for promotion to Professor. As stated elsewhere for both tenure and career tracks, attainment of the rank of professor is an indication that, ~~in the opinion of Authored by The "Alignment" Team (aligning values & practices) 3 colleagues,~~ an individual has made, and continues to make, progressive contributions to a major area of the individual's work assignment. By way of example, innovation and leadership is expected from all full professors (regardless of track) and from any faculty member applying for or aspiring to promotion to full professor.

(j) ~~(9)~~ All faculty are expected to contribute to a positive community and culture. Recognizing that academic units, campuses, institutions, and professions operate as a collective, all faculty should contribute in positive ways as mentors, advisors, contributors, and leaders. Faculty should value the professional and personal well-being of their colleagues, including fellow faculty, staff, administrators, and students and work toward an equitable distribution of formal and informal service and leadership.

Operational Principles

(a) ~~(1)~~ All faculty should have position descriptions. As appointment dictates evaluation, all current faculty (regardless of track and/or sub-track) must have clear position descriptions/role statements that include the faculty member's assignment and responsibilities relative to each

college mission. Similarly, it is essential that all WSU faculty job offers include a clear position description and/or role statement.

~~(b)~~ ~~(2)~~ **All faculty should be provided with clear expectations for promotion and tenure.** All units must have clear criteria for promotion and tenure and provide them to candidates, colleagues, and all internal and external reviewers. Criteria should be comprehensive but not prescriptive.

~~(3)~~ **A faculty member may report an activity and outcome under more than one mission area.** Because missions often overlap, faculty should identify a primary area of attribution for any reported activity (usually in accordance with their primary assigned responsibilities). However, that activity might be co-listed under another mission.

- ◆ For example, research and creative work often involve significant mentoring and advising.

- ◆ Outreach and engagement often involve teaching – through formal WSU course offerings and/or other diverse settings.

~~(c)~~ ◆ Teaching and learning may generate publications and lead to extramural funding.

~~(d)~~ ~~(4)~~ **Service to a faculty member’s professional organization(s) is valued and recognized.**

These externally facing service activities and collaborations raise the reputation of the university and/or unit. They also serve the faculty member’s work by building collaborative networks, providing successful models, enhancing professional skills, and increasing personal reputation.

~~(e)~~ ~~(5)~~ **Communication to external reviewers should reflect all of WSU’s missions.** External evaluations play an important role in the T&P process by providing disciplinary expertise and an external perspective. Our communication with external reviewers should center WSU's core values and missions as well as provide context, including the faculty member's defined responsibilities/official job description. When appropriate, WSU should make it clear to the ~~Author~~ ~~by The “Alignment” Team (aligning values & practices)~~ ◆ external reviewers the value the university, colleges, and units places on university missions and/or activities that reviewers may not be accustomed to seeing within a promotion or tenure package (e.g. community engaged scholarship, administrative service & leadership, etc.)

Teaching

Teaching at WSU focuses on undergraduate and graduate instruction and is both formal and informal in nature. Teaching activities include, but are not limited to, the following:

~~(a)~~ ◆ Instruction, which can be quite varied, including large enrollment lower-division courses, upper-division courses, graduate courses, Honors College courses, seminars, and classroom and distance education courses.

~~(b)~~ ◆ Mentoring of individuals, including face-to-face guidance of undergraduate students, graduate students, postdoctoral researchers, and others in such areas as special projects,

senior projects, thesis and dissertation research, performances, exhibitions, career goals, and life choices. Guiding professional and student clubs may also involve mentoring.

- (c) Academic advising, including guidance of individual students in setting up appropriate programs of instruction while observing academic requirements. It also includes guiding groups of students such as departmental majors.
- (d) Assessment of student learning outcomes for program assessment and curricular effectiveness, for which processes and products may be quite varied, including participation in the development of required assessment elements, mapping learning outcomes to curricula, collection and evaluation of learning outcome data, or discussion of assessment data and program-level decision-making. Participation in these activities for UCORE may also qualify.
- (e) Educational outreach in areas in which a faculty member is expert, including extension, external instructional activities in K-12 schools, other colleges and universities, presentation of public lectures, and lecturing at significant workshops or professional schools.

Especially for academic faculty, evaluation of teaching is a major consideration in annual review and in the tenure and promotion processes. Both the quality and quantity of instructional activities are evaluated. Quantity of instruction will include, but not be limited to, consideration of class sizes, numbers of courses, course levels, whether courses require unusual levels of preparation, and development of new courses. For tenure and promotion, evaluation of the quality of instruction must be based on multiple forms of assessment, such as peer review and student end-of-course evaluations, rather than on a single form. Multiple forms of assessment are also desirable in annual reviews. Evaluation of teaching will take into account special situations, such as a faculty member undertaking more instructional activity than is normally expected or a faculty member supervising or training teaching assistants in laboratory and clinical settings. Evaluation of teaching will also take into account the levels of desirable and actual assistance provided in support of instruction, such as in the form of teaching assistants.

Recognition will be given for professional development and creativity in the art of teaching, including submitting grant applications in support of instruction, receiving grant awards or other funds in support of instruction or course design, student awards, publishing pedagogical articles, and incorporating instructional innovations in courses. Similarly, learning more about teaching, including assessment, at conferences and workshops, developing significant new courses, applying methods supported by the current pedagogical literature, assessing the quality of instruction, sharing or collaborating about improvements with WSU colleagues, mentoring other program faculty in course design, teaching or assessment, and disseminating instructional innovations and assessments at conferences and at WSU will be recognized. Faculty will receive recognition for a demonstrated record of connecting teaching practices and course design to program-level goals and learning outcomes, participating in routine activities that monitor program and curricular effectiveness through the assessment of learning outcomes, and a willingness to make adjustments in teaching or course design based on the results of those activities.

There is overlap among scholarship, teaching and service activities. For example, documented activities such as publication of pedagogical papers in peer reviewed journals by a faculty member will be recognized as part of that person's scholarly and creative accomplishments, [sometimes the major part as well as teaching](#). Similarly, faculty members who obtain research grants that support

and thereby make possible scholarly and creative activities of students at all levels will be recognized for contributing to teaching and learning.

Teaching is expected of all faculties. Its form and composition will vary across the colleges and units according to instructional needs and to the relative importance of teaching, research and service in particular disciplines. Individual faculty members are expected to document their teaching and instructional practices, and assessment activities in informational materials they provide for annual review and in their teaching portfolios.

Research, Scholarship and Creative Activity

Faculty are expected to demonstrate original research, scholarship and creative activities that involve efforts to examine, acquire, produce, disseminate, and interpret new and existing ideas, knowledge and artistic expression. The precise nature of scholarship, scholarly activities, research and equivalent professional activities varies significantly across the disciplines; therefore, these terms must be understood in their broadest context.

Research, scholarly and creative activity results in the dissemination of new knowledge and insights through a variety of media. Measures of creative activity will depend upon the discipline and may include, but are not limited to, journal articles; books; monographs; manuals; conference papers; participation in symposia and conferences; reviews; software programs; data bases; patents; bibliographic studies; edited works; maps; reports; involvement in films, videos, audio recordings, live theatre, opera, and radio drama; group and solo exhibitions; commissioned creative work; activities associated with creation and production of performing arts, for example, music, dance, and theater; published and performed plays and music compositions; and public lectures related to the creative research area.

In evaluation of research, scholarship, and creative activity, the quality of the work, not the sheer quantity, is the primary criterion. Since peer-evaluation and interaction are an integral aspect of research, and scholarly and creative activity, evidence of peer responses and review is expected. There are many manifestations of peer evaluation, including, but not limited to, publication in a peer-evaluated media; reviews, adoptions, commentaries, and citations; invitations to present papers, performances and master classes, chair conference sessions, participate in symposia, referee papers, review grant applications, or participate on review panels; editorships of journals; and membership on boards of societies. Faculty members may be recognized for seeking and receiving funding through fellowships, grants, contracts, commissions and awards as appropriate. Expectations on funding should be consistent with the costs associated with doing research in a given area and the availability of funding.

Service

Service is interpreted generally as activities aligned with teaching and research that benefit and contribute to the professional, university, or private communities. In addition to teaching and research, faculty duties include a substantive service component that, along with teaching and research, is considered in annual evaluations for salary increases, tenure, and promotion decisions. Shared governance, the basic operating principle of the University, is impossible without faculty service.

The basic elements comprising service include outreach and university, college, department, professional discipline, and public service.

(a) — Outreach and public service, which are defined as professional and scholarly activities that benefit communities and industries external to the university, include for example, but are not limited to, activities such as contributions to the welfare of a city, school, or public service group; technology transfer to further economic development, or educational outreach to the general public.

(b) — University service includes for example, but is not limited to, activities such as serving as member or chair of university level committees and task forces involved in tenure and promotion policies, diversity and equity policies, graduate and undergraduate program policies, general education / UCORE development and assessment, university level recruitment (e.g., deans, [chancellors](#), provosts, president, etc.), organization, production, and support of [University university](#) events, facilitation of visiting scholars and artists, and involvement with and support of Faculty Senate.

(c) — College service includes for example, but is not limited to, activities such as membership or chairing of committees involved with tenure and promotion, curriculum, program and/or UCORE assessment, undergraduate and graduate programs, [diversity and equity policies, organization, production, and support of college events](#), and college level recruitment.

(d) — Departmental service includes for example, but is not limited to, participation or leadership in activities such as recruitment, advising student organizations, [mentoring faculty and students](#), development of tenure and promotion practices and policies, graduate and undergraduate program policy development, and curriculum development and policies, and coordinating program and/or UCORE assessment efforts/activities.

(e) — Professional discipline service includes for example, but is not limited to, activities such as journal and grant reviewing, leadership roles in national or regional professional associations, leadership and contribution to regional and national conferences.

While service is expected and required of all faculty, its form and composition [variesvary](#) significantly across colleges, disciplines, and departments. Each college and unit [definesdefine](#) the elements and requirements for service according to the traditions and dictates of their areas. The exact composition of the service requirement generally will include some configuration of the above basic elements as defined and specified at the unit level. In addition, service elements and duties will likely vary significantly with rank. For example, service for pre-tenure assistant professors may be limited to departmental and professional discipline service. Tenured associate professors may be expected to assume increased levels of service. Along with departmental and professional discipline service, tenured associates may be expected to serve at the college and university levels to some extent. Service for full professors may include substantial elements of university service and college services along with departmental and professional discipline service. This variance is illustrative only, however, and again, though service is required of all faculty, the level and composition of service must derive from needs, traditions, and conditions at college and departmental levels.

Specific Criteria for the Faculty Categories

The criteria listed below for the several faculty categories are intended to supplement the General Criteria listed above (III.C.3.a) with additional guidelines to evaluate a faculty member for salary increases and for possible advancement in rank. Faculty members are also evaluated according to criteria approved at the areas or unit level (cf. III.C.5.b). In addition, each faculty member is subject

to evaluation for their contributions to the effective functioning of the department, or equivalent unit, and for adherence to high ethical and professional standards.

Criteria for Academic Faculty

The general criteria cover a wide range of faculty assignments and apply to faculty located at campuses, research stations, extension centers, and other locations. The differentiation and relative weights among these criteria may not be precisely defined and may vary from unit to unit or even with regard to different faculty members. The approved criteria for the college and department or other unit are developed within the framework of these criteria but are more specific to the function of the individual unit.

The following primary criteria in addition to acceptable professional training are used in evaluating the qualification of a member of the academic faculty for possible advancement in rank and tenure:

- (a) Teaching effectiveness in credit courses using appropriate modes and techniques.
- (b) Teaching and leadership effectiveness in workshops, short courses and conferences.
- (c) Effectiveness in advising and/or supervising students, undergraduate and graduate as appropriate.
- (d) Productivity in research, scholarship or creative activity; ability to obtain external funding for teaching, research and service.
- (e) Service to the institution and to the public.

Criteria for Extension Faculty

Extension faculty represent the University within the state. Primary criteria for evaluating extension faculty for possible advancement in rank and tenure follow:

- (a) Effectiveness in analyzing problems of individuals, groups and communities, and in planning necessary work.
- (b) Ability to organize and utilize the resources of the people, the University, and government agencies in carrying out programs.
- (c) Ability to speak and write effectively and to communicate research findings, new applications, problems and ideas to others.
- (d) Service to the institution and public.
- (e) Professional development, professional achievement and professional recognition.

Criteria for Library Faculty

The following criteria are used in evaluating the qualifications of a member of the library faculty for possible advancement in rank and tenure:

- (a) Effectiveness in handling library services for the undergraduate programs, the graduate programs, the research programs, and extension.
- (b) Efficiency in performance of library technical operations.
- (c) Administrative ability and capacity for administrative responsibility.
- (d) Achievement in research and scholarship.
- (e) Service to the institution and the public.

- (f) Professional development, including work toward an advanced degree or courses in appropriate fields.

Salary Criteria for Indefinite Faculty

Indefinite faculty salaries are negotiated based upon education, experience, market value, and merit. Salary averages for permanent faculty are distributed to the deans' offices the second semester of each year and may be used as benchmarks for determining salaries for indefinite faculty.

Annual Review and Salary Increases

Tenure-track, career-track, and short-term faculty eligible for rehire at the end of their contracts must be included in the formal annual review process; this includes adjunct faculty on less than 0.5 appointments. Faculty performance will be reviewed annually through one of the following three procedures:

- (a) an abridged review
- (b) a comprehensive review
- (c) an intensive review.

Annual reviews give faculty the opportunity to highlight, reflect on, and obtain feedback about their accomplishments over the past calendar year and how this work enhances their overall career. Annual reviews are to provide the following information as appropriate:

- (a) An appraisal of each pre-tenured faculty member's progress toward tenure
- (b) An appraisal of each faculty member's progress towards promotion, if the faculty member is eligible for promotion.
- (c) A rating of each faculty member's annual (or biennial) performance in the context of their cumulative work.

Faculty who have served at Washington State University for less than one year need not be reviewed except for pre-tenure faculty who must have a record of review from the start of their appointment.

The criteria for annual reviews are the same as the criteria for tenure and promotion, outlined in III.E.3.a, III.E.3.b, and III.E.4.c of the Faculty Manual.

Reviews will be differentiated by tenure status as follows:

- (a) Pre-tenured faculty usually undergo one intensive review with the remainder of the reviews being comprehensive. An intensive review is normally required during the third full year of appointment. For faculty appointments with pre-tenure periods less than six (6) years, the time of the intensive review will be negotiated at the time of appointment. For faculty appointments with pre-tenure periods less than three (3) years, the intensive review is optional.
- (b) All other faculty normally undergo comprehensive and abridged reviews in alternate years.

Faculty eligible for promotion are strongly encouraged to request an intensive review, in lieu of a comprehensive or abridged review, every four (4) to six (6) years to help prepare materials for promotion. Notice of the request to undergo an intensive review by the faculty member must be communicated by the due date set by the chair. It is within the authority of the chair or dean to recommend an intensive review, but it is the faculty member's purview to choose between an intensive or comprehensive review.

If a faculty member receives an annual review rating of less than satisfactory, all subsequent annual reviews will be comprehensive or intensive until a rating of satisfactory or better is achieved.

In the years in which a faculty member is due an abridged review, it is the prerogative of the faculty member or the chair, in consultation with the dean, academic director, or other supervisor, to elect a comprehensive review as warranted.

Abridged Review

Purpose and Criteria Abridged reviews are intended for all faculty, except pre-tenure faculty, who continue to perform at or above expectations. They are available only to tenured faculty and normally occur the year following a year in which the faculty member received an annual review rating of satisfactory or above on a comprehensive or intensive review.

Submission By the due date set by the department chair, the faculty member will submit a *curriculum vitae* and ~~update the annual review information system a short description of their accomplishments since the previous annual review.~~

Procedure The abridged review is performed by the chair, except on campuses where the review of career and short-term faculty is performed by the academic director in consultation with the chair.

Results Each abridged review will result in a written report sent by the chair or academic director to the dean and campus VCAA (dependent on college and WSU campus), and the faculty member reviewed. The report sent to the faculty member should include an invitation to meet face-to-face with the chair or academic director if the faculty member so desires. Reports will contain an annual review rating of either

☞(a) satisfactory or better

☞(b) less than satisfactory.

If the annual review rating is "less than satisfactory," the written report must include an explanation for the decision, and all subsequent annual reviews will be comprehensive or intensive until a rating of satisfactory or better is achieved.

Comprehensive Review

Purpose and Criteria Comprehensive reviews are intended to evaluate the performance of the faculty member and to provide feedback relative to university and department expectations. Each comprehensive review will consider the faculty member's accomplishments and contributions

since the last comprehensive or intensive review in the context of their cumulative performance. All faculty will undergo comprehensive reviews either annually or biennially.

Submission By the due date set by the chair or academic director, each faculty member is expected to provide a *curriculum vitae* that includes information concerning education, instructional performance, research activities and publications, awards, professional experience, service activities, and affiliations, as well as a summary of their activities since the last comprehensive or intensive review. [Each faculty member is also required to update their information on the annual review information system.](#)

Procedure The comprehensive review is performed by the department chair except on campuses where the review of career track and short-term faculty is performed by the academic director in consultation with appropriate faculty supervisors at campuses, research and extension centers, or other distant locations.

Results Each comprehensive review will result in a written report from the chair or academic director to the dean and campus VCAA (dependent on college and WSU campus), and the faculty member who was reviewed. The report sent to the faculty member should include an invitation to meet face-to-face with the chair, if the faculty member so desires. Reports will contain:

- (a) The faculty member's percentage appointment and primary responsibilities
- (b) Whether the review is based on an annual or biennial time frame
- (c) A summary and written evaluation of the faculty member's performance in each of their areas of responsibility, since the last comprehensive or intensive review, viewed in the context of their cumulative performance
- (d) An assessment of the faculty member's progress toward tenure or promotion, when applicable
- (e) An annual review rating assigned to the faculty member's performance according to one of the following categories:
 - i. Especially meritorious performance
 - ii. Strong performance beyond satisfactory
 - iii. Satisfactory
 - iv. Some improvement needed
 - v. Substantial improvement needed.

If an annual review rating of "some improvement needed" or "substantial improvement needed" is assigned, then the report will include a list of goals and expectations intended to help the faculty member achieve a "satisfactory" or above annual review rating at the next review, which must be comprehensive or intensive. The list should clearly identify areas in which performance is deemed deficient and specific recommendations to correct the deficit.

Optionally, the report may also contain:

- (a) An evaluation of the faculty member's progress toward previously set goals and expectations, as approved by the chair

•(b) A list of goals and expectations to be evaluated at the next comprehensive review

•(c) Additional comments, if any, from the faculty member's immediate supervisor.

For pre-tenured faculty, a rating of “substantial improvement needed” may lead to non-reappointment as described in section III.E.1 of the Faculty Manual. In this event, the faculty member may, within twenty-five (25) business days after notification of non-reappointment, petition the Faculty Status Committee to review the decision upon grounds of inadequate consideration, violation of academic freedom, or substantial procedural irregularity.

Faculty on three- to five- year appointments may have their appointments reduced to one year if a rating of “substantial improvement needed” is assigned.

Intensive Review

Purpose and Criteria The intensive review is a two-part review that includes a comprehensive review and a career progress review. The comprehensive review is the same as that described in III.C.4.d.(2) of the Faculty Manual. The career progress review evaluates the progress of the candidate towards tenure and/or promotion, provides feedback relative to university and department expectations, identifies relevant deficiencies, and offers recommendations that may assist the candidate in determining future work. Pre-tenured faculty are normally required to undergo one intensive review (typically in the third year), and tenured faculty who are eligible for promotion are strongly encouraged to request an intensive review every four (4) to six (6) years.

Procedures The intensive review contains two parts, each with its own rating.

The comprehensive portion of the intensive review is performed by the chair or academic director in consultation with appropriate faculty supervisors at campuses, research and extension centers, or other distant locations, and matches the procedure for the comprehensive review outlined above.

The career progress portion of the intensive review is coordinated by the chair and normally requires participation from all faculty and administrators eligible to perform tenure or promotion evaluations for the candidate. For pre-tenured faculty, the intensive review procedures will match those for final tenure consideration, except that external professional evaluations are not required. For all other faculty, the career progress portion of the review can be limited to the department level.

Submission By the due date set by the chair or academic director, each candidate is expected to provide a *curriculum vitae* that includes information concerning education, instructional performance, research activities and publications, awards, professional experience, service activities, and affiliations, as well as copies of select publications and a teaching portfolio. They may submit, in addition, a context statement, a research statement, and descriptions of their external and institutional service activities. ~~A summary of their activities since the last comprehensive or intensive review should also be provided. Each faculty member is also required to update their information on the annual review information system.~~

Results Each intensive review will result in two reports: -a comprehensive review report and a career progress report. -In addition, the chair will meet face-to-face with the candidate to discuss both reports.

The comprehensive review report is sent by the chair or academic director to the dean and campus VCAA (dependent on college and WSU campus), and to the faculty member who is being reviewed. The rating given in the comprehensive review report will serve as the annual review rating anywhere an annual review rating is used.

The career progress report is prepared by the chair and should reflect the views of the faculty eligible to vote on the candidate's tenure and/or promotion. The report should highlight the candidate's strengths and weaknesses and include recommendations for improvement and the likelihood for tenure and/or promotion. In the case of pre-tenured faculty, the candidate should be advised according to the following categories:

- ⊖(a) Well prepared. The candidate is encouraged to seek tenure and/or promotion at the next opportunity.
- ⊖(b) Satisfactory. The candidate appears to be building an appropriate profile, but has not yet achieved the standards expected for tenure and/or promotion.
- ⊖(c) Improvement needed. The candidate should review the criteria for tenure and/or promotion and the career progress report carefully, and seek advice from other faculty in the university and their discipline.
- ⊖(d) Unsatisfactory. The candidate is not on track for tenure and/or promotion.

For all other faculty, the candidate should be advised according to the following categories:

- ⊖(a) Well prepared. The candidate is encouraged to seek promotion at the next opportunity.
- ⊖(b) Satisfactory. The candidate appears to be building an appropriate profile, but has not yet achieved the standards expected for promotion.
- ⊖(c) Improvement needed. The candidate should review the criteria for promotion and the career progress report ~~carefully, and~~ carefully and seek advice from other faculty in the university and their discipline.

The chair should meet and discuss with the candidate, and provide a copy of, the career progress report that includes a summary of strengths, weaknesses, and areas of development to prepare for promotion.

For pre-tenured faculty, the career progress report will be sent to the dean and campus VCAA (dependent on college and WSU campus) and follow the same procedures as that for the final tenure review, except that external professional evaluations are not required. A determination that the progress toward tenure is unsatisfactory can lead to non-reappointment as described in section III.E.1 of the *Faculty Manual*. In this event, the faculty member may, within twenty-five (25) business days after notification of non-reappointment, petition the Faculty Status Committee to review the decision upon allegations either of inadequate consideration, violation of academic freedom, or substantial procedural irregularity.

Faculty Responses to Annual Review Evaluations

After receiving the annual review report, the chair shall provide the faculty member a minimum of ten (10) business days to sign the report, indicating that they have had the opportunity to read the

report and to discuss it with the chair and/or appropriate faculty supervisors at campuses, research and extension centers, or other distant locations. A faculty member's dissent regarding contents of the report may be appended to the signed report. When a dissent is appended, the faculty member must receive written acknowledgement within fifteen (15) business days that the statement has been reviewed by the chair's immediate supervisor (normally the dean) and campus VCAA (dependent on college and WSU campus). At the same time that a response is sent to the faculty member, the chair's supervisor will forward to the provost the annual review, the faculty member's response to that review, and the supervisor's response to the faculty member. After receiving this information, the provost has an additional fifteen (15) business days to provide a written acknowledgement to the faculty member and chair's supervisor that they have reviewed all of the statements.

Information sent to the Provost's Office

The collection of annual review forms for each college or unit will be forwarded to the provost, along with a roster of all faculty required to undergo an annual review, indicating whether the review was intensive, comprehensive, or abridged, and the ratings assigned.

Merit-Based Salary Increases

If a merit-based raise is available, it will be based on the two most recent annual review reports, with two exceptions:

- (a) ~~(1)~~ For recently appointed faculty members who do not yet have two annual review reports, the merit portion of their salary increase will be based on the available reports.
- (b) ~~(2)~~ If more than two years have passed since a merit increase was available, the raise will be based on the annual review reports since the last merit increase was available.

Ordinarily, salary increases for both annual and academic-year employees will take effect on the same date.

Final Tenure Review

The final tenure review for faculty members initially appointed full time at the level of assistant professor, or equivalent, shall normally occur no later than the sixth year of appointment. All tenure review cases for faculty without tenure must be submitted by year six unless there is an approved extension (see III.C.4.j). The final tenure review may occur earlier in especially meritorious cases at the request of the appropriate dean and campus VCAA (dependent on college and WSU campus), and with the consent of the provost, department chair, and faculty member. Tenure consideration for faculty members initially appointed full time at the level of associate professor or professor, or other comparable ranks, ordinarily will be considered for tenure no later than during the third year of service or during the first year of service respectively, at WSU. The timing of tenure consideration is a negotiable condition of employment. Tenure review shall result in either the granting of tenure, to become effective at the beginning of the academic year following the year in which tenure consideration is conducted, or the denial of tenure and the offering of a one (1) year terminal appointment. The decision to deny tenure must be communicated to the faculty member by no later than May 15 of the review year.

The Instructions and Forms on Tenure and Promotion are normally distributed by the Office of the Provost in the spring for persons to be considered during the following academic year. The lists of

names for those who are due for tenure consideration are distributed at the same time. These instructions are to be consulted and carefully followed because they provide more complete details than does the *Faculty Manual*. The completed recommendations, including recommendation forms, current resume, external review letters, teaching portfolio, and supporting materials are normally due in the Provost's Office by the date specified in the provost's Instructions for Tenure and Promotion, usually November 1. Decisions, with letters sent to the faculty are normally made by the middle of the spring semester. Tenure becomes effective July 1 for annual appointees and August 16 for academic-year appointees.

At the time of tenure consideration, all faculty members with tenure in the candidate's department, including those who will retire prior to the effective date of such granting of tenure, are given the opportunity to fill out a form on which the following alternative recommendations are provided: 1) to grant tenure and 2) to deny the granting of tenure. At least five persons who are thoroughly familiar with the attainments of the eligible faculty member must complete this tenure form. When there are not five tenured faculty members in the unit, the tenured members shall recommend additional such persons through the principal administrative officers to the provost, who shall determine which of these persons will complete the tenure form.

The complete tenure packet file for a faculty member under tenure review will be available to each tenured member within the department or unit. It is expected that professional evaluations for a candidate shall be obtained from persons outside the University.

Part-Time Tenure-Track Faculty

Tenured and tenure-track faculty members may sometimes benefit from a part-time appointment. The University wishes to accommodate these faculty members, if possible, without negatively impacting their program, department, or University function. Thus, tenure-track and tenured appointments for not less than fifty percent (50%) time may be offered for all ranks. The duties (e.g., teaching, research and service expectations) and support provided (e.g., startup money, teaching and/or research assistance) will be the same as for a full-time faculty member except they may be prorated for the percentage of the appointment. The duties and support for a part-time faculty member should be specified in the offer letter signed by the faculty member, chair, dean, campus VCAA (dependent on college and WSU campus) and provost. Part-time faculty members have the same rights and responsibilities of full-time faculty members except as otherwise provided in the *Faculty Manual*, and subject to the following rules that are specific to their positions.

Tenured and tenure-track faculty members may be initially appointed to a part-time position with the University. To facilitate this process, advertisements for faculty positions may be written to allow applicants to request either full-time or part-time appointments. Those appointed initially to a part-time position have no guarantee that they can subsequently move to a full-time appointment if they wish to do so. Any increases or decreases in the percentage of appointment must be accompanied by a new written agreement signed by the faculty member, chair, dean, campus VCAA (dependent on college and WSU campus) and provost that specifies the new percentage of appointment and the duties and support associated with the new position. If a tenured faculty member's part-time appointment is permanently increased in the same department in which they hold tenure, tenure for the increased portion of the appointment must be granted automatically.

Full-time faculty members who wish to change to part-time status may do so subject to the following conditions.

- (a) Under most circumstances, tenure-track faculty members may not convert to part-time until they have obtained tenure.
- (b) Tenured faculty members may request a permanent change to a part-time appointment. This change, if granted, must be agreed to in writing by the faculty member, chair, dean, campus VCAA (dependent on college and WSU campus) and provost. The written agreement must specify the new percentage appointment and the duties and support associated with the new position. Tenure will be reduced to the percentage of the part-time appointment. There is no guarantee that such a faculty member can return to full-time status. A return to full-time status requires the written agreement of the faculty member, chair, dean, campus VCAA (dependent on college and WSU campus) and provost.
- (c) Tenured faculty members may request a temporary change to part-time status in one semester increments (6-month increments for 12-month appointees) for up to two (2) years. This change, if granted, must be agreed to in writing by the faculty member, chair, dean, campus VCAA (dependent on college and WSU campus) and provost. The written agreement must specify the percentage appointment, the duties and support associated with the position, and the time for which the appointment is changed. There is no limit to the number of times that a faculty member can request a change in appointment as long as the faculty member returns to full-time status for at least two years between events.

The standards for tenure and promotion are the same for part-time faculty as for full-time faculty members except that part-time faculty members may be granted a proportionally longer period in which to meet these standards. For example, a faculty member with a 50% appointment should be given a probationary period of up to 12 years, whereas a faculty member with a 75% appointment should be given a probationary period of up to 8 years.

-Tenure Clock Extensions

The tenure period is negotiated at the time of hire; however under certain circumstances, an extension of the tenure period and/or the intensive (i.e., 3rd year) review may be granted under certain circumstances as described below.

- (a) Faculty members on the tenure track may request a one-time term extension for extraordinary circumstances, such as an unanticipated lack of available resources, serious illness, family emergency, and/or elder or dependent care when the faculty member is a caregiver. In addition, faculty who assume a significant leadership role may request an extension of the tenure clock; however, in this instance the role that the leadership position will play in the tenure assessment should be clearly articulated by the dean of the appropriate college and conveyed to the Office of the Provost. Requests for an extension should be in writing in the form of a memo signed by both the petitioning faculty member and department chair.

All such requests will be granted at the discretion of the appropriate dean with the approval of the provost. Approved extensions will be one year in duration for full-time faculty with part-time faculty receiving an extension commensurate with appointment level.

~~(b. 2)~~ Full-time faculty members on the tenure track who become a parent of a child or multiples by birth, adoption, or fostering (i.e. 12 months of foster care, but not necessarily contiguous) will automatically be granted a one-year extension of the tenure clock when the faculty member is a caregiver. For each subsequent child, a faculty member may request an additional extension for a maximum of two ~~(2)~~ separate extensions of the tenure period. When both parents are members of the faculty and share equally in care giving responsibilities, each parent will be granted a one-year extension. Extension periods cannot be combined (e.g., one child with a single three-year extension).

Faculty may elect to opt out of the automatic extension of the tenure period granted for childbirth, adoption, or fostering. It is recommended that the faculty should notify the appropriate ~~D~~ean, ~~D~~irector, or ~~D~~epartment ~~C~~hair of the birth, adoption, or fostering via memo preferably six months prior to the arrival of the child. Faculty electing to take advantage of the one-year extension are also required to take parental leave and apply for [FMLA family medical leave \(see section III.D.9\)](#) which is counted towards the one-year extension. The Dean should notify the Provost's Office immediately so the proper records for the promotion case are maintained.

An extension for the tenure candidacy period or postponement of the intensive review will be available regardless of the number of weeks of annual leave taken by the faculty member. The standards for tenure and promotion remain the same for faculty who have been granted a tenure clock extension and/or an intensive review deferral. Even though a faculty member may be given a longer period of time in which to meet these standards, the faculty member should be held to the same performance standards as a faculty member who has not received an extension. However, when the ~~D~~epartment ~~C~~hair, ~~d~~irector, or ~~D~~ean or ~~D~~irector requests materials for consideration of promotion and/or tenure by external reviewers, it should be made clear that the length of time between milestones should not be taken into consideration.

III C 5. Advancement in Rank

General

Policies concerning advancement in rank, or promotion, are designed to encourage superior service. The status, qualifications, and performances of each faculty member are reviewed annually by the appropriate administrative officers. A part of that review is the analysis of the progress being made toward promotion by the faculty member.

Consideration for promotion requires a process that is separate from annual review for possible salary adjustment.

The criteria for promotion are based on the General Criteria for Faculty Review listed in section III.C.4.a above. Additional expectations for promotion to professor are listed in section III.C.5.c below. Criteria for promotion to both associate professor and professor are to be articulated and supplemented by criteria developed at the department, school, and/or college level to emphasize goals and objectives as per III.C.6.b.

Only under extraordinary circumstances will a person be considered for promotion to the next rank prior to the end of their fifth year of service in rank, with the promotion, if granted, awarded at the

end of the sixth (6) year. At the time the faculty member elects to seek promotion, the [unit](#) (college, ~~department, school, program~~) will conduct an intensive promotion style review that involves all career-track, tenure-track, and tenured faculty in the [college/department/unit](#) at or above the rank applied for. An individual [unit/college/department](#), at its discretion, may require external reviews in line with its specific mission. Faculty may also remain at their current rank and be reappointed to subsequent terms at that rank after their sixth year of service provided satisfactory performance continues.

Procedures for Promotion

The Instructions and Forms on Tenure and Promotion are normally distributed by the Office of the Provost in the late spring for persons to be considered during the following academic year. These instructions are to be consulted and carefully followed since they provide more complete details than does the *Faculty Manual*. The completed recommendations, including recommendation forms, current resume, external review letters, teaching portfolio, ballots, and supporting materials must be forwarded from the [department](#) chair or [unit head/director](#) to the [academic](#) dean and, [depending on the campus, the VCAA \(dependent on college and WSU campus\)](#) on the same schedule as tenure recommendations.

In consultation with the [department](#) chair or [unit head/director](#) and the relevant college committees on promotion, the academic dean will decide which promotion cases are to be forwarded to the provost and will notify each candidate of the decision, in writing, within ten (10) business days. If the decision is to not forward the packet, the faculty member will be given a written justification. In addition, the faculty member will be given a minimum of five (5) working days to exercise the right to have their packet forwarded to the provost, regardless of the dean's decision. If the faculty member requests to have their packet forwarded for review by the provost against the recommendation of the dean, the faculty member may write and submit a one-page letter justifying their request.

The promotion packet is normally due in the Provost's Office by the date specified in the provost's Instructions for Tenure and Promotion, usually November 1. Final decisions are normally made by the middle of spring semester and letters notifying faculty of the decision are sent immediately thereafter. Promotion becomes effective July 1 for annual appointees and August 16 for academic-year appointees.

Promotion to Professor

Attainment of the rank of professor is an indication that, in the opinion of colleagues, an individual has made, and continues to make, outstanding contributions to a major area of the individual's work assignment. Satisfaction of minimum criteria at the unit level is not sufficient to ensure promotion. Some successful faculty members may need more than six (6) years of service at the associate rank in order to achieve the credentials necessary for promotion to professor.

Candidacy for promotion to professor may be initiated by the faculty member, one or more departmental professors, or the department chair. Candidates for promotion to professor must show clear and convincing evidence of persistent high levels of attainment in the criteria appropriate to their work assignment and to the mission of their units, including increasing service

to the institution, professional organizations, and/or society. Documented evidence that the quality and quantity of the accomplishments of the candidate are at a significantly higher level than that expected of an associate professor is required. National, and preferably international, prominence must be demonstrated through some form of recognized achievement reviewed by appropriate professionals for promotion to professor. Only under extraordinary circumstances will a person be considered for promotion to professor prior to the end of their fifth year of service as an associate professor, with the promotion, if granted, awarded at the end of the sixth year.

Promotion to Regents Professor

Tenured professors who have reached the highest levels of achievement in their discipline and at WSU are eligible to be nominated for regents professor. Promotion to regents professor requires service to the university for at least seven years. Each college may nominate only two faculty members as candidates for this promotion each year. The nomination process for promotion to regents professor is initiated by department chairs/directors or deans. Those who are not selected for promotion may be nominated again. The rank of regents professor can be held by no more than 30 active Washington State University faculty members at any one time. The promotion process and procedures correspond to those for promotion to professor, but with appropriate modifications to accommodate the university-wide nature and limitations on numbers. Faculty recommendation ballots are not necessary for this nomination.

III C 6. Tenure

General

Tenure provisions are designed to ensure the widest possible range of freedom for scholarly inquiries in teaching, research, and extension for faculty members on permanent, full-time appointment as well as for those faculty members on permanent appointment for one-half time fifty percent (50%) or greater but less than full time, where the basic expectations for job performance are the same as for full-time faculty positions associated with tenure. For such appointments, the time for tenure consideration may be extended. The decision to associate tenure with a ~~position rests~~ ~~position rest~~ with the program, department, or division offering the position. This decision must be made at the time the job description is developed.

Tenure is granted only for academic rank or professional status within programs, departments, or service units. Department chairs, school directors, deans, directors, and other administrative officers do not acquire tenure in administrative positions. To qualify for tenure, the faculty member is expected to observe all policies applying to faculty in section II of the Faculty Manual: Freedom, Responsibility, and Discipline. Except in extraordinary circumstances, such as financial exigencies or elimination of function, these tenure provisions apply.

The acquisition of tenure requires affirmative action by the president of the University by delegation of authority from the Board of Regents. Tenure, once granted, is retained by the faculty member until they retire or ceases to be an employee of the University.

When a former faculty member who had tenure is reemployed in a comparable position within two years, tenure may be given immediately, though the usual procedures must be followed. Units may consider prior academic appointments elsewhere in the tenure process; however, all pre-tenure assistant professors will be allowed up to six (6) years prior to tenure consideration.

If a tenured person takes a different faculty position within the institution on a permanent basis, the receiving department must assume the tenure obligations accompanying the transfer. In the special case of the formation of a new unit, the prior tenure of each faculty member will be transferred to the new unit.

A faculty member whose appointment is budgeted on a continuing basis in more than one (1) unit may be granted tenure, provided that the positions are permanent and ~~provided that~~if tenure is granted in all units simultaneously. Such tenure implies no obligation for one (1) unit to increase the employment of the person beyond the budgeted portion ~~in the event that~~if duties should cease to exist in another unit. This policy applies to a person holding a joint appointment in instructional units as well as to a person with duties divided between teaching and nonteaching responsibilities in a position having faculty status.

In special circumstances involving a joint appointee, one (1) unit may request permission to assume an additional portion or ~~att-of~~all the tenure responsibility for the faculty member, and in this case the other unit or units accept no responsibility for continuation of the position.

If the duties of a non-tenured faculty member change ~~so as to~~ result in a shift between units in the budgeted appointment on a continuing basis, the date of eligibility for tenure consideration remains based on the original appointment to the faculty.

A person who is appointed to a temporary position, whether part-time or full-time, is not eligible for tenure. If a person in a temporary position is subsequently given an appointment without terminal date, the principal administrative officer, at the time of the permanent appointment, shall recommend to the provost for consideration the extent to which past service shall count toward eligibility for tenure. This decision shall be included in the person's employment record.

Criteria

The criteria and procedures pertaining to tenure are of basic importance in the development of excellence within the faculty of the University. General criteria for faculty review are outlined in this Faculty Manual. These are to be articulated and supplemented by tenure criteria developed at the department, school, and/or college level to emphasize goals and objectives. Input from faculty members of the unit and students, if appropriate, shall be utilized in the development of the statement of criteria.

In general, departmental criteria appropriate to the unit's particular needs shall be directed toward excellence in most or all of the following areas: teaching effectiveness, including advising; research, scholarship or creative activity; extension education, extension service and other public service; professional service and advancement; academic and professional leadership; services to the University; and interactions with colleagues and students. Long-term support of faculty members requires commitment in terms of salary and other resources; therefore, criteria for tenure must include consideration of contributions toward program objectives.

Colleges departments, schools, and other units shall develop written criteria for tenure and promotion that are to be used in all progress-toward-tenure reviews and all tenure or promotion decisions. Criteria documents shall also delineate the process the unit will follow in its yearly reviews of the progress of pre-tenured faculty. The criteria shall be developed with representative

input from tenured faculty in the ~~unit, and unit and~~ shall be approved by majority vote of all tenured and tenure-track faculty in the unit by anonymous ballot. The same procedure shall be followed in revising the criteria or review process. Proposed new or revised criteria and review processes shall be provided to relevant administrators and to the provost. After administrative approval, a copy of the new or revised criteria and description of the process shall be provided to every faculty member of the college, school, ~~department department,~~ or other unit.

Tenure should be recommended for a faculty member only after a thorough assessment and evaluation of the quality and extent of the individual's performance in terms of the department and/or college criteria. Input into tenure consideration should come from several levels, including students (when the person has instructional duties), other faculty, and administrative officers.

Eligibility and Procedures

A person employed full time at the rank of assistant professor, or comparable rank, must be considered for tenure no later than the sixth year of service at Washington State University with tenure, if granted, effective at the beginning of the seventh year. Generally, recommendations for tenure will be made concurrently with a recommendation for promotion to associate professor, professor or comparable rank. A person employed full time at the rank of associate professor without tenure, or comparable rank, ordinarily will be considered for tenure no later than the third year of service at Washington State University with tenure, if granted, to be effective at the beginning of the fourth year. This is a negotiable condition of employment. A person employed full time at the rank of associate professor or professor, or comparable rank, may be granted tenure through usual procedures, effective the date of initial appointment. This is a negotiable condition of employment. If not employed with immediate tenure, a person hired at the rank of professor must be considered for tenure during the first year of service, with tenure, if granted, to be effective at the beginning of the second year.

Teaching Portfolio

A teaching portfolio is a compilation of information about a faculty member's teaching, made by that faculty member, often for use in consideration for tenure or promotion. It is not, ~~in itself, an an~~ instrument for teaching evaluation, but a vehicle for presenting information and outcomes that showcases a faculty member's philosophy and achievements in teaching. The portfolio should include results of evaluations and other information that contributes to further peer and administrative review. A teaching portfolio is not necessarily a comprehensive picture of all teaching-related activities. It can therefore be selective, emphasizing the positive to highlight the faculty member's most significant achievements and impact.

For more detailed information on constructing a teaching portfolio for the purposes of promotion or tenure, see the Provost's Guidelines for Promotion and Tenure documents that are published annually (typically in spring) and posted on the ~~Provost's provost's~~ web site. The format and uses of the portfolio will naturally vary from one part of the university or discipline to another. The outline provided in the Provost's Guidelines is meant to be an adaptable template, which can be modified for individual units or even individual faculty members.

Resume for Tenure or Promotion Packet

The current resume to be submitted as a part of tenure or promotion packets should include at least the following:

- (a) ~~(1)~~ A description of the candidate's research and scholarly or creative activities, including a statement of the nature and significance of research, scholarship, or creative activities, including involvement of graduate students, undergraduate students, and postdoctoral fellows, impact of research on teaching, extension or service functions, and academic history, degrees, and dates.
- (b) ~~(2)~~ A list of grant and contract support, including identification of principal investigators, granting agencies, periods, and funding of all awards. Unfunded proposals may be listed if accompanied by the reviewers' comments (in any case, the number of unfunded proposals may be indicated).
- (c) ~~(3)~~ A complete list of publications with full citations, including abstracts, articles, book chapters, papers in conference proceedings, patents, and reviews; or creative activities including original scores, exhibits, performances, and works of art. In most disciplines the distinction between refereed and non-refereed work should be indicated.
- (d) ~~(4)~~ A list of consultancies, sabbatical leaves, and international collaborations, if applicable.
- (e) ~~(5)~~ A list of invited and contributed presentations at national or international conferences and symposia, including dates, titles, and/or identifications of groups addressed.
- (f) ~~(6)~~ Other supporting information, such as the number of citations of key publications (include period covered by the citations) or copies of reviews of exhibits or performances.
- (g) ~~(7)~~ A description of service to the department, college, and university, and other institution or firm.
- (h) ~~(8)~~ A description of service to professional groups or associations.
- (i) ~~(9)~~ A description of service to county or state governments, communities or other societal groups.
- (j) ~~(10)~~ A description of honors and awards, including teaching, research or public service awards.
- (k) ~~(11)~~ Other evidence of recognition, such as lectureships.
- (l) ~~(12)~~ All faculty may prepare a statement of context (not more than 2 pages) as part of the portfolio of materials to be considered for third year as well as tenure and promotion reviews. Such a statement may include expectations placed on a faculty member by circumstances extant at research stations or campuses, the requirement of joint-appointments or other special circumstances such as commitments to student groups.

Denial of Tenure

Tenure must be granted or denied. Granting of tenure becomes effective on August 16 for academic-year appointees and on July 1 for annual appointees. Upon denial of tenure, notification of non-reappointment will be given at least twelve months in advance of the termination of service.

Notification of the granting or denial of tenure shall be given in writing to the faculty member by the provost within three (3) business days after a decision has been made. While notification of the

final tenure decision will be communicated by the provost, the dean, campus VCAA (dependent on college and WSU campus) or relevant area administrator will provide more detailed analysis.

If the Faculty member resigns within ninety (90) calendar days after notification of denial of tenure, no reference will appear in their personnel file that tenure was denied or that a recommendation to deny tenure was made. The effective date of such resignation shall be the date upon which the appointment would have been terminated if tenure had been denied, or earlier, if mutually agreed to by both parties.

A faculty member who has been denied tenure may, within twenty-five (25) business days after notification of non-reappointment by the provost, petition the Faculty Status Committee to review the decision, based upon an allegation of inadequate consideration, an allegation of violation of academic freedom, or an allegation of substantial procedural irregularity that had the effect of prejudicing the faculty member's application for tenure. If a review by the Faculty Status Committee is requested, the committee shall determine its own procedures for hearing the matter, in a manner consistent with federal and state law, shall conduct its review as expeditiously as possible, and shall report its findings to the president, or designee, and to the faculty member requesting review within the next seventy-five (75) business days after the request is made. The committee may elect to count only days of the academic year in the seventy-five-day (75) period. The president shall notify the faculty member requesting the review of their decision within twenty-five (25) business days after receiving the report of findings. The president is under no obligation to accept findings by the committee as binding.

A tenured person whose position has been eliminated also has the right of appeal to the Faculty Status Committee.

III C 7. Salary

The objective of the Faculty Salary Policy is to guide the distribution of faculty salary increases, based on a commitment to equity, evaluation of professional growth, and meritorious performance as determined in the annual review process. Within available means, salaries are to be comparable with those paid for similar service at peer institutions.

To qualify for salary increases and promotion, a faculty member is expected to observe all policies applying to faculty covered in the Faculty Manual Freedom, Responsibility, and Discipline, Section II.

Allocation

When funds become available for faculty salary increases, they shall be allocated in the following manner: unless provided otherwise by law or an alternative allocation is agreed upon per Section III.C.7.c, salary-increase monies shall be allocated thirty percent (30%) to professional development, thirty percent (30%) to superior merit, and forty percent (40%) to equity. The professional development portion reflects professional growth and service to the University. Each faculty member will receive an equal amount of the professional development portion unless their annual reviews are below satisfactory (see III.C.4.i). The superior merit portion, a performance-based salary adjustment, reflects the degree of superior merit above a satisfactory rating on annual reviews (see III.C.4.i). The remaining portion will be allocated based on salary equity considerations.

~~b)~~ *Promotional Adjustment*

When a faculty member is promoted, their salary will be increased by no less than ten percent (10%) of their annual salary, starting with the effective date of the promotion. This adjustment will be made regardless of the level of funding for salary increases and will be in addition to any other merit, equity, marketplace, or cost-of-living adjustments made to the faculty member's salary. For most state-funded positions, eight percent (8%) is provided by the university and the other two percent (2%) is the responsibility of the department.

~~c)~~ *Alternative Allocation*

Should the president believe in any particular year, that allocation of salary funds in accordance with the above subsection III.C.6.a, is not in the best interests of the University, they shall seek the advice of the faculty through the Faculty Senate on an alternative salary allocation proposal. When the president seeks such advice, the matter shall be privileged before the Faculty Senate and a response shall be forthcoming within fourteen (14) business days.

~~d)~~ *Summer Salary*

Payment for summer employment will be at an agreed figure, which in no case may exceed a monthly rate of one-ninth of the previous academic-year salary. Normally, total employment is limited to two (2) months. Requests for a third month of summer salary must be recommended by the chair and dean and approved by the provost.

III C 8. Benefits

Insurance

The University makes available group medical/dental insurance, salary continuation insurance (long term disability), life insurance, and other benefits. Eligibility for these programs is determined by the State of Washington Public Employee's Benefits Board (PEBB). Generally, full time and ~~half time~~~~half-time~~ faculty, who are anticipating to be employed for an academic year, or equivalent thereof, are eligible for the PEBB benefit package. Other eligibility criteria may be applicable, including stacking concurrent employment with more than one Washington State higher education institution. Industrial insurance (worker's compensation) covers all employees. (Consult the Benefit Services Office website for details of these programs <http://www.wsu.edu/benefits/>) and Disability Services links for details of these programs found on the Human Resource Services website, <http://www.hrs.wsu.edu/>

Retirement

Participation in a retirement plan is available to any faculty member who is employed at least half time for one semester, or equivalent period.

The WSU Retirement Plan has been established by the Board of Regents under authority provided by ~~laws~~~~the laws~~ of the state of Washington for the purpose of providing retirement incomes and related benefits to eligible faculty and employees. It is a defined contribution 403b plan.

Beginning July, 2011, The Teachers Retirement System Plan 3 is another retirement plan ~~in which~~ new hires are able to ~~participate~~~~participate~~. This 401a plan is a hybrid defined contribution/defined benefit plan.

Washington State University also offers faculty voluntary retirement plans to which employees may make additional non-matched retirement contribution up to the IRS maximum limits.

For details on the retirement plans, see the Benefits link on the Human Resource Services website at www.hrs.wsu.edu.

Institutional Liability Insurance

The University carries a form of liability insurance that covers the liability of each individual faculty member acting within the scope of their duties while representing Washington State University, except for actions involving their individual automotive vehicles, limited libel, slander, false arrest, and malicious prosecution, and for actions one against another. This statement is for information purposes; the policy provisions apply in each case. (Consult the Risk Management section in Business Affairs for policy provisions.)

Unemployment Compensation

Under applicable state laws and Department of Employment Security regulations, ~~indefinite-fixed-term~~ faculty who are expected to be rehired for consecutive years are not eligible for unemployment benefits during summer months. Persons included in annual review will be denied unemployment benefits unless departments produce Personnel Action Forms indicating separation from University service.

Relocation Expenses for ~~Short-term~~Indefinite Faculty

Relocation expenses for ~~short-term~~~~indefinite~~ faculty are not allowable on state funds by state law. If the hire includes moving on other than state funds, a statement must be included on the Personnel Action Form and the necessary departmental requisition sent to Purchasing. The employee may not set up their own move. Further information may be obtained from the Purchasing Office.

III C 9. Faculty Furlough and/or temporary salary reduction in a time of budgetary crisis

The goal of the process described below is to provide an option by which crisis-precipitated budgetary burdens might be more equitably and justly shared by all WSU faculty. The process requires that certain requirements be met, that any proposal by the university administration must be approved by the Senate Steering Committee and a vote of the Faculty Senate, and that any agreed upon faculty furloughs and/or salary reductions will be temporary. This process is separate from, and is not intended to modify or supplant, the policies and procedures related to financial exigency and program discontinuation in sections III E 3.

~~(a)~~ ~~a)~~ This process can only be initiated in the event of an extraordinary emergency (short of a declaration of exigency) that results in or from a reduction in state funding and/or tuition revenue. Further, the emergency must lead to a significant university-wide net budget reduction of >5% for a fiscal year. Under these conditions, the university may propose temporary faculty furloughs and/or faculty salary reductions.

~~(b)~~ ~~b)~~ The university's proposed furlough/salary reduction plan must be approved by majority votes of both the Faculty Senate Steering Committee and WSU Faculty Senate before it can be implemented.

(c) ~~e~~ Temporary faculty furloughs and reductions in FTE may be imposed for up to one (1) fiscal year. After the Senate approved furlough and/or temporary salary reduction period ends, full salary shall be restored automatically - unless participating faculty members voluntarily elect to continue the reduction, university exigency is declared, or another process is proposed and approved by the Faculty Senate Steering Committee and WSU Faculty Senate (see restrictions below).

(d) ~~e~~ The university's specific one-year proposal for faculty salary reductions and/or furloughs must be presented in writing to the Senate Steering Committee and WSU Faculty Senate prior to a Senate vote. See additional requirements for the proposal below. The Steering Committee and/or Faculty Senate may opt to negotiate with the university administration for additional changes and/or specific stipulations before moving the proposal to a vote.

(e) ~~e~~ Faculty furloughs and/or salary reductions can be renewed once by a majority vote of the Faculty Senate for a maximum of 2 consecutive fiscal years, total. However, renewal requires that a second proposal be submitted and approved by majority votes of the Senate Steering Committee and WSU Faculty Senate using the same process outlined here. The university administration may ~~propose~~propose, and the Faculty Senate may approve no more than 3 years of faculty furloughs and/or salary reductions in any 6 consecutive years.

(f) ~~f~~ The university's proposal must reflect a progressive approach: Any proposed faculty salary reductions should be scaled to protect faculty with lower annual salaries while expecting greater contributions from faculty earning high annual salaries. Therefore, the university's temporary furlough/ faculty salary reduction proposal to the Faculty Senate must specifically include:

- i. ~~(1)~~ A minimum annual salary below which no furloughs or salary reductions shall be imposed under the plan. ~~FAC: proposed Faculty Manual Revisions – February, 2021 2~~
- ii. ~~(2)~~ Graduated marginal rate brackets through which furloughs and/or salary reductions are to ~~applied~~be applied. The plan must reflect a progressive (i.e. non-regressive) approach analogous to IRS income tax brackets – e.g. These are examples ONLY.

- 0% reduction for those earning less than \$70K annually
- 2.5% reduction for earnings of \$70-100K annually
- 5% reduction for earnings of \$100-150K annually
- 7.5% reduction for earnings of \$150-200K annually
- 10% reduction for earning of \$200-300K annually
- 15% reduction for earnings of > \$300K annually

iii. ~~(3)~~ Any furloughs or salary reductions expected of faculty must also be applied to WSU administrators and their support staff, as well as WSU athletics personnel. However, this policy does not prevent the WSU President from imposing furloughs or salary reductions on Cabinet members, other senior administrators, or non-faculty employees (consistent with applicable policies and procedures) independent of this process and Faculty Senate approval.

(g) ~~g~~ The WSU administration's proposal to the Faculty Senate for temporary faculty furloughs and/or salary reductions must also include the following:

- i. ~~(1)~~ a complete presentation (documentation) of what the university has already done to address the budgetary crisis,

- ii. ~~(2)~~ any additional plans for the coming fiscal year to help address the crisis,
 - iii. ~~(3)~~ an estimate of monies to be recovered via proposed salary reductions and/or furloughs,
 - iv. ~~(4)~~ a plan by which geographic cost-of-living differences will be addressed,
 - v. ~~(5)~~ a process by which employees facing special circumstances (e.g., single income families, those with expenses related to support/care of family members such as children, elderly parents, and/or disabled or handicapped dependents) might apply for a full or partial exemption,
 - vi. ~~(6)~~ a program analogous to WSU's shared leave program by which faculty and staff might voluntarily donate additional furlough days or salary to other WSU employees.
- ~~(e) - (h)~~ If the budget crisis seems likely to continue, the university administration should also present a long-term plan.
- ~~(h)~~
- ~~(i)~~ Recovered funds will be returned to the college - except in situations where CAMPUS pays salary, then funds are returned to the campus.
- ~~(i)~~
- Transparency is required: each college/campus is expected to clearly communicate to its faculty how much money is saved through the salary reduction/furlough process and where/how recovered funds are being utilized. The university administration is further required to report back to the Faculty Senate (no later than March 1 of the affected fiscal year) with specific information on how the recovered salary funds are being used. ~~FAC: proposed Faculty Manual Revisions – February, 2021~~
- ~~(j)~~
- ~~(k)~~ Further details:
- i. ~~(1)~~ Faculty salary reductions must be restricted to the portion of salary paid from state funds or tuition revenue only. Faculty salary paid on grants and other extramural sources is not eligible for reduction, except when corresponding salary reductions are required under grant regulations or contracts. These restrictions regarding source of salary funding do not apply to WSU administrators, WSU Athletics personnel, or other WSU administrative personnel who may be paid from other non-state sources. In other words, these WSU employees are expected to share equitably and according to the same formula as WSU faculty members regardless of the source of their funding.
 - ii. ~~(2)~~ For faculty receiving state-based salary or stipends for “additional responsibilities” (ADR funds), the salary reduction calculations shall include their ADR funds – i.e. total state salary and/or stipend funding. These faculty members may opt to take all or part of the reduction from their ADR funding.
 - iii. ~~(3)~~ For faculty on 9 month or partial appointments, any salary reduction should be calculated from their base pay. Summer salary for additional (optional) teaching shall not be considered for reduction.
 - iv. ~~(4)~~ For faculty who are promoted in the same year as a scheduled furlough/salary reduction, any promotion associated salary increase shall be awarded. A Faculty Senate-approved, crisis-precipitated salary reduction will be applied to the new, higher salary. Full post-promotion salary will be restored at the end of the fiscal year (unless

crisis-precipitated faculty salary reduction is extended by another vote of the Faculty Senate).

v. ~~(5)~~ If cost cutting measures are more effective than anticipated and result in a budget surplus, such surplus funds will be distributed to the academic areas (campus/college) in proportion to the funds generated by faculty furloughs or salary reductions in that area.

vi. ~~(6)~~ Temporary faculty furloughs and reductions in FTE will have associated reductions in faculty and WSU contributions to retirement plans, which has set as a percentage of salary. The furloughs and identified reductions in FTE, however, will not impact eligibility for the Public Employee Benefit Board benefit package.

~~(1)~~ ~~h~~ Compliance with legal requirements: As with all WSU policies, this policy will be implemented in a manner that complies with applicable state and federal law.

III D. Leave of Absence and Vacation (Annual Leave)

III D 1. Annual Leave

The vacation (annual leave) provision in the terms of employment is intended to provide opportunity for periodic leisure and relaxation, free from official duties. Vacation time, therefore, is not regarded as a leave of absence. No state employee may use leave before it is earned. Faculty must request leave prior to taking it through their immediate supervisors. Generally, leave will be allowed unless a serious lapse in the project will occur or unless classes cannot be covered by alternate personnel.

Commented [ZW1]: Per policy all faculty must get prior approval.

In accordance with BPPM 60.56-Faculty and Administrative Professional Personnel Leave, Faculty on annual appointment earn annual leave at the rate of 16.67 hours per month, based on full-time equivalent; of completed service. Unused annual leave is cumulative to a maximum of 352 hours (forty-four (44) working days). A faculty member moving from an annual to an academic year appointment has one (1) year to use any accrued annual leave. Leave is scheduled with the approval of the unit administrator. Faculty cannot be paid for annual leave unless they separate from the University, see BPPM 55.49, leave state employment. Annual leave cannot be taken before it is earned and must be reported on a Faculty and Administrative Professional Leave Report within Workday. See also BPPM 60.63.

III D 2. Leave Accruals for Indefinite Faculty

Indefinite faculty must be employed for at least half time (.50 FTE) for one (1) semester on academic appointment or six (6) months on annual appointment to be eligible for sick leave and (if eligible) annual leave. Full-time annual appointees earn 16.67 hours of annual leave per month based on full-time equivalency. Academic and irregular term employees are not eligible for annual leave accruals. Eligible faculty earn eight hours of sick leave per month, based on full-time equivalency. Indefinite appointees who work at least one (1) month during the summer earn sick leave. Hourly appointees are not eligible for leave benefits. Employees who had accrued leave prior

~~to the adoption of this policy may retain their current leave balances until the hours are depleted or until they separate from University service.~~

III D ~~23~~. Leave ~~Usage and Payoff for Indefinite~~Short-Term Faculty

~~No state employee may use leave before it is earned. Indefinite faculty must request leave prior to taking it through their immediate supervisors. Generally, leave will be allowed unless a serious lapse in the project will occur or unless classes cannot be covered by alternate personnel. An indefinite faculty member may use eight hours per month of accrued paid leave (including sick leave) for up to four (4) months during parental or disability leave without pay to maintain eligibility for University-sponsored insurance benefits.~~

Normally, ~~indefinite short-term~~ faculty cannot be paid for accrued annual leave and cannot transfer accrued annual leave to an appointment with a different funding source, without approval from the chair or director and dean.

III D ~~34~~. Academic-Year Faculty

~~Members of the f~~Faculty ~~members~~ on academic-year appointments do not earn annual leave and are free to seek other employment in the summer, to do consulting work, or to study. Summer employment by the University of persons on an academic-year basis is not precluded, but no obligation exists to provide such employment.

III D ~~45~~. Holidays

The University establishes a schedule for each year that includes ten (10) holidays. The schedule is available from Human Resource Services and is published in ~~WSU Today~~Insider.

The Faculty Senate establishes the academic calendar including the holidays that fall within the two academic semesters and the summer session.

Faculty on annual appointment are eligible for a one-day personal holiday to be used on a fiscal year basis and only in a one-day block.

~~Indefinite~~All faculty are eligible for all University holidays that occur during their period of appointment. Half-time or greater annual appointees on at least four-month appointments are eligible for the personal holiday. In accordance with University policy BPPM 60.56, all faculty must be in pay status the work day prior to the holiday in order to receive pay for the holiday.

III D ~~56~~. Absence

Absence of faculty members from official duty is subject to such limitations as the administrative officer in charge may determine.

III D ~~67~~. Sick Leave

Faculty on full-time, annual appointments earn sick leave at the rate of eight hours per month of completed service.

Faculty on part-time, annual appointments earn sick leave based on their ~~percent~~percentage of full-time employment; e.g., half-time employees earn four hours per month of completed service.

Faculty on academic-year appointments earn sick leave at the rate of one working day (eight hours) per month of completed service for a total of nine working days per year. Academic faculty accrue four hours of sick leave for the months of May and August, which when combined with the rest of the academic year add up to nine working days of sick leave per year. One additional working day of sick leave is earned for each completed month of full-time summer employment.

Faculty must earn sick leave before it can be taken.

Faculty report sick leave usage on the Absence Calendar in Workday.

For more information, see BPPM 60.56.

III D ~~78~~. Work-Related Illness or Injury

Benefits for work-related illness, accident, or injury are provided in accordance with the state of Washington's Workers' Compensation Act. Any job-related accident or injury are to be reported to the immediate supervisor for evaluation and possible investigation. Supervisors must report major accidents immediately. Incident Reports are to be completed within 24 hours. See Safety Policy and Procedures Manual 2.24 for more information.

III D ~~89~~. Family Medical Leave Act and Medical Leave

The University complies fully with the Federal Family Medical Leave Act and Washington State Medical Leave laws. Faculty shall be entitled to leave under the terms of such policies as may be adopted by Human Resource Services (HRS) from time to time to implement the provisions of these laws.

~~(a)~~ ~~a)~~ Faculty are to request a leave of absence (LOA) if they have or are caring for a family member who has a serious health condition requiring more than three days absence, or a chronic condition that requires ongoing treatment or ongoing intermittent leave.

Under a designated FMLA event, qualified faculty members may use any combination of accrued leave (annual or sick) or leave without pay. Benefits remain in effect during FMLA, and a faculty member may use leave accruals to cover the premiums; otherwise, they will be billed for premiums due, or premiums will be collected upon their return to work.

~~(b)~~ ~~b)~~ Family Medical Leave Act (FMLA) allows eligible employees a total of twelve (12) weeks; or four hundred and eighty (480) hours of job protected leave during a rolling twelve (12) month period. The 480 hours is for full-time faculty; and is prorated if not full-time). An eligible employee is an employee who has worked for the state for at least twelve months and at least one thousand two hundred fifty (1,250) hours during the previous twelve-month period.

~~(c)~~ ~~c)~~ Washington Paid Family and Medical Leave (WPFML) provides eligible employees with up to 12 weeks of paid time off during serious health conditions preventing the employee

from working, caring for a family member or new child, or for certain military- related events. Employees can receive up to 90% of their average weekly earnings, with a maximum benefit of \$1,024 per week. To be eligible for PFML, workers must have worked at least 820 hours in Washington State during the previous twelve-month period.

(d) ~~de~~ Disability Leave: Faculty who are medically unable to perform their job duties on a full-time basis may be eligible for up to four months of Disability Leave. Disability Leave may only be taken on a full-time basis. The total months of such disability leave include the twelve workweeks provided under FMLA, if eligible. Continuation of Employer-Paid Benefits. Faculty may use a combination of sick leave, annual leave, personal holiday and leave without pay. If Disability Leave is not occurring at the same time as FMLA, faculty must use a minimum of eight hours of accrued paid leave on the first working date of the month to maintain benefits.

If the Disability Leave is taken due to pregnancy or childbirth, an employee may move in and out of pay status within the month.

If the Disability Leave is not related to pregnancy or childbirth an employee may not move in an out of paid status, with the exception of using the 8 hours of leave per month to maintain benefits.

III D ~~910~~. Military Leave

The regulations concerning leave for training duty and for active military service are as provided by state law:

According to RCW 38.40.060, every officer and employee of the state of Washington or of any county, city, or other political subdivision thereof, who is a member of the Washington national guard or of the army, navy, air force, coast guard, or marine corps reserve of the United States, or of any organized reserve or armed forces of the United States, shall be entitled to and shall be granted military leave of absence from such employment for a period not exceeding twenty-one (21) working days each year beginning October 1st and ending the following September 30th . Such leave shall be granted in order that the person may take part in active training duty in such manner and at such time as he may be ordered to active training duty. Such military leave of absence shall be in addition to any vacation or sick leave to which the officer or employee might otherwise be entitled, and shall not involve any loss of efficiency rating, privileges, or pay. During the period of military leave, the officer or employee shall receive from the state, or the county, city, or other political subdivision, their normal pay. (1957 c 236 1)

Military leave does not have to be taken as a single block of time. If a member is called into active duty; and would like to maintain their employee benefits while on military leave, they may spread the 21 days of leave out to ensure eight (8) hours of leave per month to maintain benefits.

According to RCW 73.16.033, any person who is a resident of this state and who voluntarily or upon demand vacates a position of employment to determine their physical fitness to enter, or who actually does enter upon active duty or training in the Washington national guard, the armed forces of the United States, or the United States public health service, shall, provided he meets the requirements of RCW 73.16.035, be reemployed forthwith. The employer need not reemploy such

person if circumstances have so changed as to make it impossible, unreasonable, or against the public interest for him to do so. This section shall not apply to a temporary position.

If such a person is still qualified to perform the duties of their former position, they shall be restored to that position or to a position of like seniority, status, and pay. If they are not so qualified as a result of disability sustained during their service, or during the determination of their fitness for service, but is nevertheless qualified to perform the duties of another position under the control of the same employer, they shall be reemployed in such other position: Such position shall provide like seniority, status, and pay, or the nearest approximation thereto consistent with the circumstances of the case (1953 c 212 2). See also BPPM 60.56.

III D ~~10~~¹. Leave for Jury Duty

Faculty members are entitled to leave for jury duty. Those not entitled to exemption by state statute shall serve with neither gain nor loss in compensation. The jury fee to which they are entitled shall not be deducted from their University salary.

III D ~~11~~². Leave for Testimony at Trials and Hearings

University employees, as all citizens, have a duty to provide accurate information to adjudicatory bodies. The purpose of this policy is, to the extent proper and permissible, to alleviate the burdens of subpoenaed testimony and to permit expert testimony to be provided through arrangements made directly between faculty and litigants. Where faculty are subpoenaed because of facts gained within the course of University duties, arrangements for providing expertise to litigants should be reviewed to assure the University's interests are protected.

~~(a)~~ ^a Voluntary Expert Testimony

Voluntary expert testimony is governed by the Policy on Compensated Outside Service by Faculty Members.

~~(b)~~ ^b Subpoenaed Expert Testimony.

In the course of their professional duties, a faculty member may develop facts based upon their specialized expertise. Such knowledge may cause him or her to become subject to a subpoena for testimony that is essentially expert in nature. In such cases, they may request permission from their immediate supervisor to testify as a voluntary expert witness and negotiate an arrangement and fee for such testimony.

Normally, the faculty member's request to testify under such an arrangement will be granted unless the testimony:

- i. ___ might involve the University in the litigation as a party;
- ii. ___ is likely to damage the reputation of the University; or
- iii. ___ is so closely connected to duties specifically directed by the University that it would be improper to permit testimony in a private capacity.

If the faculty member is not granted permission to testify as a voluntary expert, they shall testify as part of their University duties and be reimbursed through the established process for actual expenses incurred. The University has the right to determine proper fees for testimony rendered on

University time, and the fees shall accrue to the University. If permission to testify under a negotiated arrangement is granted, such activity is treated as voluntary expert testimony and is governed by the Policy on Compensated Outside Service by Faculty Members. Faculty, supervisors, and department chairpersons should consult the Office of the Attorney General when faculty are served with subpoenas relating to performance of University duties.

~~(c) c)~~ Nonexpert Testimony Pursuant to Subpoena.

A faculty member appearing as a nonexpert witness pursuant to an effective subpoena shall serve with neither gain nor loss in compensation; therefore, any statutory witness fee paid for such testimony shall be returned to the University. See also BPPM 60.56.

III D 123. Military Leave and Civil Duty for Indefinite Faculty

Indefinite faculty are eligible for civil duty, military training or leave as provided by state law.

III D 134. Leave without Pay

For important service to the state or to the United States, leave of absence without pay ordinarily will be granted to faculty members. Leave without pay for other reasons, such as graduate or professional study or acceptance of foundation grants, exchange professorships, and consulting appointments, may be granted. A faculty member applying for a grant, professorship, or appointment must secure the approval of the immediate administrative officer, and dean and VCAA (dependent on college and campus as defined in section III C) prior to submitting the application. Leave, if granted, normally will be for a period not exceeding one year. Faculty members on leave-without-pay status do not earn annual or sick leave.

If a faculty member chooses to strike against the University or otherwise not perform assigned responsibilities, including the intentional refusal to comply with any statutory, regulatory, or other legal prerequisites to the faculty member's performance of their assigned responsibilities, they shall inform the immediate administrative superior of such intention at least twenty-four (24) hours in advance of action. Going on strike and/or otherwise willfully failing to perform regular duties shall be considered an automatic request by a faculty member for leave without pay. Such a request will normally be granted for the period during which the faculty member is not on duty. When the faculty member fails to perform assigned responsibilities, without providing notification of intent to strike, the principal administrative officer, after consultation with the immediate administrative officer, will determine whether that person is on strike or otherwise not performing assigned responsibilities. These provisions shall not prejudice the right of the University to initiate disciplinary action in accordance with the regulations provided. See also BPPM 60.56.

Leave without pay for indefinite faculty must be requested by memorandum to the immediate supervisor. Reasons for the leave and the beginning and ending dates must be included in the request. If an extension is necessary, a second request should be submitted. The request should include a statement of intent to return to Washington State University for a like period of time. The period of leave cannot exceed the period of current appointment.

III D 145. Professional Leave

Professional leaves may be granted to faculty members in recognition of meritorious service and/or scholarly achievement in teaching, research, and creative activity. Applications for professional leaves will be considered only from faculty members on permanent appointment (academic or annual) who have completed at least five years of active service for Washington State University at the time the leave is to be effective. The amount of prior service on temporary appointment at Washington State University applicable to professional leave will be determined by the provost. Leave requests must be submitted through the department chair or immediate administrative officer, followed by the dean and VCAA (dependent on college and WSU campus as defined in section III C) prior to the provost.

Faculty members on professional leave are relieved from teaching, research, administrative, and committee functions for the leave period so that full time may be devoted to the purpose for which the leave is granted. Given the importance of promotion and tenure cases, faculty on professional leave should be notified about and participate in priority matters including review and voting for promotion and tenure cases, elections, and hires, as requested. Professional leaves are to be used for specified projects to further professional study or development and must be of advantage to the University in terms of improved instruction, research, or public service. Leaves may not be granted to faculty members when a major purpose of such leave is the enhancement of the faculty member's private business. Neither are leaves granted to faculty members whose primary purpose is working toward an advanced degree. Under unusual circumstances, professional leave may be awarded for a meritorious project that may incidentally lead to attainment of a degree; in such cases, leave is awarded on the basis of the proposed project itself without reference to the acquisition of the advanced degree.

A faculty member is expected not to engage in other employment during the period of professional leave for which University salary is paid. The sum of the professional leave salary and any salary provided by grants and stipends cannot exceed the University salary for the leave period. Reimbursements for travel and related expenses (including cost-of-living adjustments) for grantees and dependents are not considered salary items.

Professional leave may be granted for periods up to two (2) semesters or twelve (12) months for faculty on academic or annual appointments, respectively. Faculty on academic appointments may receive one hundred percent (100%) of base salary for leaves of one semester or seventy-five percent (75%) of base salary for leaves of two (2) semesters. Faculty on annual appointments may receive one hundred percent (100%) of base salary for leaves of six (6) months or seventy-five percent (75%) of base salary for leaves of twelve (12) months. Faculty on academic appointment who are granted paid leaves of more than one (1) semester, but less than two (2) semesters will be paid at a monthly rate which is the average of 4.5 months at one hundred percent (100%) and any additional months at fifty percent (50%). Faculty on annual appointments who are granted paid leaves of more than six (6) months, but less than twelve (12) months will be paid at a monthly rate which is the average of six (6) months at one hundred percent (100%) and any additional months at fifty percent (50%). In any case, the monthly rate of pay received from the state during the leave period may not exceed the average salary rate of the highest paid quartile of teaching faculty on academic year appointments (RCW 28b.10.650). Faculty on professional leave earn annual or sick

leave. Extra compensation for services as a department chair or other administrative officer is discontinued during a professional leave.

Professional leaves cannot be granted where the ongoing program of instruction, research, or extension will be jeopardized, and leaves cannot result in an additional dollar cost to the University. Administrative supervisors must certify that leaves will not affect the unit programs or result in additional costs.

Faculty members receiving professional leaves in a fiscal year can postpone them to a subsequent fiscal year only at the University's request or because of the unexpected temporary unavailability of laboratory, library, consultant, or other resources required by leave projects. Otherwise, if faculty members wish to delay leaves into the next fiscal year, new applications must be submitted to be considered with others received at the later time.

A faculty member receiving a professional leave must agree to return to active duty as a member of the faculty for a period at least equal to the length of the leave. Faculty members must submit a written report of their activities during the leave through their department chair or appropriate immediate administrator to their dean and VCAA (dependent on college and WSU campus as defined in section III C with a copy forwarded to the provost by the appropriate budget authority (dean or VCAA). These reports are due on the following April 1 for those who return from leave on or approximately January 1 and on the following November 1 for those who return from leave on approximately August 16.

Specific Application guidelines for making application for professional leave are available from the Office of the Provost. Completed applications are considered by the provost. In some cases, the provost refers leave applications to the Faculty Status Committee for its recommendation. Final approval is given by the provost.

III D 156. Retraining Leave

Retraining leave may be granted to faculty members in recognition of previous meritorious service and for previous scholarly achievement in teaching, research, or service. The purpose of retraining leave is to provide opportunities for tenured faculty to prepare themselves for beginning new educational programs, or for continuing existing ones, within specific areas of the University that are experiencing, or expect to experience in the future, declining enrollments. Subject programs may be assigned to a department or unit in which a faculty member is currently a part or may be assigned otherwise. In any event, the department or unit must clearly demonstrate a need for added personnel having specific qualifications.

Procedures for applying for retraining leave are available in the Office of the Provost. A faculty member is eligible for retraining leave provided they expect to serve Washington State University for at least five (5) years following the leave and before retirement. Completed applications are considered by the provost who subsequently approves or disapproves the application. A person accepting retraining leave is obligated to enter into a written and signed agreement with Washington State University stipulating that they shall return to University employment following completion of the leave for a period at least as long as the leave period.

Leave may be granted for up to two (2) semesters or one (1) year, respectively, for academic or annual year appointees. Salary policies and rates are the same as those for professional leave except that, when retraining is a condition of continued employment, remuneration shall be at one hundred percent (100%) of base salary.

III D 167. Professional/Retraining Leave for ~~Fixed-term~~ ~~Indefinite~~ Faculty

~~Indefinite~~ ~~Fixed-term~~ faculty are not eligible for professional or retraining leave. However, time spent in temporary positions may (upon approval of the appropriate administrative officers and the provost) be credited toward leave if the employee acquires a permanent position.

III D 178. Leave with Pay

Leave with pay for the purpose of official duties or service in behalf of the University may be authorized by the principal administrative officer in charge or, in the case of principal administrative officers, by the provost. After two (2) years of completed service, a faculty member may request ten (10) working days of special leave with pay. This must be approved by the provost prior to leave. Further requests may be made after each additional two (2) years of completed service. See also BPPM 60.56.

III D 189. Emergency Leave

Emergency leave is intended to apply only in the case of death in the family or of a household member or comparable emergency.

Family member, for the purpose of Emergency Leave, is defined as employee's parent, spouse, child, grandparent, grandchild, sister, brother, stepbrother, stepsister, brother-in-law, sister-in-law, mother-in-law, father-in-law, son-in-law, daughter-in-law, stepchild, stepparent, and child in custody of and residing in the home of the employee.

Household members are defined as persons who reside in the same home who have reciprocal duties to and do provide financial and/or emotional support for one another. This term shall include, but is not limited to, foster children and legal wards. The term does not include persons sharing the same general house when the living style is primarily that of a dormitory or commune.

A comparable emergency is defined as a severe or life-threatening illness or injury to a domestic partner, family, or household member when not otherwise eligible for coverage under FML or other medical leave provisions of the University.

Such leave, with pay, may be granted to a faculty member by the dean and VCAA (dependent on college and WSU campus as defined in section III C)- or other principal administrative officer in charge, provided the regular duties of the person concerned are assumed by other staff members without additional expense to the University. Up to five (5) working days of leave shall be granted for each emergency and may be extended to ten (10) working days with authorization of the provost or their designee. See also BPPM 60.56.

III D ~~1920~~. Suspended Operations

In the case of natural or national emergency, when the president of the University or designee declares suspended operations, temporary faculty who are not required to work will use annual leave or leave without pay. See BPPM 60.40.

III D ~~201~~. Leave of Absence in Relation to Continuing Employment and to Tenure

Grant of leave of absence to an employee for any purpose does not constitute or imply, on the part of the University, any greater obligation to resume or continue such employment than had the employee not been granted leave, nor does grant of leave of absence involve any additional tenure obligation on the part of the University. However, especially meritorious service to the state or nation will be taken into consideration.

When applicable, faculty members on professional leave, military leave, leave for jury duty, leave for testimony at trials and hearings, and leave with pay, earn annual and sick leave. Faculty members on leave without pay do not earn annual or sick leave. Whether time spent on leave without pay is included in time in rank applicable toward tenure should be determined when leave is approved. Washington State rules require faculty to submit leave reports to Human Resource Services on a monthly basis.

III E. Termination of Employment

A faculty member's employment at the University may be terminated in any of the following ways:

III E 1. Non-reappointment

Terminal Appointments (Fixed ~~-Term~~) and Contingent (~~Indefinite Term~~) Appointments.

For a faculty member with an appointment carrying a terminal date, the appointment ends on the specified terminal date, unless positive action is taken to reappoint that faculty member. If a contract will not be renewed, it is strongly recommended that the faculty member's administrative head communicate directly with the faculty member as early as possible and provide written notification of non-reappointment.

Continuous Appointments.

For a faculty member with an appointment with no contractual end date, employment may be terminated consistent with their contract in accordance with Washington state and federal contract law and this section, including the notification requirements described below. Reasons that a contract may be discontinued include but are not limited to budgetary constraints, changes in enrollment, organizational restructuring, and the failure to meet performance expectations. A faculty member whose contract will not be continued will be advised in writing by the administrative appointing authority (i.e., Dean or Chancellor) as soon as possible after it has been decided that the appointment is not to be renewed. This notification will be given to the faculty member in accordance with the following:

Type of Appointment	Year of Employment	Minimum Advance Notice in Calendar Months
Annual (twelve-month)	1	3
Annual (twelve-month)	2	6
Annual (twelve-month)	3 or more	12
Academic (nine-month)	1	3*
Academic (nine-month)	2	6*
Academic (nine-month)	3 or more	9*

*Excluding three summer months

These notice provisions shall not apply in situations involving extraordinary circumstances, such as financial exigencies or elimination of function.

III E 2. Resignation

A member of the faculty with teaching responsibilities is expected to complete the academic year unless the appointment is for a shorter term. Any member of the faculty with teaching responsibilities who has decided to terminate services with the University is expected to notify their dean in writing at the earliest possible opportunity, but not later than March 15. A faculty member without teaching responsibilities is expected to give at least two (2) months' notice, and principal administrative officers are expected to give at least four (4) months' notice. The faculty member may properly request a waiver of this requirement of notice in case of hardship or in a situation where they would otherwise be denied substantial professional advancement or other opportunity.

Unless otherwise mutually agreed, a faculty member who terminates service without giving due notice or who fails to complete an academic year or other term for which they may have been employed, except under extraordinary circumstances, is regarded as having broken the terms of the contract of employment with the University.

Breach of contract may place the University in a position of hardship in meeting its responsibilities to its students and services to the state. Such action is regarded also as a breach of professional ethics. A complete account of any irregular resignation may be written into the permanent record of the person concerned.

Resignations should be submitted as early as possible and must be submitted in writing at least sixty (60) calendar days prior to the separation date. ~~Indefinite and fixed~~ term faculty may properly request a waiver of the notice requirement in case of hardship or in a situation where they would otherwise be denied substantial professional advancement or other opportunity.

III E 3. Under Extraordinary Circumstances

Financial Exigency

Termination of a tenured appointment or any other appointment before the end of the period of appointment may be based on financial exigency or the discontinuance of a program or department of instruction, research, or service.

A financial exigency exists when the president or designee, after consultation with the principal administrative officers and with the Faculty Senate Steering Committee, Faculty Senate Budget Committee, and Faculty Affairs Committee, has determined and declared that a budgetary crisis, legislative mandate, and/or other causes constitute the exigency, and that determination has the concurrence of the Board of Regents. The president will recommend one or more groups of faculty members to review proposed terminations, and the Faculty Senate Steering Committee and Faculty Affairs Committee will approve the appointments to the committee. Criteria for judgments determining where termination of appointments may occur will be developed and distributed to the faculty. The criteria will include considerations of institutional needs and educational policy, including affirmative action, as well as faculty status and length of service.

For ~~indefinite and~~ fixed-term faculty, notification to the employee(s) involved must be delivered in writing sixty (60) calendar days prior to the terminal date; or in cases where the terminal date of the current appointment necessitates an interval of less than sixty (60) calendar days, termination will be concurrent with the effective terminal date of the current appointment. If a decision to discontinue a program is rendered during the summer months and a verbal expectation of employment has been given to ~~an indefinite or a~~ fixed term faculty member, notice will be delivered in writing as far in advance as possible that employment will not be available for the coming school year.

Discontinuation of a Program

If the University determines that a budget reduction, reallocation of resources, realignment of academic priorities, or other comparable extraordinary circumstance should be met in whole or in part, by discontinuing a program with the result that faculty positions are eliminated, the provost shall simultaneously provide a written notice of the proposed action to the Faculty Senate Steering Committee, the Faculty Affairs Committee, and the dean and faculty of the affected program.

The notice shall state the rationale for the proposed action in light of long-range institutional considerations and include the documentation used by the provost in making the proposed action. Types of documentation used may include any of the following: reports from periodic reviews of the program; accreditation reviews of the program; performance data gathered and maintained by the program, department, school, college, or campus; and any other information that reflects on the program and/or long-range institutional considerations.

The notice shall inform recipients of the procedures in the Faculty Manual for responding to the proposed action. The notice and relevant documentation may be provided in hard copy or electronically.

Faculty who are in the affected program shall have fifteen (15) business days from the date the notice is sent to submit a written response, individually or collectively. The response shall include additional documentation, if any, relied upon by the faculty. Faculty responses and relevant documents shall be submitted in writing, either hard copy or electronically, to the provost, and shall be due in the Provost's Office at 5:00 p.m. PST on the 15th business day and shall be copied to the Faculty Senate Steering Committee and the Faculty Affairs Committee.

The Faculty Senate Steering Committee shall schedule a meeting of the Faculty Senate at which affected program faculty will be provided an opportunity to present their response. An opportunity

will also be provided at the meeting for discussion of the proposed action by Faculty Senate members and other interested parties. The Faculty Senate Steering Committee may limit the speaking time at the meeting for each individual in order to allow all who wish an opportunity to speak. The meeting shall occur within sixteen to twenty (16 to 20) business days from the date the notice is sent by the provost.

Following the meeting, the Faculty Affairs Committee and the Faculty Senate Steering Committee, and/or their designees, shall have eight (8) business days to submit written comments to the provost. The provost shall consider these comments before making a final decision on discontinuation of the program(s) in question.

Placement in Another Unit

Before an appointment is terminated because of discontinuance of a program of instruction, research, or service, the institution will make reasonable and good faith efforts to transfer the affected faculty member to a suitable position for which they are qualified. If relevant qualifications are equal, priority will be given to tenured faculty according to higher rank. Terms of the new position will be negotiated with the faculty member.

The University's obligation under this section shall not cease until the end of the faculty member's notice period, unless a reasonable offer of employment was made and rejected.

Reappointment After Termination

If an appointment is terminated before the end of the period of appointment because of financial exigency or because of discontinuance of a department or program of instruction, research or service, the released faculty member's appointed position will not be filled by a replacement within a period of three (3) years, unless the released faculty member is offered suitable reappointment and thirty (30) calendar days to accept or decline reappointment.

Notice Period

Termination may be effective for all faculty, including those on academic-year appointments, on any day of the calendar year. Tenured faculty members holding annual (twelve-month) appointments shall be entitled to receive at least twelve calendar months' notice in advance of termination for reasons of financial exigency or discontinuance of a department or program of instruction, research or service. Tenured faculty members holding academic-year (nine-month) appointments shall be entitled to at least nine calendar months' notice in advance of termination for reasons of financial exigency or discontinuance of a department or program of instruction, research or service, provided that the three summer months, not part of the usual academic year (May 16 to August 15 under the current academic calendar) shall not be included when computing notice requirements. Nontenured faculty members shall be entitled to minimum advance notice of termination of services for reasons of financial exigency or discontinuance of a department or program of instruction, research or service in accordance with the table in III.E.1.

Where less than the required notice is given prior to termination, the faculty member shall be entitled to receive at the time of termination one-twelfth of their current annual salary, on an annual appointment, or the faculty on an academic year appointment shall be entitled to one-ninth their current annual salary for each month less the required notice. The University may, at its option, make regular monthly severance pay payments from the date of termination until the

expiration of the appropriate notice period, commencing the date notice of termination is given, unless there is an agreed settlement on or before the termination date of the total amount of severance pay to be paid to the faculty member.

In the event that a faculty member who has received notice of termination for reasons of financial exigency or discontinuance of a department or program of instruction, research or service secures new employment prior to the effective date of the termination, they shall provide the University with immediate notice, including the effective date of new employment. In these cases, the University shall waive the requirements for resignation notice that would otherwise apply.

Appeal Procedures

(a) ~~1-~~ Each faculty member notified of termination for reason of program discontinuance or financial exigency shall have the right to appeal to the Faculty Status Committee (FSC) regarding whether the financial exigency or program discontinuance is bona fide or the faculty member was properly identified as a member of the eliminated program; and the university's efforts to place the faculty member in another suitable position for which ~~he/she is~~ they are qualified. An appeal regarding the determination of exigency or program discontinuance, or identification of a faculty member within a program must be filed within twenty-five (25) business days of the date on the faculty member's notice of termination. An appeal regarding efforts to place the faculty member in a suitable position must be filed within twenty-five (25) business days of the final decision on placing the faculty member in a suitable position. Grounds for all appeals include substantial procedural irregularity, inadequate consideration, and/or violation of the faculty member's academic freedom.

(b) ~~2-~~ If an appeal is filed with the Faculty Status Committee, the committee shall determine its own procedures for reviewing the matter, in a manner consistent with state and federal law, shall conduct its review as expeditiously as possible, and shall report its findings and recommendations to the president, or designee, and to the faculty member appealing, within one hundred (100) business days after the appeal is made. The committee may elect to count only days of the academic year in the one hundred (100) day period as long as the president's decision can be rendered before the termination date of the faculty member. Following the faculty member's receipt of the FSC report ~~he/she~~ they shall have fifteen (15) business days to provide the president with a written response to the report. The president shall consider both the FSC report and the faculty member's response, if any, in making a final decision and shall notify the faculty member of that decision within twenty-five (25) business days after receiving the FSC report. See the table below.

Faculty Status Committee Investigation: 100 business days

Faculty Member's Written Response: 15 business days

President's Final Decision: 25 business days

III E 4. For Cause: Violation of the Faculty Code of Professional Ethics or Faculty Conduct Subject to University Discipline

See Sections II.F., ~~II.G.~~, ~~II.H.~~

III E 5. For Cause: Physical and Mental Health Reasons

A faculty member may be suspended or have their appointment terminated when physical or mental conditions prevent the faculty member from performing the essential functions of their position. Normally, solutions to such matters would be resolved through efforts of department chairs and unit heads, deans, appropriate central administrators, and the University Ombudsman. When these efforts do not result in a satisfactory solution, the procedures described below shall be followed. In all matters related to this issue, the University's policies on accommodation of persons with disabilities and all applicable laws shall be followed; to the extent those provisions may be inconsistent with the procedures set forth in this section, the provisions of this section shall be modified to conform with those other strictures. Human Resource Services should be consulted on issues related to the disabilities laws.

The informal and formal procedures, if needed, shall parallel the procedures for disciplinary cases, except as follows. A Statement of Inability to Perform Essential Job Functions Due to Physical and Mental Health Reasons would replace the Statement of Charges. The Statement of Inability to Perform Essential Job Functions Due to Physical and Mental Health Reasons would be in the context of quality of performance due to physical and mental health reasons rather than violations, or if the latter, only incidentally so. Any suspension or termination would be for physical or mental health reasons.

If a formal hearing procedure is necessary, a Hearing Panel will be chosen by the Faculty Status Committee and will be comprised of three members, at least two of whom will be members of the faculty or University Health and Wellness Services chosen with regard to the mental health problems at hand. The charge of the hearing panel is to determine that a physical or mental health problem underlies inadequate performance. The panel may or may not further identify the specific health problem.

The ultimate disposition may be suspension or termination. Such disposition shall not preclude the opportunity for a faculty member to receive salary continuation as provided by the University's insurance program. In cases of suspension there may arise a need for reconsideration if physical and mental evidence warrant. Reconsideration would be made at the request of the faculty member or immediate supervisor no more frequently than once each year and granted at the discretion of the same (if feasible) hearing panel.

In a given health situation, it may be that the need for the special procedure above may not be identified until after various stages of disciplinary procedures have been followed; in that case, in the discretion of the Faculty Status Committee (during informal procedures) or of the Hearing Committee (during formal procedures), the procedures of this hearing panel may be adopted. At any stage of the procedures whatsoever, the faculty member may ask that the special physical and mental health procedures be considered for adoption.

In all cases in which a Termination for Cause due to Physical and Mental Health may be pursued, the faculty member should be referred to the Human Resource Services Benefits unit to be informed of Retirement because of Health Condition, and possible benefits associated therewith.

III E 6. For Cause: Unsatisfactory Performance

~~Indefinite research~~Short-term faculty compensated by extramural grant funding may be terminated if their performance is deemed unsatisfactory by the principal investigator of the research grant or contract to which their salary is charged. Short-termIndefinite faculty have access to advice from the Office for Equal Opportunity, the University Ombudsman, and the Faculty Status Committee.

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III F. Retirement

III F 1. Retirement Age

There is no mandatory retirement age for Washington State University faculty. Eligibility for a monetary benefit from the faculty member's retirement plan is determined by the rules of the plan the individual is participating at the time of the separation from employment.

Retiring prior to one's federally defined full retirement age will reduce Social Security benefits.

Eligibility for medical, dental and or life insurance after retirement is determined by the Health Care Authority rules. A Medical Expense Plan benefit may be available to non-teaching, non-research faculty who accrue sick leave.

Faculty members hired prior to July, 2011, who are at least age 62, with at least 10 years of service may be eligible for a Supplemental Retirement Plan benefit at the time or retirement.

Notification of retirement should be provided within the same time frame identified in the Resignation section. Information is available from Human Resource Services online at www.hrs.wsu.edu/Benefits/.

III F 2. Retirement Because of Health Condition

In the event an employee may no longer be able to perform the duties of their position due to a serious health condition, ~~he/she~~ they may be eligible for Retirement. If this were to occur prior to the individual reaching age 62, and if ~~he/she~~ they had at least 10 years of service, ~~he/she~~ they may be eligible for a Supplemental Retirement Plan benefit, and other insurance options. If an individual pursued a retirement because of health condition, ~~he/she~~ they will follow the processes identified in the WSU Retirement Plan and/or its Guidelines and Directives, perhaps in lieu of the termination for cause due to Physical and Mental Health Reasons.

The faculty member should be referred to the Human Resource Services Benefits unit to discuss this option.

III F 3. Phased Retirement System

Washington State University Phased Retirement Plan is a program designed to give participants in the WSU Retirement Plan an opportunity for pre-retirement reduction of full-time service while gradually phasing into retirement over a period of years. Phased retirement is intended to support the University's excellence. It permits the University to retain the services and contributions of senior faculty and administrative professional staff while enabling participants to continue to remain in their profession and to build additional financial security for the future. The Phased Retirement Plan provides an opportunity for individual career flexibility and forms an important part of the long-range personnel resource management of the University. The Plan also assists in diversifying the University's work force by releasing positions and funds that can contribute to renewing its personnel resources. The WSU Retirement Plan Phased Retirement Plan is a voluntary and mutually agreed upon arrangement between the University and the participant.

The Phased Retirement Guidelines, which include eligibility criteria for participation is available on the Human Resource Services web site at www.hrs.wsu.edu, under "Retirement Information" within the Benefits link.

III F 4. ~~Short-term~~ Indefinite Faculty

~~Indefinite~~ ~~Short-term~~ faculty who have been reappointed beyond their original appointment and who intend to retire should address a letter to their immediate supervisor and to the Human Resources Benefit Unit if the employee has paid into a retirement system through the University. Notice of retirement at the end of the current appointment should be submitted as early as possible. A minimum of sixty (60) calendar days' notice is appropriate.

III G. Appointments Available to Faculty Upon Retirement

III G 1. Eligibility

In recognition of service to Washington State University, upon retirement, faculty may be awarded “retired with merit” status and retain access to specified university resources. The awarding of this status will be represented by the faculty member adding emeritx, emerita, or emeritus to their title.

To be eligible, faculty must have held a career-track or tenure-track position at Washington State University for a period of at least five (5) years prior to leaving the University. Furthermore, they must be at least sixty (60) years old or have completed at least twenty-five (25) years of service to the University.

Upon retirement, in consultation with the dean and VCAA, the chair or school director will approve the faculty request for retired with merit status and the faculty member’s choice of title. The unit will process the title and status requested through the University’s personnel management system, which will automatically notify the Office of the Provost and Human Resource Services (HRS).

III G 2. Notification

A letter of recognition will be sent by the provost to each faculty awarded an emeritx, emerita, or emeritus addition to their title and the status it represents.

III G 3. Privileges

Emeritx, emerita, or emeritus faculty are encouraged to remain an important part of the University. Department chairs, school directors, and academic directors are encouraged to assist retired faculty in maintaining a continuing relationship with the department, school, campus, college, and university as is feasible and mutually acceptable. Note however, that “The Ethics in Public Service Act (RCW 42.52) provides that state employees cannot use state resources for personal benefit or their state positions to obtain special privileges.”

Emeritx, emerita, or emeritus faculty shall have continued campus courtesies including the options to

- ~~(a) 1)~~ use library and recreational facilities
- ~~(b) 2)~~ receive publications sent to active faculty and members of the Alumni Association
- ~~(c) 3)~~ participate in contract, grant, and other scholarly endeavors in an unpaid capacity
- ~~(d) 4)~~ negotiate with department chairs, school directors, or academic directors for office space, laboratory space, and computer (retain internet, e-mail, and other cloud services available to faculty at large) and facility access as available
- ~~(e) 5)~~ participate in academic convocations, commencements and other academic endeavors;
and
- ~~(f) 6)~~ request that their names be retained in the *Washington State University Catalog* until their death.

Emeritx, emerita, or emeritus faculty may have other privileges accorded to them that are defined elsewhere in the *Faculty Manual* or in other university, college, campus, or unit documents (e.g.

bylaws for individual colleges or graduate programs). However, those privileges do not include voting privileges for tenure and promotion, hiring, or election of Faculty Senate representatives.

III G 4. Management of Space and Other Resources

Emeritx, emerita, or emeritus faculty may negotiate with department chairs, school directors, or academic directors for the use of institutional resources. The appropriate chair or director shall be responsible for overseeing the activities of retired faculty granted access to institutional resources and be responsible for executing all faculty or PI activities outlined in the appropriate sections of the BPPM and SPPM including, but not limited to, BPPM 50.20, Access to University Facilities, and relevant Chapters within SPPM Section 4, Laboratory Safety, including SPPM 4.12, and Section 5, Chemical Hazardous Materials Safety. The chair or director will communicate and coordinate with the faculty member to ensure compliance with all relevant University lab safety and health policies and procedures and related federal, state, and local laws.

Chairs, school directors, and academic directors will review emeritx, emerita, and emeritus faculty access to institutional resources and privileges at the beginning of each biennium or more frequently, as needed to make modifications based upon the mutual benefit to the University and the faculty member. Renewal of access to institutional resources, such as space, is not guaranteed.

III G 5. Rehiring of Retired Faculty

Prior to offering a paid position to a retiree, the request must be approved by an HRS Benefits Director.

Section IV: University Policies Affecting Faculty

IV A. Procedures ~~Aa~~ and Records

IV A 1. Payroll Procedures

Each employee signs an Employee's Withholding Exemption Certificate, Form W-4, as required by the United States Treasury Department, before being placed on the payroll. Ordinarily, a faculty appointee will have received this form, together with a copy of the Faculty Manual prior to the start of employment. The Form W-4 is to be completed, signed, and returned promptly to Payroll Services. The social security number is a basic identifying number in the Washington State University payroll system and must be shown on the Form W-4 if the employee has a number. A copy of an application for a social security number may be submitted with the Form W-4; an employee will not be placed on the payroll until a social security number is received. For other purposes, disclosure of the faculty member's social security number shall be voluntary, and refusal to disclose that number shall not be grounds for denying a faculty member any right, benefit or privilege provided by law. If the faculty member refuses to disclose their social security number for such other purposes, the University shall assign a random number to that faculty member for its record-keeping purposes.

Payment for annual leave for faculty who retire, resign, or terminate their employment and who are entitled to a lump sum payout for accrued annual leave will be paid on the first payroll date following the last day worked. Faculty who retire, resign, or terminate their employment, and who are not entitled to a lump sum payout for accrued annual leave will be maintained on the payroll until the accrued annual leave is exhausted with usual payroll procedures applicable. academic-year faculty do not earn annual leave.

An employee may sign an authorization in Payroll Services to have the payroll check sent directly to a bank. If no authorization is signed, the check will be sent to the employee's home address. In either case, the check will be mailed on official University pay dates established in conjunction with the state legislature or by regulation. These dates are listed in the Payroll Documents Schedule. (For information about this schedule see the BPPM 55.04) Washington State University is prohibited by law from paying salary in advance.

IV A 2. Personnel Records

A permanent cumulative personnel record is maintained for each member of the faculty. Material submitted by deans and department chairs, pertinent correspondence, and other information also become part of the cumulative record. Anonymous communications relating to faculty members are not made a part of the personnel files.

IV A 3. Faculty Work Load

Washington State University does not specifically prescribe a division of workload for each faculty member, but, each unit is obligated to specify the proportion of duties that individual faculty will devote to teaching, research/creative activity, and service.

IV B. Policies On Waiver Of Tuition And Fees For Permanent Employees

The objective of this policy is to allow half-time and full-time permanent employees of Washington State University to take advantage of educational opportunities for both professional and personal fulfillment and development. This policy is consistent with chapter 82, laws of 1979 of the state of Washington (RCW 28B.15.558).

IV B 1. Eligibility and Enrollment Restrictions

Eligibility

- (a) ~~(1)~~ Faculty, on permanent, half-time to full-time, nine or twelve-month appointments are eligible
- (b) ~~(2)~~ Faculty on temporary, full-time, nine- or twelve-month, USDA/Agriculture Research and ROTC appointments are eligible
- (c) ~~(3)~~ Employees who are not eligible for the tuition and fee waiver are faculty on adjunct appointment; retired faculty, undergraduate and graduate assistants, associates, or others holding positions with student status

Limitations

- ~~(a) (1)~~ Up to six (6) credits in any one semester or four (4) credits in the summer session (including audited course work and courses offered at any of the Washington State University campuses) may be taken by eligible employees under the provisions of this tuition waiver
- ~~(b) (2)~~ Eligible employees desiring to take more than six (6) credits in a semester or four (4) credits in the summer will pay regular tuition and fees for all credits
- ~~(c) (3)~~ Tuition-exempt employees will be admitted to classes when space and facilities are available; i.e., in cases requiring limitations of class size, tuition-exempt employees will have lowest priority
- ~~(d) (4)~~ Tuition-exempt employees will have the responsibility for paying a non-refundable five (\$5.00) dollar registration fee, plus any special course fees laboratory, late registration, and so forth
- ~~(e) (5)~~ Tuition-exempt employees are not eligible for student benefits under this program

IV B 2. Implementation of the Program

The tuition waiver applies to all courses except internships and courses numbered 499, 600, 700, 702, 800 and tutorials, private lessons or practicums; Extended Degree Program or flexible enrollment courses; those designated as supplemental or self-sustaining, whether or not the course work is job-oriented.

Procedures

- ~~(a) (1)~~ Authorization for the employee to take classes must be given by the immediate supervisor and/or the head of the department or unit. The appropriate personnel officer from Human Resource Services (French Administration 139) must determine the employee's eligibility to take classes and sign the authorization form
- ~~(b) (2)~~ At the discretion of the employer, an employee authorized to take a class that is job-related may or may not be required to make up the time
- ~~(c) (3)~~ When a full-time employee is authorized to take a class that is not job-related, the supervisor should arrange, in a cooperative effort, for the employee to make up work missed during the employee's absence to attend class
- ~~(d) (4)~~ The employee should provide a copy of their class schedule to the supervisor so arrangements can be made to maintain the employee's work responsibilities while they are attending class

IV C. Policy On Pursuit Of Advanced Degrees At Washington State University

In special circumstances faculty members may pursue programs of study leading to advanced degrees at Washington State University. Requests to do so are considered on a case-by-case basis by the dean of the Graduate School and the Graduate Studies Committee. Approval is subject to all rules and regulations of the Graduate School and requires the concurrence of the Graduate Studies Committee. Review of applications will include consideration of factors such as

- ~~(a) 1.~~ Abstention from service on the Washington State University Faculty Senate, Graduate Studies Committee, and Research and Arts Committee
- ~~(b) 2.~~ Avoidance of situations which may constitute a conflict of interest
- ~~(c) 3.~~ Impact upon the unit in which a faculty member is appointed
- ~~(d) 4.~~ Preparation in advance of admission of a general program of study with a stated timeline and
- ~~(e) 5.~~ Abstention from pursuit of degrees in units which are administratively related to the faculty member's unit.

IV D. Policy On Compensated Outside Service By Faculty Members—Consulting

IV D 1. General

Washington State University encourages worthwhile professional outside services by faculty.

Full-time faculty members are compensated for full-time service to the University in instruction, research, public service, extension, or combinations of these responsibilities. The University expects that each full-time faculty member will assume a proper share of the functions and responsibilities of the department, college, or other equivalent administrative unit, and the University.

University employees, as consultants, can be valuable resources to government, industry, and public and private organizations. The University encourages consulting that does not interfere with the employee's performance of University duties and when no conflict of interest exists. Under certain circumstances and within certain limits, a faculty member may receive compensation for outside professional service work beyond the scope of prescribed duties.

~~Fixed-term~~~~indefinite~~ faculty have the same constraints as permanent faculty in respect to earning extra compensation. See the BPPM 60.44.

IV D 2. Guidelines

The following guidelines are intended to provide for certain employees to engage in a limited amount of outside work for pay and to protect the integrity of the employee-public university work relationship.

~~a)~~(a) Consulting

—— Consulting, which must be consistent with the University's mission and enhance the faculty member's professional development, includes consulting, advising, research, demonstrating, or teaching for others in areas of professional competence for which the faculty member is employed by Washington State University. Not included is appearance on the program of a scientific or scholarly meeting attended mainly by professional peers or outside profit-making business activities engaged in for personal monetary gain. Some such activities are covered in section IV.E Extended Professional Activities.

~~(b)~~ ~~b)~~ Non-Interference with Professional Duties

Outside work must not interfere with a faculty member's normal official University duties, including those non-classroom responsibilities expected of all faculty members.

~~(c)~~ ~~c)~~ Remuneration

Compensation for outside work includes salaries, fees, honoraria and gifts beyond actual expenses. No compensation may be accepted by faculty members for tutoring students in courses they teach.

~~(d)~~ ~~d)~~ Solicitation

Attempts to arrange outside work must be consistent with state law (RCW 42.52 especially 42.52.120 and .160) and University policy.

~~(e)~~ ~~e)~~ Limit and Approval

The University values faculty-student exchanges and high quality of performance of duties. Therefore, without special consent of the dean or other comparable unit administrator, and of the provost, on recommendation of the department chair, full-time faculty are allowed to spend the equivalent of one day per week in outside work for each week worked equivalent to the entire year of employment. All outside work must be disclosed promptly and reported annually by the faculty member to the department chair or comparable unit administrator. Such work by a department chair or dean must be reported to the provost. These provisions do not apply to full-time faculty on nine-month appointments outside periods of obligated service.

Part-time faculty members may be self-employed or may accept additional employment outside the University as long as the employment inside of and outside of the university do not exceed a full-time position.

The department chair, or other comparable unit administrator, must determine in each specific case whether outside professionally related service activities by an employee are interfering with official University duties. If, contrary to expectation, such activities prove in the judgment of the department chair or comparable unit administrator to interfere with prescribed standard University duties and obligations, the faculty member must either seek an acceptable revision of outside work activities or apply for a partial or full leave of absence. A faculty member deemed not to be meeting University obligations will be dealt with as provided in the Faculty Manual.

~~(f)~~ ~~f)~~ Use of Facilities

University facilities (equipment, materials, space, or clerical service) may not be used in connection with compensated outside professionally related service work.

~~(g)~~ ~~g)~~ Responsibility

The University assumes no responsibility for the competence or performance of a faculty member who engages in outside work for compensation. No such responsibility may be implied in any advertising or contractual documents. University stationery may be used only for official University business.

IV E. Extended Professional Activities

IV E 1. General

The policies and procedures of WSU should allow the expertise of University faculty and staff to be available to society without interfering with University programs or academic freedom, and without leading to conflict of interest.

A University employee's commercial involvements may at times go beyond ordinary relationships arising from normal duties, professional affiliations, and consulting agreements and thus may not be covered by University policies on extra compensation, patents, and copyrights. These extended involvements also raise the possibility of conflicts of interest, constraints on the free exchange of information, or excessive diversion from the employee's primary responsibilities to the University. The following policy and procedures for disclosure and approval of extended professional activities apply to extended involvement and permit supervisors flexibility for dealing with unusual situations.

As used in this section, the word supervisor means chair and dean or director for faculty who are not administrators; dean or director for chairs; the provost for deans, directors, and vice provosts; the president for vice presidents and the provost; and the unit head (chair, dean, director, vice president, provost, or president) for staff. Supervisors bear responsibility for approval of activities under this section. However, as part of the approval process, supervisors should review their actions with the provost.

IV E 2. General Provisions

Activities for which approval shall be obtained under this policy include the following:

- ~~(a) (1)~~ Ownership of substantial equity in a commercial enterprise that carries on activities closely related to the employee's area of University work
- ~~(b) (2)~~ Holding a line management position in such a commercial enterprise
- ~~(c) (3)~~ Participation in the day-to-day operations of such a commercial enterprise
- ~~(d) (4)~~ Assumption of an important continuing role in the scientific or technical aspects of such a commercial enterprise
- ~~(e) (5)~~ Transfer, for personal gain, to a commercial enterprise of nonpatented technology or potentially marketable information developed in University research programs

In case ~~(e) 5~~, approval from the Intellectual Property Committee as well as the supervisors is required.

Activities for which approval need not be obtained under this policy include the following:

- ~~(a) (1)~~ Minor holding of stocks
- ~~(b) (2)~~ Uncompensated service on boards of directors and, in some instances, compensated service on company boards when this service does not conflict with the employee's University obligations
- ~~(c) (3)~~ Ownership of or equity in a corporation used solely for the employee's consulting as reported under the policy on extra compensation

The supervisor may determine that outside activities of certain temporary or part-time employees do not conflict with the University position and therefore exempt them from the requirements of this section.

Requests for approval of such commercial involvements must disclose

- ~~(a) (1)~~ Nature of the relationship with the commercial entity
- ~~(b) (2)~~ Short- and long-term commitment of time and effort
- ~~(c) (3)~~ Financial aspects, including extent of compensation, equity, indirect or potential economic value
- ~~(d) (4)~~ Expected benefits to the commercial entity
- ~~(e) (5)~~ Expected benefits to the employee and to the University

Supervisors should consider the following factors for acceptability of such requests:

- ~~(a) (1)~~ The relationship should benefit the employee and the University
- ~~(b) (2)~~ The relationship should not interfere with the employee's primary obligations to the University, nor should it detract from the integrity of the University; in particular, there should be no conflict of interest as defined in RCW 42.52
- ~~(c) (3)~~ The employee's total time commitment during periods of obligated service, averaged over the term, to commercial involvements and outside work of all kinds should not exceed one day a week
- ~~(d) (4)~~ There must be no anticipated distortion of academic programs or direction of students, the protection of whose intellectual property should receive special attention
- ~~(e) (5)~~ There must be free access to the results of all research conducted at the University
- ~~(f) (6)~~ With rare exceptions, holding a line management position or participating in day-to-day operations in a commercial entity should not be approved for full-time employees; employees may engage in such activities if their appointments to the University are at an appropriate level less than full time
- ~~(g) (7)~~ If the applicant for approval is a department chair or program director, the request should be consistent with unit goals, which the supervisor should determine by consulting representative members of the unit

The information disclosed by the employee and a record of the supervisor's action on the employee's request shall be transmitted to the provost and placed in the employee's file where it will be protected from public disclosure to the extent permitted by law. Moreover, the supervisor shall not disclose financial aspects of the request except to their own supervisors.

IV E 3. Appeals

Negative decisions by the supervisors may be appealed to the provost. When this occurs, the provost shall establish a suitable review process in consultation with the Faculty Status Committee. The appeal shall be filed within fifteen (15) business days of the decision and the provost shall reply within thirty (30) business days after receiving the appeal.

IV E 4. Evaluation

- (a) ~~a)~~ By November 1, each employee who in the preceding year has had commercial involvements in areas related to their University responsibilities approved under the provisions of this section shall submit a summary of those activities to the approving supervisor(s) with a copy to the provost. Review may result in revision of activities based on apparent or emerging conflicts with University policy
- (b) ~~b)~~ Before the end of each fall semester, the deans, directors, and vice presidents shall review employee commercial involvements, as treated in this section and reported under I, and prepare an evaluative report for the president
- (c) ~~c)~~ The summaries and reports required in items a) and b) may be combined with those prescribed for outside consulting. See also BPPM 60.44

IV F. Intellectual Property

IV F 1. Introduction

- (a) ~~a)~~ Intellectual property is the inherent value produced by human creativity and invention, protected by law from unauthorized exploitation by others, and includes patents, copyrights, trademarks, plant variety protection certificates, and other proprietary information.
- (b) ~~b)~~ The University's patent and copyright policies are intended to encourage a healthy atmosphere conducive to research and development through a system of rewards and incentives for the creation of intellectual property while at the same time giving proper consideration to the responsibilities that the University has as a public land-grant university.
- (c) ~~c)~~ The strength of the University lies in its employees. The University's policies can provide invaluable assistance in bringing employee ideas to development and fruition within a framework of mutual trust and collegiality.
- (d) ~~d)~~ These policies are intended to spell out the responsibilities of the University and its employees and establish a framework for ethical conduct. While **employees are encouraged to consider the potential market value of their** inventions, they shall not be held liable for failing to recognize a potentially patentable invention. Nothing in this policy shall be construed as abridging a faculty member's academic freedom in the classroom.
- (e) ~~e)~~ Employees of Washington State University may create copyrightable works, patentable, and otherwise protectable discoveries. In some cases, it is desirable in the public interest to seek University intellectual property protection for these works and discoveries. Commercialization through licensing the use of the property provides an opportunity for both income to the inventor and support for further University research and scholarship.
- (f) ~~f)~~ This Intellectual Property Policy applies to all University employees. For the purposes of this Intellectual Property Policy, "employee" shall be defined as any person receiving compensation for service, or any person volunteering services for the benefit of the University. Employees shall include, but not be limited to, faculty, administrative and professional personnel, classified staff, research fellows, staff assistants, and all other student employees. "Faculty" shall be defined as permanent and temporary teaching, research, service, extension, library, or graduate teaching and research assistants, visiting scientists, and postdoctoral researchers. The uncompensated activities of students in furtherance of their education shall

not be considered service that benefits the University within the meaning of this policy unless an agreement exists to the contrary.

(g) ~~g~~ All employees accept the terms of these policies as conditions of employment or gratis association. Employees shall agree to execute an assignment of their future patentable works and discoveries to the University. These policies may be modified by the administration with approval from the Board of Regents after consulting with faculty and staff of the University.

IV F 2. Applicable Laws

(a) ~~a~~ Federal law governs the creation of intellectual property. The United States Constitution, Article III, Section 8, gives to Congress, in order to promote the progress of science and the useful arts, “the power to grant, for limited periods of time, to authors and inventors, the exclusive right to their respective writings and discoveries.” The Copyright Act, in Title 17 of the United States Code, sets out the requirements by which an author of literary, artistic, and similar works may obtain copyright protection, and provides that in the case of a “work made for hire,” the employer is the author for copyright purposes, 17 U.S.C. § 201(b). The Patent Act, in Title 35 of the United States Code, sets out the requirements by which inventors of new and useful processes, machines, manufactures, or compositions of matter may obtain patent protection.

(b) ~~b~~ The Washington State Ethics Law (Ethics Law), RCW 42.52, and the rules promulgated pursuant to the law, restrict the use of state resources for private purposes, and state employees are individually responsible for complying with this law. For Ethics Law purposes as it relates to this policy, state employees are defined as all faculty, staff, and students employed by the University. The Ethics Law provides that “No state officer or state employee may employ or use any person, money, or property under the officer’s or employee’s official control or direction, or in their official custody, for the private benefit or gain of the officer, employee, or another,” RCW 42.52.160. However, the Ethics Law allows state officers and employees to receive “honoraria” if “authorized by the agency where they serve.” Honoraria is defined in the Ethics Law to mean “money or thing of value offered to a state officer or state employee for a speech, appearance, article, or similar item or activity in connection with the state officer’s or state employee’s official role,” RCW 42.52.010(11).

(c) ~~c~~ Consistent with the Ethics Law, this policy authorizes University employees, under defined circumstances, to retain ownership to certain intellectual property created with University resources. Additionally, this policy authorizes University employees to receive royalty payments from commercialization of certain University-owned intellectual property that they created.

IV F 3. Intellectual Property Committee

(a) ~~a~~ The Intellectual Property Committee serves as an advisory committee to the vice president for research on all University intellectual property (i.e., patent, copyright, trademark, and proprietary information) especially with regard to University policy on these matters. All members of the committee shall hold confidential all matters coming before the committee regarding specific intellectual property.

(b) ~~b~~ The composition and tenure of the Intellectual Property Committee shall be

i. ~~(1)~~ Six faculty with three-year terms, one of who will be appointed chair. The Faculty Senate may suggest faculty members to be considered by the president.

ii. ~~(2)~~ Two deans or associate deans of the colleges for three-year terms.

iii. ~~(3)~~ One member of the administrative and professional personnel or staff, with a three-year term.

iv. ~~(4)~~ The director of the Office of Commercialization (OC) who serves as secretary to the committee, and the director of the Office of Research Support and Operations. Both directors act as ex officio members to the committee.

v. ~~(5)~~ The vice president for research, who serves as an ex officio member of the committee.

~~(c) e)~~ The quorum required for voting at a committee meeting must be no fewer than five voting members; three of whom must be faculty.

IV F 4. Office of Commercialization

The Office of Commercialization (OC) (<http://commercialization.wsu.edu>) serves the University and its employees by promoting the transfer of technologies, encouraging the disclosure of intellectual property, conducting preliminary reviews of commercial potential of invention disclosures, and determining copyright and patent protection and licensing of intellectual property, OC manages invention disclosures, patenting, license agreements, marketing efforts, federal reporting, and royalty income. The professional staff includes the director, program administrative manager, and technology licensing associate(s).

IV G. Patent Policy

An invention may be a design, process, code, biological material, or device that shows novelty, usefulness, and non-obviousness. A patent is a contract between the inventor and the government to allow the inventor exclusive rights to make, sell, or use the invention for a definite period of time (generally 20 years from the filing date). Plant Variety Protection, international Plant Variety Rights, and international patents are other forms of invention protection. Transfer of biological material, software source code, or proprietary information may be protected through confidentiality agreements. For further information about patents, refer to the U.S. Patents and Trademarks Office at <http://www.uspto.gov/>.

IV G 1. Scope of Policy

This policy applies to potentially patentable discoveries and proprietary information which are developed using Washington State University equipment, supplies, facilities, employee time, or proprietary information, or which relate directly to the University's business, research, or development. The University will be assigned ownership in patents and other tangible research property developed by its employees as a result of their University research or employment. The policy and the patentable discoveries are administered by the University through its Office of Commercialization (OC). The University does not claim rights in inventions for which no equipment, supplies, facilities or proprietary information was used and which was developed entirely on the employee's own time.

IV G 2. Sponsored Research

~~(a) a)~~ Where the invention has been developed through research sponsored by a grant or contract with the federal government (or its agencies), it must be reported to the agency and the agency joins the University to determine distribution of the rights in the invention, to determine if patent prosecution should be sought, and how the patent should be administered or disposed of in the public interest. The WSU Office of Grant and Research Development (OGRD) is responsible for the submission and acceptance of sponsored projects to the University. For further information, you may refer to OGRD's home page at <http://www.ogrd.wsu.edu/>.

~~(b) b)~~ Where private industry or foundations have sponsored research, licensing of patents or other intellectual property shall be negotiated between the sponsor and the University, or the University's designee where appropriate. The University will strive to protect the financial interests of all and ensure that the University retains the traditions of self-governance and academic freedom. The University, on behalf of its constituent colleges, schools, or departments, will not accept grants or enter into agreements for the support of instruction or research that confer upon an external party the power to censor, unduly delay, or exercise effective veto power over either the content of instruction or the publication of research. Publication of research findings may temporarily be delayed in order to protect patent rights or permit the research sponsor to review the proposed publication for the sole purpose of identifying proprietary information furnished by or belonging to the sponsor.

~~(c) c)~~ The University normally retains ownership of property developed under sponsorship agreements and will negotiate rights to license the property. The proprietary rights of the University and of the University's employees shall be subject to the agreement between the sponsor and the University or its designee. Agreements with outside sponsors shall be approved by the vice president for research or their designees.

IV G 3. Disclosure of Potentially Patentable Discoveries

~~(a) a)~~ Prior to employment by the University and for the protection of the employee's interests at the time of employment, each new employee shall disclose to OC all inventions previously developed or being developed by the employee for the purpose of establishing their ownership rights to developments made.

~~(b) b)~~ While employed at the University, employees shall disclose patentable inventions and discoveries to OC for review. The director of OC will provide assistance in filling out forms for disclosure. Invention Disclosure forms may be found at http://www.oipa.wsu.edu/Documents/IDF/Invention_Disclosure-

IV G 4. Patent Ownership

~~(a) a)~~ The University or its assignee shall own the rights to all patentable property and other tangible research and scholarship developed as a result of University employment, or when the equipment, supplies, facilities, employee time or proprietary information of the University are used. After the employee terminates their Washington State University employment and is re-employed elsewhere, the University or its assignee retains ownership of subsequent inventions where the invention is a direct outgrowth of the University's business or University research and development.

~~(b)~~ Under the federal patent and trademark legislation of 1980 (35 U.S.C. § 200 et seq.), the University has the right of first refusal to title in inventions made in the performance of federal grants and contracts. The University or its assignee will assert title to and attempt to license inventions made with federal government funds so that the Congressional purpose of fostering the development of industry in the United States will be furthered.

~~(c)~~ For any patentable inventions and other discoveries in which the University, its assignee, or a sponsor has an interest, the employee shall execute promptly all assignments, waivers, and other legal documents necessary to vest in the University, its assignee, or the sponsor any and all rights to the invention, including assignment of any patents or patent applications.

IV G 5. Intellectual Property Inventorship and/or Ownership Appeals

This section applies to WSU faculty researchers, and should be construed to be consistent with the Executive Policy (EP) on Intellectual Property (IP). That EP applies to employees, graduate and undergraduate students participating in WSU research, and others who contribute to the creation of intellectual property and/or dispute the inventorship and/or ownership of intellectual property arising from WSU research.

NOTE: All notices, documents and appeals for the internal dispute resolution process outlined below must be submitted to the director of the Office of Commercialization (DOC) who will then deliver those to the appropriate unit/entity.

When inventorship and/or ownership is questioned, the Office of Commercialization (OC) will determine whether the IP is owned by the University, by the employee, jointly by two or more inventors, jointly by the University and the employee, by a third party or by an outside sponsor. If the OC determines that a third party has an ownership interest in the IP and that University also has an interest in the IP, the OC shall notify that third party and negotiate percentages of respective inventorship and/or ownership. In such instances, if the OC deems it to be in the best interests of the University to release its rights to the invention, the OC may do so.

When a dispute regarding IP inventorship and/or ownership arises among the WSU faculty researchers, employees, graduate and undergraduate students or others participating in WSU research, the procedure below will be used to resolve the dispute. This procedure also applies to disputes regarding copyright and plant varietal disputes.

The researchers or others involved in the dispute are encouraged to try and resolve the dispute among themselves prior to pursuing the procedure outlined below. If the dispute is resolved, the matter reverts to OC for IP protection and commercialization as appropriate ("standard processing"). If the dispute is not resolved, it moves forward with the procedure outlined below.

Determination by OC

~~(a)~~ To initiate this process, at least one party to the dispute must deliver, in writing, a request for dispute resolution to the DOC. Within 5 business days of the receipt of the dispute resolution request, the DOC will notify the dean(s) of the affected college(s) and request the dean(s) review (and resolve if possible) the dispute within thirty (30) business days. If the dispute is resolved, the matter reverts to OC for standard processing. If the dispute is not resolved, it moves forward with the procedure outlined below.

~~(b)~~ ~~(b)~~ The DOC will review the basis of the dispute, which may include, without limitation, interviews, evidence obtained and other available information and make a determination. The OC will then prepare a written report, which includes a proposed resolution and/or recommendations and a determination, and present that report to the vice president overseeing commercialization activities.

~~(c)~~ ~~(c)~~ The DOC shall complete their review and determination of the dispute, or request additional time, within forty-five (45) business days of a dispute being returned to OC from the dean(s). If the DOC asks for additional time, the DOC must make a determination within thirty-five (35) additional business days, absent good cause for additional extensions. The vice president for research (VPR) has the authority to grant extensions. Extensions should be for a limited time to facilitate prompt dispute resolution.

~~(d)~~ ~~(d)~~ Within five (5) business days after receiving the report from OC, the vice president overseeing commercialization shall send written notice to the disputing parties of the DOC's determination.

If the disputing parties accept the DOC's determination, the matter reverts to OC for standard processing. If they do not accept the DOC's determination, one or more of the parties may send a timely appeal to the DOC as provided in Section 5.ii.a below. When an appeal is received, the dispute shall then proceed to the appeal procedure outlined below.

If the dispute is not appealed in a timely manner, the matter reverts to the OC for standard processing.

~~b)~~ *Process for Appeal of OC Determination*

~~(a)~~ ~~(a)~~ The disputing parties shall have thirty (30) business days from the date the Office of Research mailed notice of the OC determination to deliver a request for appeal to the DOC. The DOC shall send the appeal to the Intellectual Property committee (IPC). The appeal shall be heard by the IPC within twenty business days of the notice of the appeal.

The IPC shall make a determination based on the hearings/interviews, evidence obtained and other available information within thirty (30) business days after the first IPC hearing of the appeal unless extensions are approved for good cause by the VPR.

The IPC may appoint an ad hoc sub-committee to gather evidence and make an initial recommendation. That recommendation must be made within sixty (60) business days. The sub-committee shall have an odd-number of members and the members must be selected as follows:

- ~~i.~~ ~~i.~~ One member of the IPC from, or related to, the college/non-academic unit from where the dispute arose, nominated by majority vote of the IPC; if no member of the IPC is from the affected college(s) or non-academic unit, the dean or head of the affected college or non-academic unit will appoint an individual from that college or non-academic unit.
- ~~ii.~~ ~~ii.~~ One member of the IPC to be selected from a college or non-academic unit distinct from the college/unit where the dispute originates, nominated by majority vote of the IPC.

- ~~iii.~~ iii. Two faculty members nominated by the VPR, one from the affected or related to the college/unit and one from a college or unit distinct from the affected college/ unit.
- ~~iv.~~ iv. Associate dean for research of at least one of the affected colleges.
- ~~v.~~ v. One representative from a non-academic unit nominated by the VPR.

The DOC and OC staff members may not be appointed to the sub-committee but may provide consultation and expertise upon the sub-committee's request. The sub-committee will analyze the information available, gather additional evidence as needed, and prepare a summary of its recommendation to the IPC.

The IPC will review the summary report and provide a Decision of Record to the VPR within twenty (20) business days of the sub-committee's report to the IPC. The Decision of Record shall include findings of fact and a determination of the dispute.

The disputing parties will be notified of the Decision of Record within five (5) business days of its determination by the VPR. If the disputing parties accept the Decision of Record, the matter reverts to the OC for standard processing. If not accepted, one or more of the parties to the dispute can appeal the Decision of Record by delivering a notice of appeal to the DOC within five (5) business days of the disputing parties being notified of the Decision of Record. The appeal shall be filed with the DOC who will forward the appeal to the VPR. The Decision of Record is appealable only for the following reasons:

- ~~i.~~ i. (~~ii~~) Substantial deviation from procedure;
- ~~ii.~~ ii. (~~iii~~) Erroneous interpretation of policy;
- ~~iii.~~ iii. (~~iiii~~) Decision not supported by evidence that is substantial; or
- ~~iv.~~ iv. (~~v~~) Decision is arbitrary and capricious.

~~(b)~~ (c) The VPR shall review the record and issue the final decision ("Final Agency Decision") within five (5) business days of receiving the appeal. Alternatively, the VPR can request additional information from the IPC be provided to the VPR within thirty (30) business days and after review of that additional information enter a decision within five (5) business days after the receipt of the additional information which then becomes the Final Agency Decision.

~~(e)~~ Following the exhaustion of this internal appeal process, the disputing parties will have recourse to settle inventorship and/or ownership by binding arbitration administered by the American Arbitration Association (AAA) under AAA Patent Arbitration Rules or by binding arbitration administered by an equivalent entity mutually agreed upon by all parties. The disputing party shall file the claim with any Washington office of the AAA within thirty ~~(30)~~ (30) business days of the VPR 's Final Agency Decision; and provide a copy of filing the claim to the Office of the VPR within the same time. Each party shall bear its own costs of the arbitration unless otherwise ordered by the arbitrator. The arbitrator 's decision will be final and binding ("Final Binding Decision"). Following the Final Binding Decision, the matter reverts to OC for standard processing.

e) *Assignment responsibilities*

After the determination by OC and exhaustion of the employee's right of internal and external appeal, any employee with an inventorship and/or ownership interest in the IP shall execute all necessary documents including assignment following standard processing per Section IV.G.5

In the event an appeal results in ownership by the employee, the University shall formally release all claims to the employee's invention.

IV G 6. Publication and Disclosure to Third Parties

(a) ~~a)~~ Once an invention is identified as potentially patentable, premature publication, public use, or disclosure of an invention can jeopardize the rights of the employee, or the university or its assignee to secure patent protection - particularly patent protection in other countries. In close consultation with the employee inventor and for the benefit of employee inventor, University, and possible licensee, there shall be no publicity or disclosure concerning the invention until patent applications have been filed. the OC shall act in a timely fashion in such cases so as to not unreasonably delay employee publications. All publicity, public reports, interviews, news releases, speeches, public disclosures, or public demonstrations of the invention subsequent to the filing of the application shall have prior clearance in writing from the University or its assignee.

(b) ~~b)~~ This section shall not be applicable to sponsorship agreements that impose different obligations on disclosure.

IV G 7. Management of Patents

Patent protection, prosecution and commercialization through licensing are complex and expensive endeavors requiring active participation by the inventors and the University over a period of twenty (20) years after patent filing. For inventions that were enabled through sponsored research, the federal, state, or private sponsoring agency must be notified and allowed the right to patent the invention. If there was no enabling sponsored research, or the sponsor or the University declines to pursue the invention, then the invention rights will be returned to the inventor.

IV G 8. Division of Patent Royalties

(a) ~~a)~~ All monetary proceeds from the commercialization of University-owned inventions are the property of the University or its assignee. The University or its designee will collect and distribute royalties, fees, equity interests, or dividends to inventors and the University in accordance with the procedures established by the University.

(b) ~~(1)~~ The University or its designee will deduct the costs of obtaining and maintaining legal protection, for each invention, to arrive at "adjusted income" unless other arrangements, agreed to by all parties that share in the income, are made by the relevant campuses, research unit or program in advance of the expense and agreed to with the OC. Such arrangements may include contracted marketing, licensing and business development. In such cases, any agreed upon expenses will be deducted to arrive at adjusted income.

(c) ~~(2)~~ The Office of Commercialization will deduct twenty percent (20%) from adjusted income and the remainder will be "net income." This deduction is directed toward covering the

expenses (excluding direct patent expenses) for administering the OC and provides initial funds for patent prosecution for other inventions without obvious commercial partners.

~~(d) (3)~~ Net income will be distributed according to the following schedule.

Cumulative Net Income	Inventor/Contributor	University
\$1-\$10,000	100%	
Above \$10,000	50%	50%

The University's portion of the share will be distributed as follows:

- i. 30% to the University
- ii. 20% to the college and department (or relevant campuses, research unit, or Program when appropriate) to be equally split between the two.

See WSU ~~Executive Policy P #38~~ for more details.

~~(e) (4)~~ With consideration to other University priorities and policies, the University or its designee will distribute one-third of its share to the Office of the Vice President for Research to be invested in further research and technology efforts for the University, one-third of its share to be managed and maintained by the OC as an "enforcement fund" to be used for legal claims against University intellectual property, and the remaining one-third of its share to be used by the OC towards a "commercialization fund" to be reinvested in commercialization activities and projects.

~~(f) (5)~~ The OC enforcement fund allocation will be deducted only when necessary to maintain a \$150,000 balance for all inventions under this section; the distribution to the OC Enforcement Fund will cease while the Fund maintains a \$150,000 balance and the University share will then be distributed equally to the vice president for Research and the OC Commercialization Fund. Any enforcement expenses incurred above \$150,000 would be shared by all parties that share in the income, in the proportion of their share of income, for that specific invention and will be deducted as legal expense in step IV.G.8.a.1. Any net proceeds, after expenses, earned as a result of enforcement will be used to first replenish the enforcement fund. Any net proceeds remaining after replenishing the Enforcement Fund will be added to adjusted income.

An advisory body comprising a representative from each of the inventor/creator/breeder groups contributing to the OC enforcement fund and other appropriate faculty and administrators will make recommendations on the use of the OC enforcement fund to the president via the Office of Commercialization. The president may then make recommendations to the Board of Regents who have the final authority to initiate a legal action on behalf of WSU.

~~(g) (b)~~ In the event of multiple inventors, the inventors will agree among themselves as to the distribution of the income accruing to the inventors; distribution of the inventors' share shall be made only upon receipt of a signed agreement among the inventors.

~~(h) (c)~~ The University or its designee may negotiate, but shall not be obligated to negotiate, for equity interests in lieu of or in addition to royalty and/or monetary consideration as a part of an agreement relating to inventions or Copyrighted Works. Any equity interests acquired pursuant

to this section shall be held and managed by the Washington State University's designee. Neither the Washington State University nor its designee acts as a fiduciary for any person concerning equity nor other consideration received under the terms of this regulation. Upon liquidation, the proceeds from the equity interests held by the University designee will be distributed according to the schedule in section IV.G.8.a.

- (i) ~~(d)~~ Distribution of any research fees and royalties generated from unpatented biological materials, materials transferred through material transfer agreements, testing agreements, research tools licenses and other similar agreements as well as distribution of income from patentable biological materials will follow the schedule used in section IV.G.8.

IV G 9. Plant Varieties Publicly Released Through the CAHNRS Office of Research

- (a) ~~(a)~~ The research and development, patent or plant variety protection, and public release of plant varieties requires the cooperation of the plant breeder(s), funding agency (USDA), Variety Release Committees, CAHNRS Office of Research (COR), Washington State Crop Improvement Association (WSCIA) or similar commodity groups, and the OC. The distribution of research fees and royalties will follow schedules in sections 9.b) and 9.c) below.

- (b) ~~(b)~~ Varieties protected by PVP (seed propagated crops and potato)

- i. ~~(1)~~ In the case of contracted marketing, licensing and business development, all monies remaining after contractor expense will be distributed to WSU.
- ii. ~~(2)~~ The University or its designee will then deduct the costs of obtaining and maintaining legal protection, for each plant variety to arrive at "adjusted income".
- iii. ~~(3)~~ Ten percent (10%) of the adjusted income capped at twenty thousand (\$20,000) per fiscal year per PVP-protected variety, will be retained by the OC as an "enforcement fund for all PVP-protected Crops" to be used for legal claims against University intellectual property related to PVP-protected crops to arrive at "net income". The OC Enforcement Fund allocation will be deducted only when necessary to maintain a one hundred fifty thousand (\$150,000) balance for all PVP-protected crops; ten percent (10%) of the adjusted income distribution to the OC Enforcement Fund will cease while the Fund maintains a one hundred fifty thousand (\$150,000) balance and the adjusted income will then be equal to the net income. Any enforcement expenses incurred above one hundred fifty thousand (\$150,000) would be shared by all parties that share in the income, in the proportion of their share of income, for that specific PVP-protected variety. Any net proceeds, after expenses, earned as a result of enforcement will be used to first replenish the Enforcement Fund. Any net proceeds remaining after replenishing the Enforcement Fund will be added to adjusted income.

An advisory body comprising a representative from each of the inventor/creator/breeder groups contributing to the OC Enforcement Fund and other appropriate faculty and administrators will make recommendations on the use of the OC Enforcement Fund to the president via the Office of Commercialization. The president may then make recommendations to the Board of Regents who have the final authority to initiate a legal action on behalf of WSU.

~~iv. (4)~~ Seventy percent (70%) of the net income will be distributed to the COR for enhancement of PVP-protected variety programs in consultation with the breeders that generated the income for this category.

~~v. (5)~~ The remaining thirty percent (30%) of the net income will be distributed

10% to the OC

10% to WSU-COR

10% to plant breeder(s)/contributor(s)

~~(c) e)~~ Varieties protected by patents (vegetatively propagated crops other than potato)

~~i. (1)~~ In the case of contracted marketing, licensing and business development, all monies remaining after contractor expense will be distributed to WSU.

~~ii. (2)~~ The University or its designee will then deduct the costs of obtaining and maintaining legal protection, for each plant variety to arrive at "adjusted income".

~~iii. (3)~~ Ten percent (10%) of the adjusted income, capped at twenty thousand (\$20,000) per fiscal year per patented variety, will be retained by the OC as an "enforcement fund for all patented crops" to be used for legal claims against University intellectual property related to patented crops to arrive at "net income". The OC enforcement fund allocation will be deducted only when necessary to maintain a one hundred fifty thousand (\$150,000) balance for all patented crops; ten percent (10%) of the adjusted income distribution to the OC enforcement fund will cease while the fund maintains a one hundred fifty thousand (\$150,000) balance and the adjusted income will then be equal to the net income. Any enforcement expenses incurred above one hundred fifty thousand (\$150,000) would be shared by all parties that share in the income, in the proportion of their share of the income, for that specific patented variety. Any net proceeds, after expenses, earned as a result of enforcement will be used to first replenish the Enforcement Fund. Any net proceeds remaining after replenishing the Enforcement Fund will be added to adjusted income.

An advisory body comprising a representative from each of the inventor/creator/breeder groups contributing to the OC enforcement fund and other appropriate faculty and administrators will make recommendations on the use of the OC enforcement fund to the president via the Office of Commercialization. The president may then make recommendations to the Board of Regents who have the final authority to initiate a legal action on behalf of WSU.

~~iv. (4)~~ Fifty percent (50%) of the net income will be distributed to the COR for enhancement of patented variety programs in consultation with the breeders that generated the income for this category,

~~v. (5)~~ The remaining fifty percent (50%) of the net income will be distributed as follows:

10% to the OC

10% to WSU-COR

30% for breeder(s)/contributor(s)

(a)(d) Additional considerations

In the event of multiple breeders/contributors, for varieties protected by patents or PVP, the inventors will agree among themselves with guidance and approval from the CAHNRS Office of Research as to the distribution of the royalties accruing to the breeders/contributors.

General guidelines for distribution of (1) royalties from essentially derived varieties and (2) utilization of advanced lines or clones from one breeding group for further advancement by another breeding group, are available from the COR or OC.

In the event that multiple breeders/contributors cannot reach an agreement on distribution, the distribution will be resolved by the OC as described in section IV F (Intellectual Property) section of the Faculty Manual.

Varieties for seed propagated crops that are not PVP protected shall follow the same distribution as those that are PVP protected, as in 9b.

Varieties for vegetatively propagated crops (other than potato) that are not patent protected shall follow the same distribution as those that are patent protected, as in 9c.

IV H. Copyright Policy

The United States government grants a copyright to the author or creator of original works of authorship. Copyrights for works created after January 1, 1978, are granted for the term of the author's life and an additional seventy (70) years. In the case of a work made for hire, the term of the copyright is ninety-five (95) years from the year of first publication or one hundred twenty (120) years from the year of creation, whichever expires first. The copyright allows the author or persons assigned rights for the author to rightfully withhold others from copying or using the works without permission. A copyright is automatically secured when the work is created or "fixed" in a tangible medium. No publication or registration or other action in the Copyright Office is required; however, it is required that a copyright be registered before a lawsuit is brought. Refer to the U.S. Copyright Office at <http://lcweb.loc.gov/copyright> for further information.

IV H 1. Copyright Policy Objectives

The University encourages the publication of scholarly works as an inherent part of its educational mission. In this connection, it acknowledges the right of faculty, staff, and students to prepare and publish, through individual initiative, architectural designs, photographs and slides, illustrations, computer software, multimedia presentations, sound recordings, video productions, telecasts, music, grant proposals, scholarly publications, and other material. The following statement of University policy on ownership of copyrightable material is provided to clarify the respective rights and responsibilities of individuals and the University in this important area. OC will administer the policy.

IV H 2. Copyright Ownership

University Ownership of Copyrighted Works

~~(a) (1)~~ Work Made for Hire. Except as otherwise provided in the Employee Ownership of Copyrighted Works section of this Policy, IV.H.2.b of this manual or as otherwise provided in WSU policy, the University shall own all copyrightable works that were created as a “work made for hire.” “Work made for hire,” as defined by the Copyright Act, includes (1) works prepared by University employees within the employee’s scope of employment, or (2) works not created within the employee’s scope of employment but that are specially commissioned by the University pursuant to a written agreement that is signed by both the University and the employee.

~~(b) (2)~~ Sponsored Agreements. The University shall have the right to perform its obligations with respect to copyrightable works, data, prototypes, and other intellectual property under any contract, grant, or other arrangement with third parties, including sponsored research agreements, license agreements, and the like. When a work is created in a sponsored program, employees shall assign all rights to the University unless otherwise required by the sponsored agreement necessary to facilitate obligations under grants and contracts.

~~(c) (3)~~ The employee shall own copyrightable works unrelated to the employee’s University employment responsibilities that are developed on an employee’s own time and without University support or use of University facilities.

~~d)~~ *Employee Ownership of Copyrighted Works*

~~(a) (1)~~ The University shall not assert ownership in the following works created by employees within the employee’s scope of employment including, but not necessarily limited to, the following:

- ~~i.~~ scholarly material,
- ~~ii.~~ educational material (e.g., text books),
- ~~iii.~~ art works,
- ~~iv.~~ musical compositions
- ~~v.~~ sound recordings
- ~~vi.~~ dramatic and nondramatic literary works, and
- ~~vii.~~ creative works fixed in a film, video, or other media.

unless

- ~~i.~~ (1) substantial kinds or amounts of University resources, as defined below, were used to create the works;
- ~~ii.~~ (2) the works are created pursuant to a written agreement between the employee and the University; or
- ~~iii.~~ (3) the works are created pursuant to the terms of a third-party sponsored agreement, contract, or grant to the university.

~~(b) (2)~~ Substantial University Resource Use Resulting in University Ownership. The University shall assert an ownership interest for works identified in the previous paragraph to which the University contributes substantial kinds or amounts of resources. Each department or unit of the University is required to propose for the approval of the provost or their designee, a description of what department specific resources should not constitute substantial kinds or amounts of University resources, which may or may not include computers and software routinely distributed to faculty in the department to perform the faculty’s duties to the

University, see form on the Office of Commercialization website, <http://commercialization.wsu.edu/Resources/>. Unless the provost has approved such departmental exceptions, substantial kinds or amounts of resources shall mean the use of staff or clerical time other than peer review; provision of university funding specifically for or in support of the development of the work; and provision of equipment, facilities, and supplies, beyond that which is usually provided for meeting employment obligation. Substantial kinds or amounts of resources shall not include professional leave provided to faculty.

Use of equipment, facilities, and supplies that are usually provided for faculty to meet employment obligations typically include, but are not necessarily limited to, office space, a computer and peripherals including a printer and software and resources included at <http://commercialization.wsu.edu/Resources/> that may be unit specific in a department proposal as provided above, which has been approved by the provost or designee. Note: When a service center is open to use by the public through a facility use agreement or contract, the faculty's use of the service center on the same terms and conditions available to the public is not considered a significant resource.

~~e)~~ *Student Writings.*

Students employed by the University in any capacity are covered by the terms of this policy. In addition, where a student receives financial aid or remuneration under a sponsored research, training, or fellowship program, their rights in copyrightable material are limited by the terms of the University agreement with the sponsoring agency. The University has no ownership rights in copyrightable material developed by students who are not employees.

Patentable Works-

~~f)~~ _____

Some works, particularly certain types of computer programs, may qualify for patent as well as copyright protection. An author, upon recognizing that one of their works is of this kind, is responsible for disclosing it to the OC for a determination of (i) ownership and (ii) whether the University wishes to seek patent protection should ownership be vested in the University. OC, following the procedures set out in the University's patent policy, will make these determinations. If ownership of such a work is vested in the University under the patent policy, but the University decides not to protect the work, ownership and disposition of the work is then determined in accordance with this Policy. If Faculty wish to appeal the OC's or its staff's decisions, the procedure set out in section IV.G.5 of the Patent Policy shall be followed.

IV H 3. Administration of the Copyright Policy

~~(a) a)~~ Disclosure. Material subject to copyright and owned by the University under the circumstances set forth in the Copyright Policy, IV.H should be promptly disclosed to the OC.

~~(b) b)~~ Determination of Ownership in Unclear Cases. Such determinations will be made by the OC and will follow the guidelines set out in section IV.H.2. Either the University or the author may initiate this review.

~~(c) c)~~ Distribution of Royalties. See the Division of Copyright Royalties, IV.H.5.

~~(d) (4)~~ General Advice and Assistance. Contact the Washington State University, Office of Commercialization, WSU Research and Technology Park, Pullman, WA 99164-1802, telephone (509) 335-5526.

IV H 4. Management of Copyrights

~~(a) (1)~~ The University will retain ownership of its copyright interests for development by the OC or other University publishing units or colleges, e.g., Office of Publications and Printing, Educational Telecommunications and Technology, Information Technology, or the Extended Degree Program. The University may select a managing agent and execute any necessary assignments to the managing agent.

~~(b) (1)~~ Copyright registration is simple. Software commercialization through sale or licensing may be complex and expensive requiring active participation by the authors and the University.

IV H 5. Division of Copyright Royalties

~~(a) (1)~~ The University or its designee, the OC, will deduct the costs of obtaining and maintaining legal protection for each copyrighted work to arrive at "adjusted income."

~~(b) (2)~~ The University or its designee, the OC, will deduct twenty percent (20%) from adjusted income. This deduction is directed toward covering the expenses for administering the OC.

~~(c) (3)~~ The University or its designee, the OC, will reimburse the appropriate University unit, including the OC, for expenses advanced in developing and distributing the copyrighted work, e.g., distance learning courseware. The remaining income is the net income.

~~(d) (4)~~ Net Income for each copyrighted work will be distributed to authors and/or creators and/or contributors as identified in Patent Policy, Division of Patent Royalties, IV.G.8.

~~(1)~~
i. In the event of multiple authors, the authors will agree among themselves as to the distribution of the income accruing to the authors; distribution of the authors' share shall be made only upon receipt of a signed agreement between the authors.

~~(2)~~
ii. The University or its designee may negotiate, but shall not be obligated to negotiate, for equity interests in lieu of or in addition to royalty and/or monetary consideration as a part of an agreement relating to Inventions or Copyrightable Works. Any equity interests acquired pursuant to this section shall be assigned to the Washington Research Foundation or a designee of the University for management. Neither the Washington Research Foundation nor the University or its designee acts as a fiduciary for any person concerning equity or other consideration received under the terms of this regulation.

IV H 6. Division Of Copyright Royalties on University Owned Copyrights Managed By Another University Unit (University Publishing Units Or Colleges)

The University unit manages collection and distribution of all net monetary proceeds from commercialization of University- owned copyrighted works managed by a University unit other than

the OC. When practicable and consistent with any related agreements, the University unit may collect and distribute royalties, fees, proceeds from equity interests, or dividends to authors and the University in accordance with the royalty distribution guidelines agreed to by the parties. Distribution of the University share of the net income from commercialization will be as outlined in section IV.H.5.a, unless other contractual arrangements are agreed to by all parties, including the managing unit or college, who are eligible to share in the income from the copyrighted works.

IV H 7. Division ~~Of~~ Copyright Royalties ~~On~~ University Owned Copyrights Managed By ~~An~~ Agent Other ~~Than~~ ~~The~~ OC ~~a~~And Another University Unit

The University manages and distributes all net monetary proceeds from commercialization of University- owned copyrighted works managed by an agent other than the OC or another University unit, including University Publications. When practicable and consistent with any related agreements, the University or its managing agent may collect and distribute royalties, fees, proceeds from equity interests, or dividends to authors and University in accordance with the royalty distribution guidelines agreed to by the parties. If University has contracted that the works are to be managed by a third-party as provided in section IV.H.4.a, that managing agent shall be entitled to deduct its contracted fee from those proceeds prior to the University receiving its share of the monetary proceeds. Distribution of the University share of the net income from commercialization will be as outlined in section IV.H.5.a, unless other contractual arrangements are agreed to by all parties, including the managing unit or college, who are eligible to share in the income from the copyrighted works.

IV I. Use of Faculty Authored, Edited or Prepared Scholarly Material

Faculty members are expected to educate students using the best available scholarly materials. The sole basis for selecting required materials for student purchase must be to promote the educational goals of the particular course or course of study. Selection must not be based on, or result in, personal benefit or special privileges for faculty. See University Ethics Policy (EP45), sections 3.1, 3.2, 3.3, 3.9, and 4.0.

IV.I.1. Policy

A WSU faculty member may require students to use textbooks or other material authored, edited, or otherwise created by the faculty member; however, with limited exceptions (set forth below), the faculty member is prohibited from receiving any financial gain or benefit, directly or indirectly, from sales to WSU students. This policy is consistent with requirements under the Washington State Ethics in Public Service Act, RCW 42.52.

This policy applies whether the material is self-published or published by a recognized publishing house.

IV.I.2. Exceptions

The above prohibition does not apply in the following circumstances:

~~(a) 4-~~ No Control or Influence: A faculty member may receive royalties from required purchases by WSU students when:

~~i. a-~~ The faculty member does not teach or otherwise participate in the course for which the materials are required, and

~~ii. b-~~ The faculty member has no direct or indirect control or influence over the selection of the course materials, regardless of whether the selection is for a course the faculty member is teaching.

If the faculty member participates in an advisory group or otherwise advises on materials for courses taught by other faculty, they must recuse themselves from participation if they could receive royalties from material being considered or recommended. See also University Ethics Policy, Section 4.0 (Conflict of Interest).

~~(b) 2-~~ Waiver or Relinquishment of Royalties and Other Payments: Faculty members may comply with this policy by tracking the portion of any royalties subject to this policy and:

~~i. a-~~ Waiving all royalties from sales to WSU students for courses within the faculty member's control or influence;

~~ii. b-~~ Directing the publishing house to remit any royalties to a University gift account not under the faculty member's control or influence; or

~~iii. c-~~ If the faculty member receives any royalties subject to this policy, immediately remitting the full amount to a University gift account not under the faculty member's control.

For this exception to apply, the faculty member must disclose the activity on their annual report of consulting and extended professional activities in accordance with BPPM 60.44. The disclosure must be accompanied by evidence of compliance, such as a statement from the publishing house that no royalties were remitted or a receipt of deposit to a University gift account. Faculty members are encouraged to obtain preapproval of all compensated scholarship activities in accordance with section 6.0 of the University Ethics Policy (~~Ep #45 Executive Policy XX~~).

IV.I.3. Advertising and Promotion of Faculty Authored, Edited or Prepared Scholarly Material

University resources may not be used for commercial purposes or for financial gain. See University Ethics Policy, section 3.1; WAC 504-35-050(1). Faculty may not include advertisements for authored textbooks or other materials on email signature blocks, including links to commercial publishers, if the faculty member or others may receive royalties or other compensation from the sale of the materials. Similar prohibitions apply to advertisements and promotions using other University resources, such as websites.

IV J. Trademarks

University trademarks include the names, designs, logos, and colors for “Washington State University”, “WSU”, “Cougars”, “Go Cougs”, “Ask Dr. Universe”, and others. Permission of the University is required before use of these trademarks. Commercial use requires licensing and payment of royalties. Royalty income from licensing of University and athletic trademarks is administered by the Washington State University Foundation. The trademarks officer may be contacted at <http://marketing.wsu.edu/staff/index.html>.

From ~~time to time~~~~time-to-time~~ other University trademarks are registered for software, plant varieties, or devices in conjunction with their patent or copyright protection. These trademarks may generate royalty through commercialization. Net royalty income received by the University or its designee shall be distributed according to the schedule used for Patents, IV.G.8, or for Plant Varieties, IV.G.9, as appropriate. In the event a University trademark is registered and in use in commerce and any intellectual property in conjunction with a patent and/or plant variety protection has expired, any net royalty income received by the University or its designee attributed to the trademark shall be distributed according to the schedule used for Patents, IV.G.8, or for Plant Varieties, IV.G.9, as appropriate.

IV K. Faculty Involvement and Residual Rights In Films, Videotapes, and Other Instructional Media

Washington State University may transmit or reproduce by television, radio, or other means, for local or general distribution, news and general information programs prepared by Washington State University on which faculty members have appeared. The negotiation of a contractual agreement between the responsible faculty member(s) and the University is handled through the provost.

Nothing in this policy shall be construed as abridging a faculty member's academic freedom in the classroom.

IV L. Business Policies And Procedures

Many additional policies and procedures which may affect faculty are included in the BPPM which is available online. Among the policies covered in detail in that manual are the following.

IV L 1. Use of Name and Logo

The name Washington State University and its logo are the exclusive property of the institution and consequently, should not be used in support of claims or advertisements by any outside organization without permission of the president. Research grants from commercial concerns are given in accordance with a memorandum of understanding which states that the name of the University or any of its departments shall not be used in connection with advertising except by permission.

Faculty members publish a considerable number of reports in the form of bulletins, circulars, scientific articles, monographs, and books, some of which are copyrighted and others which are

not. Material from such recognized publications is, of course, quotable, and proper recognition should be given both to the individual author and to the publishing institution of quotations.

University stationery may be used only for official University business. No report or statement relating to private consulting or other services may use the name of Washington State University or be attributed to it. The use of official titles for personal gain or publicity is not appropriate procedure. See BPPM 60.44.

IV L 2. Project Funds ~~From~~ Outside Sources

The University encourages individual investigators, departments, and other units to seek financial support for research and other scholarly and creative activities from sources outside the funds ordinarily available to the Board of Regents. Numerous organizations, governmental units, and other agencies offer support for research programs. Demonstrated ability and recognized professional standing of an individual or group constitute the most important means of attracting financial assistance.

Policies and procedures relative to projects supported by outside agencies have been established. A copy of these policies is included in the BPPM. All proposals for research, academic, scholarly, creative, instructional, extension, and service activities require approval of the chair of the department, the dean of the college, and the vice president for research, to whom the authority has been delegated for giving final University approval to all such proposals. Aid in the preparation of proposals to external agencies is available through the Office of Grant and Research Development. Before an application is forwarded to an external agency, this office is responsible to ensure approval of all concerned units.

Acceptance of any grant, gift, or contract resulting from such proposals must be approved and confirmed in writing by the vice president for finance and administration, and copies of all pertinent documents must be deposited with this officer and the dean concerned.

IV L 3. Faculty and Staff Travel

Authorized travel by University employees is subject to state regulations and to such budgetary and travel regulations as are established by the University, as well as by certain units thereof. Expense of travel not within the scope of these regulations will not be reimbursed from University funds nor from any funds administered by it. For purposes of these regulations, in-state travel includes only travel within the state of Washington.

Travel authorization forms should be submitted to the principal administrative officer via channels established by the respective units for the contemplated travel by all employees, BPPM 95.01.

IV L 4. Applicant Travel

It is often important that potential faculty members be invited to the campus for interviews. A recommendation for each such visit is to be submitted to the principal administrative officer on the Personal Professional Service Request form. Following approval of this recommendation, the invitation to come to the campus should be sent by the department chair, dean, or director concerned. It should include a statement that travel expenses will be reimbursed at a rate not to exceed round-trip, coach airfare. See BPPM 95.01.

IV L 5. Equipment

All equipment purchased by or given to the University or to one of its departments is the property of Washington State University and not the property of a department or other unit. Priority in the use of a piece of equipment ordinarily is held by the department that purchased it out of its department funds. No individual has any proprietary interest in property of the University, nor are University buildings available for the permanent or continuing storage of employee personal property not used in official operations. Property continuously stored in University buildings is presumed to be state property. Department chairs and principal administrative officers are responsible for maintaining inventories of equipment and are the custodians of the property assigned to their respective units. University equipment may not be borrowed by or loaned to an individual for private use. The controller is authorized to rent certain items of equipment at times not needed in University operations.

IV L 6. Purchasing

All purchases by any unit of the University must be arranged through the Division of Purchasing prior to acquisition of the merchandise or equipment by the University or by one of its employees. Forms as furnished by the purchasing manager must be used to place purchase orders. Purchasing procedures are prescribed by state law and regulation and must be observed by all units of the University. The acquisition or custody of property not covered by normal purchasing procedure should be reported to the vice president of business affairs.

IV L 7. Cash Received by Employees outside Controller's Office

Except for those departments traditionally considered as vendor departments, no department can sell goods or services to students, employees, other departments, or the general public without obtaining specific authority from the assistant vice president for finance and administration. The procedures for handling cash sales must be coordinated with the controller. Washington State University receipts and invoices or other receipts or invoice documents approved by the controller must be used by all departments to record payments or charges immediately upon receipt. All payments made to employees handling accounts and sales of produce, poultry, trees, and other property of the University, or for which the University is responsible, are to be deposited intact within a week with the Office of the Controller. Cash, checks, or other payments totaling one hundred dollars (\$100) or more are to be deposited daily. The department must be responsible for providing adequate safeguards for cash.

(Departments may take charge sales only when authorized by the Office of the Controller.)

IV L 8. Approval of Contracts and Memoranda of Agreements

The vice president for finance and administration, or designee, the assistant vice president for finance and administration, is the contracting officer for the University. Each agreement or arrangement that any unit of the University or any employee wishes to enter into which, if made, would commit the University to any obligation, financial or otherwise, must formally documented in a contract or memorandum of agreement. These contracts or memoranda of agreement must be approved and signed by the assistant vice president for finance and administration. Persons wishing to negotiate such an agreement should, with the approval of their dean or director, discuss

it in principle with the assistant vice president for finance and administration in advance or at least in the early stages of negotiation. A sufficient number of copies of each proposed contract or memorandum of agreement should be routed to the assistant vice president for finance and administration to permit the retention of one copy in the permanent contract files, BPPM 70.21.

IV L 9. Bonding of Employees

Every member of the faculty and staff is bonded in the amount of one hundred thousand (\$100,000) as an employee of the state of Washington. It is not consistent with University policy for any employee to handle funds for any other organization as a part of their duties as a University employee.

Section V: Revision of Preceding Sections

Revision of the preceding sections of this *Faculty Manual* may be proposed by any unit of the University or by any member or group of members of the faculty. All proposals are to be submitted in writing to the executive secretary of the Faculty Senate. The executive secretary will forward proposals to the Faculty Affairs Committee for review and to the Steering Committee to determine if review by additional committees is warranted. All feedback should be sent to the Faculty Affairs Committee. The Faculty Affairs Committee will review the proposed changes and all additional recommendations and will prepare a recommendation to be considered by the Steering Committee. The Senate Steering Committee will provide the president with a copy of any recommendations they are forwarding for action by the Faculty Senate. Once approved by the Faculty Senate, the Board of Regents, or its delegated authority, is responsible for final approval of revisions or changes to the *Faculty Manual*. The executive secretary of the Faculty Senate will be responsible for informing the University community of approved changes to the *Faculty Manual* and for adding these changes to the published revisions of the *Faculty Manual* at appropriate intervals.



AGENDA

Washington State University Board of Regents
Finance and Administration Committee

Washington State University, Spokane
Spokane Academic Center, Room 241-245
Spokane, WA

April 18, 2024
2:30 p.m.

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

Information Items

1. Internal Audit Update (Lopez)
2. Restatement and Renegotiation of Commercialization Contract for Cosmic Crisp[®] (Brunelli/Kammerzell/Hulbert/Tamsen)
3. Fiscal Year 2024 Financial Performance Update (Brunelli/Skinner/Jones)
4. Fiscal Year 2025 Budget Development Update (Brunelli/Jones)
5. Fiscal Year 2024 Athletics Financial Performance (Brunelli/McCoy/Haarlow)

Future Action Items

1. Fiscal Year 2025 Athletics Budget (Brunelli/McCoy/Haarlow)
2. Tuition Rate for Master's of Energy Conscious Construction Degree (Brunelli/Chilton)
3. Establishing the WSU Pullman Cougs Against Hunger Student Food Pantry Fee (Brunelli/Nash)
4. BAVI/Range – Faculty Practice Plan (Brunelli/DeWald/Record/Skinner/Hess)

Action Items

1. Services and Activities Fee Rate Changes for Academic Year 2024-2025 (Brunelli/Nash/Chilton)
2. Services and Activities Fees Committee Allocations for Summer of 2024 and Academic Year 2024-2025 (Brunelli/Nash/Chilton)
3. Proposed Chinook Student Center Mandatory Student Fee Rate Change (Brunelli/Chilton/Nash/Greene)
4. Proposed Compton Union Building Mandatory Student Fee Rate Change (Brunelli/Chilton/Nash/Greene)
5. Proposed Student Recreation Center Mandatory Student Fee Rate Change (Brunelli/Chilton/Nash/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)
8. Workday Contract Renewal (Brunelli/Skinner)
9. 2025-2027 State Capital Budget Request (Brunelli/Yang/Becker-Fenter)
10. Proposed Revision to WAC 504-50 – Small Works Roster (Brunelli/Yang)



Written Reports

Major Capital Projects List

Office of Internal Audit
Fiscal Year 2024 – Semi Annual Status Report

Internal Audit Services

- Planned audits to review the adequacy of internal controls in the areas of operations, financial, compliance and information technology
- Investigations of suspected employee misconduct in the areas of fraud, waste and abuse
- Advisory services including serving as liaison between management and external auditors and providing guidance to members of the University community with issues that impact operations and systems of internal control

Audit Resources: Personnel

The Internal Audit audit team (~4.7FTE):

- Chief Audit Executive
- Audit Manager (~.7FTE)
- IT Auditor
- Sr. Auditor (long term auditor separated Jan 12)
- Sr. Auditor (replacement start date Feb 1)
- Auditor (filled vacancy Feb 21)

At report date (April 18, 2024), no auditor vacant positions.

Personnel constraints impact: delay in engagement or completion of projects.

Anticipate audit plan goal for 80% completion of planned projects to be met with current resources.

Audits/Projects – available resource allocation: 79% planned, 71% actual

Audits	Third Party IT Risk Mgmt	Contracted - RFP review (Q3)
	Pcard Administration	Fieldwork Complete (Q2)
	Visa Compliance: Workers	Fieldwork Complete (Q2)
	Continuous Audit: pcard, travel, pay, IT	Ongoing
	Service Center: Billing	In progress (Q3)
	Service and Activity Fees	In progress (Q3)
	Employee Recruitment and Incentives	In progress (Q3)
	Clery Reporting	In progress (Q3)
	Dept Audit – Teaching and Learning	In progress (Q3)
	GLBA Safeguards	In progress (Q4)
	Small Works Roster	In progress (Q4)
	Dept Audits (1)	Scheduled (Q4)
	Screening	Scheduled (Q4)
	Dept Audits (2)	Not Scheduled
	Consulting Contracts	Not Scheduled
Cash Advance	Not Scheduled	

Other Audit Services

Investigations (Fraud, Waste and Abuse)

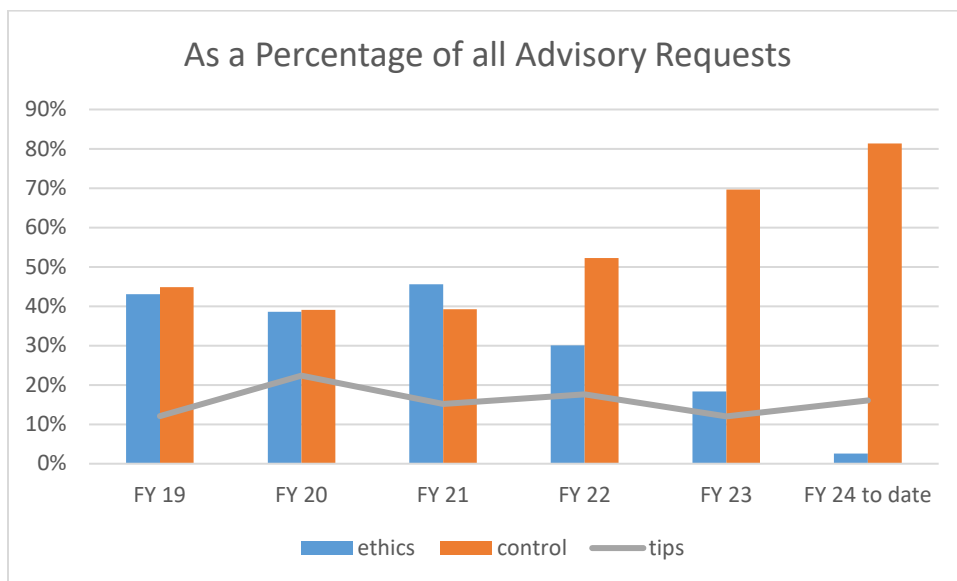
Summary/Observations

- Two FY 23 investigations carried over to FY 24 for completion.
- FY 24 to report date, out of 19 tips/referrals, eleven have moved to investigation.
- Types of issues:
 - o Abuse/misuse of resource (facilities, computing, credentials)
 - o Misappropriation
 - o Conflict of interest
- Historically, and still the case, the months of October and February/March see the greatest number of tips. Project scheduling provides flexibility to manage as needed.

Advisories

Summary/Observations

- Since Ethics Advising moved out of IA to Compliance (FY 21), number and percent of requests that are seeking ethics guidance is significantly down – as expected and desired.



Liaison Activities

Summary/Observations

Internal Audit assists management with external audits by facilitating meetings, information requests and representing University management and activities in issue response. In addition to a few state and federal program audits:

- State Auditor’s Office (SAO) – Performance Audit (Dual Credit)
- SAO Accountability FY 22-34

INFORMATION ITEM #2

Restatement and Renegotiation of Commercialization Contract for Cosmic Crisp® (Leslie Brunelli/Sharyl Kammerzell/Scot Hulbert/Jeremy Tamsen)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Restatement and Renegotiation of Commercialization Contract for Cosmic Crisp®

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

SUPPORTING
INFORMATION:

WSU owns intellectual property rights to the patented apple cultivar, WA 38, and trademark rights in the Cosmic Crisp® brand. WSU licensed these intellectual property rights to a third-party commercialization agent to bring the apple to the marketplace and receives a share of royalty payments from each apple tree, box of apples, and processed goods sold under the Cosmic Crisp® brand name. This commercialization effort is key to capturing the value created through nearly 20 years of plant breeding at WSU. This value protection and recapture is made possible through WSU's commercial licensee, Proprietary Variety Management LLC (PVM). WSU's patent rights in the Cosmic Crisp® apple will expire in 2032, at which time the commercialization effort will rest entirely upon the trademark rights that can endure indefinitely.

In June 2014, the WSU Office of Commercialization signed a "Management Contract for the Commercialization of Washington State University Apple Cultivar, 'WA 38'," (Management Contract). Since then, the Management Contract has been amended six times (twice in March 2015, July 2015, September 2017, March 2019, and January 2023), and an MOU regarding the pursuit of infringing parties was also executed to support trademark enforcement activities (in May 2020). The Management Contract as it stood was difficult to read and interpret, given that the terms were spread across multiple addenda and the MOU. Additionally, it had become evident that certain terms should be renegotiated.

To begin this process, on March 1, 2024, WSU sent PVM a formal notice of non-renewal under the Management Contract, and a draft restated agreement for consideration by PVM and their counsel. The proposed new

agreement is intended to be effective for at least the remaining 8 years of patent protection WSU has remaining on the Cosmic Crisp apple; the expiration of the patent will trigger another restatement and renegotiation of this license to allow WSU to continue to capture value from the enduring trademark protection.

The anticipated value of the new contract during the 8-year remaining on the patent term will exceed the President or designee's delegated contract authority. Depending on when the parties reach agreement, we will either seek Board of Regents approval of the final contract or, alternatively, request that the President or designee execute the contract within the parameters of the delegation of authority to approve time-critical contracts.

INFORMATION ITEM #3

Fiscal Year 2024 Financial Performance Update
(Leslie Brunelli/Matt Skinner/Chris Jones)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Fiscal Year 2024 Financial Performance Update

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

SUPPORTING
INFORMATION:

Washington State University has not historically conducted an evaluation of financial operations during the fiscal year. A strategic goal is to strengthen financial reporting through budget-to-actual variance analysis for core funds and all funds across the system, campus and unit level. Additional progress in understanding the University's financial position in real time will lead to development of quarterly financial reports that enable leadership to make strategic decisions to deploy scarce resources.

Due to the current limits in budgeting and reporting, this report is a high-level view of core funds only at the system level through February 29, 2024. This report builds on the information provided to the Board of Regents at the January Finance & Administration Committee meeting. The intent is to build on this material to create a current and consistent financial dashboard.

ATTACHMENT: Fiscal Year 2024 Financial Performance Update



WASHINGTON STATE
UNIVERSITY

Fiscal Year 2024 Financial Performance Update



Board of Regents
Finance & Administration Committee
April 18, 2024

FY24 Financial Performance

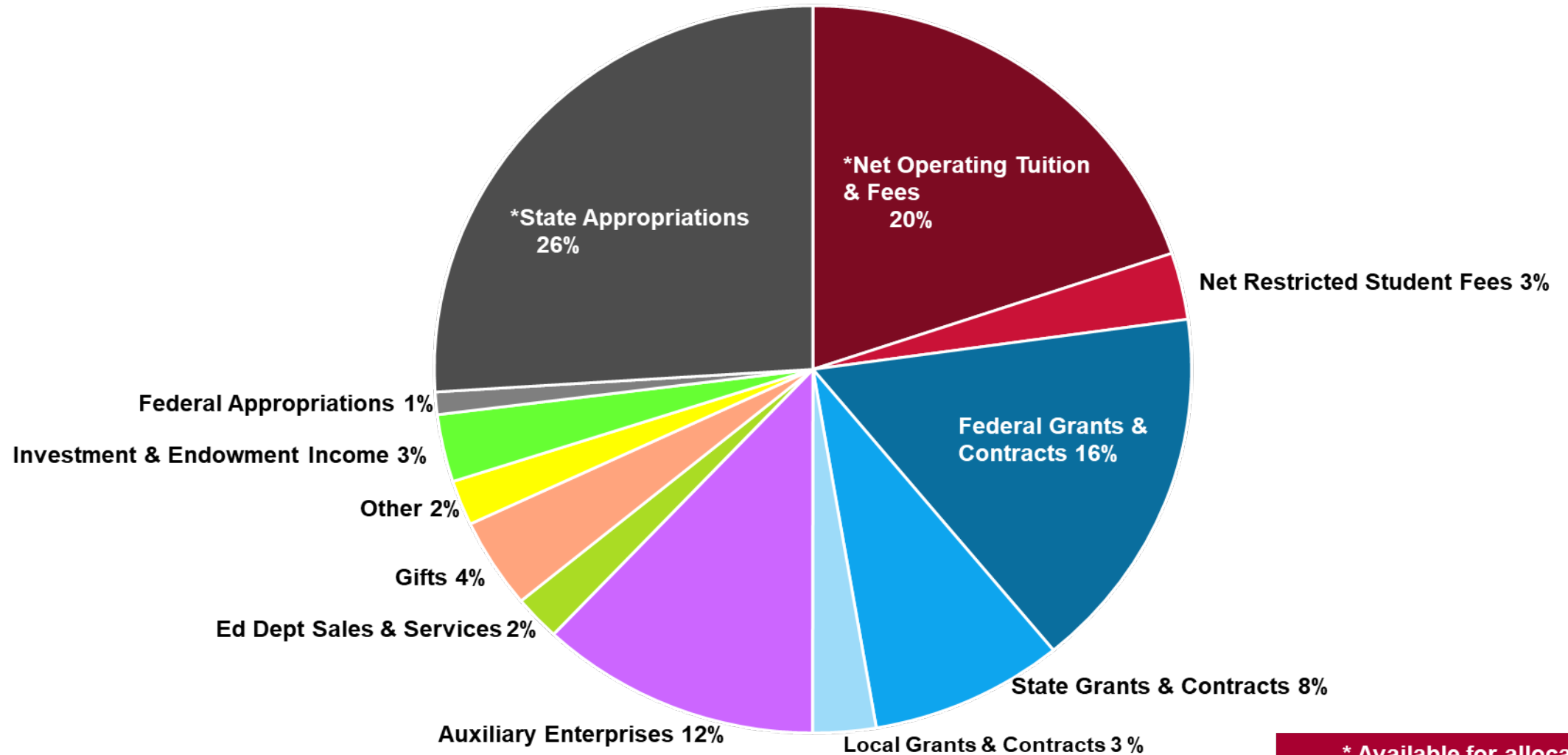
- Review of budget-to-actual performance for core funds at the system level – through February 29, 2024
- Early identification of key financial trends that will impact the FY24 financial statements and FY25 budget development





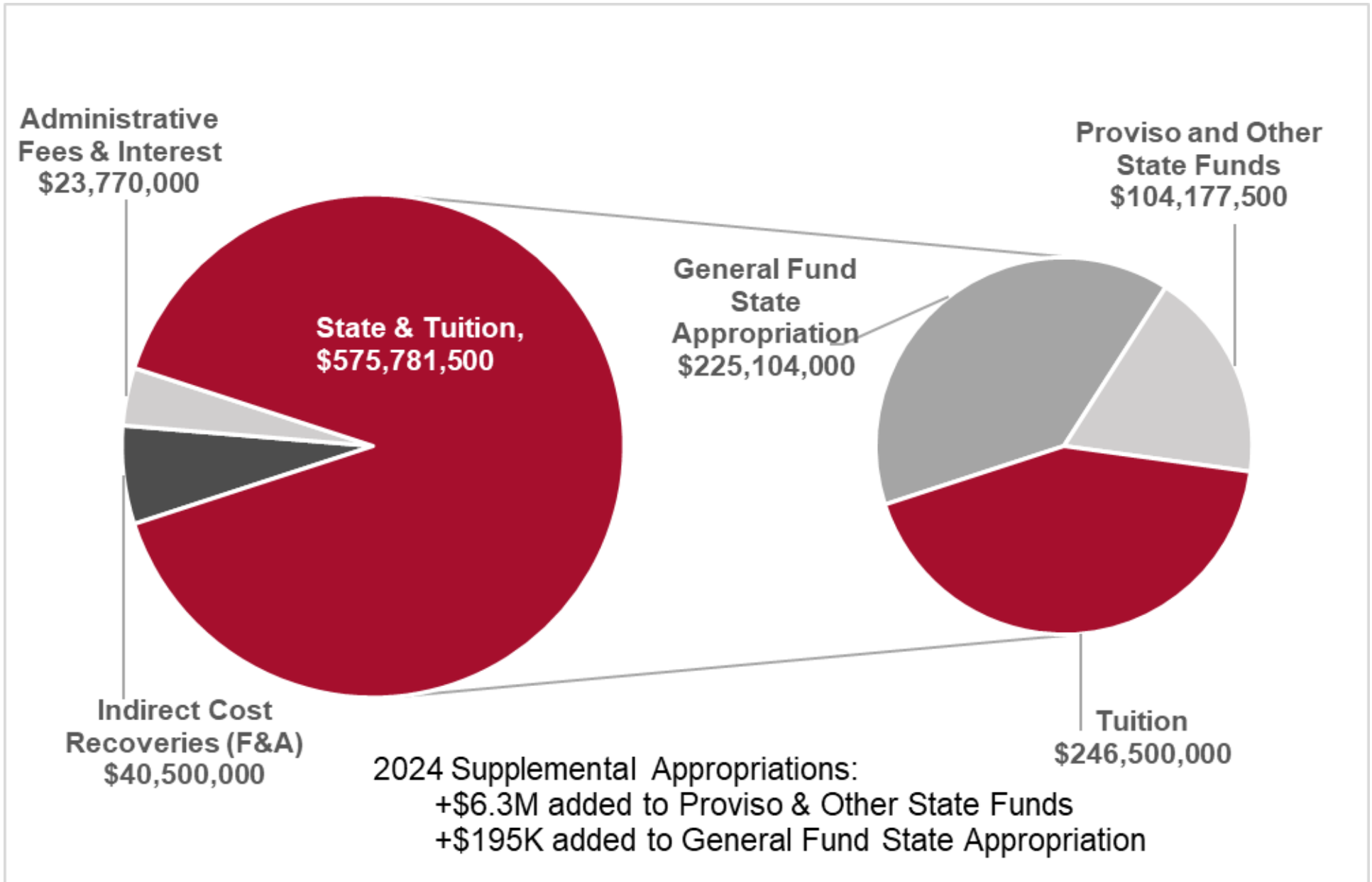
FY24 WSU Operating Budget

All Funds – Estimated Total: \$1.2 Billion



* Available for allocation

FY24 Core Funds Budget

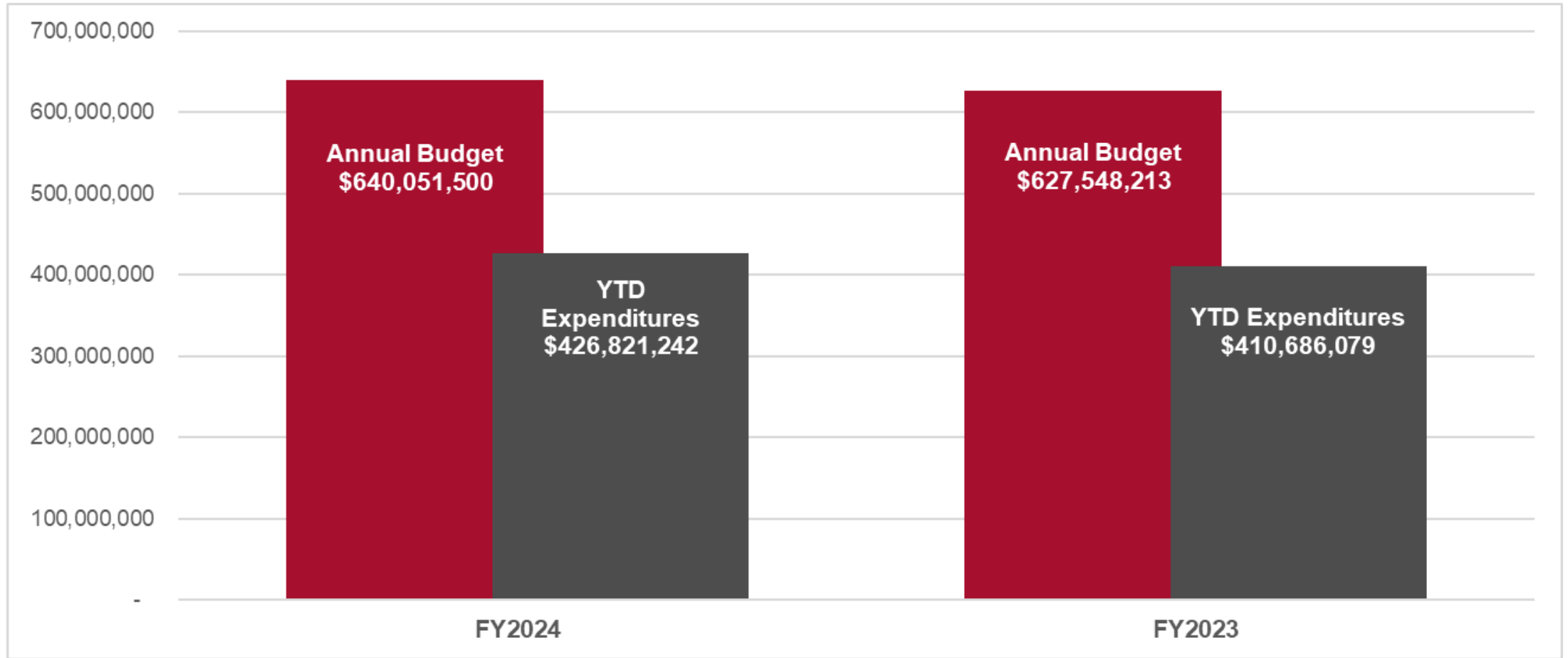


Core Fund Budget Change FY23 to FY24

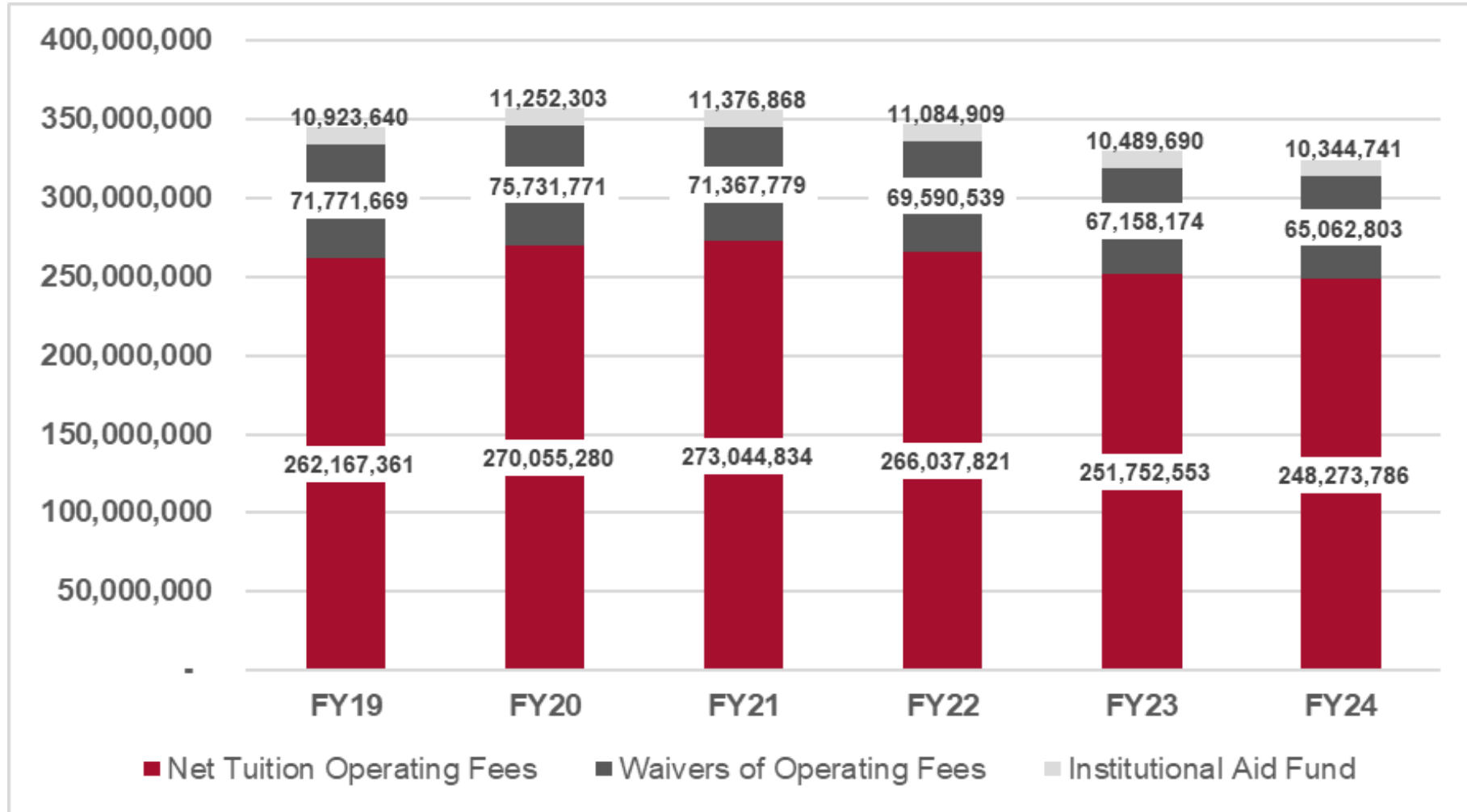
	FY24 Budget	FY23 Budget	\$ Change	% Change
General Fund State Appropriation - Base	224,909,000	211,860,000	13,049,000	6%
Supplemental Appropriation - General Fund State	195,000	0	195,000	
Provisos and Other State Funds - Base	97,877,500	90,523,000	7,354,500	8%
Supplemental Appropriation - Provisos and Other State Funds	6,300,000	0	6,300,000	
Tuition	246,500,000	255,562,540	(9,062,540)	-4%
Indirect Cost Recoveries (F&A)	40,500,000	41,485,485	(985,485)	-2%
Administrative Fees & Interest	23,770,000	28,117,188	(4,347,188)	-15%
Total Core Funds Budget	640,051,500	627,548,213	12,503,287	2%



Core Funds Budget to Actual February Year-to-Date



Gross and Net Tuition



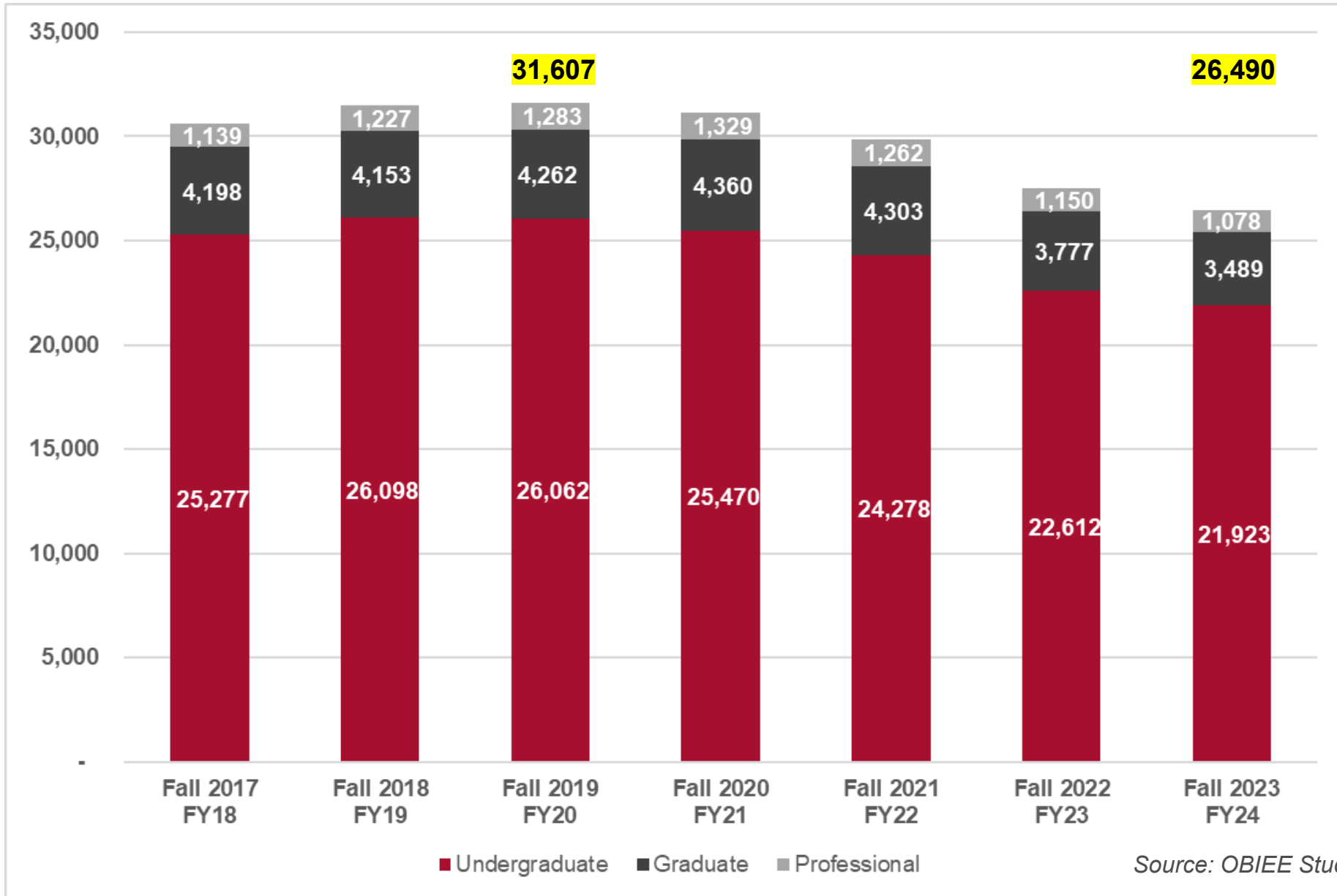
Net Change
from highest
point
(\$24,771,048)
(9.98%)

Source: WSU Budget Office Tuition Model
FY-2019 to 2023 End of Term
FY-2024 Estimated based on Spring Census Enrollment





Total Fall Enrollment Trend

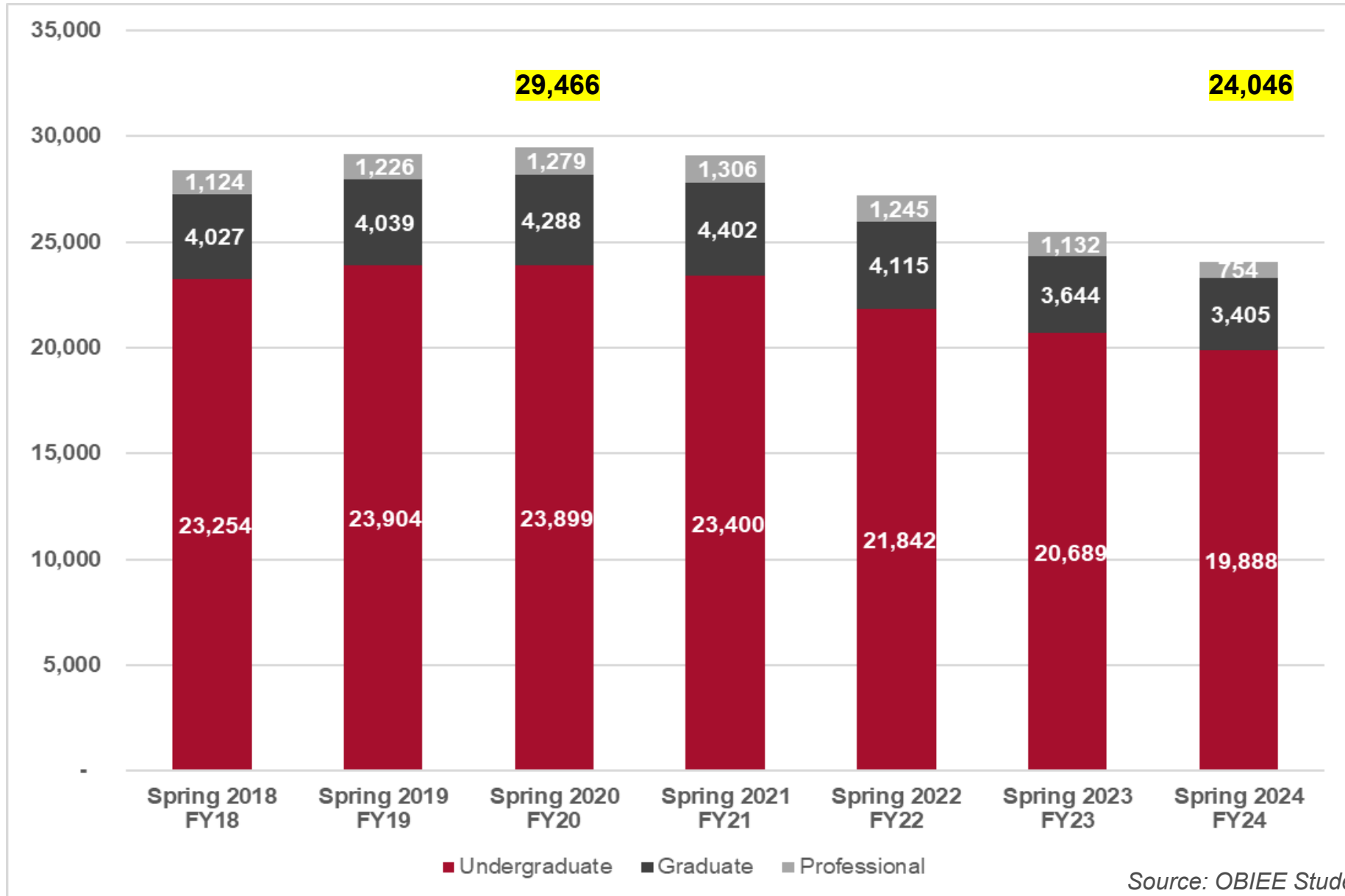


Net Change from Highest Point (5,117) (19.32%)

Source: OBIEE Student Profile Dashboard

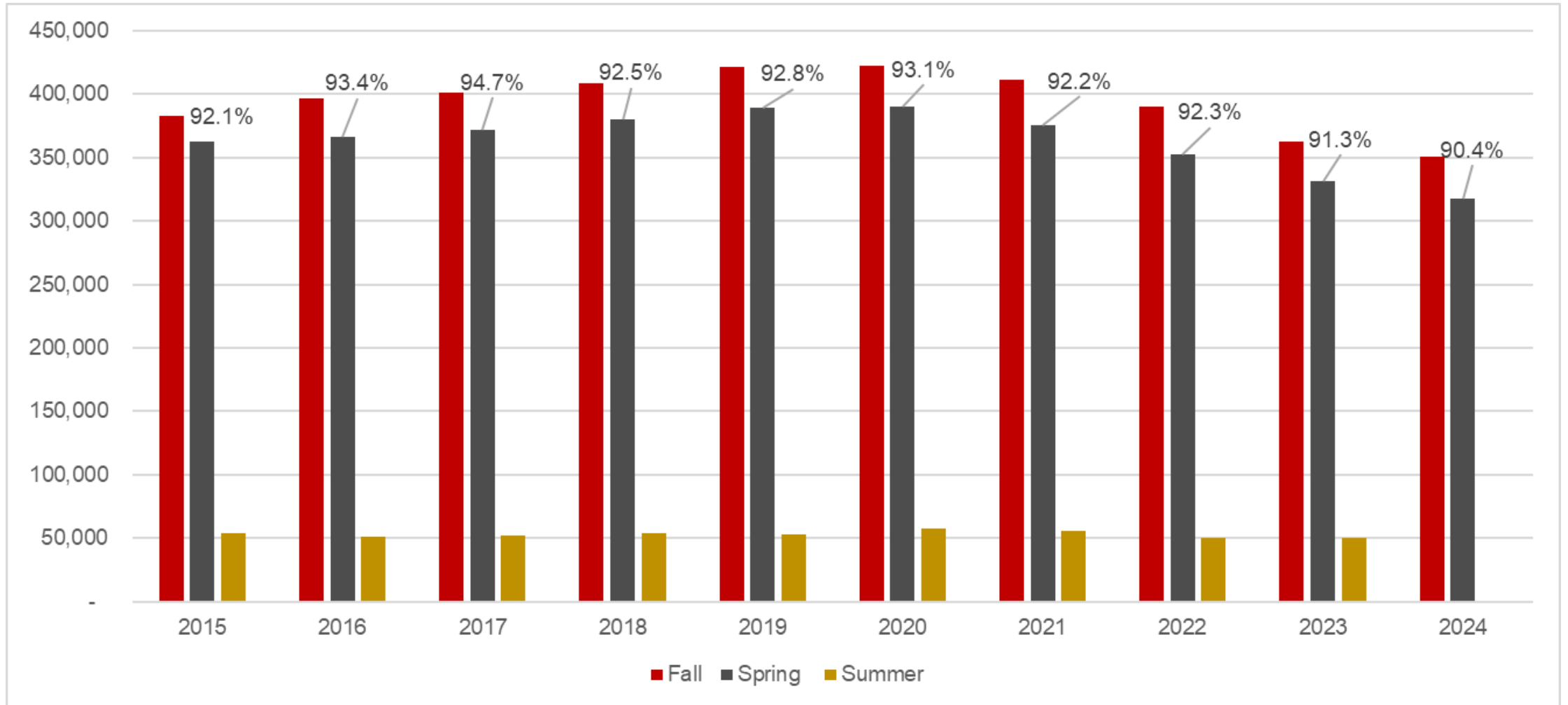


Total Spring Enrollment Trend



Source: OBIEE Student Profile Dashboard

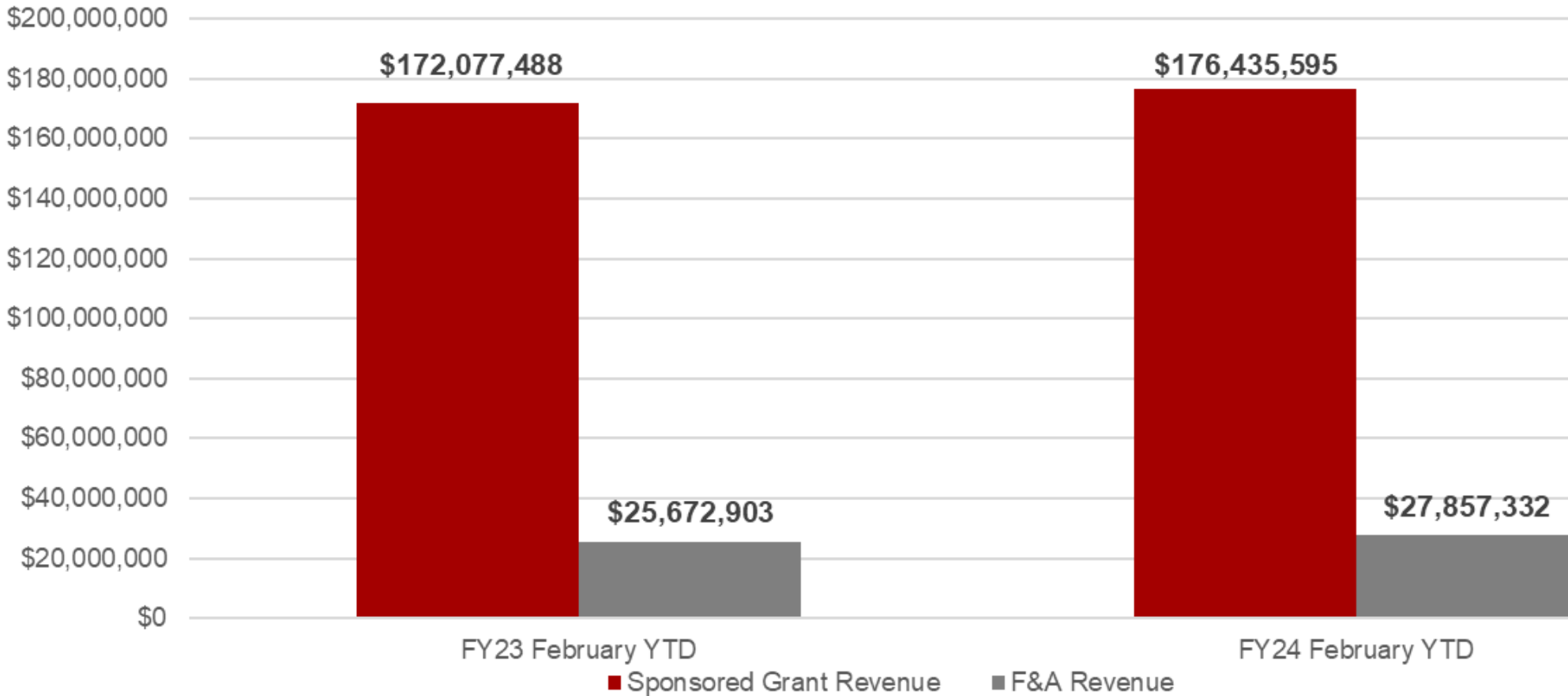
Credit Hours with Fall to Spring Ratio



Source: OBIEE Courses Dashboard
Includes Undergraduate, Graduate, and Professional Enrollments



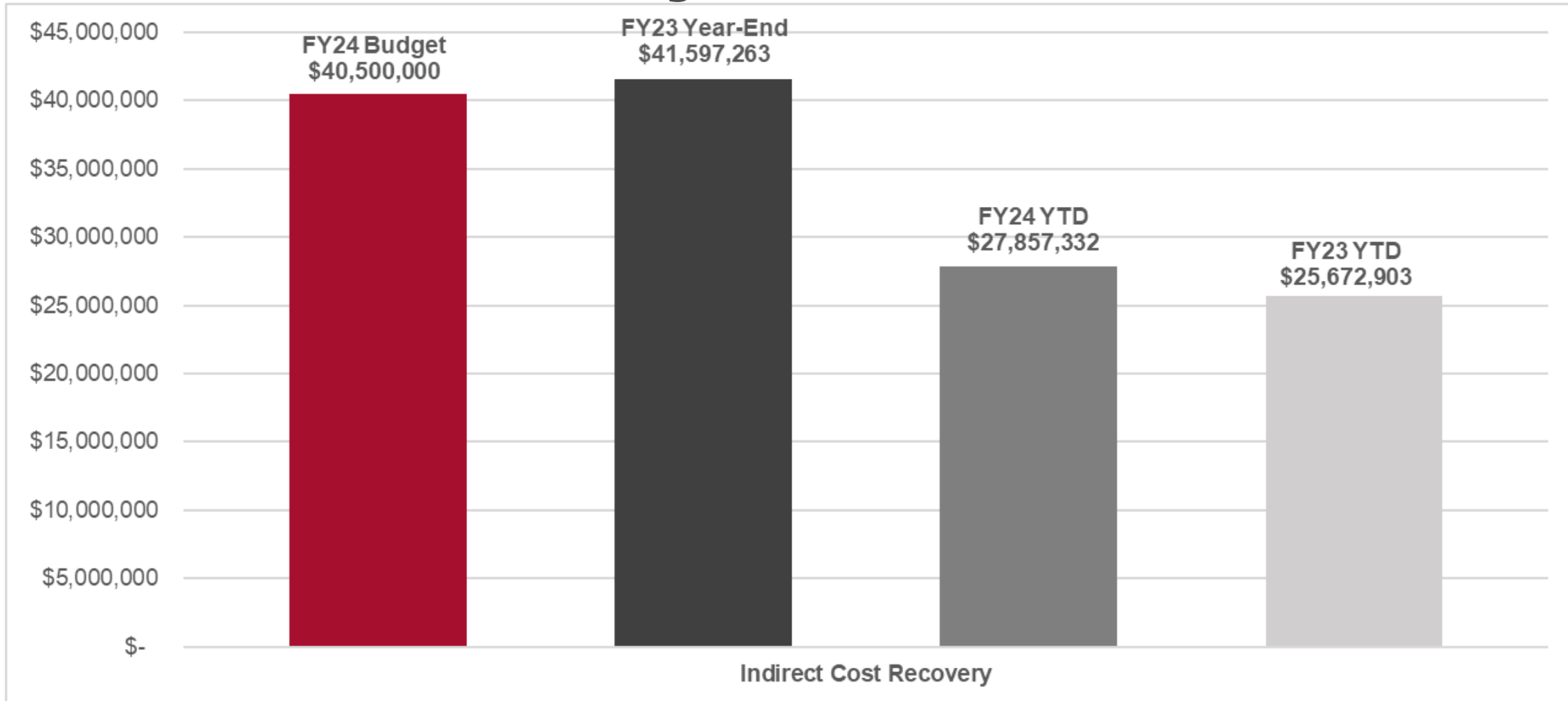
Sponsored Grant Revenue FY23 vs FY24



Source: Workday Finance



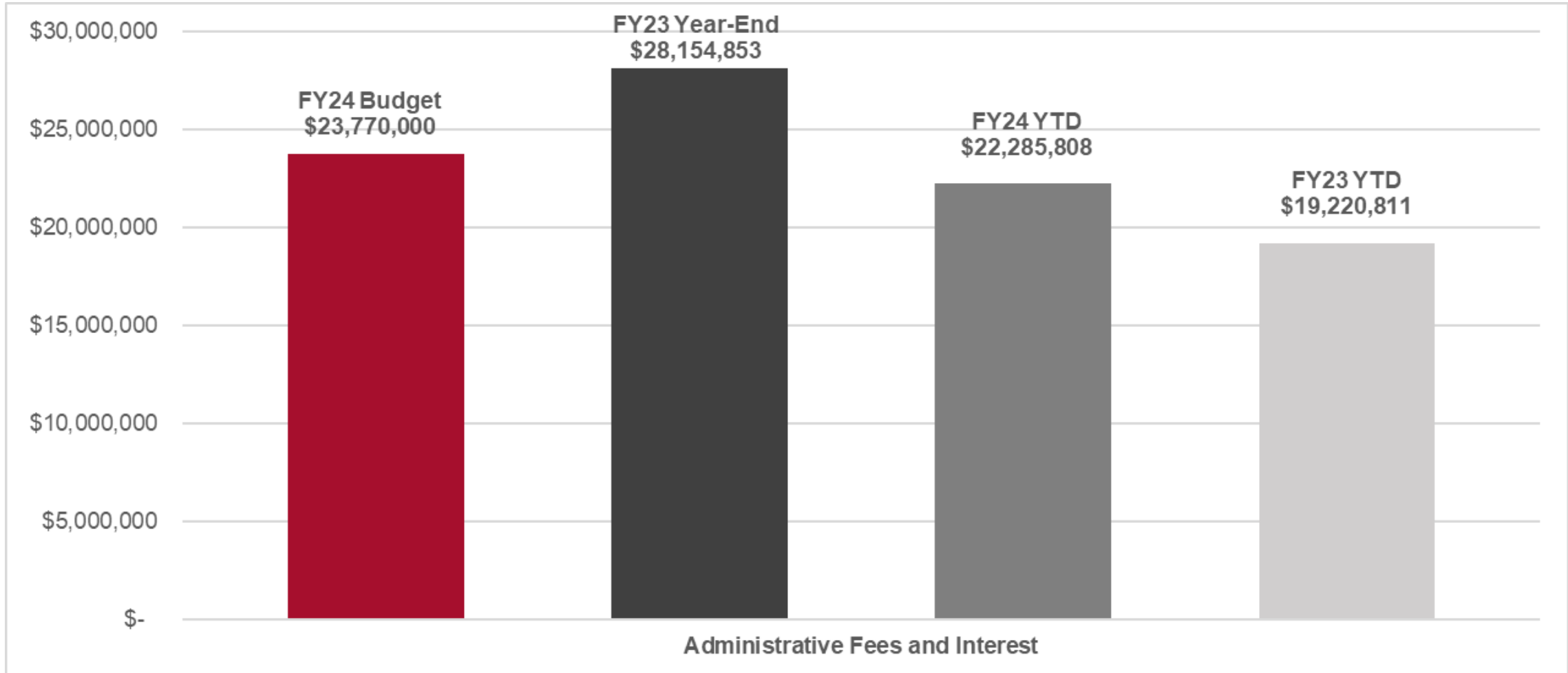
Other Core Fund Revenues Indirect Cost Recovery February Year-to-Date



Source: Workday Finance



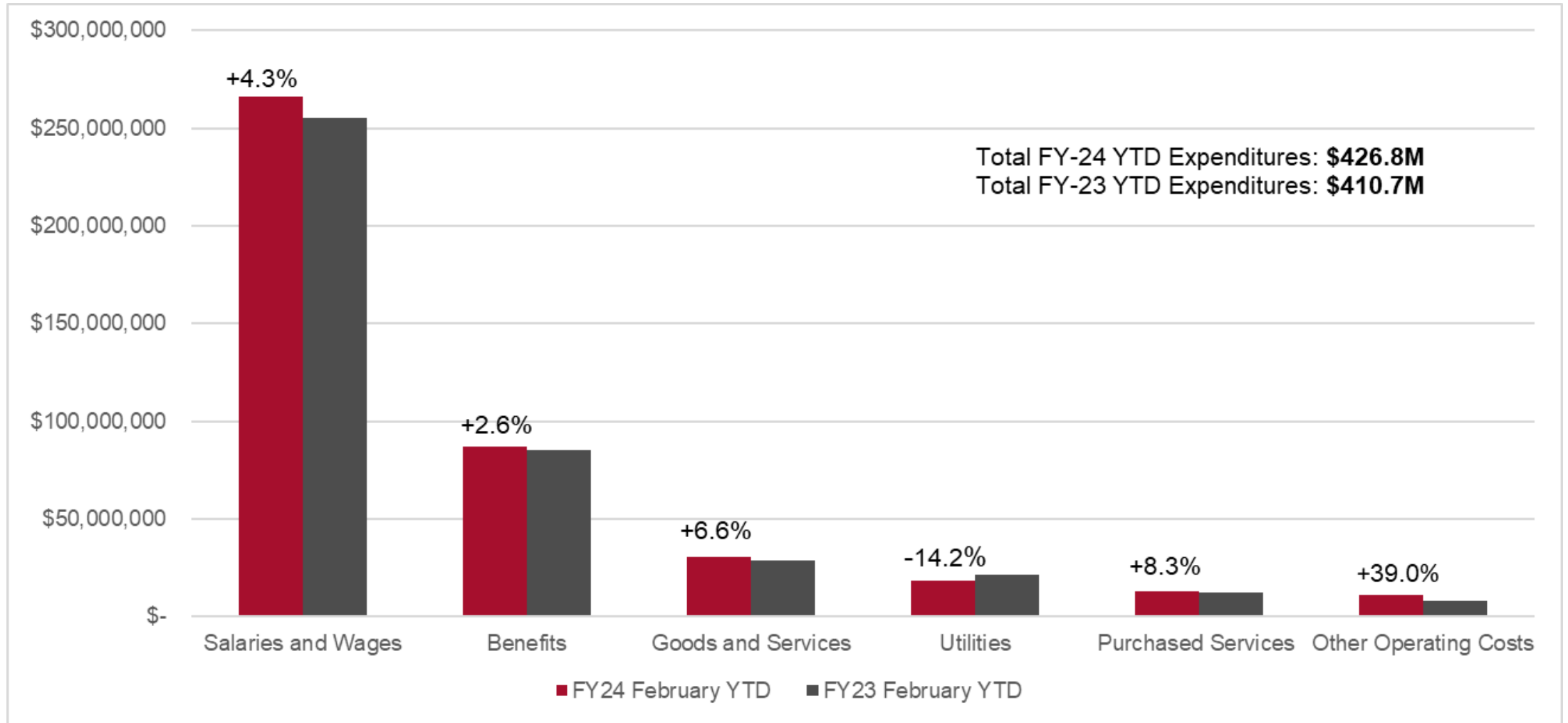
Other Core Fund Revenues Administrative Fees & Interest February Year-to-Date



Source: Workday Finance



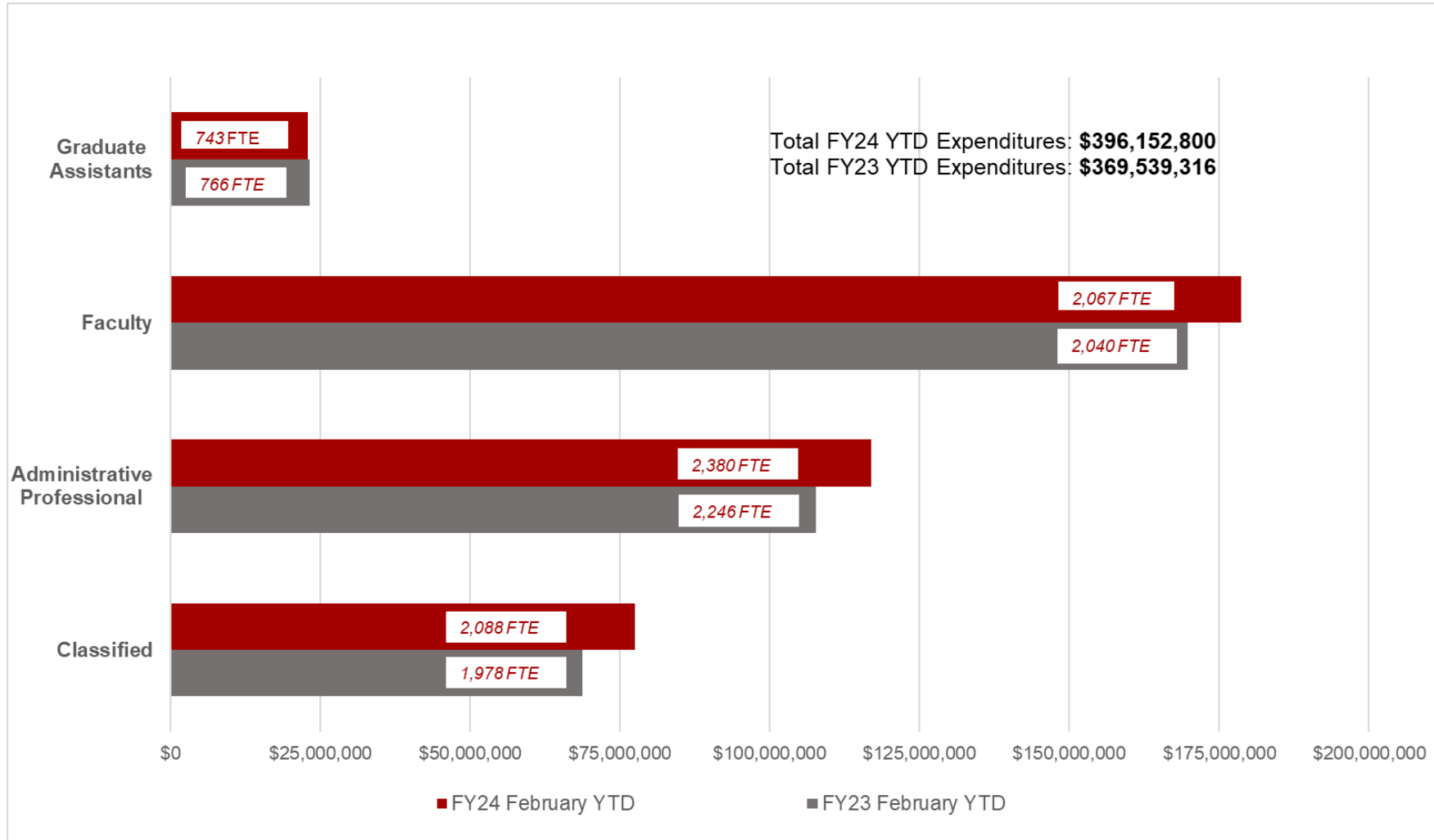
Core Funds Expenditures: FY24 vs FY23



Source: Workday Finance



All Funds Salaries and Wages FY24 vs FY23



FY24 Trend – Use of Fund Balances

- Fund balances are the working capital of the University
- Fund balances align with, but are not equal to cash
- Units hold fund balances across the enterprise
 - Core funds use reported to be approximately \$10M
 - Approval for all funds use of approximately \$20M
 - Some units have deficit balances
 - Some units indicated structural budget deficits
- Possible future changes with WSU Foundation
- In FY25 - develop a policy on fund balance accumulation and use along with target for days cash on hand



Reporting Progress

- Continue to refine dashboard for reporting to Regents and monthly administrative review
- Created an internal group to review and discuss key monthly metrics and trends
- Develop all-funds financial reporting metrics
- Progress toward quarterly financial statements
- Plan for position management tool implementation
- Communicate periodic financial performance to Chancellors, System Leadership Collaborative, Deans and Area Finance Officers
- GOAL - Use financial metrics to forecast future state





Appendix

Credit Hours by Academic Unit & Credit Hours by Campus Fall, Spring and Summer Terms

Credit Hour Enrollments by College/Academic Unit - Fall

College/Academic Unit	2015	2020	2021	2022	2023	2024	Five Year Change	Ten Year Change
College of Arts & Sciences	183,679	190,093	181,265	168,451	158,556	155,511	-18.2%	-15.3%
Carson College of Business	38,707	44,612	50,764	50,163	44,952	43,828	-1.8%	13.2%
Voiland College of Engineering & Architecture	37,661	46,830	45,717	44,090	40,442	38,911	-16.9%	3.3%
CAHNRS	39,985	42,290	39,318	36,378	33,944	32,372	-23.5%	-19.0%
College of Education	18,532	21,736	19,956	20,471	19,648	19,023	-12.5%	2.6%
College of Veterinary Medicine	17,330	20,172	19,429	19,400	18,213	17,958	-11.0%	3.6%
Murrow College of Communication	17,049	18,626	19,187	17,907	16,354	15,284	-17.9%	-10.4%
College of Nursing	11,041	10,996	11,643	11,518	10,383	8,942	-18.7%	-19.0%
Elson S. Floyd College of Medicine	3,548	5,486	6,695	6,867	6,909	6,781	23.6%	91.1%
Provost/Honors/Univ College	5,391	6,659	4,916	5,062	5,424	5,680	-14.7%	5.4%
College of Pharmacy & Pharmaceutical Sciences	9,400	11,093	10,234	8,587	6,475	5,304	-52.2%	-43.6%
Graduate School	654	566	518	623	447	510	-9.9%	-22.0%
Intensive American Language Center		3,336	1,154	470	352	498	-85.1%	-85.5%
Grand Total	382,977	422,495	410,796	389,987	362,099	350,602	-17.0%	-8.5%

Source: OBIEE Courses Dashboard
Includes Undergraduate, Graduate, and Professional Enrollments



Credit Hour Enrollments by College/Academic Unit - Spring

College/Academic Unit	2015	2020	2021	2022	2023	2024	Five Year Change	Ten Year Change
College of Arts & Sciences	163,822	166,509	153,929	143,821	137,884	134,969	-18.9%	-17.6%
Carson College of Business	39,905	45,156	52,400	47,522	44,283	42,512	-5.9%	6.5%
Voiland College of Engineering & Architecture	35,675	44,450	43,701	39,999	37,878	36,013	-19.0%	0.9%
CAHNRS	35,457	38,099	34,861	33,612	29,387	28,867	-24.2%	-18.6%
College of Education	19,159	21,523	20,633	20,967	19,505	18,110	-15.9%	-5.5%
College of Veterinary Medicine	18,972	20,714	20,436	20,611	19,696	19,996	-3.5%	5.4%
Murrow College of Communication	15,744	17,121	17,536	15,945	14,455	14,463	-15.5%	-8.1%
College of Nursing	11,740	11,116	11,498	11,013	9,660	9,100	-18.1%	-22.5%
Elson S. Floyd College of Medicine	3,030	4,926	5,505	5,761	5,783	2,248	-54.4%	-25.8%
Provost/Honors/Univ College	6,252	6,943	4,090	4,514	5,611	5,350	-22.9%	-14.4%
College of Pharmacy & Pharmaceutical Sciences	8,594	10,613	9,458	7,850	5,995	4,792	-54.8%	-44.2%
Graduate School	540	628	522	507	485	484	-22.9%	-10.4%
Intensive American Language Center	3,800	2,295	622	404	442	180	-92.2%	-92.1%
Grand Total	362,690	390,093	375,191	352,526	331,064	317,084	-18.7%	-12.6%

Source: OBIEE Courses Dashboard
Includes Undergraduate, Graduate, and Professional Enrollments



Credit Hour Enrollments by College/Academic Unit - Summer

College/Academic Unit	2014	2019	2020	2021	2022	2023	Five Year Change	Ten Year Change
College of Arts & Sciences	21,532	21,836	24,708	22,019	19,697	20,839	-4.6%	-3.2%
Carson College of Business	9,467	10,871	14,200	15,856	14,109	12,736	17.2%	34.5%
Voiland College of Engineering & Architecture	2,807	2,473	3,370	3,257	2,316	2,203	-10.9%	-21.5%
CAHNRS	3,583	4,354	3,743	3,836	3,245	3,574	-17.9%	-0.3%
College of Education	3,986	5,169	4,389	4,681	3,952	3,645	-29.5%	-8.6%
College of Veterinary Medicine	1,469	1,101	1,067	1,054	1,063	1,561	41.8%	6.3%
Murrow College of Communication	2,025	2,526	2,985	2,783	2,661	2,696	6.7%	33.1%
College of Nursing	1,399	1,309	1,274	1,354	1,257	1,160	-11.4%	-17.1%
Elson S. Floyd College of Medicine	359	535	681	571	534	493	-7.9%	37.3%
Provost/Honors/Univ College	1,304	1,479	663	471	1,265	1,005	-32.0%	-22.9%
College of Pharmacy & Pharmaceutical Sciences	384	2	14	51	156	159	7850.0%	-58.6%
Graduate School	26	26	41	13	13	6	-76.9%	-76.9%
Intensive American Language Center	-	1,042	616	156	163	213	-79.6%	-94.1%
Grand Total	48,341	52,723	57,751	56,102	50,431	50,290	-4.6%	-6.3%

Source: OBIEE Courses Dashboard
Includes Undergraduate, Graduate, and Professional Enrollments



Credit Hour Enrollments by Campus - Fall

Campus	2015	2020	2021	2022	2023	2024	Five Year Change	Ten Year Change
Pullman	284,242	302,626	285,928	271,923	254,578	244,739	-19.1%	-13.9%
Global	23,627	26,781	34,084	35,024	34,274	35,409	32.2%	49.9%
Vancouver	36,793	43,110	41,818	38,338	33,623	32,867	-23.8%	-10.7%
Spokane	21,622	24,420	24,404	22,404	19,057	16,706	-31.6%	-22.7%
Tri-Cities	16,693	21,910	20,807	18,987	17,817	18,197	-16.9%	9.0%
Everett		3,648	3,755	3,311	2,750	2,684	-26.4%	56.7%
Grand Total	382,977	422,495	410,796	389,987	362,099	350,602	-17.0%	-11.5%

Source: OBIEE Courses Dashboard
Includes Undergraduate, Graduate, and Professional Enrollments



Credit Hour Enrollments by Campus - Spring

Campus	2015	2020	2021	2022	2023	2024	Five Year Change	Ten Year Change
Pullman	266,078	275,616	259,704	245,731	231,687	221,245	-19.7%	-16.8%
Global	24,756	27,253	32,862	33,626	32,463	33,792	24.0%	36.5%
Vancouver	35,153	40,083	38,444	33,244	31,073	30,406	-24.1%	-13.5%
Spokane	21,076	23,757	22,737	20,585	17,229	13,147	-44.7%	-37.6%
Tri-Cities	15,627	20,024	18,327	16,634	16,266	16,581	-17.2%	6.1%
Everett		3,360	3,117	2,706	2,346	1,913	-43.1%	12.4%
Grand Total	362,690	390,093	375,191	352,526	331,064	317,084	-18.7%	-13.4%

Source: OBIEE Courses Dashboard
Includes Undergraduate, Graduate, and Professional Enrollments



Credit Hour Enrollments by Campus - Summer

Campus	2014	2019	2020	2021	2022	2023	Five Year Change	Ten Year Change
Pullman	14,002	27,658	34,046	33,190	35,803	36,761	32.9%	162.5%
Global	25,387	16,194	15,107	14,645	8,873	7,943	-51.0%	-68.7%
Vancouver	5,735	5,309	5,222	5,304	3,302	3,084	-41.9%	-46.2%
Spokane	1,751	2,103	2,015	1,699	1,218	1,316	-37.4%	-24.8%
Tri-Cities	1,466	1,416	1,350	1,190	1,193	1,125	-20.6%	-23.3%
Everett		43	11	74	42	61	41.9%	177.3%
Grand Total	259,241	530,040	515,567	481,797	448,409	429,421	-19.0%	-13.4%

Source: OBIEE Courses Dashboard
Includes Undergraduate, Graduate, and Professional Enrollments



INFORMATION ITEM #4

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 progress in developing the FY25 core funds budget. In March, 44 budget hearings were conducted covering all university units. By the end of April, strategic reductions and funding decisions will be completed and communicated.

This report includes unit information on the FY24 budget grouped by academic colleges, campuses, academic support, administrative units and finance & operations. The format will be used to create sources and uses reporting for the institution, campuses and units and will be expanded to include non-core budget estimates.

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 and made available to the WSU community to increase transparency and understanding of University's financial context.

ATTACHMENT: FY25 Budget Development Update



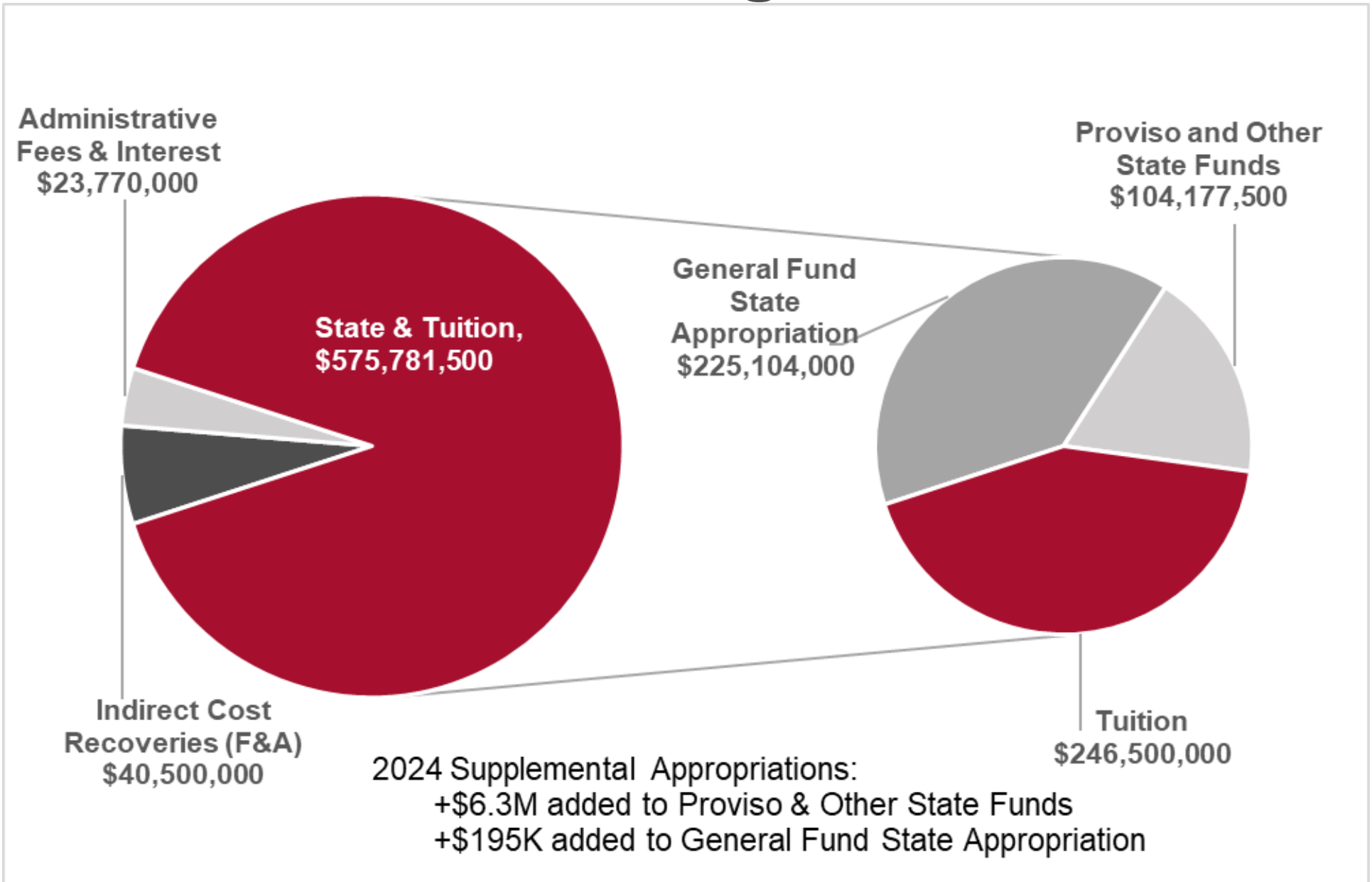
WASHINGTON STATE
UNIVERSITY

FY25 Budget Development



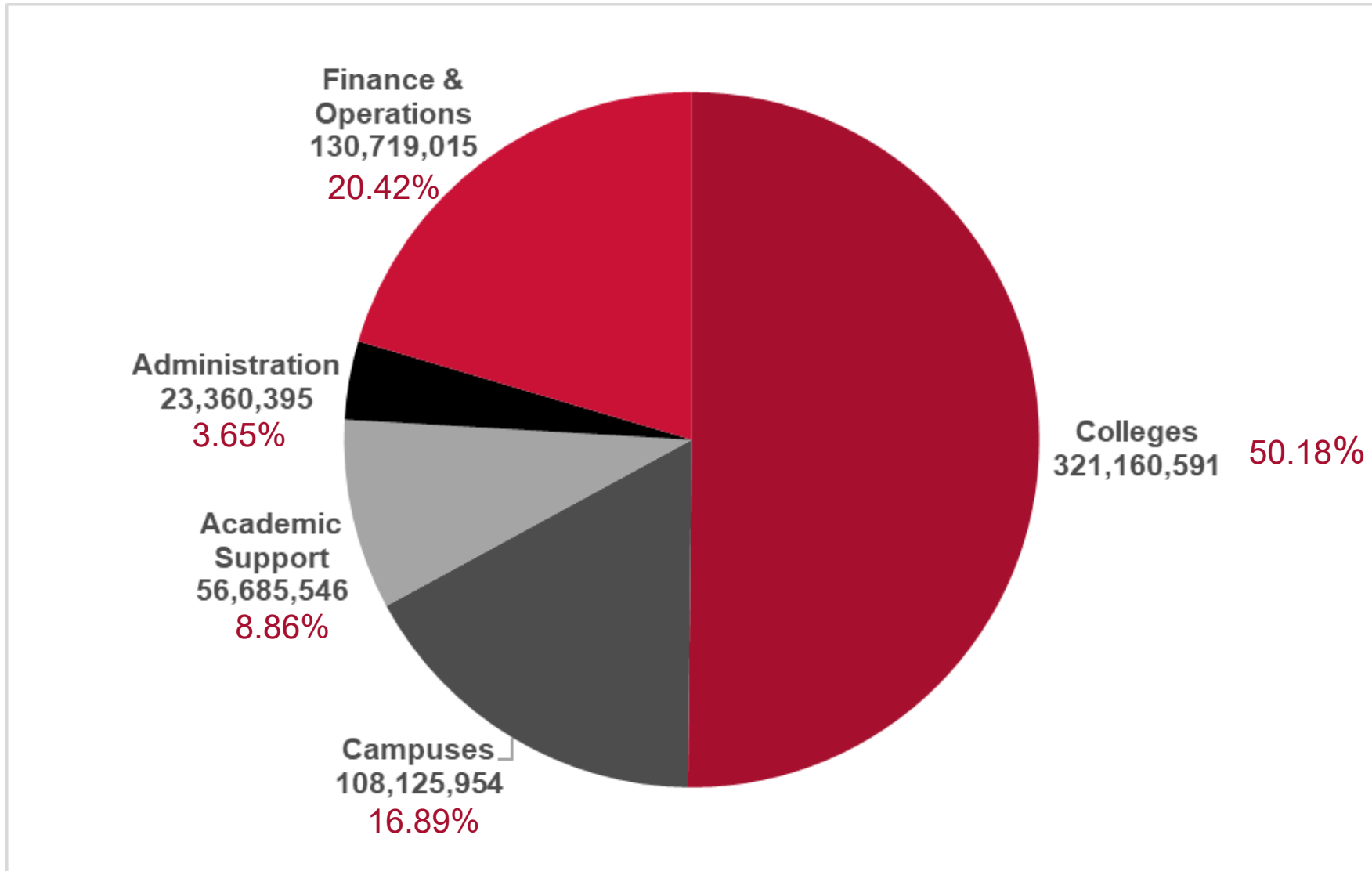
Board of Regents
Finance & Administration Committee
Thursday, April 18, 2024

FY24 Core Funds Budget - \$640,051,500

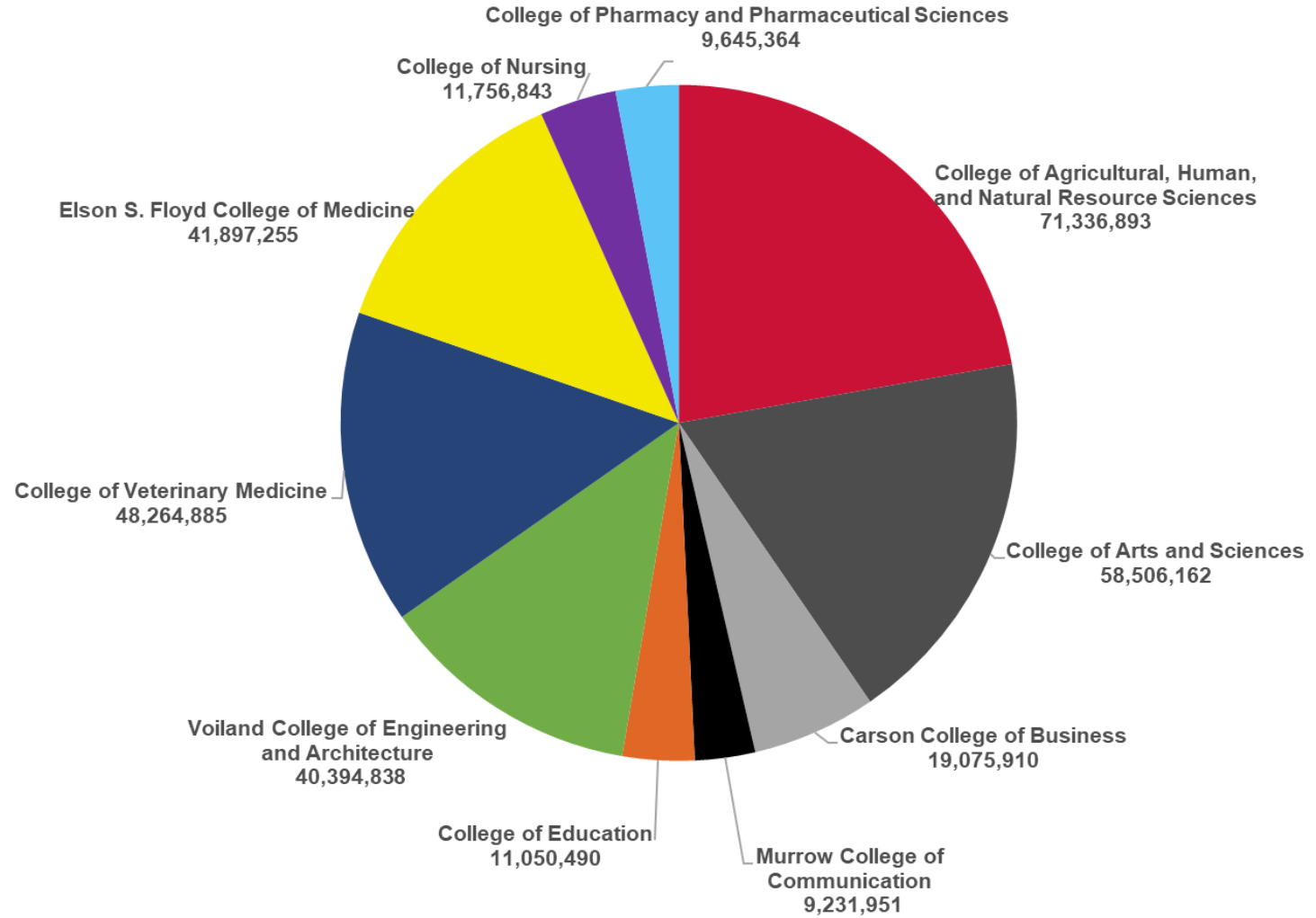




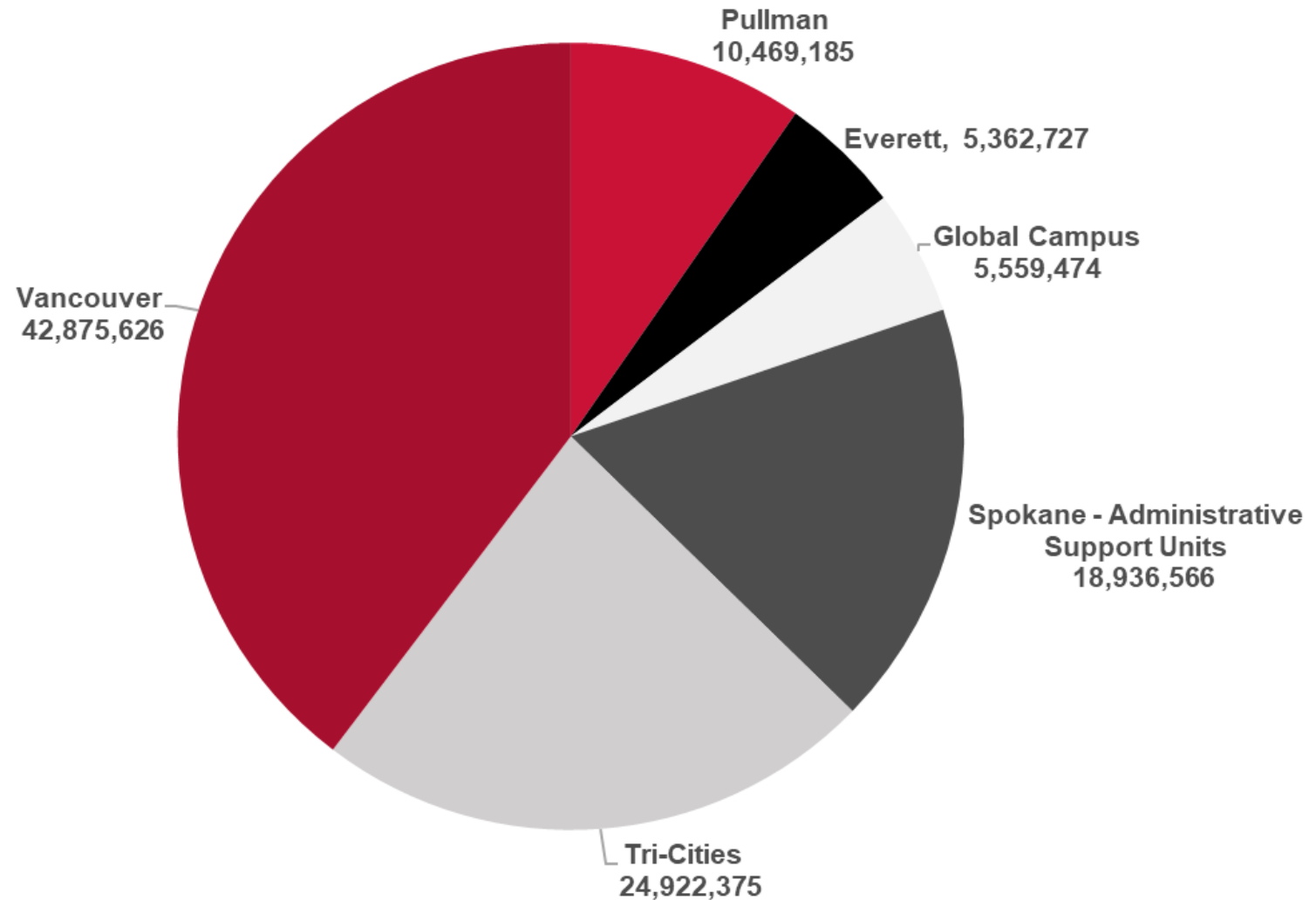
FY24 Core Funds Budget



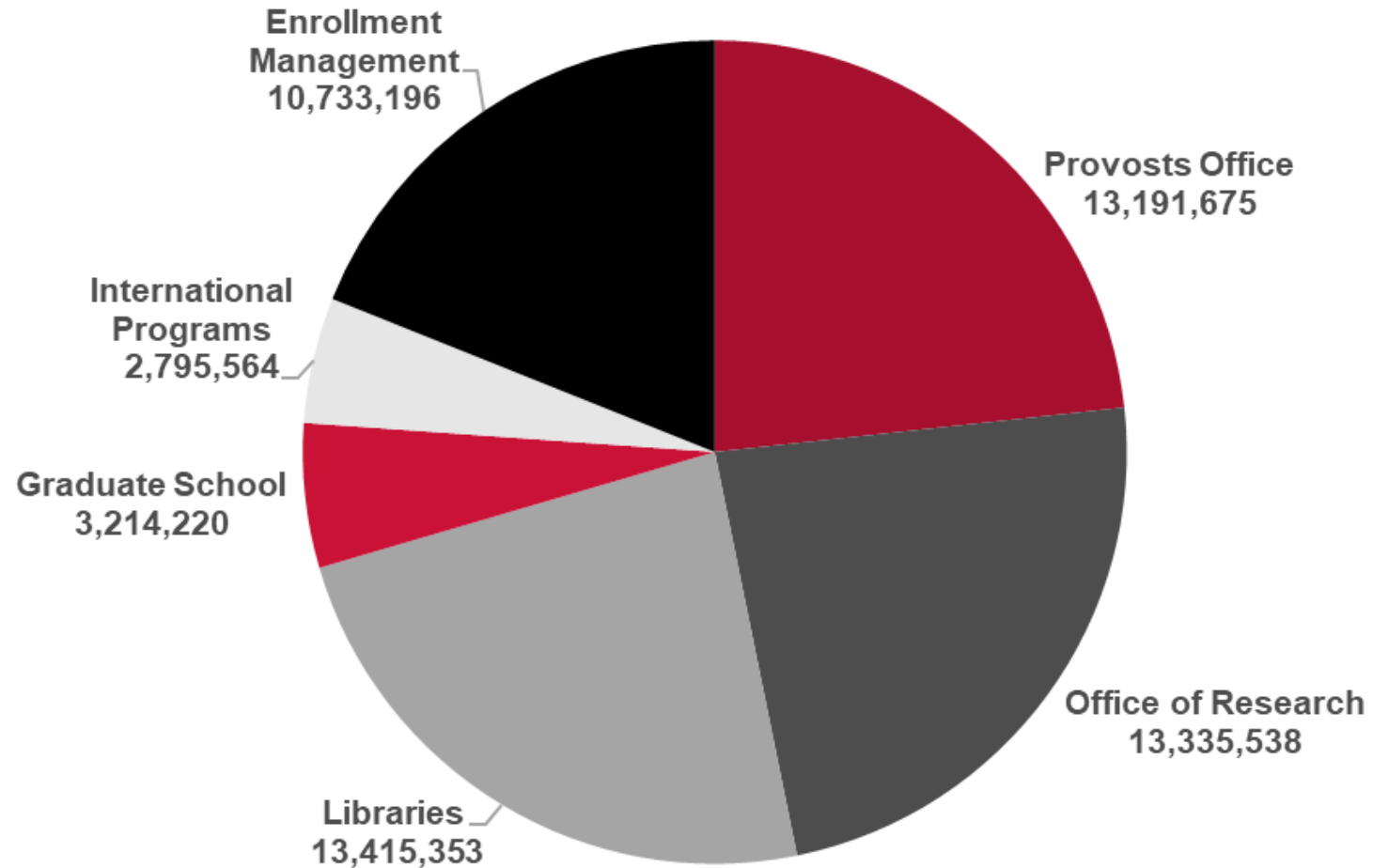
FY24 Core Funds Budget – Colleges



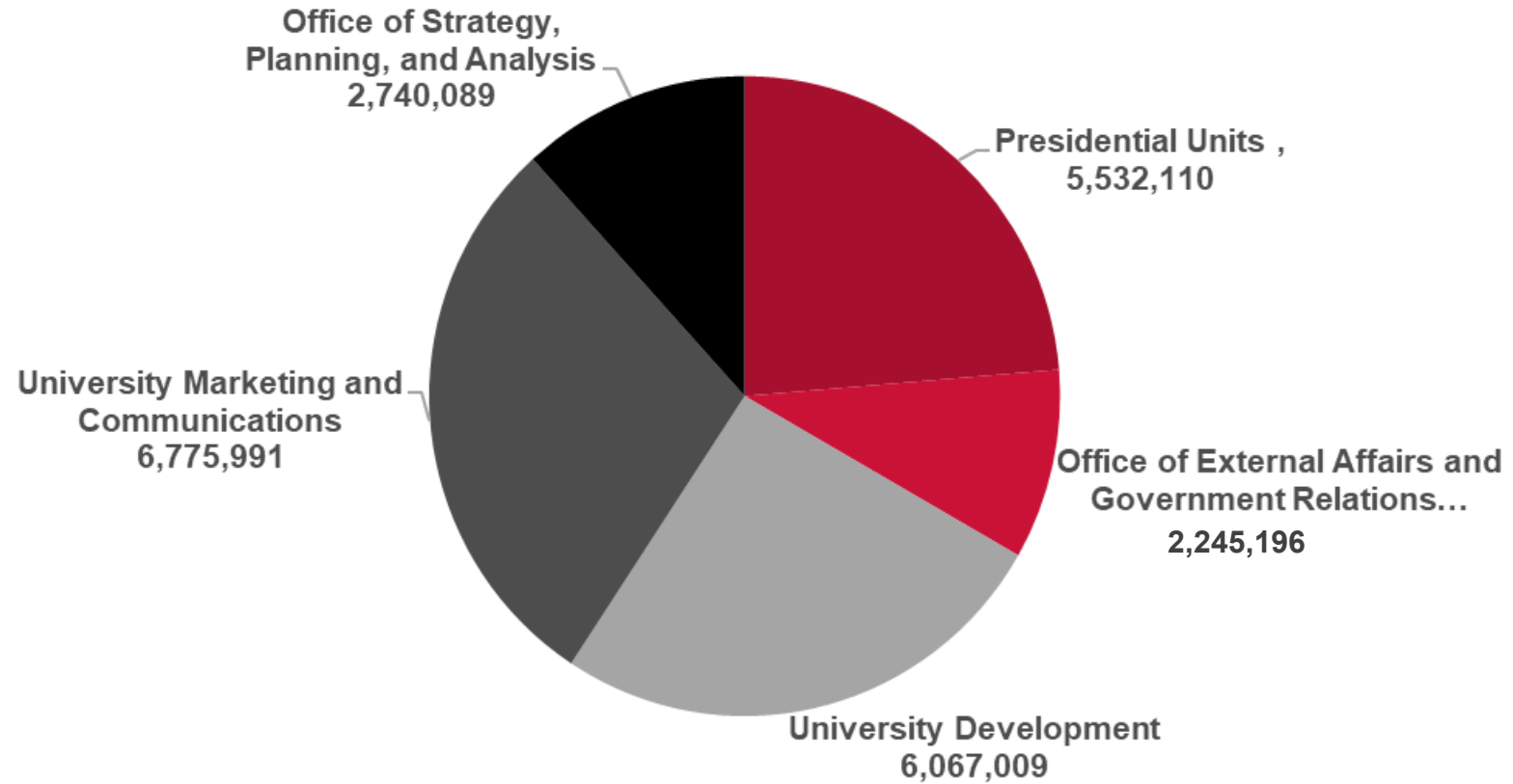
FY24 Core Funds Budget – Campuses



FY24 Core Funds Budget – Academic Support

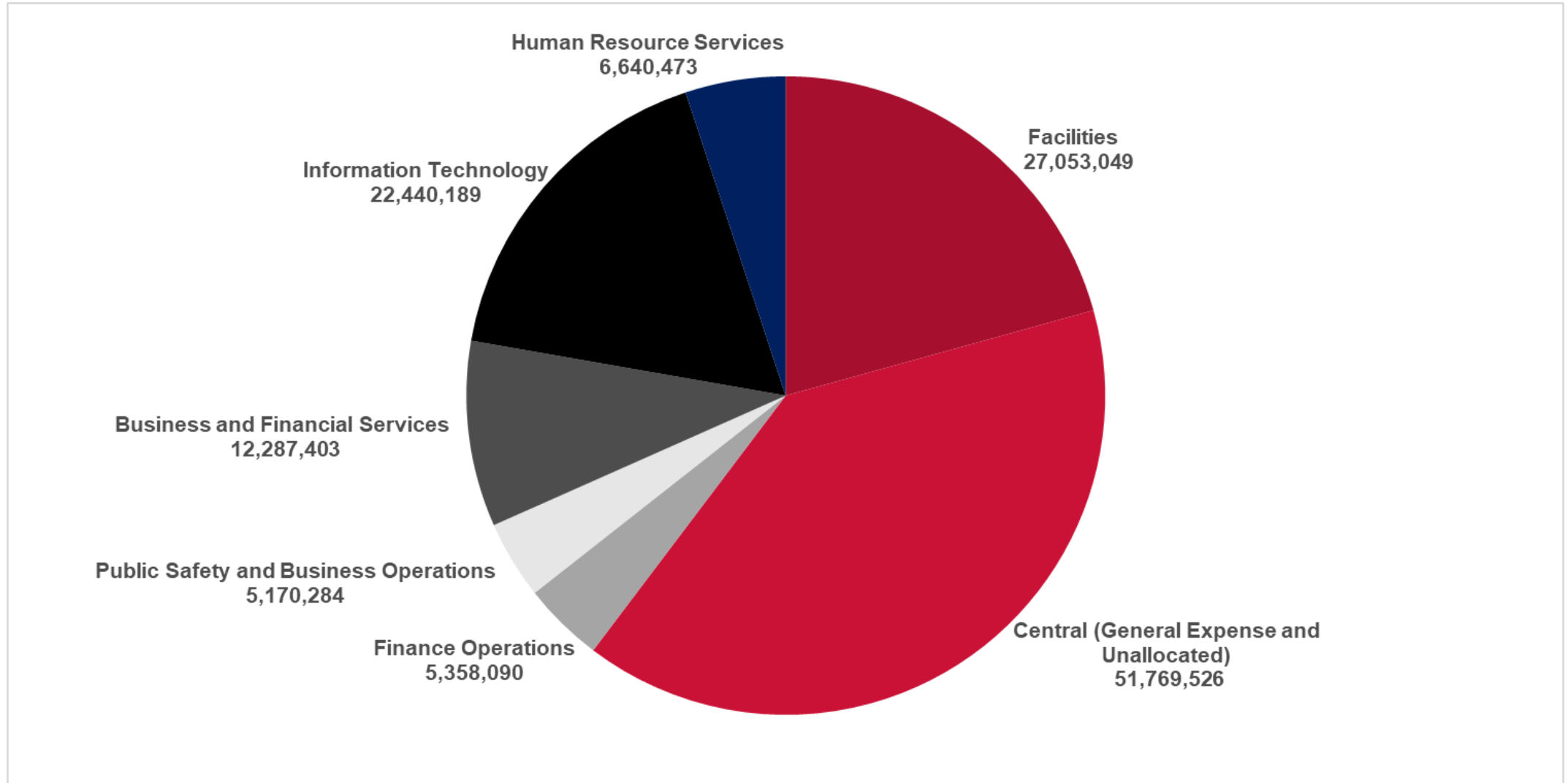


FY24 Core Funds Budget – Administration





FY24 Core Funds Budget – Finance & Operations



FY25 Budget Development

Budget Hearings – March 18 – March 29

- Schulz, Chilton, DeWald, McDonald, Brunelli, Jones and Skinner
- 44 unit meetings totaling 22 hours
- Templated materials
 - Current financial situation
 - Impact of 1%,3% and 5% reductions
 - Expected use of fund balances
 - Requests for new funding – both recurring and non-recurring



FY25 Budget Development

**Washington State University
FY25 Budget Development Planning
RECURRING Funds Only**

Tuition

3% Tuition increase	6,000,000
Budgeted enrollment reduction - 1.5%	(2,600,000)
New Waivers	<u>(900,000)</u>
Estimated New Tuition Funds	2,500,000

Other Recurring Funds

State Funding - ASE Graduate Student Contract	<u>2,000,000</u>	Supplemental - Non-Recurring
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Reallocation from Strategic Budget Reductions	<u>-</u>
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Total Estimated Recurring Sources	<u>4,500,000</u>
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<u>Unit Recurring Requests</u>	<u>43,538,508</u>	Non-Recurring Requests - 31,332,146
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Reduction Parameters	1%	3,523,660
	3%	10,306,687
	5%	17,202,440



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

1	2
Strategically Important	Less Strategically Important
Needs funding for FY25	Needs funding for FY25
3	4
Strategically Important	Less Strategically Important
Does not require funding for FY25	Does not require funding for FY25



FY25 Budget Development Timeline

- ❑ April – Budget working group reviews all requests and reductions
- ❑ No later than 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



INFORMATION ITEM #5
Athletics Financial Performance
(Leslie Brunelli/Anne McCoy/Jon Haarlow)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Athletics Budget Update for FY24

SUBMITTED BY: Anne McCoy, Interim Athletics Director
Leslie Brunelli, Executive Vice President, Finance & Administration/CFO

SUPPORTING
INFORMATION: **FY24 Update**

Revenues

Athletics has seen significant shifts since the March update. The finalization of 2023 football sales and strong performances from men's and women's basketball have produced increases in overall ticket revenues. Additionally, Athletics has seen increases in other revenues from coach/staff buyout payments and increases in facility fee and concessions revenue. Conversely, season ticket renewals for the 2024 football season have been off pace from previous years and thus causing a projected shortfall in Annual Fund giving. Athletics continues to monitor the impact of ticket renewals for FY24 and FY25. Athletics remains actively engaged in revenue generation strategies to increase revenue for FY24 and will continue to report projected variabilities to the Board of Regents.

Expenses

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

Compensation

Athletics projects an overage in compensation due to increased student wages and overtime expense in the fall. This projection is subject to change as additional budgetary changes are implemented throughout the spring semester and continued changes in personnel.

Financial Aid

No change since the March update. Athletics is forecasting financial aid

savings 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 new increases to the overage in recruiting, team travel, equipment, and student-athlete meals. This is in addition to the overage previously reported for student-athlete medical costs.

Direct Admin

No change since the March update as Athletics projects the expense share obligation from the Pac-12 conference and the fees related to future conference affiliations to result in an expense overage.

Other Expenses

Since the March update, Athletics continues to see variability and increased costs related to facility operations and team travel ticketing obligations.

Summary

As a reminder, the Board of Regents approved a \$4M budget shortfall for FY25. Athletics now projects a total budgetary shortfall of \$9.4M for FY24. The FY24 budget shortfall will be covered by future conference revenues as to not further increase the internal cash deficit owed to the University. 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. 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.

Attachment A

	FY24	PROJECTED ACTUAL	PROJECTED VARIANCE
ATHLETIC REVENUE			
Student Services & Activities Fee	0.1	0.1	-
Media Rights	26.8	26.8	-
Conference Distribution	9.7	18.0	8.3
REVENUE ITEMS CONFERENCE/SETTLEMENT	36.6	44.8	8.3
Ticket Sales - Admissions Net of Tax	7.7	7.5	(0.2)
Student Sports Pass	2.6	2.4	(0.2)
Contributions	10.5	9.5	(0.9)
Program/Concessions	1.1	1.3	0.2
Guarantee Revenue	0.3	0.3	-
Other Revenue	2.5	3.6	1.1
REVENUE ITEMS WITH PROJECTED CHANGE	24.7	24.6	(0.1)
Endowments	0.9	0.9	-
NCAA Distribution	1.6	1.6	-
Royalties/Advertising	4.2	4.3	0.1
Student Fees - Debt Service	0.7	0.7	-
Direct Institutional Support - \$\$\$	2.4	2.4	-
REVENUE ITEMS WITH MINIMAL CHANGE	9.8	10.0	0.2
REVENUE BEFORE OFFSETS	71.0	79.4	8.4
Sports Camp Revenue	0.4	0.4	-
Direct Institutional Support - GE Waivers	3.4	3.4	-
Indirect Institutional Support	0.5	0.5	-
In Kind Contributions	1.6	1.6	-
Bowl Revenue	2.6	-	(2.6)
REVENUE ITEMS = EXPENSE	8.4	5.8	(2.6)
TOTAL REVENUE	79.4	85.2	5.8
	FY24	PROJECTED ACTUAL	PROJECTED VARIANCE
ATHLETIC EXPENSE			
Scholarships	9.4	9.0	0.4
Compensation	30.2	30.6	(0.4)
Debt	10.1	10.1	-
TOTAL ADMINISTRATION	49.6	49.6	0.0
Recruiting	1.6	1.9	(0.3)
Team Travel	4.5	5.1	(0.6)
Equipment	0.6	0.7	(0.1)
Game Expenses	2.6	2.6	-
Medical Costs	1.4	1.6	(0.2)
Student Athlete Meals	1.0	1.3	(0.4)
TOTAL SPORTS PROGRAMS	11.7	13.2	(1.5)
Direct Admin Expense	2.0	3.2	(1.2)
Dues and Memberships	2.6	2.9	(0.3)
DIRECT ADMIN EXPENSE	4.6	6.1	(1.5)
Guarantee Expense	1.6	1.8	(0.2)
Fund Raising/Marketing	1.2	1.2	-
Spirit Groups	0.2	0.2	-
Other Expense	6.1	7.2	(1.2)
TOTAL OTHER EXPENSE	9.0	10.4	(1.4)
EXPENSE BEFORE OFFSETS	75.0	79.4	(4.4)
Sports Camp Expense	0.4	0.4	-
Scholarships - GE Waivers	3.4	3.4	-
Indirect Institutional Support	0.5	0.5	-
In Kind Contributions	1.6	1.6	-
Bowl Expense	2.6	-	2.6
EXPENSE ITEMS = REVENUE	8.4	5.8	2.6
TOTAL EXPENSE	83.4	85.2	1.7
APPROVED BUDGET SHORTFALL	(4.0)	-	4.0

Attachment B

Washington State University						
	FY19	FY20	FY21	FY22	FY23	FY24 (3/27)
REVENUES:						
Ticket Sales	9.5	8.6	0.0	9.3	10.2	9.9
Contributions/Endowments	12.4	10.7	8.5	10.7	12.7	10.4
NCAA/Pac-12	34.2	34.7	22.5	38.7	35.9	46.3
Royalties/Advert/Sponsor	4.6	4.3	3.4	4.9	4.6	4.3
Institutional Support	0.0	0.0	0.0	0.0	2.4	2.4
Waivers/Student Fees	5.2	5.2	4.8	5.0	4.4	4.1
Other Revenue	5.8	6.6	0.8	6.4	8.9	7.7
Total Revenue	71.7	70.1	40.0	75.0	79.0	85.2
EXPENSES:						
Compensation	27.7	28.5	25.6	29.1	29.8	30.7
Scholarships	11.0	10.5	11.4	12.2	12.3	12.4
Sport Programs	11.4	10.7	7.4	13.2	16.8	14.3
Marketing/Fund Raising	1.8	1.3	1.2	1.5	2.6	1.8
Debt Payments	9.2	9.2	10.0	10.8	11.0	10.1
Direct Admin/Dues	4.7	4.6	4.6	3.6	4.6	6.1
Other Expense	10.3	12.5	4.8	12.6	13.7	9.9
Total Expenses	76.1	77.3	65.0	83.0	90.9	85.2
Net Income from Operations	(4.4)	(7.2)	(25.0)	(8.0)	(11.9)	0.0
Proceeds from Financing/Savings from Debt Ref	35.6	10.0	0.0	0.0	0.0	0.0
Net Income After Financing	(4.6)	(7.1)	10.6	2.0	(11.9)	0.0

*There may be minor differences in subtotals shown above due to rounding to dollars million.

FUTURE ACTION ITEM #1

FY25 Athletics Budget Approval

(Leslie Brunelli/Anne McCoy/Jon Haarlow)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Athletics Budget Approval for FY25

SUBMITTED BY: Anne McCoy, Interim Athletics Director
Leslie Brunelli, Executive Vice President, Finance & Administration/CFO

SUPPORTING INFORMATION: In accordance with RCW 28B.15.120, state legislation, and to maintain compliance with Athletics Plan for Fiscal Recovery, the Athletic annual operating budget is presented to the Board of Regents for approval.

Introduction

Washington State University Athletics is committed to providing its student-athletes with a world-class collegiate experience. As a member of the Pac-12 Conference, WSU was aligned alongside the top academic and athletic institutions in the nation. That changed August 4, 2023, when it was confirmed the Pac-12 had failed to secure a long-term media rights agreement and 10 of the 12 universities departed through conference realignment, leaving only Washington State and Oregon State as Pac-12 members beginning July 2024.

The lack of a media rights agreement drastically impacts the Athletics budget going forward, resulting in significant revenue decreases to the FY25 Athletics budget, as well as future years. The NCAA has granted a two-year grace period for the Pac-12 to operate with only the two schools, before requiring it to be at the NCAA minimum of eight schools beginning with the 2026 academic year.

The resulting conference instability has forced Washington State to pursue opportunities with scheduling affiliations, media rights, and other revenue generating opportunities that would typically be secured at the conference level. The fiscal challenges have resulted in a reduced budget the Athletics is presenting to the WSU Board of Regents for FY25.

Revenues

Revenue forecasts for FY25 are based on current contracts, historical sales, ongoing media discussions, and close collaboration with the Pac-12 conference. Ticket sales, contributions, and game-related revenues are based off prior year actuals, taking into consideration a shift in conference affiliation. Additionally, conference and NCAA distributions continue to be a primary revenue source, while royalties and advertising combine to be the second highest revenue category for FY25.

Expenses

To ensure a balanced budget for FY25, Athletics reduced expenses to match forecasted incoming revenues. Therefore, Athletics decreased its operating expense budget more than \$10M, decreasing from above \$85M to \$74M. These reductions focused on the necessity to maintain the highest-level student-athlete experience, while still achieving financial savings. Furthermore, reductions were made in consideration of schedule variations, market shifts, and changes to the college athletics landscape. As such, compensation, sport program expense, and external programs will each experience a decrease in available resources.

Summary

While conference realignment and the overall college athletics landscape remains incredibly fluid, Athletics continues its commitment to budgetary expectations while monitoring potential impacts to current and future year budgets. In collaboration with the Executive Vice President for Finance and Administration, Athletics continues their series of budget monitoring and financial accountability measures, and together will provide updates to the Board of Regents throughout the fiscal year. Athletics continues to gather key financial information about FY25 and presents this budget for approval based upon the latest information available.

Attachment A

ATHLETIC REVENUE	FY24 Budget	FY24 Recast 3/1/24	FY25	Changes
Student Services & Activities Fee	0.1	0.1	-	(0.1)
Media Rights	26.8	26.8		(26.8)
Conference Distribution	9.7	18.0	38.4	20.4
REVENUE ITEMS CONFERENCE/SETTLEMENT	36.6	44.8	38.4	(6.4)
Ticket Sales - Admissions Net of Tax	7.7	7.5	7.0	(0.5)
Student Sports Pass	2.6	2.4	1.5	(0.9)
Contributions	10.5	9.5	7.8	(1.7)
Program/Concessions	1.1	1.3	0.8	(0.5)
Guarantee Revenue	0.3	0.3	-	(0.3)
Other Revenue	2.5	3.6	1.1	(2.6)
REVENUE ITEMS WITH PROJECTED CHANGE	24.7	24.6	18.2	(6.4)
Endowments	0.9	0.9	0.9	-
NCAA Distribution	1.6	1.6	1.6	-
Royalties/Advertising	4.2	4.3	4.3	-
Student Fees - Debt Service	0.7	0.7	0.7	-
Direct Institutional Support - \$\$\$	2.4	2.4	2.5	0.1
REVENUE ITEMS WITH MINIMAL CHANGE	9.8	10.0	10.1	0.1
REVENUE BEFORE OFFSETS	71.0	79.4	66.7	(12.7)
Sports Camp Revenue	0.4	0.4	0.4	-
Direct Institutional Support - GE Waivers	3.4	3.4	3.4	-
Indirect Institutional Support	0.5	0.5	0.5	-
In Kind Contributions	1.6	1.6	1.6	-
Bowl Revenue	2.6	-	1.6	1.6
REVENUE ITEMS = EXPENSE	8.4	5.8	7.4	1.6
TOTAL REVENUE	79.4	85.2	74.0	(11.2)
ATHLETIC EXPENSE				
Scholarships	9.4	9.0	8.3	(0.6)
Compensation	30.2	30.6	25.5	(5.1)
Debt	10.1	10.1	11.0	1.0
TOTAL ADMINISTRATION	49.6	49.6	44.9	(4.7)
Recruiting	1.6	1.9	1.9	-
Team Travel	4.5	5.1	3.8	(1.3)
Equipment	0.6	0.7	0.7	-
Game Expenses	2.6	2.6	2.0	(0.6)
Medical Costs	1.4	1.6	1.6	(0.0)
Student Athlete Meals	1.0	1.3	1.3	-
TOTAL SPORTS PROGRAMS	11.7	13.2	11.3	(1.9)
Direct Admin Expense	2.0	3.2	1.9	(1.4)
Dues and Memberships	2.6	2.9	0.1	(2.8)
DIRECT ADMIN EXPENSE	4.6	6.1	2.0	(4.2)
Guarantee Expense	1.6	1.8	1.8	-
Fund Raising/Marketing	1.2	1.2	0.9	(0.3)
Spirit Groups	0.2	0.2	0.1	(0.1)
Other Expense	6.1	7.2	5.8	(1.5)
TOTAL OTHER EXPENSE	9.0	10.4	8.6	(1.9)
EXPENSE BEFORE OFFSETS	75.0	79.4	66.7	(12.7)
Sports Camp Expense	0.4	0.4	0.4	-
Scholarships - GE Waivers	3.4	3.4	3.4	-
Indirect Institutional Support	0.5	0.5	0.5	-
In Kind Contributions	1.6	1.6	1.6	-
Bowl Expense	2.6	-	1.6	1.6
EXPENSE ITEMS = REVENUE	8.4	5.8	7.4	1.6
TOTAL EXPENSE	83.3	85.2	74.0	(11.2)
				-
Net Income from Operations	(3.9)	-	-	-

Attachment B

Washington State University							
	FY19	FY20	FY21	FY22	FY23	FY24 (3/27)	FY25
REVENUES:							
Ticket Sales	9.5	8.6	0.0	9.3	10.2	9.9	8.5
Contributions/Endowments	12.4	10.7	8.5	10.7	12.7	10.4	8.8
NCAA/Pac-12	34.2	34.7	22.5	38.7	35.9	46.3	40.1
Royalties/Advert/Sponsor	4.6	4.3	3.4	4.9	4.6	4.3	4.3
Institutional Support	0.0	0.0	0.0	0.0	2.4	2.4	2.5
Waivers/Student Fees	5.2	5.2	4.8	5.0	4.4	4.1	4.0
Other Revenue	5.8	6.6	0.8	6.4	8.9	7.7	5.9
Total Revenue	71.7	70.1	40.0	75.0	79.0	85.2	74.0
EXPENSES:							
Compensation	27.7	28.5	25.6	29.1	29.8	30.7	25.5
Scholarships	11.0	10.5	11.4	12.2	12.3	12.4	11.7
Sport Programs	11.4	10.7	7.4	13.2	16.8	14.3	11.3
Marketing/Fund Raising	1.8	1.3	1.2	1.5	2.6	1.8	0.9
Debt Payments	9.2	9.2	10.0	10.8	11.0	10.1	11.0
Direct Admin/Dues	4.7	4.6	4.6	3.6	4.6	6.1	2.0
Other Expense	10.3	12.5	4.8	12.6	13.7	9.9	11.6
Total Expenses	76.1	77.3	65.0	83.0	90.9	85.2	74.0
Net Income from Operations	(4.4)	(7.2)	(25.0)	(8.0)	(11.9)	0.0	0.0
Proceeds from Financing/Savings from Debt Refinanci			35.6	10.0	0.0	0.0	0.0
Net Income After Financing	(4.6)	(7.1)	10.6	2.0	(11.9)	0.0	0.0

*There may be minor differences in subtotals shown above due to rounding to dollars million.

Future Action Item #2
Academic Year 2024-2025 Tuition Rates
Master of Energy Conscious Construction
(Leslie Brunelli/Elizabeth Chilton)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Academic Year 2024-25 Tuition Rates, Master of Energy Conscious Construction

PROPOSED: That the WSU Board of Regents set tuition rates for the Master of Energy Conscious Construction for academic year 2024-25

SUBMITTED BY: Leslie Brunelli, Executive Vice President, Finance and Administration/CFO
Elizabeth Chilton, Provost and Executive Vice President

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. The tuition rate proposal for Master of Energy Conscious Construction establishes the program rate for this new program approved by the Board of Regents at the March 2024 meeting.

The Master of Energy Conscious Construction program is self-sustaining and charged per credit hour. Through extensive analysis of student demand, employer support, comparable programs, and partnership with the Engineering and Technology Management (ETM) program, it was determined that the initial program rate should be set at \$850/per credit hour. This rate would apply to both resident and non-resident students enrolled through WSU Global Campus.

ATTACHMENT: Attachment A – MECC Online Tuition Rate Supporting Documentation

	Credits	1	3	9	12	15	18
Tuition by credit	\$	850	\$ 2,550	\$ 7,650	\$ 10,200	\$ 12,750	\$ 15,300
University Overhead	11% \$	93.50 \$	280.50 \$	841.50 \$	1,122.00 \$	1,402.50 \$	1,683.00
Student Aid	4% \$	34.00 \$	102.00 \$	306.00 \$	408.00 \$	510.00 \$	612.00
Strategic Reallocation	2% \$	17.00 \$	51.00 \$	153.00 \$	204.00 \$	255.00 \$	306.00
Global Campus	5% \$	42.50 \$	127.50 \$	382.50 \$	510.00 \$	637.50 \$	765.00
College	10% \$	85.00 \$	255.00 \$	765.00 \$	1,020.00 \$	1,275.00 \$	1,530.00
Department	\$	- \$	- \$	- \$	- \$	- \$	-
Total Deductions	\$	272.00 \$	816.00 \$	2,448.00 \$	3,264.00 \$	4,080.00 \$	4,896.00
Net Revenue	\$	578.00 \$	1,734.00 \$	5,202.00 \$	6,936.00 \$	8,670.00 \$	10,404.00

Zero Energy Design Designation Awarded Schools

<https://www.mcmorrowreports.com/doe-reveals-first-ae-post-secondary-programs-to-gain-zero-energy-design-designation/>
<https://www.energy.gov/eere/buildings/us-doe-zero-energy-design-designation-recognized-programs>

Comparable Tuition Rates

School	Resident	Non-Resident	Notes	ZEDD	Links
University of Southern California MS	\$2,137	\$2,137	In person building science MS degree - 48 credit hours over two years. In-state and out-of-state same tuition.	YES	https://arch.usc.edu/master-of-building-science https://catalogue.usc.edu/content.php?catoid=16&navoid=6342
Northeastern University MS	\$1,801	\$1,801	In person building science MS degree - 32 credit hours over two years. In-state and out-of-state same tuition.	NO	https://catalog.northeastern.edu/graduate/engineering/civil-environmental/sustainable-building-systems-mssbs/ https://studentfinance.northeastern.edu/billing-payments/tuition-and-fees/
University of Oregon MS	\$771	\$1,149	In person building science MS degree - 45 credit hours over two years. (cost adjusted using 1.5 conversion factor)	NO	https://archenvironment.uoregon.edu/architecture/grad/msarch https://registrar.uoregon.edu/tuition-fees/graduate
Ball State University Certificate in High-Performance Buildings	\$451	\$676	Online Certificate - 12 credits hours over one semester - Only focused on rating systems	YES	https://www.bsu.edu/academics/collegesanddepartments/online/academic-programs/graduate-certificates/high-performance-building-design https://www.bsu.edu/academics/collegesanddepartments/online/costs/graduate
University of Massachusetts Department of Environmental Conservation MS	\$647	\$1,482	In person building science MS degree - 30 credit hours over one year.	NO	https://bct.eco.umass.edu/academics/graduate-studies-sustainable-building-systems/professional-masters-m-s/ https://www.umass.edu/bursar/tuition/graduate-tuition

University of Massachusetts Department of Environmental Conservation Certificate	\$647	\$1,482	Hybrid Certificate - 15 credit hours. Not listed on their global campus.	NO	https://bct.eco.umass.edu/academics/certificate-in-sustainable-building-construction/	https://www.umass.edu/bursar/tuition/graduate-tuition
UT Austin College of Architecture	\$474	\$911	In person building science MS degree - 48 credit hours over two years.	NO	https://soa.utexas.edu/sustainable-design/mssd	https://utexas.app.box.com/s/tgdm9dmkz3s5671ej21evwzk9c6d500
Appalachian State MS Sustainable Building Design and Construction	\$319	\$903	In person building science MS degree - 36 credit hours over two years.	YES	https://stbe.appstate.edu/programs/graduate-program	https://financialaid.appstate.edu/estimated-graduate-2023-24-cost-attendance
University of Miami Certificate in Sustainable and Resilient Design	\$2,421	\$2,421	In person Certificate - 15 credit hours. Nothing on their Global Campus. In-state and out-of-state same tuition.	YES	https://www.arc.miami.edu/academics/certificates/index.html	https://graduate-costs/index.html
Illinois Institute of Technology High Performance Buildings (M.HPB.)	\$1,712	\$1,712	In person building science MS degree - 30 credit hours over one year. Joint with Engineering. In-state and out-of-state same tuition.	YES	https://www.iit.edu/academics/programs/high-performance-buildings-mhpb	https://www.iit.edu/student-accounting/tuition-and-fees/future-tuition-and-fees/mies-campus-graduate
University of Washington	\$711	\$711	Online MS - 42 credit hours - Energy Infrastructure and Management (cost adjusted using 1.5 conversion factor)	NO	https://www.energy-infrastructure.uw.edu/	https://www.washington.edu/opb/tuition-fees/current-tuition-and-fees-dashboards/graduate-tuition-dashboard/
Iowa State University	\$458	\$1,160	In person Master of Design in Sustainable Environments - 35 credit hours over one year.	NO	https://www.registrar.iastate.edu/sites/default/files/uploads/fees/IFall%202023%20-%20Spring%202024/GRAD%20Standard.pdf	https://www.design.iastate.edu/academics/graduate-programs/master-of-design-in-sustainable-environments/
AVERAGES	\$935	\$1,338				

WSU Global \$652 \$652
WSU Pullman \$663 \$1,421

Proposal to Offer a New Degree Program or Extend an
EXISTING DEGREE TO 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):	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 xx-xx-xx
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Everett Chancellor:		Date:	
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Spokane Chancellor	Elizabeth Chilton (by email confirmation to Kelly Newell)	Date:	Approved xx-xx-xx
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Tri-Cities VCAA		Date:	
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Vancouver VCAA		Date:	
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Dean Signature:	Mary Rezac (by email confirmation to Kelly Newell)	Date:	Approved xx-xx-xx
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VP Global Campus:	David Cillay (by email confirmation to Kelly Newell)	Date:	Approved xx-xx-xx
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Provost Office:		Date:	
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Comments:
Attached: Projected Student Numbers Financial Projections

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

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

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

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

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

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

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

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

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

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

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

Proposal

Mission and Core Themes (Strategic Goals):

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

The 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:

Describe plans and include descriptions which provide evidence of:

1. The need for the change

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 \$850 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 531 is 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. Underperforming 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

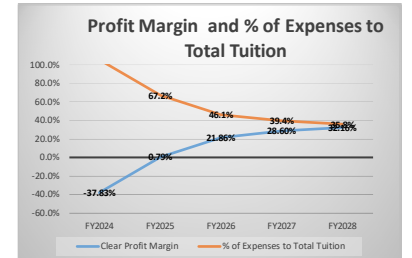
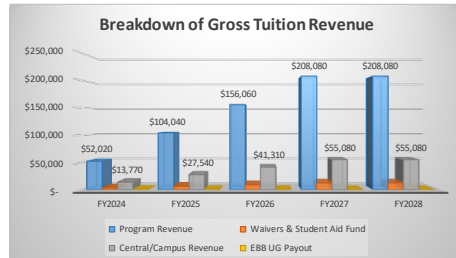
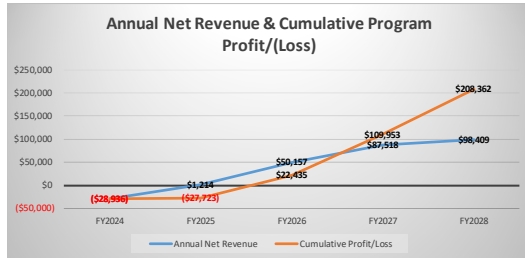
Exhibit C Budget Projection (Proposed with Differential Tuition, Self-Sustaining)

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)	\$ 76,500	100.00%	\$ 153,000	100.00%	\$ 229,500	100.00%	\$ 306,000	100.00%	\$ 306,000	100.00%	\$ 1,071,000	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	\$ 76,500	100.00%	\$ 153,000	100.00%	\$ 229,500	100.00%	\$ 306,000	100.00%	\$ 306,000	100.00%	\$ 1,071,000	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	\$ 52,020	68.0%	\$ 104,040	68.0%	\$ 156,060	68.0%	\$ 208,080	68.0%	\$ 208,080	68.0%	\$ 728,280	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%)	\$ 3,825	5.0%	\$ 7,650	5.0%	\$ 11,475	5.0%	\$ 15,300	5.0%	\$ 15,300	5.0%	\$ 53,550	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)	\$ 9,945	13.0%	\$ 19,890	13.0%	\$ 29,835	13.0%	\$ 39,780	13.0%	\$ 39,780	13.0%	\$ 139,230	13.0%
Student Aid Fund (4%)	\$ 3,060	4.0%	\$ 6,120	4.0%	\$ 9,180	4.0%	\$ 12,240	4.0%	\$ 12,240	4.0%	\$ 42,840	4.0%
VCEA Fee	\$ 7,650	10.0%	\$ 15,300	10.0%	\$ 22,950	10.0%	\$ 30,600	10.0%	\$ 30,600	10.0%	\$ 107,100	10.0%
Total - Gross Tuition	\$ 76,500	100.0%	\$ 153,000	100.0%	\$ 229,500	100.0%	\$ 306,000	100.0%	\$ 306,000	100.0%	\$ 1,071,000	100.0%

Direct & Indirect Costs for Academic Program	FY2024	% of Program Revenue	FY2025	% of Program Revenue	FY2026	% of Program Revenue	FY2027	% of Program Revenue	FY2028	% of Program Revenue	Cumulative Program Costs	Cumulative %
Direct Instructional Salaries & Benefits	\$ 49,442	95.0%	\$ 54,654	52.5%	\$ 63,038	40.4%	\$ 62,836	30.2%	\$ 64,093	30.8%	\$ 294,063	56.6%
Direct Instructional Support Salaries & Benefits	\$ 28,314	54.4%	\$ 30,906	29.7%	\$ 39,531	25.3%	\$ 40,322	19.4%	\$ 42,102	20.2%	\$ 181,175	34.8%
Third Party Costs (Incl A.O.I. Level 2 / 3 Service)	\$ -	0.0%	\$ 14,000	13.5%	\$ -	0.0%	\$ 14,000	6.7%	\$ -	0.0%	\$ 28,000	5.4%
Direct Course Costs	\$ 3,200	6.2%	\$ 3,266	3.1%	\$ 3,334	2.1%	\$ 3,404	1.6%	\$ 3,476	1.7%	\$ 16,680	3.2%
Other Costs	\$ -	0.0%	\$ -	0.0%	\$ -	0.0%	\$ -	0.0%	\$ -	0.0%	\$ -	0.0%
Total	\$ 80,956	155.6%	\$ 102,826	98.8%	\$ 105,903	67.9%	\$ 120,562	57.9%	\$ 109,671	52.7%	\$ 519,918	100.0%

	FY2024	%	FY2025	%	FY2026	%	FY2027	%	FY2028	%	Cumulative	Cumulative %
Profit or (Loss) & % of Profit to Program after all expenses are covered	(\$28,936)	-37.8%	\$1,214	0.8%	\$50,157	21.9%	\$87,518	28.6%	\$98,409	32.2%	\$208,362	19.5%
Cumulative Profit/(Loss) to Date	(\$28,936)		(\$27,723)		\$22,435		\$109,953		\$208,362			
Amount Paid to Program per SCH	\$ 578		\$ 578		\$ 578		\$ 578		\$ 578			
Amount Paid to Program per AAFTE	\$ 17,340		\$ 17,340		\$ 17,340		\$ 17,340		\$ 17,340			
Clear Profit/(Loss) to Program per SCH	(\$321.51)		\$6.74		\$185.77		\$243.11		\$273.36			
Clear Profit/(Loss) to Program per AAFTE	(\$5,787.26)		\$121.35		\$3,343.83		\$4,375.92		\$4,920.44			



Fiscal Year	FY2024	FY2025	FY2026	FY2027	FY2028
Annual Net Revenue	(\$28,936)	\$1,214	\$50,157	\$87,518	\$98,409
Cumulative Profit/Loss	(\$28,936)	(\$27,723)	\$22,435	\$109,953	\$208,362
Program Revenue	\$ 52,020	\$ 104,040	\$ 156,060	\$ 208,080	\$ 208,080
Waivers & Student Aid Fund	\$ 3,060	\$ 6,120	\$ 9,180	\$ 12,240	\$ 12,240
Central/Campus Revenue	\$ 13,770	\$ 27,540	\$ 41,310	\$ 55,080	\$ 55,080
EBB UG Payout	\$ -	\$ -	\$ -	\$ -	\$ -
Clear Profit Margin	-37.8%	0.8%	21.9%	28.6%	32.2%
% of Expenses to Total Tuition	105.8%	67.2%	46.1%	39.4%	35.8%

Exhibit D Budget Projections (State Funded)

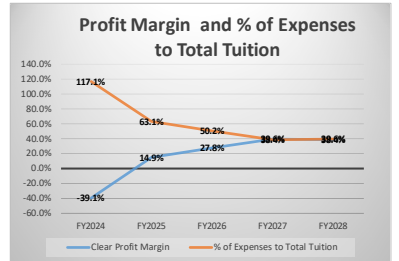
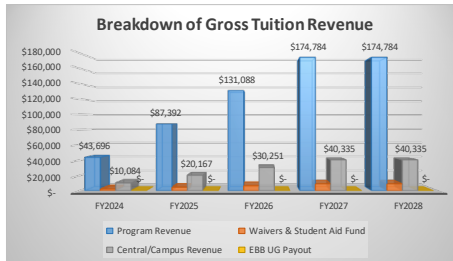
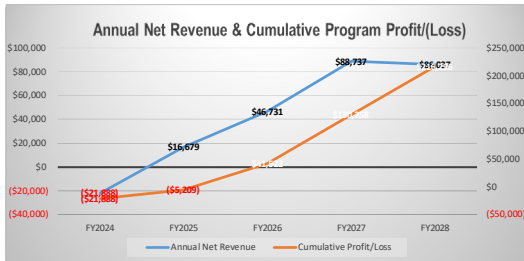
Program Name	Masters of Energy Conscious Construction	State-Funded Model
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Tuition Earned	FY2024	% of Total Tuition	FY2025	% of Total Tuition	FY2026	% of Total Tuition	FY2027	% of Total Tuition	FY2028	% of Total Tuition	Cumulative	Cumulative %
Gross 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		FY2025		FY2026		FY2027		FY2028		Cumulative Program Costs	Cumulative %
	Program Costs	% of Program Revenue	Program Costs	% of Program Revenue	Program Costs	% of Program Revenue	Program Costs	% of Program Revenue	Program Costs	% of Program Revenue		
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			



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
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	\$ -	\$ -	\$ -	\$ -	\$ -
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%

Exhibit E Library Support



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

Exhibit F
Support from the Dean's Office



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

A handwritten signature in blue ink, appearing to read "Mary Rezac".

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
<i>Enter the fiscal year begin date of program (e.g. 2022 for Fall-21)</i>	2024	2025	2026	2027	2028
<i>Enter total student headcount enrolled per year</i>	10	15	22	30	35
<i>Enter student credit hours (estimated), per student, per year</i>	18	18	18	18	18

Professionally Oriented Masters Worksheet

SINGLE REVENUE STREAM MODEL

Please enter information into the shaded fields

Proposed Program

Masters of Energy Conscious Construction

Enter the fiscal year begin date of program (e.g. 2022 for Fall-21)
 Enter total student headcount enrolled per year
 Enter student credit hours (estimated), per student, per year
 Enter number of UG courses (100-499) included above, per student which will be taught by your department
 Enter number of UG credits (100-499) included above, per student which will be taught by a unit outside of your department
 Enter anticipated tuition waivers or discounting granted (e.g. -10000)
 Enter tuition rate per student credit hour to be charged in this program
 Enter amount your college receives via UG EBB program, per AAFTE
 Enter amount your unit receives via UG EBB program, per AAFTE

Year 1	Year 2	Year 3	Year 4	Year 5
2024	2025	2026	2027	2028
5	10	15	20	20
18	18	18	18	18
0	0	0	0	0
0	0	0	0	0
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$850.00	\$850.00	\$850.00	\$850.00	\$850.00
\$4,800.00	\$4,800.00	\$4,800.00	\$4,800.00	\$4,800.00
\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00

Total student credit hours per student, per year, eligible for payout (State)
 Total student credit hours per student, per year, eligible for payout (Self Sus)
 Annual operating tuition, per full-time student
 Total number of student credit hours delivered per year
 Student credit hours available to be paid out through this program
 Total gross tuition earned (Includes UG courses) (State Model)
 Total gross tuition earned (Includes UG courses) (Self Sustaining Model)
 Total tuition earned through Masters' offerings, before waivers (State)
 Total tuition earned through Masters' offerings, before waivers (Self Sust)
 EBB tuition earned through directly delivery of UG courses (\$133.33)
 EBB tuition earned for others, due to delivery outside of program (\$133.33)

26	26	26	26	26	
26	26	26	26	26	
\$15,300	\$15,300	\$15,300	\$15,300	\$15,300	
90	180	270	360	360	1,260
90	180	270	360	360	
85,000	170,000	255,000	340,000	340,000	
\$76,500	\$153,000	\$229,500	\$306,000	\$306,000	
\$56,021	\$112,041	\$168,062	\$224,082	\$224,082	
\$76,500	\$153,000	\$229,500	\$306,000	\$306,000	\$ 1,071,000
\$0	\$0	\$0	\$0	\$0	
\$0	\$0	\$0	\$0	\$0	

Fees:
 Central
 Campus
 Str Reall
 Loan Fnd
 VCEA

Academic Program Direct & Indirect Costs

Faculty Instruction Costs

Mclarty (FAC 1)
 Academic Year Salary
 Percent of time dedicated to this program (e.g. 25)
 Employee's benefit percentage (e.g. 28)
 Salary & benefits dedicated to this program

Current Faculty	Current Faculty	Current Faculty	Current Faculty	Current Faculty
\$ 90,000	\$ 91,800	\$ 93,636	\$ 95,509	\$ 97,419
7.5%	9.0%	11.0%	11.0%	11.0%
30%	30%	30%	30%	30%
\$ 8,775	\$ 10,741	\$ 13,390	\$ 13,658	\$ 13,931

Spring one course (3 credits). Summer one course (3 credits)

\$ 60,494

Drake (FAC 2)
 Academic Year Salary
 Percent of time dedicated to this program (e.g. 25)
 Employee's benefit percentage (e.g. 28)
 Salary & benefits dedicated to this program

Current Faculty	Current Faculty	Current Faculty	Current Faculty	Current Faculty
\$ 66,000	\$ 67,320	\$ 68,666	\$ 70,040	\$ 71,441
9.0%	9.0%	11.0%	11.0%	11.0%
30%	30%	30%	30%	30%
\$ 7,722	\$ 7,876	\$ 9,819	\$ 10,016	\$ 10,216

Fall one course (4 credits). Spring one course (3 credits)

\$ 45,649

Miyasaka (FAC 3)
 Academic Year Salary
 Percent of time dedicated to this program (e.g. 25)
 Employee's benefit percentage (e.g. 28)
 Salary & benefits dedicated to this program

Current Faculty	Current Faculty	Current Faculty	Current Faculty	Current Faculty
\$ 87,000	\$ 88,740	\$ 90,515	\$ 92,325	\$ 94,172
7.5%	9.0%	11.0%	11.0%	11.0%
30%	30%	30%	30%	30%
\$ 8,483	\$ 10,383	\$ 12,944	\$ 13,202	\$ 13,467

Spring one course (4 credits) and one course @600 level (1 credit)

\$ 58,478

Kramer (FAC 4)
 Academic Year Salary
 Percent of time dedicated to this program (e.g. 25)
 Employee's benefit percentage (e.g. 28)
 Salary & benefits dedicated to this program

Adjunct	Adjunct	Adjunct	Adjunct	Adjunct
\$ 6,000	\$ 6,120	\$ 6,242	\$ 6,367	\$ 6,495
100%	100%	100%	100%	100%
30%	30%	30%	30%	30%
\$ 7,800	\$ 7,956	\$ 8,115	\$ 8,277	\$ 8,443

Summer one course (3 credits)

\$ 40,592

Day (FAC 5)
 Academic Year Salary
 Percent of time dedicated to this program (e.g. 25)
 Employee's benefit percentage (e.g. 28)

Current Faculty	Current Faculty	Current Faculty	Current Faculty	Current Faculty
\$ 106,000	\$ 108,120	\$ 110,282	\$ 112,488	\$ 114,738
5.0%	5.5%	6.0%	5.0%	5.0%
30%	30%	30%	30%	30%

Spring one course (3 credits)

Professionally Oriented Masters Worksheet

SINGLE REVENUE STREAM MODEL

Salary & benefits dedicated to this program \$ 6,890 \$ 7,731 \$ 8,602 \$ 7,312 \$ 7,458 \$ 37,992

Support (3 TAs per academic year @ 20 dollars/hr @ 10hr/week)

Academic Year Salary

Percent of time dedicated to this program (e.g. 25)

Employee's benefit percentage (e.g. 28)

Salary & benefits dedicated to this program

Teaching assistants	Teaching assistants	Teaching assistants	Teaching assistants	Teaching assistants
\$ 9,600	\$ 9,792	\$ 9,988	\$ 10,188	\$ 10,391
100%	100%	100%	100%	100%
2%	2%	2%	2%	2%
\$ 9,773	\$ 9,968	\$ 10,168	\$ 10,371	\$ 10,578

Fall one TA. Spring: two TAs

\$ 50,858

Direct Instructional Support Salaries & Benefits

Al-Hassawi (FAC 0) (Teaching and directing the program)

Annual Salary

Percent of time dedicated to this program (e.g. 25)

Employee's benefit percentage (e.g. 28)

Salary & benefits dedicated to this program

Program director	Program director	Program director	Program director	Program director
\$ 74,000	\$ 75,480	\$ 76,990	\$ 78,529	\$ 80,100
22.0%	25.0%	33.0%	33.0%	33.0%
30%	30%	30%	30%	30%
\$ 21,164	\$ 24,531	\$ 33,029	\$ 33,689	\$ 34,363

Fall two courses (6 credits). Summer two courses (6 credits)

\$ 146,776

Admissions and Recruiting

Annual Salary

Percent of time dedicated to this program (e.g. 25)

Employee's benefit percentage (e.g. 28)

Salary & benefits dedicated to this program

Current Staff	Current Staff	Current Staff	Current Staff	Current Staff
\$ 60,000	\$ 61,200	\$ 62,424	\$ 63,672	\$ 64,946
4.2%	4.2%	4.2%	4.2%	4.2%
30%	30%	30%	30%	30%
\$ 3,250	\$ 3,315	\$ 3,381	\$ 3,449	\$ 3,518

\$ 16,913

Marketing Support

Annual Salary

Percent of time dedicated to this program (e.g. 25)

Employee's benefit percentage (e.g. 28)

Salary & benefits dedicated to this program

Current Staff	Current Staff	Current Staff	Current Staff	Current Staff
\$ 60,000	\$ 61,200	\$ 62,424	\$ 63,672	\$ 64,946
5.0%	5.0%	5.0%	5.0%	5.0%
30%	0%	0%	0%	30%
\$ 3,900	\$ 3,060	\$ 3,121	\$ 3,184	\$ 4,221

\$ 17,486

Employee X Name

Annual Salary

Percent of time dedicated to this program (e.g. 25)

Employee's benefit percentage (e.g. 28)

Salary & benefits dedicated to this program

\$ -	\$ -	\$ -	\$ -	\$ -

\$ -

Course Development Costs/Marketing Costs

Stipend for course updates

Stipend for Development

Marketing

	14,000		14,000	

\$ -

\$ 28,000

\$ -

\$ -

Direct Course Costs (Detail)

Goods and services - photocopies / supplies

Google Ad Words

1,000	1,000	1,000	1,000	1,000
2,200	2,266	2,334	2,404	2,476

\$ 5,000

\$ 11,680

\$ -

\$ -

\$ -

Other (Detail)

Computers, Printers, Software

\$ -

\$ -

\$ -

\$ -

\$ -

Total Costs \$ 80,956 \$ 102,826 \$ 105,903 \$ 120,562 \$ 109,671 \$ 519,918

Check # \$ 519,918

Professionally Oriented Masters Program Projections

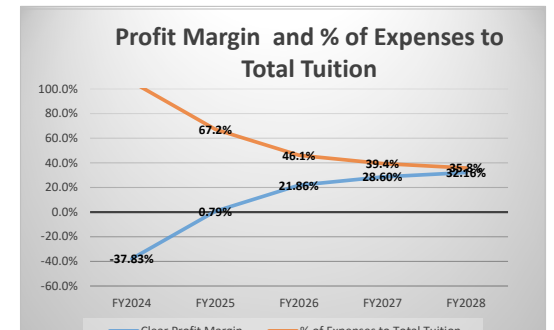
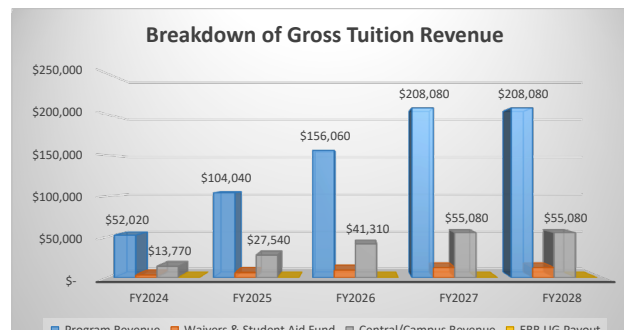
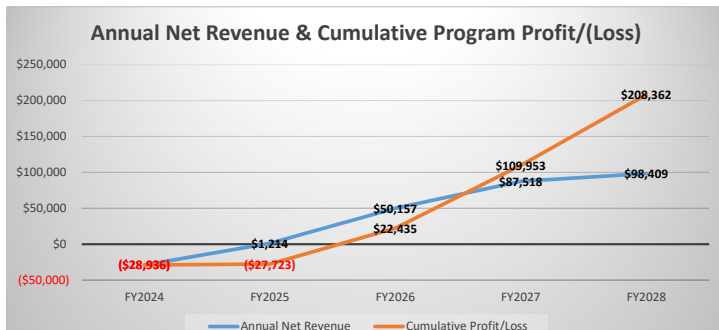
SINGLE REVENUE STREAM MODEL

Program Name	Masters of Energy Conscious Construction					Self-Sustaining Model					Cumulative	Cumulative %
Tuition Earned	FY2024	% of Total Tuition	FY2025	% of Total Tuition	FY2026	% of Total Tuition	FY2027	% of Total Tuition	FY2028	% of Total Tuition		
Gross Operating Tuition - Masters Program (Excludes UG Tuition)	\$ 76,500	100.00%	\$ 153,000	100.00%	\$ 229,500	100.00%	\$ 306,000	100.00%	\$ 306,000	100.00%	\$ 1,071,000	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	\$ 76,500	100.00%	\$ 153,000	100.00%	\$ 229,500	100.00%	\$ 306,000	100.00%	\$ 306,000	100.00%	\$ 1,071,000	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	\$ 52,020	68.0%	\$ 104,040	68.0%	\$ 156,060	68.0%	\$ 208,080	68.0%	\$ 208,080	68.0%	\$ 728,280	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%)	\$ 3,825	5.0%	\$ 7,650	5.0%	\$ 11,475	5.0%	\$ 15,300	5.0%	\$ 15,300	5.0%	\$ 53,550	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)	\$ 9,945	13.0%	\$ 19,890	13.0%	\$ 29,835	13.0%	\$ 39,780	13.0%	\$ 39,780	13.0%	\$ 139,230	13.0%
Student Aid Fund (4%)	\$ 3,060	4.0%	\$ 6,120	4.0%	\$ 9,180	4.0%	\$ 12,240	4.0%	\$ 12,240	4.0%	\$ 42,840	4.0%
VCEA Fee	\$ 7,650	10.0%	\$ 15,300	10.0%	\$ 22,950	10.0%	\$ 30,600	10.0%	\$ 30,600	10.0%	\$ 107,100	10.0%
Total - Gross Tuition	\$ 76,500	100.0%	\$ 153,000	100.0%	\$ 229,500	100.0%	\$ 306,000	100.0%	\$ 306,000	100.0%	\$ 1,071,000	100.0%

Direct & Indirect Costs for Academic Program	FY2024		FY2025		FY2026		FY2027		FY2028		Cumulative Program Costs	Cumulative %
	Program Costs	% of Program Revenue	Program Costs	% of Program Revenue	Program Costs	% of Program Revenue	Program Costs	% of Program Revenue	Program Costs	% of Program Revenue		
Direct Instructional Salaries & Benefits	\$ 49,442	95.0%	\$ 54,654	52.5%	\$ 63,038	40.4%	\$ 62,836	30.2%	\$ 64,093	30.8%	\$ 294,063	56.6%
Direct Instructional Support Salaries & Benefits	\$ 28,314	54.4%	\$ 30,906	29.7%	\$ 39,531	25.3%	\$ 40,322	19.4%	\$ 42,102	20.2%	\$ 181,175	34.8%
Third Party Costs (Incl A.O.I. Level 2 / 3 Service)	\$ -	0.0%	\$ 14,000	13.5%	\$ -	0.0%	\$ 14,000	6.7%	\$ -	0.0%	\$ 28,000	5.4%
Direct Course Costs	\$ 3,200	6.2%	\$ 3,266	3.1%	\$ 3,334	2.1%	\$ 3,404	1.6%	\$ 3,476	1.7%	\$ 16,680	3.2%
Other Costs	\$ -	0.0%	\$ -	0.0%	\$ -	0.0%	\$ -	0.0%	\$ -	0.0%	\$ -	0.0%
Total	\$ 80,956	155.6%	\$ 102,826	98.8%	\$ 105,903	67.9%	\$ 120,562	57.9%	\$ 109,671	52.7%	\$ 519,918	100.0%

	FY2024	%	FY2025	%	FY2026	%	FY2027	%	FY2028	%	Cumulative	Cumulative %
Profit or (Loss) & % of Profit to Program after all expenses are covered	(\$28,936)	-37.8%	\$1,214	0.8%	\$50,157	21.9%	\$87,518	28.6%	\$98,409	32.2%	\$208,362	19.5%
Cumulative Profit/(Loss) to Date	(\$28,936)		(\$27,723)		\$22,435		\$109,953		\$208,362			
Amount Paid to Program per SCH	\$ 578		\$ 578		\$ 578		\$ 578		\$ 578			
Amount Paid to Program per AAFTE	\$ 17,340		\$ 17,340		\$ 17,340		\$ 17,340		\$ 17,340			
Clear Profit/(Loss) to Program per SCH	(\$321.51)		\$6.74		\$185.77		\$243.11		\$273.36			
Clear Profit/(Loss) to Program per AAFTE	(\$5,787.26)		\$121.35		\$3,343.83		\$4,375.92		\$4,920.44			



Professionally Oriented Masters Program Projections

SINGLE REVENUE STREAM MODEL

■ Program Revenue ■ Waivers & Student Aid Fund ■ Central/Campus Revenue ■ CDD CO Payout

■ Total Profit Margin ■ % of Expenses to Total Tuition

Professionally Oriented Masters Program Projections

SINGLE REVENUE STREAM MODEL

Fiscal Year	FY2024	FY2025	FY2026	FY2027	FY2028
Annual Net Revenue	(\$28,936)	\$1,214	\$50,157	\$87,518	\$98,409
Cumulative Profit/Loss	(\$28,936)	(\$27,723)	\$22,435	\$109,953	\$208,362
	FY2024	FY2025	FY2026	FY2027	FY2028
Program Revenue	\$ 52,020	\$ 104,040	\$ 156,060	\$ 208,080	\$ 208,080
Waivers & Student Aid Fund	\$ 3,060	\$ 6,120	\$ 9,180	\$ 12,240	\$ 12,240
Central/Campus Revenue	\$ 13,770	\$ 27,540	\$ 41,310	\$ 55,080	\$ 55,080
EBB UG Payout	\$ -	\$ -	\$ -	\$ -	\$ -
	FY2024	FY2025	FY2026	FY2027	FY2028
Clear Profit Margin	-37.8%	0.8%	21.9%	28.6%	32.2%
% of Expenses to Total Tuition	105.8%	67.2%	46.1%	39.4%	35.8%

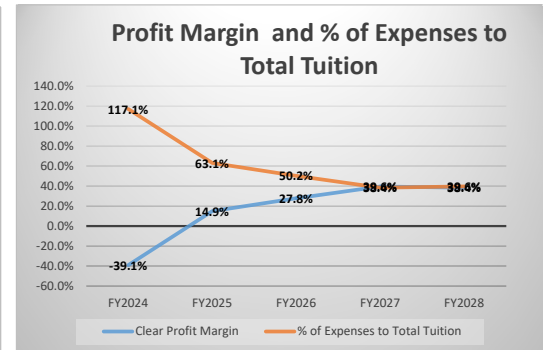
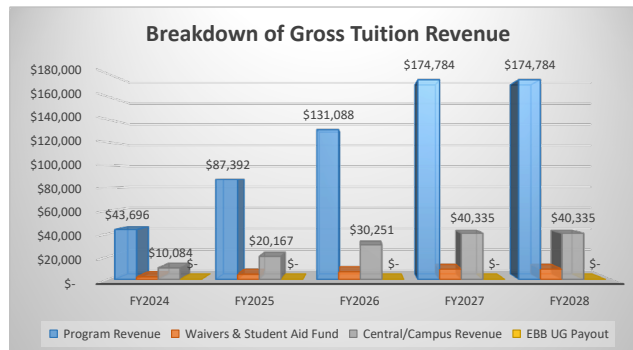
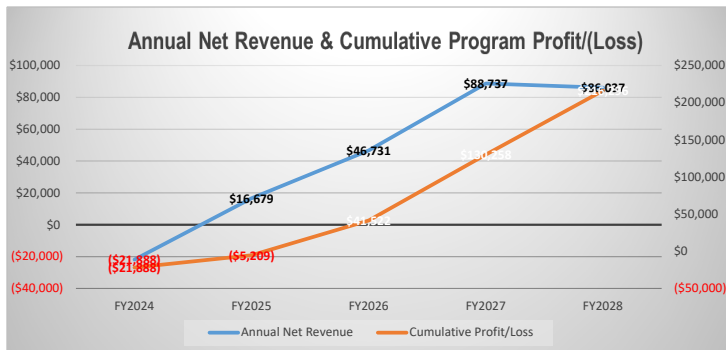
Program Name	Masters of Energy Conscious Construction	State-Funded Model
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Tuition Earned	FY2024	% of Total Tuition	FY2025	% of Total Tuition	FY2026	% of Total Tuition	FY2027	% of Total Tuition	FY2028	% of Total Tuition	Cumulative	Cumulative %
Gross 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		FY2025		FY2026		FY2027		FY2028		Cumulative Program Costs	Cumulative %
	Program Costs	% of Program Revenue	Program Costs	% of Program Revenue	Program Costs	% of Program Revenue	Program Costs	% of Program Revenue	Program Costs	% of Program Revenue		
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			



FUTURE ACTION ITEM #3

Establishing the WSU Pullman Cougs Against Hunger Student Food Pantry Fee (Leslie Brunelli/Romando Nash)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Establishing the Cougs Against Hunger Student Food Pantry Fee at WSU Pullman

PROPOSED: That the WSU Board of Regents approve the establishment of a new mandatory fee of \$5 per semester (fall & spring) for full-time Pullman graduate and professional students, beginning in the fall of 2024

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

SUPPORTING INFORMATION: The Graduate and Professional Student Association (GPSA) Cougar Food Pantry Funding Referendum enacted by the GPSA Senate states the desire to create a sustainable solution to the challenge of food insecurity on the WSU Pullman campus.

The referendum called for a vote of the Pullman graduate student body which occurred on March 4th - March 8th. A total of 354 ballots were cast out of 2232 eligible voters. 80.5% of votes cast were in favor of the referendum.

RCW 28B.15.610 (Voluntary fees of students) grants authority for students to create or increase voluntary student fees for each academic year when passed by a majority vote of the student government or its equivalent, or referendum presented to the student body or such other process that has been adopted under RCW 28B.15.610.

Revenue generated by this fee will be used solely for the purpose of supporting the food bank located on the WSU Pullman Campus. The fee will be used to provide an operating budget for the food pantry to hire permanent staff and maintain sustainable levels of food for distribution.

ATTACHMENT: Cougs Against Hunger Student Food Pantry Fee Supporting Documents

Tuition and Fee Rate Increase Request

Fee name: Cougar Food Pantry Funding

	Resident	Non-Resident
Current Rate (Annual)	New Fee	New Fee
Proposed Rate (Annual)	\$10 annually	\$10 annually
\$ Increase	New fee	New Fee
% Increase	New Fee	New Fee

Description of who pays the fee: *(undergraduates, graduates, full-time, part-time, / what campus/what terms - fall, spring and summer?):*

All graduate and professional students enrolled at WSU Pullman will be assessed the fee.

Fall and Spring Semester:

Graduate and professional students enrolled at WSU Pullman during the fall and spring semesters will be assessed a \$5 fee per semester.

Summer Session:

This fee will not be charged during the summer session.

A similar fee was initiated by WSU Pullman ASWSU Senate and passed via undergraduate student election in March 2021.

Justification for the increase / consequence for not increasing:

Food insecurity impacts college student success. This includes food-insecure students falling into lower GPA categories compared to their food-secure counterparts, diminishing students' ability to excel in class, and contributing to lower attendance and completion rates. Food insecurity also contributes to added stress and depression. To make their food dollars stretch, food-insecure students choose cheaper, highly processed, often fast foods that can contribute to the overconsumption of added sugars, refined grains, and added fats. This poses dangers to future health outcomes.

Additional funding provided by the graduate student fee will help stock the Cougar Food Pantry with food and hygiene supplies. Graduate students and undergraduate students will now be contributing to the operation and decision-making processes of the Cougar Food Pantry.

Due to rising demand, the Cougar Food Pantry and the Associated Students of Washington State University (ASWSU) may limit food pantry usage if this fee is not initiated. Since undergraduate student fees are currently the primary funding source, graduate students risk losing access to the Cougar Food Pantry.

Tuition and Fee Rate Increase Request

Decision Support information: when was the last increase, 5-year rate history, peer comparisons, etc.)

This is a new fee. A stand-alone fee is preferable to other solutions because it provides a dedicated revenue stream to support the food pantry.

Alternatives Considered:

No other options were considered; it was determined that a mandatory fee provides a sustaining source of revenue to create a sustainable solution for food insecurity for students on the WSU Pullman campus.

How have (or will) you communicate impacts of the rate increase to students? What was the feedback received?

This action was validated by 80.5% of the WSU Pullman voting graduate students on March 4-8 2024.

Please Attach Any Supporting Documents

- GPSA Referendum - Referendum Concerning Cougar Food Pantry Funding
- ASWSU Referendum 50-01 – Election Results

GPSA 2024-2025 General Election

Referendum Title: Cougar Food Pantry Funding

Ballot Type: Enact a New Fee

Ballot Author: Food Security Committee

Question: Shall the fee-paying Pullman graduate and professional students establish a \$5 per semester mandatory fee to support the Cougar Food Pantry to continue utilizing the services and supplement funds provided by fee-paying undergraduate students?"

Summary Points

- This referendum would establish an increase in Student & Activity fees that would go into effect beginning in the Fall 2024 semester.
- The fee would be \$5 per graduate student on the Pullman campus each semester. This is a one-time fee increase that will continue annually.
- The fee will be incurred by all fee-paying Pullman campus graduate students enrolled in the Fall and Spring semesters.
- Proposed fee term is 10 years and will terminate after Spring Quarter 2034 if the fee is not renewed.
- The Cougar Food Pantry is primarily funded by fee-paying Pullman undergraduate students. Currently, graduate students do not contribute to the Cougar Food Pantry.
- Graduate students are food insecure. Approximately, 40% of Cougar Food Pantry users are graduate students.
- Offsetting costs associated with food can alleviate financial stress to allocate funding for other basic needs including medical care, housing, childcare, etc.
- Fee will be used in the following ways:
 - Food supplies such as non-perishable foods; fresh fruits and vegetables when available; herbs and spices; culturally responsive foods; and other items as determined by the Cougar Food Pantry administrator.
 - Hygienic products such as toothpaste, deodorant, toilet paper, shampoo/conditioner/body wash, and personal care products.

Ballot Statement

- How will the fee be used?
 - The fee will be used to provide both graduate and undergraduate students items from the food pantry free of cost to the students.
- How will the referendum vote pass?
 - According to the GPSA By-Laws Article VII Section 3, the referendum question will be approved with a majority vote and at least 15% of the Graduate and Professional student population must vote.
- How will oversight be provided of the use of graduate student fees?
 - Currently, two graduate students and two undergraduate students sit on the Cougar Food Pantry Advisory Board.

- If the additional graduate fee is passed, GPSA will provide two additional representatives to the Cougar Food Pantry Advisory Board to help provide oversight of the fund usage.
- Who will benefit from the fee?
 - All graduate and undergraduate students facing food insecurity.
- Why is this important?
 - Food insecurity impacts college student success. This includes food-insecure students falling into lower GPA categories compared to their food-secure counterparts, diminishing students' ability to excel in class, and contributing to lower attendance and completion rates.
 - Food insecurity also contributes to added stress and depression.
 - To make their food dollars stretch, food-insecure students choose cheaper, highly processed, often fast foods that can contribute to the overconsumption of added sugars, refined grains, and added fats. This poses dangers to future health outcomes.
- What a “yes” vote means.
 - Additional funding provided by the graduate student fee will help stock the Cougar Food Pantry with food and hygiene supplies.
 - Graduate students and undergraduate students will now be contributing to the operation and decision-making processes of the Cougar Food Pantry.
- What a “no” vote means.
 - Due to rising demand, the Cougar Food Pantry and the Associated Students of Washington State University (ASWSU) may limit food pantry usage.
 - As undergraduate student fees are currently the primary funding source, graduate students risk losing access to the Cougar Food Pantry.

Election's summary

Submitted 354 ballots out of 2232 eligible voters. Voter Turnout: 15.9%.

Yes (Selected)	285	80.5%
No (Selected)	66	18.6%
Blank	3	0.8%

FUTURE ACTION ITEM #4

WSU Spokane, Elson S. Floyd College of Medicine

Faculty Practice Plan Restructure

(Leslie Brunelli /Daryll DeWald/Jim Record/Matt Skinner/Danielle Hess)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Faculty Practice Plan Restructure

PROPOSED: That the Board of Regents approve the proposed plan to restructure the faculty practice plan for the Elson S. Floyd College of Medicine and delegate authority to the President or designee to take action needed to implement the restructure, contingent on the completion of all internal and external processes and recommended due diligence steps

SUBMITTED BY: Leslie Brunelli, Executive Vice President, Finance and Administration/CFO
Daryll DeWald, Executive Vice President for Health Sciences and Chancellor, WSU Spokane

**SUPPORTING
INFORMATION:**

As WSU's Elson S. Floyd College of Medicine (ESFCOM) has grown and evolved, it has become increasingly important for the college to develop and maintain clinical education opportunities for faculty and students, whether through operation of its own clinics or through affiliations with other entities. To better position WSU and ESFCOM to exercise financial and compliance oversight and to support the operation of mission critical clinical activities, we are proposing that the Board approve the proposed restructure plan by (1) supporting a decision by the college's faculty practice plan, currently operated as a separate 501(c)(3), to dissolve the separate entity, and (2) authorizing ESFCOM and the WSU Spokane campus to move the faculty practice plan internally to ESFCOM.

Background

In March 2017, the Board of Regents approved the establishment of a faculty practice plan as a separate 501(c)(3) to support ESFCOM. The 501(c)(3) (BaviHealth d/b/a Range Community Clinic) (Range) was established and in 2018, WSU and Range entered into an affiliation/operating agreement, with WSU providing financial and administrative staffing support. In exchange, Range was to operate clinical sites, recruit and employ physicians and other health care providers, and take other actions in support of ESFCOM and WSU's other

health sciences programs. Subsequently, it became clear that Range did not have the fiscal or administrative resources to employ health care providers, and the agreement was amended so that providers working at Range are WSU faculty assigned to Range via a master staff assignment agreement.

Range currently operates several clinics under the umbrella of "Range Community Clinic." These include the Speech-Language Pathology Services Clinic and the Autism and Neurodevelopmental Clinic (both established in 2023), and Range's mobile unit activities (currently one mobile unit in operation, with another recently purchased). In fall 2023, to address accreditation concerns regarding student health care, Range also began a pilot program providing limited health care services to WSU Spokane students.

To date, Range has not been able to generate any significant revenue. It has been operating at a deficit and posted a \$1.14 million net loss for calendar year 2023. It also has been unable to meet its financial obligations under the 2020 master staff assignment agreement. In addition to financial concerns, Range has struggled to build out its compliance and administrative structure.

Because Range is organized as a separate 501(c)(3), WSU has very limited authority and oversight with respect to its activities or financial management. However, due to WSU's extensive financial, personnel, and administrative support, Range's activities create potential liability and financial exposure to WSU.

Proposal

We are working with the Range Board to bring the faculty practice plan in-house to ESFCOM, a structure that several medical schools have adopted. As part of this transition the separate 501(c)(3) would be dissolved.

Bringing the faculty practice plan in-house allows more direct support from WSU's infrastructure to better position ESFCOM to focus on its mission-critical clinical activities, while also allowing for more robust compliance, legal, and financial oversight. The faculty practice plan also would benefit from direct WSU support in other areas, such as assistance with external grants and donor relations, opportunities to partner with WSU's Governmental Relations on requests for state funding, and marketing and potential rebranding to increase public and community awareness of WSU health sciences overall.

Once the faculty practice plan has been relocated into ESFCOM, the intent is to establish an academic center following WSU's internal process. Although the new unit/center would be located within ESFCOM, its multidisciplinary approach would be maintained by including Nursing and Pharmacy leads designated by the respective college deans as part of the unit's executive team. The Executive Vice President for Health Sciences, who has oversight over ESFCOM and this proposed unit, would help ensure WSU system and multidisciplinary considerations remain at the forefront.

The consolidation of clinical activities within the college is a logical step in the overall evolution of WSU health sciences. In connection with this potential restructure, WSU and ESFCOM will need to determine whether, and to what extent, it is financially feasible and necessary from a programmatic standpoint to continue Range's current activities. Although review, scoping, and potential refocusing of clinical activities will need to occur regardless of the restructure, the move will create increased opportunities for support and, ultimately, potential for growth to support ESFCOM's mission.

We are requesting that the Regents approve the proposed plan and delegate authority to the President or designee to work with the Range board to take action necessary to execute the restructure, contingent on the completion of any prerequisite internal and external processes, including execution of contracts and other written instruments, and recommended due diligence steps.

ATTACHMENTS: Attachment A – March 24, 2017 Approval of Faculty Practice Plan and Delegation of Authority

Attachment B – Range Financial Summary

BOARD OF REGENTS

Delegation of Authority – Faculty Practice Plan

Resolution #170324-550

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;

WHEREAS, the Board of Regents is authorized by RCW 28B.10.528 to delegate to the President of WSU or designee powers and duties vested in or imposed upon the Board of Regents by law and to enable the President or designee to act on behalf of the Board of Regents in matters relating to the administration and governance of WSU;

WHEREAS, the Board of Regents has determined that it is in the best interests of WSU for the President to have such authority;

NOW, THEREFORE, BE IT RESOLVED that the Board of Regents hereby delegates authority to the President or designee to enter into operating and other agreements related to the proposed faculty practice plan.

DATED this 24th day of March, 2017.



Chair, Board of Regents



Vice Chair, Board of Regents

ACTION ITEM #2

Approval of Faculty Practice Plan for Elson S. Floyd College of Medicine And Delegation of Authority to Execute Operating Agreements (Daniel Bernardo/John Tomkowiak)

March 24, 2017

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Approval of Faculty Practice Plan and Delegation of Authority

PROPOSED: That the Board of Regents approve the proposed faculty practice plan concept and delegate authority to the President or designee to enter into operating and other agreements related to the proposed faculty practice plan.

SUBMITTED BY: Daniel J. Bernardo, Provost and Executive Vice President

**SUPPORTING
INFORMATION:**

In order to carry out the mission of the Elson S. Floyd College of Medicine, an organizational structure is needed to recruit and retain the highest quality faculty to deliver clinical services while providing community-based clinical education to students.

The proposed practice plan would involve the creation of a separate non-profit entity to employ health care practitioners who would also hold adjunct faculty appointments in the College of Medicine. The practice plan includes the following significant provisions:

- The newly created 501(c)(3) would operate independently of WSU, with some actions requiring WSU approval
- The entity will bill and collect all revenue for professional services and will create a competitive, incentive-based compensation structure for practitioners
- Clinical services revenue would support College of Medicine operations

- WSU would enter into operating agreements with the entity for the use of space, teaching services, provision of administrative personnel, etc.

Attachment B: Range Health - Financial Summary

The following financial analysis is based on the unaudited financial statements prepared by Range's accounting firm in conjunction with the Range Treasurer for the fiscal year ended December 31, 2023, with comparative information for December 31, 2022. Range's fiscal year is from January 1 to December 31.

Revenue: Range reported revenue of \$410,500 during 2023, an increase of \$334,534 over the prior year. However, more than half of the increase is attributable to accrued revenue from accounts receivable from third-party payers. These receivables and related accrued revenue should be analyzed for collectability and with a proper estimate of uncollectable expenses.

Expenses: While revenues have grown, expenses nearly tripled from 2022, totaling \$1,558,000 for 2023.

Net Income: Range reported a substantial net loss of -\$1,147,000 in 2023, widening by \$665,000 from the previous period. The net loss expanded by 138%, indicating that revenue growth has not translated proportionately into profitability. This raises concerns about the entity's ability to manage expenses and generate sustainable revenues.

Cash Position: The cash balance has decreased significantly by \$607,000 or 53% during 2023, leaving a balance of \$542,000 as of December 31, 2023. Cash balances appear to be insufficient to cover another year of operations. There is significant doubt about the entity's liquidity and ability to meet short-term obligations without the further financial intervention of the University.

Liabilities: Range's liabilities have grown significantly, primarily due to \$1,167,000 in accrued payroll and benefits owed to the University via the staff assignment agreement.

Conclusion: Based on the financial statements provided and the executive analysis above, the entity's financial condition is concerning. The widening net loss, declining cash position, and substantial increase in liabilities raise doubts about the entity's ability to continue operating in the foreseeable future without significant changes and financial intervention from the University. It is essential that management take immediate action to prioritize the scope and breadth of operations, set realistic revenue targets, and streamline expenses.

Range Financial Summary

From Preliminary Unaudited Financial Statements for the year ended December 31, 2022 and 2023

Summary Income Statement

	Jan - Dec 23	Jan - Dec 22	Change	%
Revenues	410,544	76,009	334,534	440%
Expenses	1,558,262	558,924	999,338	179%
Net Income	(1,147,718)	(482,915)	(664,804)	-138%

Summary Balance Sheet

Cash (checking and savings)	542,419	1,149,907	(607,488)	-53%
Accounts Receivable	167,623	-	167,623	
Other Current Assets	142,002	27,724	114,278	412%
Fixed Assets	773,714	697,370	76,344	11%
Total Assets	1,625,758	1,875,000	(249,242)	-13%
Liabilities				
Accounts Payable	72,972	7,866	65,105	828%
Accrued expenses	20,668	4,001	16,667	417%
Accrued Payroll & Benefits	1,167,056	350,352	816,703	233%
Total Liabilities	1,260,696	362,220	898,476	248%
Equity				
Temp. Restricted Net Assets	53,527	53,527	-	0%
Unrestricted Net Assets	1,459,253	1,945,282	(486,029)	-25%
Net Income	(1,147,718)	(486,029)	(661,689)	136%
Total Equity	365,062	1,512,780	(1,147,718)	-76%
Total Liabilities and Equity	1,625,758	1,875,000	(249,242)	-13%

ACTION ITEM #1

Academic Year 2024-2025 Services and Activities Fee Rate Changes (Leslie Brunelli)

April 19, 2024

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Academic Year 2024-2025 Services and Activities (S&A) Fee Rate Changes

PROPOSED: That the Board of Regents authorize rate changes in campus S&A fees for the academic year 2024-2025

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

SUPPORTING INFORMATION: S&A fees are paid by students for the express purpose of funding student services and programs, including indebtedness for facilities.

Under RCW 28B.15.045, campus S&A fee committees are responsible for evaluating existing and proposed programs and submitting budget recommendations and rate changes to the University administration and the Board. RCW 28B.15.069(2) allows the Board to increase S&A fees annually by amounts not to exceed four percent. S&A fees may decrease by any amount. S&A fee rates vary for each campus, and each campus retains 100% of its own S&A fees.

Process:

All WSU campuses have student-led S&A fee committees that have completed their deliberations for AY 2024-2025. Each committee independently recommends an increase or decrease in the S&A fee rate for their campus. Committee recommendations for rate changes have been reviewed by each campus chancellor and President Schulz before being brought as a recommendation to the Board of Regents for final approval.

The academic year 2024-2025 S&A rate recommendations by campus are listed below. The table illustrates the annual amount paid for fall and spring semester by a full-time student. Fees are pro-rated for part-time students and summer session.

A reminder that to align with the new tuition setting timeline and provide as much advance notice as possible about costs to students and families, campuses were urged to accelerate the process for setting S&A fees for AY2024-2025.

Campus	Current	Proposed	\$ Change	% Change
Everett	\$527	\$548	\$21	4%
Global Campus	\$373	\$373	\$0	0%
Pullman	\$579	\$596	\$17	3%
Spokane	\$582	\$582	\$0	0%
Tri-Cities	\$526	\$526	\$0	0%
Vancouver	\$581	\$592	\$11	2%

For more detailed information for each campus please visit here:
<https://budget.wsu.edu/documents/2024/02/ay-24-25-wsu-system-sa-support-documents.pdf>.



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WSU Service and Activities (S&A) Fee Recommendations 2024-2025 Academic Year

S&A PROCESS OVERVIEW

- S&A fees can only be used to support **non-academic services** that enrich the student experience on the WSU campuses
- The annual S&A fee is charged to students who are enrolled in at least 10 credits.
- The annual fee rate is determined by the committee, which is primarily comprised of students who are appointed by the Chancellor.
- The committee is also responsible for hearing from campus groups (RSO's and other student-serving programs) about their needs and program offerings as well as reviewing annual and one-time budget requests from those organizations.
- The committee, based on available funding from fees paid by students, deliberates and recommends funding allocations based on those proposals.
- More information about the process and a history of allocations are publicly available at studentfees.wsu.edu.
- See also [Revised Code of Washington chapter 28B.15](#).

System-wide S&A Fee & Allocation Recommendations

2024-2025

- All WSU campuses have student-led S&A fee committees that have completed their deliberations for AY 2024-2025. Each committee independently recommends an increase or decrease in the S&A fee rate for their campus. Committee recommendations for rate changes have been reviewed by each campus chancellor and President Schulz before being brought as a recommendation to the Board of Regents for final approval.
- The academic year 2024-2025 S&A rate recommendations by campus are listed below. The table illustrates the annual amount paid for fall and spring semester by a full-time student. Fees are pro-rated for part-time students and summer session.

Campus	Current	Proposed	\$ Change	% Change	2024-2025 Allocation
Everett	\$527	\$548	\$21	4%	\$115,678
Global Campus	\$373	\$373	-	-	\$1,563,568
Pullman	\$579	\$596	\$17	3%	\$9,209,175
Spokane	\$582	\$582	-	-	\$976,359
Tri-Cities	\$526	\$526	-	-	\$793,612
Vancouver	\$581	\$592	\$11	\$11	\$1,838,509

DELIBERATIONS FOR 2024-2025 (*Pullman*)

- The S&A Committee works closely with the WSU Budget Office for financial data and projections.
 - An estimate of \$8,333,730 fee-based revenue available based on conservative enrollment projections.
 - A balance of \$3,078,494 in reserves.
- The committee considers enrollment projections to determine estimated funding for the coming year, adjusting the S&A fee rate as determined necessary.
- The committee weighs each request carefully and considers overall student impact. Not all proposals were provided funding, and some only receive partial funding.

ALLOCATION RECOMMENDATIONS FOR 2024-2025 (Pullman)

- The committee recommended increasing the fee 3% for the FY24-25 academic year, in line with the tuition increase.
- Committee allocation recommendations:
 - \$7,827,789 of fee-based revenue (based on enrollment) and,
 - \$607,679 of reserves

Pullman S&A Fee Committee Recommended Allocations										% Recommended Rate Increase	3.0%	\$ 579.00	Current Rate
										\$ Recommended Amount Increase	\$ 17.00	\$ 596.00	New Rate for FY25
2024-2025 Allocation Calculations													
Foot Note	S&A Groups Requesting Funding	Current Acad Request	Current Summer Request	Acad & Sumr Total Request	% Reduction off of Acad & Total	Reduction Amount	Acad & Sumr after % Reduction	Carry Forward (Does NOT come out of est. revenue)	One-time Approved	Facilities/ Capital Approved	Total Approved*	FINAL Total Approved (includes one-time)	
7	Academic Success & Career Center	32,280	-	32,280	-100.0%	32,280	-	-	7,500	-	7,500	7,500	
	ASWSU - Executives	256,150	12,000	268,150	-9.0%	24,133	244,017	-	60,000	-	304,017	304,017	
	ASWSU - Programming	377,575	-	377,575	-3%	11,327	366,248	-	10,000	-	376,248	376,248	
	ASWSU - Senate	113,600	-	113,600	-0.5%	682	112,918	-	-	-	112,918	112,918	
	Athletics	-	-	-	-	-	-	-	-	-	-	-	
	Center for Civic Engagement	253,841	53,689	307,530	-5.5%	16,914	290,616	-	-	-	290,616	290,616	
	Children's Center	330,000	110,000	440,000	-13.6%	60,000	380,000	-	-	-	380,000	380,000	
	Coalition of Women Students	30,457	-	30,457	0.0%	-	30,457	-	-	-	30,457	30,457	
	Compton Union Building (CUB)	1,462,214	180,956	1,643,170	-1.0%	16,432	1,626,738	-	30,000	-	1,656,738	1,656,738	
10	Cougar Accessible Transportation Services (CATS)	82,903	-	82,903	0.0%	-	82,903	-	-	-	82,903	82,903	
	Cougar Marching Band	256,000	5,000	261,000	-22.6%	58,986	202,014	-	79,000	-	281,014	281,014	
	CSOL (Student Engagement Services & Involvement)	706,910	183,943	890,853	-1.0%	8,909	881,944	-	-	-	881,944	881,944	
12	GPSA	519,720	35,082	554,802	-9.9%	54,802	500,000	-	-	-	500,000	500,000	
	Health Promotion (Cougar Health Services)	268,583	4,040	272,623	-3.0%	8,179	264,444	-	-	-	264,444	264,444	
9	Raptor Club	18,880	4,635	23,515	-100.0%	23,515	-	-	-	-	-	-	
	Student Entertainment Board (SEB)	410,000	10,000	420,000	0%	-	420,000	-	10,000	-	430,000	430,000	
	Student Media	185,995	28,355	214,350	0.0%	-	214,350	-	-	-	214,350	214,350	
8	Terrell Library	-	-	-	-	-	-	-	-	-	-	-	
	Transit	565,583	-	565,583	-3.5%	19,795	545,788	-	-	-	545,788	545,788	
11	URC	1,371,024	161,245	1,532,269	-2.0%	30,645	1,501,624	-	62,466	-	1,564,090	1,564,090	
	Veterans Affairs	32,500	26,000	58,500	-73.0%	42,705	15,795	-	-	8,800	24,595	24,595	
	VMASC	16,000	-	16,000	-27.5%	4,400	11,600	-	-	-	11,600	11,600	
	Women's Center	139,616	5,419	145,035	-6.0%	8,702	136,333	-	-	-	136,333	136,333	
TOTAL GROUP ALLOCATION		7,429,831	820,364	8,250,195		422,406	7,827,789	-	258,966	8,800	8,095,555	8,095,555	
Long-Term Debt Payments		1,113,620	-	1,113,620		(607,679)	1,113,620	-	-	-	1,113,620	1,113,620	
PULLMAN GRAND TOTAL		8,543,451	820,364	9,363,815		1,030,085	8,941,409	-	258,966	8,800	9,209,175	9,209,175	

* Allocation total does not include approved carryforward amount.

Estimated Revenue with % change	3.0%	8,333,730	8,333,730
Academic / Summer Allocations Approved			(7,827,789)
Long-Term Debt Payments			833,373
Subtotal Allocations			(1,113,620)
Estimated Revenue Balance after Allocations			(8,941,409)
Approved One-time Requests			(251,466)
Approved Capital Requests			(16,300)
Estimated Beginning Reserve for FY 2025			3,078,494
Estimated Reserve Balance After Allocations			2,203,049
Estimated Return of Carryforward from Groups (in FY25 for FY24)			135,386
Estimated Reserve Balance after Estimated Return			2,338,435



Questions?

WV SU

ACTION ITEM #2

Academic Year 2024-2025 and Summer 2024 Services and Activities Fee Committee Allocations (Leslie Brunelli)

April 19, 2024

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Services and Activities (S&A) Fee Committee allocations for academic year 2024-2025 and summer 2024

PROPOSED: That the Board of Regents approve the allocation of S&A fees for academic year 2024-2025 and summer 2024, as recommended by the student led S&A fee committees representing each of the WSU campuses.

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

SUPPORTING INFORMATION: Services and Activities (S&A) fees are used to fund student activities and programs, including indebtedness for buildings and facilities. S&A fees are charged to all students registering at any WSU campus.

Process:

All WSU campuses have student-led S&A fee committees that have completed their deliberations for AY 2024-2025. Each campus committee conducts a hearing and deliberation process resulting in recommendations for the allocation of S&A fees. Committee recommendations for allocations have been reviewed by each campus chancellor and President Schulz before being brought as a recommendation to the Board of Regents for final approval.

The academic year 2024-2025 S&A allocation recommendations by campus are listed below. The table illustrates the annual amount paid for fall and spring semester by a full-time student. Fees are pro-rated for part-time students and summer session.

A reminder that to align with the new tuition setting timeline and provide as much advance notice as possible about costs to students and families, campuses were urged to accelerate the S&A rate and allocation setting process AY2024-2025.

Campus	Allocation
Everett	\$115,678
Global Campus	\$1,563,568
Pullman	\$9,209,175
Spokane	\$976,359
Tri-Cities	\$793,612
Vancouver	\$1,838,506

Memos documenting detailed committee allocation recommendations and leadership review are found here:

<https://budget.wsu.edu/documents/2024/02/ay-24-25-wsu-system-sa-support-documents.pdf>.



WASHINGTON STATE
UNIVERSITY

WSU Service and Activities (S&A) Fee Recommendations 2024-2025 Academic Year

S&A PROCESS OVERVIEW

- S&A fees can only be used to support **non-academic services** that enrich the student experience on the WSU campuses
- The annual S&A fee is charged to students who are enrolled in at least 10 credits.
- The annual fee rate is determined by the committee, which is primarily comprised of students who are appointed by the Chancellor.
- The committee is also responsible for hearing from campus groups (RSO's and other student-serving programs) about their needs and program offerings as well as reviewing annual and one-time budget requests from those organizations.
- The committee, based on available funding from fees paid by students, deliberates and recommends funding allocations based on those proposals.
- More information about the process and a history of allocations are publicly available at studentfees.wsu.edu.
- See also [Revised Code of Washington chapter 28B.15](#).

System-wide S&A Fee & Allocation Recommendations

2024-2025

- All WSU campuses have student-led S&A fee committees that have completed their deliberations for AY 2024-2025. Each committee independently recommends an increase or decrease in the S&A fee rate for their campus. Committee recommendations for rate changes have been reviewed by each campus chancellor and President Schulz before being brought as a recommendation to the Board of Regents for final approval.
- The academic year 2024-2025 S&A rate recommendations by campus are listed below. The table illustrates the annual amount paid for fall and spring semester by a full-time student. Fees are pro-rated for part-time students and summer session.

Campus	Current	Proposed	\$ Change	% Change	2024-2025 Allocation
Everett	\$527	\$548	\$21	4%	\$115,678
Global Campus	\$373	\$373	-	-	\$1,563,568
Pullman	\$579	\$596	\$17	3%	\$9,209,175
Spokane	\$582	\$582	-	-	\$976,359
Tri-Cities	\$526	\$526	-	-	\$793,612
Vancouver	\$581	\$592	\$11	\$11	\$1,838,509

DELIBERATIONS FOR 2024-2025 (*Pullman*)

- The S&A Committee works closely with the WSU Budget Office for financial data and projections.
 - An estimate of \$8,333,730 fee-based revenue available based on conservative enrollment projections.
 - A balance of \$3,078,494 in reserves.
- The committee considers enrollment projections to determine estimated funding for the coming year, adjusting the S&A fee rate as determined necessary.
- The committee weighs each request carefully and considers overall student impact. Not all proposals were provided funding, and some only receive partial funding.

ALLOCATION RECOMMENDATIONS FOR 2024-2025 (Pullman)

- The committee recommended increasing the fee 3% for the FY24-25 academic year, in line with the tuition increase.
- Committee allocation recommendations:
 - \$7,827,789 of fee-based revenue (based on enrollment) and,
 - \$607,679 of reserves

Pullman S&A Fee Committee Recommended Allocations										% Recommended Rate Increase	3.0%	\$ 579.00	Current Rate
										\$ Recommended Amount Increase	\$ 17.00	\$ 596.00	New Rate for FY25
2024-2025 Allocation Calculations													
Foot Note	S&A Groups Requesting Funding	Current Acad Request	Current Summer Request	Acad & Sumr Total Request	% Reduction off of Acad & Total	Reduction Amount	Acad & Sumr after % Reduction	Carry Forward (Does NOT come out of est. revenue)	One-time Approved	Facilities/ Capital Approved	Total Approved*	FINAL Total Approved (includes one-time)	
7	Academic Success & Career Center	32,280	-	32,280	-100.0%	32,280	-	-	7,500	-	7,500	7,500	
	ASWSU - Executives	256,150	12,000	268,150	-9.0%	24,133	244,017	-	60,000	-	304,017	304,017	
	ASWSU - Programming	377,575	-	377,575	-3%	11,327	366,248	-	10,000	-	376,248	376,248	
	ASWSU - Senate	113,600	-	113,600	-0.5%	682	112,918	-	-	-	112,918	112,918	
	Athletics	-	-	-	-	-	-	-	-	-	-	-	
	Center for Civic Engagement	253,841	53,689	307,530	-5.5%	16,914	290,616	-	-	-	290,616	290,616	
	Children's Center	330,000	110,000	440,000	-13.6%	60,000	380,000	-	-	-	380,000	380,000	
	Coalition of Women Students	30,457	-	30,457	0.0%	-	30,457	-	-	-	30,457	30,457	
	Compton Union Building (CUB)	1,462,214	180,956	1,643,170	-1.0%	16,432	1,626,738	-	30,000	-	1,656,738	1,656,738	
10	Cougar Accessible Transportation Services (CATS)	82,903	-	82,903	0.0%	-	82,903	-	-	-	82,903	82,903	
	Cougar Marching Band	256,000	5,000	261,000	-22.6%	58,986	202,014	-	79,000	-	281,014	281,014	
	CSOL (Student Engagement Services & Involvement)	706,910	183,943	890,853	-1.0%	8,909	881,944	-	-	-	881,944	881,944	
12	GPSA	519,720	35,082	554,802	-9.9%	54,802	500,000	-	-	-	500,000	500,000	
	Health Promotion (Cougar Health Services)	268,583	4,040	272,623	-3.0%	8,179	264,444	-	-	-	264,444	264,444	
9	Raptor Club	18,880	4,635	23,515	-100.0%	23,515	-	-	-	-	-	-	
	Student Entertainment Board (SEB)	410,000	10,000	420,000	0%	-	420,000	-	10,000	-	430,000	430,000	
	Student Media	185,995	28,355	214,350	0.0%	-	214,350	-	-	-	214,350	214,350	
8	Terrell Library	-	-	-	-	-	-	-	-	-	-	-	
	Transit	565,583	-	565,583	-3.5%	19,795	545,788	-	-	-	545,788	545,788	
11	URC	1,371,024	161,245	1,532,269	-2.0%	30,645	1,501,624	-	62,466	-	1,564,090	1,564,090	
	Veterans Affairs	32,500	26,000	58,500	-73.0%	42,705	15,795	-	-	8,800	24,595	24,595	
	VMASC	16,000	-	16,000	-27.5%	4,400	11,600	-	-	-	11,600	11,600	
	Women's Center	139,616	5,419	145,035	-6.0%	8,702	136,333	-	-	-	136,333	136,333	
TOTAL GROUP ALLOCATION		7,429,831	820,364	8,250,195		422,406	7,827,789	-	258,966	8,800	8,095,555	8,095,555	
Long-Term Debt Payments		1,113,620	-	1,113,620		(607,679)	1,113,620		-	-	1,113,620	1,113,620	
PULLMAN GRAND TOTAL		8,543,451	820,364	9,363,815		1,030,085	8,941,409	-	258,966	8,800	9,209,175	9,209,175	

* Allocation total does not include approved carryforward amount.

Estimated Revenue with % change	3.0%	8,333,730	8,333,730
Academic / Summer Allocations Approved			(7,827,789)
Long-Term Debt Payments			833,373
Subtotal Allocations			(1,113,620)
Estimated Revenue Balance after Allocations			(8,941,409)
Approved One-time Requests			(607,679)
Approved Capital Requests			(251,466)
Estimated Beginning Reserve for FY 2025			(16,300)
Estimated Reserve Balance After Allocations			3,078,494
Estimated Return of Carryforward from Groups (in FY25 for FY24)			2,203,049
Estimated Reserve Balance after Estimated Return			135,386
			2,338,435



Questions?

WV SU

ACTION ITEM #3

WSU Pullman

Proposed Chinook Student Center Mandatory Student Fee Rate Change Effective Fall Semester 2024

(Leslie Brunelli/Elizabeth Chilton/Romando Nash/Sean Greene)

April 19, 2024

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: WSU Pullman, Proposed Chinook Student Center Mandatory Student Fee Rate Change effective fall semester 2024

PROPOSED: That the Board of Regents authorize a rate change for the Chinook Student Center mandatory student fee effective fall semester 2024

SUBMITTED BY: Leslie Brunelli, Executive Vice President, Finance & Administration/CFO
Elizabeth Chilton, Provost and Executive Vice President and Chancellor,
WSU Pullman

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

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; and
- 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 five 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 was slated as a ballot initiative in the ASWSU General Elections on March 5 & 6, 2024 and passed. The general elections saw a 23% voter turnout, and the Chinook referendum passed with 88% approval. The initiative also gave 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 the Senate.

ACTION ITEM #4

WSU Pullman

Proposed Compton Union Building Mandatory Student Fee Rate Change

Effective Fall Semester 2024

(Leslie Brunelli/Elizabeth Chilton/Romando Nash/Sean Greene)

April 19, 2024

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: WSU Pullman, Proposed Compton Union Building Mandatory Student Fee Rate Change, effective fall semester 2024

PROPOSED: That the Board of Regents authorize a rate change for the Compton Union Building mandatory student fee, effective fall semester 2024.

SUBMITTED BY: Leslie Brunelli, Executive Vice President, Finance & Administration/CFO
Elizabeth Chilton, Provost and Executive Vice President and Chancellor,
WSU Pullman

**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 Cougar 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.

	Current Rate	Proposed Rate	\$ Increase	% Increase
Full Time (Semester)	\$120	\$130	\$10	8.33%
Summer (1 credit)	\$72	\$78	\$6	8.33%
Summer (2 credits)	\$48	\$52	\$4	8.33%
Summer (3+ credits)	\$24	\$26	\$2	8.33%

* Rates reflected represent both resident and non-resident fees

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; and
- 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 five 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. Subsequently the S&A Committee, also composed primarily of students (9 of 15 seats) voted to endorse this fee increase on March 19, 2024; it passed with 10 votes in favor, 1 opposed and 3 abstentions.

ACTION ITEM #5

WSU Pullman

Proposed Student Recreation Center Mandatory Student Fee Rate Change Effective Fall Semester 2024

(Leslie Brunelli/Elizabeth Chilton/Romando Nash/Sean Greene)

April 19, 2024

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: WSU Pullman, Proposed Student Recreation Center Mandatory Student Fee Rates Change, effective fall semester 2024

PROPOSED: That the Board of Regents authorize a rate change for the Student Recreation Center mandatory student fee effective fall semester 2024

SUBMITTED BY: Leslie Brunelli, Executive Vice President, Finance & Administration/CFO
Elizabeth Chilton, Provost and Executive Vice President and Chancellor,
WSU Pullman

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 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%) 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.

	Current Rate	Proposed Rate	\$ Increase	% Increase
Rate (Semester)	\$168	\$175	\$7	4%
Summer (1 credit)	\$33	\$35	\$2	6%
Summer (2 credits)	\$66	\$69	\$3	4.5%
Summer (3+ credits)	\$98	\$102	\$4	4%

* Rates reflected represent both resident and non-resident fees

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 will vote on the fee Feb. 12, 2024. Subsequently, the Service and Activity (S&A) Committee, also composed primarily of students (9 of 15 seats) voted to endorse the fee increase on March 19, 2024; it passed with 11 votes in favor, 1 opposed and 2 abstentions.

ACTION ITEM #6

WSU Vancouver, Fiscal Year 2025 Student Technology Fee Committee Allocations (Leslie Brunelli/Emile Netzhammer)

April 19, 2024

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
Emile Netzhammer, Chancellor, WSU Vancouver

SUPPORTING INFORMATION: In fiscal year 2017, the ASWSU-Vancouver Senate approved a \$20/semester student technology fee for undergraduate and graduate students effective beginning with the 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 conducted hearings to review funding requests from a variety of university groups for technology projects that will benefit WSU Vancouver students.

The following allocations, as recommended by the Vancouver Student Technology Fee Committee, have been reviewed by Chancellor Netzhammer and President Schulz and are recommended to the Board of Regents for approval.

Project Name	Approved Allocation
Free Printing for Students	\$6,500
Earbuds for Students	\$217
Student Loaner Laptops	\$10,383
Workstations for Students	\$4,410
Recreation Center Software	\$10,464
Electronic Reader Board	\$6,250
Firstenburg Student Commons Projectors	\$7,543
Student Virtual Computer	\$6,000
WiFi Modernization	\$83,805
Total	\$135,571

Memos documenting committee recommendations and leadership review are found here: <https://budget.wsu.edu/documents/2024/02/fy25-wsu-vancouver-student-tech-fee-supporting-documents.pdf>

ACTION ITEM #7

Proposed Revisions to Board of Regents Debt Management Policy (BOR5) (Leslie Brunelli/Matt Skinner)

April 19, 2024

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: Proposed Updates to Board of Regents Debt Management Policy (BOR5) -- Redline

BOARD OF REGENTS

Proposed Revisions to Board of Regents Debt Management Policy (BOR5)

Resolution # 240419-709

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

RESOLVED: That the Board of Regents approve the proposed updates to the Board of Regents Debt Management Policy.

Dated this 19th day of April, 2024

Chair, Board of Regents

Secretary, Board of Regents

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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Washington State University Board of Regents Policy Manual

Board of Regents Policy #5
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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 establish~~ es an internal compliance plan and ~~will engage~~ s in regular debt monitoring under that plan, to ensure compliance with this policy, bond resolutions, and other requirements.
- The University ~~will perform~~ s 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.

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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 seek~~ s to maintain national credit ratings for general revenue bonds in the Aa/AA range and ~~will employ~~ s 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.

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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 ~~thresholds~~ 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.

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Refunding Thresholds

- If the refunding is being done for debt service savings, ~~C~~current refunding (i.e. refunding 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, 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.

<u>Years Between Call Date and Final Maturity Date</u>	<u>Present Value Standard</u>
<u>1-2</u>	<u>1%</u>
<u>3-4</u>	<u>2%</u>
<u>5-6</u>	<u>3%</u>
<u>7-8</u>	<u>4%</u>
<u>9+</u>	<u>5%</u>

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~~ 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 provide~~ s 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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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

- 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.

ACTION ITEM #8
Workday Contract Renewal
(Leslie Brunelli/Matt Skinner)

April 19, 2024

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Workday Contract Renewal

PROPOSED: That the Board of Regents authorize the renewal of WSU's contract with Workday and delegate authority to the President or designee to execute the contract for a term of up to 10 years, with total cost of \$22.3 million, plus any incremental annual costs resulting from an increase in the number of WSU employees, if applicable

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

SUPPORTING
INFORMATION:

Background

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 and building a culture of continuous process improvement to meet University needs system wide.

Please see the attached written report for an overview of some of the most impactful improvements achieved through the Modernization Initiative to date.

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 is

\$22.3 million, plus any additional annual costs due to an increase in the number of WSU employees, if applicable. The annual cost of the contract will continue to be funded by a mix of central support and a user-based fee.

ATTACHMENT: Written Report to Board of Regents: Modernization Improvements

BOARD OF REGENTS
Workday Contract Renewal

Resolution #270419-710

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 of Regents authorizes the renewal of the Workday contract as proposed and delegates authority to the President or designee to execute the 10-year Workday contract extension, with total cost of \$22.3 million, plus any incremental annual costs due to an increase in the number of WSU employees, if applicable.

Signed the 19th day of April, 2024.

Chair, Board of Regents

Secretary, Board of Regents

Written Report to Board of Regents

Modernization Improvements

(Leslie Brunelli/Matt Skinner)

April 19, 2024

MODERNIZATION IMPROVEMENTS

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.

The transition from WSU's legacy system to Workday, while not without challenges, has provided WSU with the tools needed to re-envision age old processes and procedures to improve our ways of working, create efficiencies, and move towards a continual process improvement mindset which drives improvements into the future.

Included below is a summary of some of the most impactful improvements achieved through the Modernization Initiative to date.

1. **Enhanced Operational Continuity:** The adoption of Workday has mitigated the risk of system failure associated with WSU's 40-year-old mainframe system. By embracing a modern, cloud-based platform supporting HR, Payroll, and Finance functions, WSU has adopted modern, scalable and standardized processes across the university system.
2. **Improved Timekeeping and Tax Compliance:** The transition has eliminated the cumbersome manual processes related to paper timecards submission and entry, reducing processing times and enhancing accuracy. WSU has reallocated time savings in payroll services to provide first ever multi-state tax withholding services for WSU employees living in 37 of 50 states.
3. **Effort Certification Reinvented:** WSU's effort certification process has undergone a remarkable transformation through Workday. The transition to web-based certifications has significantly reduced processing times and improved accuracy, bolstering grant management effectiveness and regulatory compliance. Previously, faculty performed effort certification 4 times a year. The processes flooded campuses with over 11,000 paper forms and took 139 days to complete. Today, effort certification occurs 3 times a year, taking an average of 25 days to complete. WSU's recent independent audit validates the effectiveness of the updated certification procedures.
4. **Facilitating Budget Allocation:** The deployment of Workday Adaptive Planning is a key component of improving financial management and budget activities. The move away from traditional spreadsheet methods has enhanced visibility and efficiency in resource allocation and brought all units into a common tool.
5. **Accelerating Grant Account Setup:** WSU has substantially reduced the time required to establish spendable grant accounts, facilitating quicker project initiation and research commencement. Previously, faculty waited an average of 33 business days for a spendable grant account to be created for a new award. Today, through seamless integration and process

optimization and a small investment in additional grant accountants, new grant accounts are created in 10 business days.

6. **Empowering Employee Self-Service:** New web-based self-service capabilities have empowered WSU employees to take care of important employment actions online, eliminating the need for cumbersome paperwork. From tax and benefit elections to leave requests, employees now have streamlined access to perform essential tasks.
7. **Streamlined Salary Costing:** With the implementation of new business processes and Workday, WSU has streamlined salary expense processing, enabling quicker budget and grant management decisions. Previously reliant on paper-based workflows, the legacy system often necessitated 2 to 6 weeks for approvals and system posting. With Workday, over 33,000 salary expense transactions were processed last year, boasting an average turnaround time of just 1.98 days from initiation to posting. This efficiency helps ensure budgets and grants are managed promptly and accurately.
8. **Industry Leading Grant Forecasting:** WSU has pioneered the development of a groundbreaking grant forecasting tool within Workday Adaptive Planning, enabling comprehensive planning and resource allocation across grant activities. This tool empowers grant administrators and faculty to forecast activities across multiple years to help plan funds over the life of the grant. Within two months of launch, over a third of grant administrators were trained and utilizing the solution.
9. **Leading the Way in Higher Education Workday Best Practices:** WSU's expertise in Workday utilization and business process optimization is positioning it as a leader of best practices in the higher education landscape. Recently, Harvard teams reached out to WSU seeking insights into our innovative use of Workday, streamlined processes, and realigned service delivery teams for research administration support. Their commendation, that WSU is quickly becoming viewed a leader in the Workday grants and post award space, and their desire to learn how WSU is making all this work, is a welcome acknowledgment of WSU's progress in improving post-award grants management. Presently, WSU actively contributes to shaping the future of Workday development in higher education, serving on Workday's Global Higher Education Leadership Team and serving as a go-to source of best practices for other universities.
10. **Cultivating a Culture of Continuous Improvement:** The Modernization Initiative is not merely about technological transformation but also about fostering a culture of collaboration and innovation. The Modernization Team is actively engaging with the university community to address challenges and co-create solutions, laying the groundwork for sustained and continuous improvement. **Recent process improvements include:**
 - Replaced paper-based employee performance evaluation processes for staff, moving them to Workday.
 - Deployed new salary cap detection tools for Grants that help ensure allowable salary levels on grants, and avoid costly fines and penalties incurred pre-Workday.
 - Created a one stop shop grant budget tracking, with first ever information available on invoices sent, payment of invoices, cash collected, etc.
 - Continued efforts to build a strong foundation for the future of financial and budget performance analysis and reporting, including completion of the annual financial statements 40% faster than prior years, and with improved accuracy.

These recent improvements provide a glimpse of the future impact that will come from fostering a culture of process improvement.

ACTION ITEM #9

Approval of State Capital Budget Request FY2025-2027 (Leslie Brunelli/Olivia Yang/Glynda Becker-Fenter)

April 19, 2024

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.
- 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:
 - Systemwide investments in wireless capability
 - Systemwide investments in technological enhancement of pedagogy across the system
 - Renovation of underutilized space in WSU Tri-Cities' Floyd Building
 - Investments in utility infrastructure on the WSU Vancouver campus
 - Investment in New WADDL lab at the Puyallup extension center
 - Investment in plant growth facility at the Wenatchee extension center
 - Funding to continue efforts towards Clean Building Performance Standard and Climate Commitment Act compliance
 - 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

BOARD OF REGENTS
State Capital Budget Request FY2025-2027

Resolution #240419-711

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 fiscal year 2025-2027 state capital budget request as proposed and delegates authority to the President or designee to submit the request to the Office of Financial Management and make any adjustments needed prior to submission.

Signed the 19th day of April, 2024.

Chair, Board of Regents

Secretary, Board of Regents

WASHINGTON STATE UNIVERSITY									
2025-27 State Capital Budget Funding Request and Associated 10 Year Plan									
2025-27				Next	10 Yr Plan				
Priority	Project	Class	Stage	2025-27	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	\$ 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	\$ 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	\$ 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	\$ 175,000,000
Operating Cost for 50% of Everett Building M&O (Assumes Permanent)				\$ 792,000	\$ 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	\$ 10,115,000
Target Reappropriation				\$ 5,000,000	\$ 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	\$ 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 *E. Chilton*
Leslie Brunelli, Executive Vice President for Finance & Administration/CFO *Leslie Brunelli*

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/>

ACTION ITEM #10

Proposed Revisions to WAC 504-50 (Small Works Roster) (Leslie Brunelli/Olivia Yang)

April 19, 2024

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 occurred on March 12, 2024, and no comments were received.

ATTACHMENT: 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;~~

Office of Policies, Records, and Forms

- ~~(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.]

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	
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	
Knott Dairy Center Renovation	\$10,000,000	\$10,000,000	\$10,000,000	June 2025	June 2025	
Design						
Schweitzer Engineering Hall	\$4,800,000	\$80,000,000	\$80,000,000	May 2026	May 2026	
Building Systems Infrastructure Upgrades	\$8,725,000	\$8,725,000	\$8,725,000	June 2025	June 2025	
Team Health Education Building	\$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