

September 13, 2019

BOARD OF REGENTS MEETING NOTICE – Revised
September 19-20, 2019

The Washington State University Board of Regents will hold its next official meetings on Thursday and Friday, September 19-20, 2019, on the WSU Pullman campus, in Pullman, Washington, pursuant to the schedule below.

Meetings will take place at the Compton Union Building (CUB) in the room locations outlined in the schedule below, except as otherwise noted.

Committee meetings will run as outlined below throughout the day; starting times following the 1:15 pm committee meetings are estimates only. If a session ends earlier than expected, the next scheduled session may convene immediately. Committee meetings may be attended by all members of the Board of Regents, and all members may participate.

Thursday, September 19, 2019		Location
12:00 pm	Board of Regents Lunch	CUB 310
1:15 pm	Concurrent Meetings	
	Research and Academic Affairs Committee	CUB 204
	Student Affairs and Student Life Committee	CUB 206
	Institutional Infrastructure Committee	CUB 208
2:30 pm*	Finance and Compliance Committee	CUB 204
3:30 pm*	Strategic and Operational Excellence Committee	CUB 204
4:30 pm*	Executive Session	CUB 204
6:30 pm	Board of Regents Dinner	755 NE Campus St., Pullman
Friday, September 20, 2019		Location
7:15 am	Board of Regents Breakfast	CUB 208
8:00 am	Board of Regents Meeting	CUB 204

In addition, on Thursday, September 19th, at approximately 5:15 pm the Regents will attend a reception at the Oak on Main, 337 E Main St., Pullman. On Friday, September 20th, at approximately 5:00 pm the Regents will attend the annual WSU Foundation Gala at the Beasley Performing Arts Coliseum in Pullman, and on Saturday, September 21st, the Regents will attend the WSU vs. UCLA football game on the Pullman campus.

Questions about the Board of Regents meeting and schedule may be directed to Desiree Jacobsen, 509-335-4200.

**or upon conclusion of previous session*

Agenda
Research and Academic Affairs Committee
Thursday, September 19, 2019
1:15 p.m. – 2:15 p.m.

Location: WSU Pullman, Compton Union Building, Room204

Committee Members: Ron Sims (Chair), Ted Baseler, Brett Blankenship, and Scott Carson

Future Action Item

Section

1. Change the Master of Education (Education Psychology) to Master of Arts in Educational Psychology (*Montoya*)

R-1

Action Item

1. Establish a Bachelor of Arts in Human Biology (*Montoya*)

R-2

Information Item

1. Office of Research Update (*Keane*)

R-3

FUTURE ACTION ITEM #1

**Change the Master of Education (Educational Psychology) to
Master of Arts in Educational Psychology (non-thesis option)
(Mitzi M. Montoya)**

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Change the Master of Education (Educational Psychology) to Master of Arts in Educational Psychology (non-thesis option)

PROPOSED: That the Board of Regents change the Master of Education (Educational Psychology) to Master of Arts in Educational Psychology (non-thesis option).

SUBMITTED BY: Mitzi M. Montoya, Provost and Executive Vice President

SUPPORTING INFORMATION: The College of Education proposes to change the Master of Education (Educational Psychology) to Master of Arts in Educational Psychology (non-thesis option).

The current Master of Education (M.Ed.) degree no longer meets the needs of WSU's current and future student populations. It does not reflect the growth and changes in the College of Education's program and hinders student's degree completion, especially the WSU-INTO students. Additionally, WSU has learned from several students in the initial WSU-INTO cohorts that a Master of Arts (M.A.) degree is required by their sponsoring agency or to obtain their desired employment position in their home country.

By realigning this high-demand degree, the College of Education will be able to increase the number of graduates within a one-year timeframe. The College of Education anticipates going from an average of granting 1 M.Ed. every two years to 6 students completing the non-thesis M.A. each year beginning in 2020.

This high demand non-thesis degree is in accordance with the focus on graduate education at the University level. The change will allow the program to meet the needs of the students for obtaining an appropriately titled degree that allows them to graduate from the College of Education's program in a timely manner with the skills and degree to be competitive in the marketplace. It also responds to the college's leadership expectation of increase graduate enrollment and

degree completion with the WSU-INTO students. Thus, changing the degree type also keep WSU competitive in the global marketplace as an appealing option for INTO students.

The complete proposal for the Master of Arts in Educational Psychology (non-thesis option) is attached. This proposal was reviewed carefully and has support from the Provost's Office. This recommendation was passed by the Faculty Senate on April 11, 2019.

MEMORANDUM

TO: Faculty Senate

FROM: Daniel J. Bernardo, Executive Vice President and Provost

SUBJECT: Convert Masters of Education to Master of Arts in Educational Psychology

DATE: November 1, 2018

The attached proposal to convert the Master of Education degree to a Master of Arts in Educational Psychology degree has been reviewed by the Provost's Office review committee. The original plan had been to establish both an MA and MS in Educational Psychology, with the only real difference being whether a formal thesis would be required. We have worked with the unit to streamline the plan, and feel that the revised proposal offers maximum flexibility to all students.

We are satisfied that the proposal is ready for Senate review.

18-208

**PROPOSAL TO CHANGE DEGREE TYPE
(E.G., ARTS TO SCIENCE)**

DEANS: Send this completed proposal in Word version electronically to the Office of the Provost: provost.deg.changes@wsu.edu

Current Degree Title:	Masters of Education
Proposed Degree Title:	Masters of Arts in Educational Psychology-non-thesis option
Academic Program:	Educational Psychology
Academic Plan:	See attached
Number of Credits:	30
Department(s) or Program(s):	Educational Psychology
College(s):	College of Education
Campus(es)	Pullman

Contact Name:	Brian F. French; Chad Gotch	Email Address:	frenchb@wsu.edu; cgotch@wsu.edu
Contact Phone	509-335-8584	Proposed effective date:	5/2019

Rationale for changing degree type. Include evidence of employer demand, accreditation requirements, or other factors driving the change.

The current M.Ed. degree no longer meets the needs of our current and future student populations. It does not reflect the growth and changes in our program and hinders student's degree completion, especially our INTO students. We have learned from several students in the initial INTO cohorts that an M.A. degree is required by their sponsoring agency or to obtain their desired employment position in their home country. By realigning this high-demand degree, we will be able to increase our number of graduates within a one-year timeframe. We anticipate going from an average of granting 1 M.Ed. every two years to 6 students completing the non-thesis M.A. each year beginning in 2020. This high-demand non-thesis degree is in accord with the focus on graduate education at the University level. The change will allow our program to meet the needs of these students for obtaining an appropriately titled degree that allows them to graduate from our program in a timely manner with the skills and degree to be competitive in the market place. It also responds to our college leadership asking us to increase our graduate enrollment and degree completion with the INTO students. Thus, changing the degree type also keep WSU competitive in the global marketplace as an appealing option of INTO students..

Changes to the curriculum involved in changing the degree type. Attach old and new curricula. Be sure to prepare separate major curricular change forms (new curriculum and degree name; discontinue old degree name, if relevant):

New and old curricula are attached. We reduce the credit hours from 42 to 30, which meets the requirements of the graduate school, while providing our students with an efficient and effective program that can be completed within the timeframe of our high yield student population, especially the students entering our program through the INTO program.

Responses of current faculty and staff on affected campus(es):

The Educational Psychology faculty voted unanimously to make this change to meet the needs of our students and to have a degree aligned with the program goals, coursework, and the manner in which our students are trained. Given our program is a Pullman based program, it will not influence any other campuses.

Impact on or responses of other degree programs, departments, colleges or campuses. If no impact, explain how this conclusion was arrived at and who was consulted:

We judged this not to have an impact of other programs, as we are not introducing a new program and our program does not compete with any other programs. It will influence in a positive manner our students (a) in the INTO program and (b) allow us to have a more competitive and attractive non-thesis MA. Our faculty all agree with this change.

Impact on or responses of other stake holders (e.g., advisory or alumni groups):

N/A/

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

Chair Signature:	Phyllis Erdman	Date:	Oct. 20, 2018
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Dean Signature:	Mike Trevisan	Date:	Oct. 20, 2018
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VP Global Campus		Date:	
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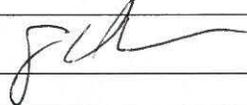
→ Submit to the Provosts Office at provost.deg.changes@wsu.edu

Everett Chancellor		Date:	
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Spokane Chancellor		Date:	
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Tri-Cities VCAA		Date:	
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Vancouver VCAA		Date:	
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Provost Office:		Date:	10/31/18
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Comments:

This change aligns the Educational Psychology program with its mission, focus, and training offered for the INTO students. It responds to the demand for an MA to make these students competitive in the marketplace. It also is responsive to leadership requests at the University.

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

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

Proposal for the change from an M.ED to an M.A. in Educational Psychology

The curriculum displayed in Table 1 represents a proposed new M.A. non-thesis degree in Educational Psychology. **This new degree is intended to replace the current M.Ed. degree** (Table 2), which serves as an option for students who experience a change in life circumstances, and wish to obtain a credential for work they have put into the program when pursuing a thesis or dissertation study is no longer of interest or unfeasible. Additionally, students completing the INTO Graduate Pathway are admitted into the M.Ed. program. We have learned from several students in the initial cohorts that an M.A. degree is required by their sponsoring agency or to obtain their desired employment position in their home country.

University Requirements for a Non-thesis Master's Degree

- 30 hours minimum of total credits are required for the non-thesis master's degree.
- 26 hours minimum of graded course work
- 17 hours minimum of graded course work at the 500-level
- 9 hours maximum of non-graduate (300-400 level) graded course work
- 4 hours minimum of 702-level credit in the major, 2 of which must be taken in the semester of the final exam/project completion.
- Courses taken for audit or courses graded Pass/Fail may not be used on the program of study.

Table 1

Proposed M.A. in Educational Psychology Curriculum

Course	Title	Credits	Term	Year
<i>Required</i>				
ED_PSYCH 502	Theor. Found. of Learning & Instr.	3	Fall	1
ED_PSYCH 505	Research Methods I	3	Fall	1
ED_PSYCH 508	Educational Statistics	3	Fall / Spring	1
ED_PSYCH 507	Into. to Qual. Research	3	Spring	1 or 2
ED_PSYCH 509	Educ. Measurements	3	Spring	1
ED_PSYCH 521	Intro. to Data Mgmt. & Visualization	3	Summer	1 -> 2
ED_PSYCH 574	Seminar in Educ. Psych.	2	Fall & Spring	2
ED_PSYCH 702	Master's Directed Study/Exam	4	Fall / Spring	2
<i>Total credits for required courses:</i>		24		
<i>Suggested Electives</i>				
ED_PSYCH 503	Adv. Educ. Psych.	3	Spring	1 or 2
ED_PSYCH 511	Classical & Modern Test Theory	3	Spring	2
ED_PSYCH 521	Adv. Data Mgmt., Visual., and Software	3	Summer	1 -> 2
ED_PSYCH 570	Intro. to Program Evaluation	3	Fall	2
ED_PSYCH 571	Theor. Found. & Issues in Prog. Eval.	3	Spring	2
ED_PSYCH 572	Intro. to Systematic Lit. Reviews & Meta-Analysis	3	Fall	2
ED_PSYCH 573	Motivation Theories	3	Fall	1 or 2
<i>Total credits for suggested electives:</i>		6		
Total credits required for degree:		30		

Note: All identified coursework is graded A-F with the exception of ED_PSYCH 702

Table 2

Current M.Ed. in Educational Psychology Curriculum

Course	Title	Credits
<i>Research Core (6 credits)</i>		
ED_PSYCH 505	Research Methods I	3
ED_PSYCH 508	Educational Statistics	3
<i>Ed. Psych. Foundation Core (12 credits)</i>		
ED_PSYCH 502	Theor. Found. of Learning & Instr.	3
ED_PSYCH 509	Educ. Measurements	3
ED_PSYCH 570	Intro. to Program Evaluation	3
ED_PSYCH 573	Motivation Theories	3
<i>Supporting Coursework (18 credits)</i>		
ED_PSYCH 507	Intro. to Qual. Research	3
ED_PSYCH 521	Indigenous Epistemology & Methodology	3
ED_PSYCH 521	Embodied Cognition	3
ED_PSYCH 575	Multilevel Modeling	3
ED_PSYCH 576	Factor Analytic Procedures	3
ED_PSYCH 577	Item Response Theory	3
ED_AD 521	Preparing the Dissertation Proposal	3
ED_AD 537	Advanced Qualitative Techniques	3
SOC 525	Practicum in Survey Research	3
PSYCH 516	Applied Structural Equation Modeling	3
STAT 520	Statistical Analysis of Qualitative Data	3
<i>Seminar (4 credits)</i>		
ED_PSYCH 574	Seminar in Educ. Psych.	1 (per semester)
<i>Non-Thesis Credits (8 credits)</i>		
ED_PSYCH 702	Master's Directed Study/Exam	variable
Total credits required for degree:		48

ACTION ITEM #1

Establish a Program in Human Biology and Bachelor of Arts in Human Biology (Mitzi M. Montoya)

September 20, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Establishment of a Program in Human Biology and Bachelor of Arts in Human Biology

PROPOSED: That the Board of Regents establish a Program in Human Biology and Bachelor of Arts in Human Biology.

SUBMITTED BY: Mitzi M. Montoya, Provost and Executive Vice President

SUPPORTING INFORMATION: The College of Arts and Sciences proposes the creation of a Program in Human Biology and Bachelor of Arts in Human Biology.

The proposed Program in Human Biology is to be administered jointly by the Department of Anthropology and the School of Biological Sciences in the College of Arts and Sciences. The Program in Human Biology will offer a Bachelor of Arts degree in Human Biology. This expressly interdisciplinary program will meld approaches and content from social and biological sciences to provide students with a vibrant, synthetic understanding of the roles of culture, the dynamics of natural and social systems, and biological attributes responsible for shaping the human being. Our aim is to prepare students to be creative, insightful, and skillful in professions that encompass especially the arenas of health sciences, environment, societal support (such as family planning, forensics, food safety, and medical ethics), and public policy that influence the welfare of humans.

The proposed Program in Human Biology will meet the missions of the University, College of Arts and Sciences, Department of Anthropology, and School of Biological Sciences by offering an innovative, interdisciplinary educational program that focuses on the biology of human life. The College of Arts and Sciences in Pullman and Vancouver enthusiastically supports the Bachelor of Arts in Human Biology.

The Program in Human Biology will offer students an opportunity to explore how human biology influences and is influenced by the environment, cultural and social structures, and economic and political policies. Our program will foster in students a holistic sense of the complexities of the human condition in all of its diversity in our changing world. The goals of the program meet the mission of the School of Biological Sciences to expand knowledge about how organisms function, interact, and evolve in a changing world and the mission of the Department of Anthropology to address the most basic questions about the nature of culture, its evolutionary history, and human variability by studying the interactions between our biological and our learned cultural heritages.

Additionally, this degree program aims to bridge a disconnect that lies between the social and biological sciences to provide students with a more direct avenue to address the biological basis of problems faced by human populations, cultures, and societies. The interdisciplinary Human Biology program aims to attract prospective students through its strong science foundation and focus on sociocultural contexts. It will assist students toward careers in health, policy, and novel career tracks in sustainability that address the problems we face from climate change, emerging diseases, and other challenges at the interface of cultures and environments.

The complete proposal for the Bachelor of Arts in Human Biology is attached. This proposal was reviewed carefully and has support from the Provost's Office. This recommendation was passed by the Faculty Senate on March 28, 2019.

MEMORANDUM

TO: Faculty Senate

FROM: Daniel J. Bernardo, Executive Vice President and Provost

SUBJECT: Create Bachelor of Arts in Human Biology

DATE: September 26, 2018

The attached proposal to create a Bachelor of Arts in Human Biology has been reviewed by the Provost's Office review committee. This proposal has been in development for quite some time and we have worked with the proposing units to narrow and sharpen the focus of the degree. The primary issue had been designing of a curriculum that was sufficiently unique to make the degree stand out from our existing degrees in the biological sciences and the cultural sciences.

The attached is the revised document. We are satisfied that the proposal is ready for Senate review.

Merrill, Angela Lori

From: Parks, Craig
Sent: Monday, September 24, 2018 2:57 PM
To: Duff, Andrew
Cc: Merrill, Angela Lori; Carter, Patrick Andrew
Subject: RE: BA in Human Bio proposal feedback

Received. Thanks, Andrew. Yes, we will move this along to the Senate.

Craig

From: Duff, Andrew
Sent: Monday, September 24, 2018 1:34 PM
To: Parks, Craig <parkscd@wsu.edu>
Cc: Merrill, Angela Lori <awight@wsu.edu>; Carter, Patrick Andrew <pacarter@wsu.edu>
Subject: RE: BA in Human Bio proposal feedback

Craig,

Here is a modestly revised Human Biology proposal, and apologies for delay in returning this to you. The file name notes revision with today's date.

What was altered:

Goods & Services: It appears that the footnotes in the spreadsheets were leftovers, so I removed them from both the Vancouver and Pullman fiscal tables, as they did not refer to any information. Since we no longer have any commitment to goods and services in Pullman, I simply removed the paragraph that referred to this, even though Vancouver has committed some funds in this area. An earlier iteration of the proposal and commitment from the College had included support in this area. For course investments, our respective units will work with the College directly as needed, as we do now to support our current degrees.

Assessment:

Kimberly Green suggested we rename the Human Biology Advisory Committee as the Human Biology Curriculum and Assessment Committee to more explicitly recognize their charge. I have done so and replaced the name of this in references to it in the assessment section (pages 7 & 8) and later in section IX.

I am hopeful these minor alterations suitably address input from your office (and ATL) such that you are willing to forward this for Faculty-Senate review. Please feel free to contact us if you have any additional questions or would like any clarifications or updates.

Thanks, Andrew

Andrew Duff, Ph.D., RPA
Professor & Chair
Department of Anthropology
Washington State University
Pullman, WA 99164-4910
Chair's office 509-335-3441
Research office 509-335-7828

From: Parks, Craig
Sent: Wednesday, September 12, 2018 4:17 PM
To: Duff, Andrew <duff@wsu.edu>
Cc: Merrill, Angela Lori <awight@wsu.edu>
Subject: RE: BA in Human Bio proposal feedback

Andrew, following up to see what you would like us to do with the Human Bio proposal.

Craig

From: Parks, Craig
Sent: Tuesday, September 4, 2018 11:01 AM
To: Duff, Andrew <duff@wsu.edu>
Cc: Merrill, Angela Lori <awight@wsu.edu>
Subject: BA in Human Bio proposal feedback

Andrew,

Our review committee has completed its editorial review of your revised proposal for a BA in Human Biology. Some of the reviewers had read previous drafts of the proposal, and they commend you and your team on your responsiveness to their suggestions.

I have just one, minor question for which I would like your response:

There's this statement at the bottom of page 22 – "To achieve improvements in learning environments, Vancouver will invest \$5,000 per year in Anthropology and Biology courses on the Vancouver campus by year 5; Pullman courses will also require investment, but there is no specific mechanism available to support this at present." Curious that an unfunded commitment is included in the proposal? This known expense doesn't appear in the budget as far as I can tell – however, there is a footnote indicated on page 26 by the 'Goods and Services' and 'Equipment Instructional' line items. I don't see any explanation for that footnote, so maybe they talk more about it there and it didn't get included in the pdf?

The Senate Budget Committee might pick up on this and require you to address it before they are willing to move the proposal forward. That committee's composition is largely unchanged from last year, and last year they did often scrutinize proposals as the level of detail above. I am comfortable sending the proposal forward as is, so I would like you to advise me on whether you want me to do so, or if you want to address the above first.

I have also attached a copy of comments about your assessment plan. Your plan is strong and the review committee likes it very much. The comments are merely things for you to think about as you go forward, ideas for fine-tuning once the degree is up and running.

Let me know your preference for handling the issue above, and we will go from there.

Craig

Craig D. Parks
Washington State University
Associate Vice Provost, French 436, ph. 509-335-5581
Past President, APA Division 49
parksd@wsu.edu

Merrill, Angela Lori

From: Parks, Craig
Sent: Tuesday, September 4, 2018 11:01 AM
To: Duff, Andrew
Cc: Merrill, Angela Lori
Subject: BA in Human Bio proposal feedback
Attachments: BA-HumanBiology_Interdisciplinary Degree Aug2018_kgreen (002).docx

Andrew,

Our review committee has completed its editorial review of your revised proposal for a BA in Human Biology. Some of the reviewers had read previous drafts of the proposal, and they commend you and your team on your responsiveness to their suggestions.

I have just one, minor question for which I would like your response:

There's this statement at the bottom of page 22 – "To achieve improvements in learning environments, Vancouver will invest \$5,000 per year in Anthropology and Biology courses on the Vancouver campus by year 5; Pullman courses will also require investment, but there is no specific mechanism available to support this at present." Curious that an unfunded commitment is included in the proposal? This known expense doesn't appear in the budget as far as I can tell – however, there is a footnote indicated on page 26 by the 'Goods and Services' and 'Equipment Instructional' line items. I don't see any explanation for that footnote, so maybe they talk more about it there and it didn't get included in the pdf?

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I have also attached a copy of comments about your assessment plan. Your plan is strong and the review committee likes it very much. The comments are merely things for you to think about as you go forward, ideas for fine-tuning once the degree is up and running.

Let me know your preference for handling the issue above, and we will go from there.

Craig

Craig D. Parks
Washington State University
Associate Vice Provost, French 436, ph. 509-335-5581
Past President, APA Division 49
parksd@wsu.edu

Go ask Alice. I think she'll know.

Feedback on interdisciplinary degree proposal for B.A. Human Biology: assessment of student learning 8/28/18

1. Overall, the proposal for the B.A. in Human Biology is strong in relation to assessment and could provide a model for future interdisciplinary program proposals. In particular,
 - a. The assessment plan (p. 7-8) appears to be feasible given the structure of the program, including
 - clear, assessable learning outcomes, and a curriculum map
 - direct and indirect measures of student learning, including assessment at the senior-level in a capstone course & senior portfolio course
 - a faculty committee designated for conducting assessment, analyzing assessment data, and making recommendations
 - assessment archives available to faculty on both campuses
 - b. The proposal includes structural elements useful to assessment in an interdisciplinary program, specifically
 - a director with a faculty position who reports to both department leaders, with clerical support
 - a program leader in Vancouver to coordinate with the director
 - a committee of faculty members responsible for assessment, with representation from both departments and both campuses
2. A few potential adjustments could help position the HB director and faculty to succeed with some of the additional challenges found in interdisciplinary degrees and assessment, including departmental and faculty engagement / recognition as stakeholders. (These topics are not necessarily requested in the proposal form.)
 - Awareness of capstones serving the HB majors. *Instructors and advisors should be aware that Anthro and Bio capstone courses will also be serving HB majors.* Capstone instructors will need to have the HB seniors and learning outcomes in mind when they design and assess culminating student projects, and as they engage students in integrating & applying their skills for this degree. (If the new HB degree had its own prefix, the various capstone courses could be cross-listed to help with this communication.)
 - Faculty committee for HB Curriculum and Assessment. To clearly communicate faculty oversight of the curriculum and the responsibility of the faculty committee for using assessment results to make changes related to curriculum, the HB committee could be designated as the "Human Biology Curriculum & Assessment Committee," rather than as an "advisory committee," which may suggest a more limited role. Additionally, the two departmental curriculum committees could each consider having a member designated to represent the HB curriculum, or could implement another approach that fits these departments and helps keep the HB curriculum in the mix of committee considerations.
 - Explicit leadership support. Since faculty and committee members will not report to the HB director, the SBS director of SBS and the Anthro chair will be responsible for ensuring that their faculty participate in assessment and use results to make changes to their courses, and for recognizing faculty participation in annual review. Without such leadership support and recognition, engaging faculty can become, understandably, a bottleneck to assessing and improving interdisciplinary programs.

MEMORANDUM

DATE: July 28, 2018
TO: Daniel Bernardo, Provost and Executive Vice President
Mel Netzhammer, Chancellor, WSU-Vancouver
Jeannette Mageo, Chair, Faculty Senate
FROM: Andrew Duff, Chair, Department of Anthropology
Patrick Carter, Director, School of Biological Sciences
Andrew Duff
Patrick A. Carter
Cc: Matthew Jockers, Dean, College of Arts and Sciences
Amy Wharton, Director, College of Arts and Sciences, WSU-Vancouver
SUBJECT: Submission of revised proposal for a new degree in Human Biology

We are pleased to submit our revised proposal for a new Human Biology degree, which pending approval would be offered on both the Pullman and Vancouver campuses beginning in Fall 2019. This cover letter begins with a brief review of the initial submissions of this degree proposal. We then summarize the feedback we received and how the revised Human Biology degree proposal addresses comments and concerns raised during the earlier consideration of the degree proposal.

History

Completed Notice of Intent forms for the Human Biology degree were submitted to the Dean of the College of Arts and Sciences, the Chancellor of the Vancouver Campus, and to the WSU Provost's office on October 31, 2012. We received approval to proceed from the Provost's office. The complete proposal was submitted through the Dean of the College of Arts and Sciences for formal consideration on January 25, 2013, with copies delivered to Provost's Office, to the Faculty Senate, and to the Chancellor's office in Vancouver. We received feedback on the original proposal from the following sources: the Catalog Subcommittee, Academic Affairs Committee, Faculty Senate; from Vancouver, we received feedback from the Office of Academic Affairs, the Vice Chancellor for Finance and Operations, and from the Director of the Library; and from the Provost's office, we received on October 1, 2013, a request from Vice Provost Jane Sherman to provide Provost Bernardo with information on how the BA in Human Biology would be consistent with, or might help move toward, recommendations made by a committee appointed by former Provost Bayly (see his memo of March 8, 2013, to Kim Kidwell, Bill Davis, Mano Manoranjan, and Bob Olsen) to provide a vision for delivering biology-related majors to undergraduates at WSU.

School of Biological Sciences Director Larry Hufford, Department of Anthropology Chair Andrew Duff, and faculty from both Anthropology and the School of Biological Sciences continued to refine and revise the proposal based on the feedback received. We resubmitted a revised proposal in October 2015, including a request to have the Human Biology degree approved for Fall 2016 on both the Pullman and Vancouver campuses. We received several comments on this proposal from the Provost's office review, but the proposal was not forwarded to the Faculty Senate. The next section contains the comments we received from the last review, as well as our responses to these. The proposal has been significantly modified from its October 2015 format, and was modified along the lines suggested in review. In short, the previous proposal had three degree tracks, and concerns were raised about two of these—with the Provost's office recommending that we instead proceed with just one of the degree tracks; the attached proposal includes a single degree option.

Feedback on BA Human Biology proposal as submitted October 2015
Comments received from resubmission of Human Biology proposal to Provost's Office 10/1/15 in black. Responses to feedback in red.

Recommendation from Provost's Office:

- Advance BA in Human Biology, Biology and Culture option only at this time. The proposal as currently constituted would not be successful in the Senate.
The resubmission contains only the single degree track originally titled "Biology and Culture" option. Since there is only one track associated with the degree, it is simply the Human Biology degree track. What were the second and third degree tracks have been dropped.
- The Provost's Office stands ready to assist in facilitating wider conversations about the future of the General Studies-sciences degree in relation to Options 2 and 3. Feedback made clear that there is strong support for certain aspects of the GenSts degree and that stakeholders want to make sure that those aspects are preserved in a new degree.
As we have removed options 2 and 3, the current resubmission does not contain options considered in competition with the General Studies-Science degree.
- If advancing the one track only at this time is acceptable, the Provost's Office will assist in editing the proposal for faster submission to the Senate.
We look forward to the assistance of the Provost's office in seeing prompt submission of our proposal to the Faculty-Senate for review.

Budget Questions:

Questions on the 'people costs' in the Pullman budget (Table 12 pages 36-38):

1. The memo of endorsement from the Dean (page 4 of the packet) indicates support for 2 new faculty positions, however the budget shows a total of four new faculty, two in each discipline (Anthro & SBS)
 - a. The Associate / Professor new hires (SBS & Anthro) in Year 2 do not include any costs for Year 2?
 - b. The SBS Assistant Professor new hire in Year 3 shows costs in all three columns, including Year 1 and Year 2--?

The current proposal contains no commitment for future hires linked to the degree. The positions in the original submission, completed when the College was in a better fiscal state, included a College commitment to two hires, each of which were envisioned as joint-hires who would be appointed in both Anthropology and the School of Biological Sciences (hence costs were split across both units).

2. The Dean's memo also commits funds for an academic advisor. It wasn't apparent that this new position was included in the budget.

Included in finance tables (Table 8) under Classified Staff listings and in Table 7 listing support staff associated with the degree. The College of Arts and Sciences has committed to supporting advising for the Human Biology degree on both campuses.

3. This degree does not appear to have any budget beyond salaries. Does that mean this degree program cannot have any other expenses, e.g.,

- Costs associated with assessment, such as a measure or a training, etc., or faculty professional development, or other costs
- Can the program have an annual or bi-annual faculty retreat to discuss curriculum, assessment, etc?
- Can the director travel to Vancouver, which anticipates growth in this degree?

Include sources of operating support in budget.

Both the Vancouver and Pullman budgets commit resources for "travel," and degree support and administration, including a degree program director. These are designed to facilitate regular face-to-face meetings and active collaboration between Human Biology faculty across the campuses for regular meetings about assessment, curriculum, scheduling, and other topics, as well as to directly support additional needs linked to the degree. An initial, modest commitment by CAS (in Pullman) can be supplemented in the first three years "If growth of the degree program warrants additional funding." Additionally, the budgets for both Pullman and Vancouver include listings for support personnel ranging from academic coordinator to office assistance. Please refer to Table 7 for support staff listings by title, and Tables 8 and 9 for campus-specific budgets that include these positions.

Summary of general comments:

- Reviewers perceived that the new degree duplicates the existing General Studies degree, which is viewed as a successful degree needed for various student groups.

We believe that following the Provost's Office recommendation to limit this to the single degree-track eliminates any duplication.

- Rigor of the health tracks compared to BS GenSts or BMS not persuasive to internal audiences, e.g.:

Why is this a Bachelor of Arts degree? A BA with a "robust science curriculum," which the Professional option advertises and the Health Science option has, seems contradictory. I would think we would want our majors who intend to go into a health professional degree program to apply with a BS.

The BA is not a more rigorous program than the general studies BS and students currently take a program in the General Studies degree that is specifically designed to meet their interests and needs.

The “health-track” options were removed from the proposal for the Human Biology degree, though the choice afforded students in the Human Biology degree also permits students to have a student-designed degree within the parameters defined by degree course options.

- Less efficient off-ramp for some majors than current General Studies degree—will take an additional semester or more to graduate.

The revised Human Biology coursework is designed as a stand-alone degree for those interested in its content and training, while those seeking an “off-ramp” continue to have the General Studies degree as an option.

- Curriculum offers too many choices. The impact is that that no two degrees are exactly alike as each student makes individual choices from the long lists of alternatives. The number of possible combinations would be very large, calling into question the coherence promised by giving it a name “human biology.” Recommend they put stricter limits on what they want students to take. Otherwise it is in fact general studies.

In revision, eliminating two of the tracks reduces this concern considerably. Additionally, we have significantly reduced the course options in the current degree “track” in response to this concern, though enough remain to preserve the element of student choice.

- Significant concern that General Studies degrees are being phased out, and that approval of the BA degree implies approval of such a move.

The revised Human Biology degree including only one track serves as a valuable degree choice for those it is designed to serve and who find it of interest. Its approval is unrelated to General Studies degrees.

- Process issue: no consultation with impacted departments in CAHNRS and Vet Med. Some courses outside CAS will be highly impacted by growth of this degree; budgetary needs in other areas should be addressed.

As revised, the current Human Biology degree with its single track primarily features courses from units within the College of Arts and Sciences, and especially within Anthropology and Biology—the two units administering the degree, with limited impact to courses outside of the College.

Human Biology Major, Professional Option

This option was removed from the proposal for the Human Biology degree

Reviewer comment:

“This degree is not that different from the General Studies – biological sciences degree. They have added core Anth courses which otherwise do not exist in the General Studies degree as a requirement, and they have appropriately added statistics. There are

some additional requirements (psych courses and an additional semester of physics). Otherwise, they have a long list of courses that students can choose from in various categories. The rationale for the long list of courses and the various categories is not really apparent. Choose 12 credits from a list of 30+ courses (Professional option) vs choose from approved biological science courses (General Studies degree) seems to be a very small difference from what already exists.

Notably, in the long list of course choices in the professional option, they no longer allow biological science courses from CAHNRS (which were allowed in the General Studies degree), and they have limited the choice of MBioS and neuroscience courses to the absolute minimum (not limited in the General Studies degree). Why are biology course like general ecology and principles of animal development approved courses but CAHNRS courses like animal growth and development and physiology of reproduction? The long list of course choices is also deceiving. If you select Soc 342, you must first take Soc 101, which surprisingly is not on the list.”

We did however remove courses from outside of Anthropology and Biology that had pre-requisites from the suite of options unless those prerequisites were also part of the degree.

Professional Option and Health Sciences Option:

This option was removed from the proposal for the Human Biology degree

Reviewer comments:

“These two options are specifically targeted to students interested in the health care professions. There is no best major for students entering most health care professions, and implying otherwise with degree options is a disservice to the students. Even more important, because students do not fully understand their choices, students think the university is directing them to the “best choices” and for many reason that choice may be very wrong for them. What this all means is that degree options like this “professional” and “pre-health” degree option are often more detrimental than helpful to student success. Students are set up to believe they should choose a major. The choice they feel directed to may result in low GPAs or a collection of classes that are not what they need for their goals. This can prevent students from becoming competitive candidates for the professional programs they seek.”

Specific comments from Animal Sciences faculty:

- The core curriculum requirements, and even the option requirements, are somewhat soft on science and may not prepare students for vet school as well as other majors. Even within the Professional option, courses like biochemistry, cell biology and immunology are listed as options among MANY others.
- We noted that AS has only one course listed in any of the options, while MBIOS has many. We also have several courses that would be of interested to Human Biology majors (AS285, AS314, AS350/351, AS440, AS488, AS485), especially those students who may get turned on to vet school as sophomores and juniors.

Assessment

Strengths:

The assessment plan (p. 9-10) appears to be feasible given the structure of the program, specifically including

- clear, assessable learning outcomes

- a plan and faculty designated for conducting assessment and analyzing assessment data
- provision for assessment archives available to faculty on both campuses

We concur (appears on pages 7-8 of revised proposal).

The proposal includes structural elements (p. 30) useful in facilitating assessment in an interdisciplinary program, specifically

- a director with a faculty position who reports to both department leaders
- a program leader in Vancouver to coordinate with the director
- a committee of faculty members responsible for assessment, with representation from both departments and both campuses
- clerical support

We agree and note that this reviewer point recognizes the cross-campus strengths, and the inclusion of budget items to implement the degree, its assessment, and its success (appears on pages 18-19 of revised proposal).

Weaknesses:

The proposed senior portfolio course seems to stop short of synthesis of learning in this major (cf. accreditation requirements for “a coherent design with appropriate depth, breadth, sequencing of courses, and synthesis of learning”). While self-assessment in the portfolio can be an important reflective, indirect measure, it appears not to be a synthesis of learning and demonstrated mastery; papers from a variety of courses that are not focused on this unique major are unlikely to show mastery at a capstone level of mastery unless the syllabi in those courses are adjusted so that HB majors do a different assignment in recognition of their different major and faculty are teaching in a way that asks for synthesis and senior-level mastery. Given the complexity of the curriculum and the many options, this is difficult to envision.

We have revised the assessment plan, and it no longer includes having the senior portfolio with work potentially derived from several different courses. The plan still includes a component of self-assessment by majors of their capabilities on specific learning outcomes gathered through an electronic exit-interview, but work demonstrating mastery will be directly assessed from Human Biology majors’ work in their Capstone requirement courses, with assessed materials submitted directly to the Human Biology assessment committee.

Implementation issues:

- How can a major not have any courses of its own?
The new interdisciplinary degree will not have even one class it controls as a degree-specific course. At some point, does a degree need at least one or two classes, one near entry or midpoint, and one near exit/capstone? How are students making sense of this curriculum? Does a degree need a class with its designation and faculty who identify with that degree? Where is faculty ownership?

The degree, jointly supervised by the Department Anthropology and School of Biological Sciences, has several required courses controlled by its faculty, and a number of modules where the bulk of the options originate from these two units, if not from them exclusively. We also anticipate that a large number of the degree majors will also take courses from each unit across the progression of the degree, in the electives segment for example (where 25 of the 34 options are from

Anthropology or Biology), in addition to their capstone course. Students will make sense of the curriculum through their advisor and faculty mentor, with their mentors drawn from the faculty of the two supervisory units, aligned with the stated interests and emphasis of the degree-seeking students.

- How can an interdisciplinary program make adjustments to courses in its curriculum, when it does not control the courses for the degree?

Although there is an interesting plan for using direct measures of student competence in Anthropology and Biology lower-division core courses, it is unclear how adjustments to the courses can happen, given that the courses are owned by three different departments with separate curriculum and assessment committees. What is the working arrangement for altering courses that serve multiple degrees?

The degree is overseen jointly by the Department of Anthropology and the School of Biological Sciences, with a well-defined structure for management and regular assessment of the degree, and with the bulk of the courses offered coming from these two units—including six of the nine requirements and all of the degree Capstones. Additionally, the degree requires that Human Biology majors take a minimum of 20 credits from each Anthropology and Biology; it is likely that most majors will take more than this minimum from each unit. The ability to make adjustments to the curriculum is within the control of the two departments overseeing the degree. The Human Biology Advisory Committee will also address these issues.

17-012



New Program Proposal

Overview: The proposed Program in Human Biology is to be administered jointly by the Department of Anthropology and the School of Biological Sciences in the College of Arts and Sciences. The Program in Human Biology will offer a Bachelor of Arts degree in Human Biology. This expressly interdisciplinary program will meld approaches and content from social and biological sciences to provide students with a vibrant, synthetic understanding of the roles of culture, the dynamics of natural and social systems, and biological attributes responsible for shaping the human being. Our aim is to prepare students to be creative, insightful, and skillful in professions that encompass especially the arenas of health sciences, environment, societal support (such as family planning, forensics, food safety, and medical ethics), and public policy that influence the welfare of humans.

Basic characteristics

Program Title: Human Biology

Degree: **B.A. of Human Biology**

In **Human Biology**

Are you proposing a program new to WSU or extending an existing program to a new site or medium?

XXX New to WSU

Extending Existing Program

CIP Code (consult registrar): 30.27 _____
(Classification of Instructional Programs)

Department: **Joint Supervision by Biological Sciences and Anthropology** College: **CAS**

Departmental Contact: **Anthropology**

Name: **Andrew Duff** Title: **Professor and Chair**

Phone: **5-3871** e-mail: **duff@wsu.edu**

Campus of Origin: **Pullman**

Starting Date: **August 2019**

Method of course delivery: (check all that apply)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Classroom | <input checked="" type="checkbox"/> WHETS or Video-conferencing System |
| <input checked="" type="checkbox"/> Pullman | <input type="checkbox"/> On-line |
| <input checked="" type="checkbox"/> Vancouver | <input type="checkbox"/> Videotape |
| <input type="checkbox"/> Tri-Cities | <input type="checkbox"/> Flexible Enrollment (with e-mail) |
| <input type="checkbox"/> Spokane | <input type="checkbox"/> Correspondence (Paper only) |
| <input type="checkbox"/> Spokane - ICN | <input type="checkbox"/> Other (please describe) _____ |
| <input type="checkbox"/> WSU Learning Centers at: _____ | |

Section I. Mission Statements

A) Washington State University

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 research university committed to its land-grant heritage and tradition of service to society. Our mission is threefold:

- To **advance** knowledge through creative research and scholarship across a wide range of academic disciplines.
- 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.
- To **apply** knowledge through local and global engagement that will improve quality of life and enhance the economy of the state, nation, and world.

B) Mission of the College of Arts and Sciences

The College of Arts and Sciences (CAS) fosters excellence in the arts, humanities, and social and natural sciences and provides a foundation for intellectual and creative experiences across Washington State University. We apply diverse perspectives to understand and transform the world, enrich lives, and meet societal needs.

Inquiry is central to our work. We address fundamental questions through research, scholarship, and creative activity. Our efforts advance the frontiers of knowledge and artistic expression, as well as the mission and strategic goals of the University.

The College is uniquely positioned to pursue liberal, broad-based learning, in which inquiry and teaching proceed in tandem. We challenge our students and ourselves to think rationally, critically, and creatively for life-long engagement in our human and natural worlds.

We are committed to outreach that promotes the common good and that empowers local, state, national, and global communities.

C) Department/School Missions

Department of Anthropology Mission

We ask and attempt to address the most basic questions about the nature of culture, its evolutionary history, and human variability by studying the interactions between our biological and our learned cultural heritages; we use this knowledge to better understand both our past and present. Through world class research, our goal is to pursue an understanding of the complex human condition in all of its diversity. The Department of Anthropology at Washington State University informs the public, students, and the profession about anthropological insights and contributes to understanding critical aspects of the human condition.

School of Biological Sciences Mission

The mission of the School of Biological Sciences is to advance and convey fundamental biological knowledge about how organisms function, interact, and evolve in a changing world—information that is critical to confront pressing problems facing our society. Faculty, students, and staff in the School are involved in this mission, which is achieved through effort in education, research, and public outreach.

D) How the Proposed Program Will Complement or Reflect These Missions

The proposed Program in Human Biology will meet the missions of the University, College of Arts and Sciences, Department of Anthropology, and School of Biological Sciences by offering an innovative, interdisciplinary educational program that focuses on the biology of human life. The College of Arts and Sciences in Pullman and Vancouver enthusiastically supports the BA in Human Biology (Attachments C and D). The Program in Human Biology will offer students an opportunity to explore how human biology influences and is influenced by the environment, cultural and social structures, and economic and political policies. Our program will foster in students a holistic sense of the complexities of the human condition in all of its diversity in our changing world. The goals of the program meet the mission of the School of Biological Sciences to expand knowledge about how organisms function, interact, and evolve in a changing world and the mission of the Department of Anthropology to address the most basic questions about the nature of culture, its evolutionary history, and human variability by studying the interactions between our biological and our learned cultural heritages.

Section II. Program Description

The late President Floyd's call in 2011 for a new College of Arts and Sciences emphasized the importance to "enrich instruction" and "promote interdisciplinary cooperation." The proposed Program in Human Biology, which will be administered jointly by the Department of Anthropology and the School of Biological Sciences in the College of Arts and Sciences, is an important step toward the enrichment and interdisciplinarity envisioned by President Floyd. Similarly, the 2014-2019 Washington State University Strategic Plan seeks to "foster greater collaboration across colleges, campuses, and disciplines" and calls for a "transformative student experience" in which students gain "university experience centered on student engagement, development, and success, which prepares graduates to lead and excel in a diverse United States and global society." The Human Biology major is designed to help achieve these objectives.

The Program in Human Biology aims to offer a Bachelor of Arts degree in Human Biology. The Human Biology degree program will provide a biological science underpinning for a degree program that emphasizes cultural and social science coursework (Table 1). It will offer students a vibrant, synthetic understanding of the roles of culture, the dynamics of natural and social systems, and biological attributes responsible for shaping the human being. This expressly interdisciplinary program will meld approaches and content from social and biological sciences to provide students with critical skills and knowledge to achieve professional goals in human biology. Students will gain important insights into the interplay among biology, socio-cultural structures and dynamics, and environmental forces through this program. Our aim is to prepare students to be creative, insightful, and skillful in professions, especially in the arenas of environment, health, society, and public policy that influence the welfare of humans.

Section III. Need and Student Demand for the Program

A) Need and Demand

This degree program aims to bridge a disconnect that lies between the social and biological sciences to provide students with a more direct avenue to address the biological basis of problems faced by human populations, cultures, and societies. The interdisciplinary Human Biology program aims to attract prospective students through its strong science foundation and focus on socio-cultural contexts. It will assist students toward careers in health, policy, and novel career tracks in sustainability that address the problems we face from climate change, emerging diseases, and other challenges at the interface of cultures and environments.

Based on the Bureau of Labor Statistics' *Occupational Outlook Handbook* (<http://stats.bls.gov/ooh/home.htm>), health care is expected to provide about 28% of all new jobs in the US economy in the interval to 2020. Projections for Washington State (<https://fortress.wa.gov/esd/employmentdata/reports-publications/industry-reports/employment-projections>) indicate that numbers of jobs in diverse areas of health care will increase by 1.75-2.40% between now and 2023. Well over 7,000 open jobs for diverse kinds of healthcare practitioners are anticipated in that period in Washington State, including over 2000 jobs for health technologists and about 4000 in healthcare support positions. A BA in Human Biology will provide an important avenue to the knowledge base and skills that are essential for these jobs in health care. Social science-, anthropology-, and environment-related jobs in Washington State are projected to grow by approximately 1.5% between now and 2023, and students graduating with the Human Biology degree will be prepared for many of these jobs as well as others in health-related fields.

We perceive a strong demand for an alternative to the majors that exist currently at WSU Pullman among students seeking to develop an independent, interdisciplinary program of study. The Human Biology degree provides a structured degree program, yet one that still permits students to tailor their programs. We anticipate that the Program in Human Biology will be attractive to students who come to WSU with an interest in social sciences or a major with a human focus, but who also want more natural science or more interdisciplinary science opportunity in their programs of study than are currently available. For example, several students each year inquire about possible majors in biological or medical anthropology, and the major in Human Biology would support their goals.

We anticipate that Human Biology will attract new students to WSU on both the Pullman and Vancouver campuses because of the program's uniqueness and interdisciplinarity. We foresee considerable interest among potential students for a degree program that melds biological and socio-cultural studies. For example, the Biology degree has seen phenomenal growth on the Vancouver campus in recent years, and we anticipate that WSU Vancouver students will be attracted to an interdisciplinary program that includes the biological sciences. Human Biology will provide a new and distinctive degree option for students interested in a broad-based approach to understanding human beings. The degree will also appeal to students because it offers multiple pathways towards jobs, including innovative careers in areas such as global change, health policy, and sustainability that address the significant problems that lie ahead for human populations.

The potential for our proposed major can be seen nationally in the development of several programs in human biology in the past 40 years. Human biology programs exist at public research universities, such as Indiana University, University of California-San Diego, University of California-Santa Cruz, University of Texas, University of Virginia, and our peer institution Michigan State University. A very successful Program in Human Biology has been in place at Stanford University

for over 40 years. Most human biology programs are interdisciplinary, and most apply faculty and courses from various departments. The University at Albany-SUNY uses an approach similar to that proposed here in having their human biology program and shared human biology degree centered jointly in the departments of anthropology and biology.

B) Relationships to Current WSU Programs

The internal programs most likely to be challenged by competition from a degree in Human Biology are the two degrees, Biology and Zoology, offered by the School of Biological Sciences. Currently, the Biology and Zoology degrees are common majors for students interested in careers in health care, including those that require entry into the professional medical schools. We anticipate that certain students will be attracted to the greater emphasis on humans – both biologically and sociologically – offered by the Human Biology degree in contrast to broader training in biology and absence of sociological emphasis characteristic of current Biology and Zoology degrees. Similarly, Human Biology may attract some students seeking a firmer grounding in the sciences from Anthropology.

The Human Biology major is well differentiated from the Human Development degree. Human Development studies how children, youth, adults, and families develop, change, and face challenges throughout the lifespan (childhood, adolescence, adulthood). Human Development is devoted to understanding the nature of human development within the context of families, schools, and communities using an integrated “biopsychosocial” framework. Human Biology will focus on the biology of humans, including genetic diversity, physiology, ecology, and evolution, in cultural and social contexts. Human Biology will address questions such as why cultural and social frameworks influence, for example, practices of nutrition, emerging infectious diseases, and human ecology, including problems we face with creating sustainable human environments. The curriculum of Human Biology is distinct from that of Human Development, addressing different student interests and serving student audiences. Please see Appendix A for a statement from the Chair of Human Development attesting to this.

Majors offered by the School of Molecular Biosciences, including Biochemistry, Genetics and Cell Biology, and Microbiology, are more focused on subdisciplinary areas of biology than is the Human Biology major. The majors in School of Molecular Biosciences do not emphasize the cultural and social frameworks that are central to Human Biology. We foresee no negative impact on the number of students who will select majors in School of Molecular Biosciences caused by implementation of the Human Biology degree.

C) Regional Competitors

Notably, no other universities in the Pacific Northwest offer undergraduate degrees in human biology, although both the University of Oregon and Boise State University have areas of emphasis in human biology as a part of their biology Bachelor of Science degrees. The University of Washington (UW) offers students a track in biocultural anthropology as part of the Anthropology degree options. The website of the Department of Anthropology at UW describes the biocultural track as emphasizing “the integration of multidisciplinary approaches to the study of biological and behavioral diversity in modern humans and their closest living relatives . . .” In contrast, the Human Biology major at WSU is more broadly designed to address relationships among human biology, socio-cultural dynamics, and the environment. The Human Biology major at WSU will provide a very strong scientific underpinning, including a series of required courses in biology and chemistry. We believe students will be drawn more strongly to a major in Human Biology than a track in biocultural anthropology, and this will open recruiting opportunities.

Our interdisciplinary Program in Human Biology will be unique in the Pacific Northwest and serve to attract students who seek to apply biological knowledge to human problems in environmental, health, and societal realms.

D) Recruitment

Recruitment of students to the Program in Human Biology will proceed along many avenues, including each of the following:

1. We will use standard recruitment processes ongoing on both campuses in the College of Arts and Sciences, School of Biological Sciences, and Department of Anthropology. For example at campus recruitment events, we anticipate that the Program in Human Biology will have its own “table” and “poster” to call attention to the Human Biology major, its curriculum, and program opportunities. We will develop material used by the College of Arts and Sciences, Admissions, and Marketing, such as career cards and a program slide show, to present to prospective parents and students when they visit campus.
2. A website for the Human Biology major will be developed for both campuses and linked to WSU Admissions, Anthropology, Biological Sciences and College of Arts and Sciences sites in Pullman and Vancouver.
3. The Program in Human Biology will use Facebook and/or other social media tools to connect with potential students and share information about the program.
4. Posters about the Program in Human Biology will be sent to Washington community colleges to describe opportunities of the major. Vancouver representatives from Human Biology will work directly with local community college partners to provide information about the major and to recruit students.
5. Faculty from the School of Biological Sciences regularly participate in high school visits and recruitment events in Seattle and other parts of the state, and we will include Human Biology in presentations at these events that occur outside of Pullman and Vancouver. In Vancouver, representatives from Human Biology will engage with local high schools to promote the program.
6. Representatives from Human Biology will attend *Imagine U at WSU* and other WSU recruitment activities on both campuses that target underrepresented students, such as such as MOSAIC, MESA, GEAR-UP, and Noche de Familia in Vancouver. We will offer to participate in parent-information nights as a means to demonstrate our commitment to student success and the opportunities available to families of prospective students.
7. Representatives from human biology will attend the Washington Science Teachers Association conference to present information about the Program in Human Biology and to talk with teachers about their top students. This will help to develop a network of colleagues among K-12 teachers for recruitment purposes.
8. We will include fliers on the Program in Human Biology for distribution with materials shipped to K-12 schools in Washington by the Equipment Loan Program, a popular and heavily used out-reach program through the School of Biological Sciences that loans equipment for biological studies to schools around the state. The Equipment Loan Program

has been very successful in creating strong relationships between WSU and K-12 science teachers in Washington.

We address below under **Diversity** in **Section VIII** additional recruitment approaches that will be applied to diversify the body of students who major in Human Biology.

Section IV. Goals, Objectives, and Student Learning Outcomes

A) Goals and Objectives

Our primary goal is to offer a program that will provide students a **Bachelor of Arts degree in Human Biology**. Students in this degree program will learn about the biology of humans by melding knowledge and approaches from social sciences and biology. The program aims to create opportunities for students to address problems faced by humanity by developing skills and a knowledge base that spans both biological and social sciences. Our program will meet the educational needs of students who are specifically interested in diverse health careers, and biological, evolutionary, and medical anthropology; however, our interdisciplinary curriculum aims to provide students with a springboard toward novel careers that will address sustainability concerns that face human populations, such as those that result from global climate change, emerging infectious diseases, environmental degradation, and the healthcare needs of an expanding, aging, and economically poorer population.

We aim to provide a robust curriculum in the sciences and cultural studies in which students will gain a unique interdisciplinary perspective. Our programs of study will also facilitate mentoring opportunities that include research, internships, and study abroad. We will encourage experiential learning opportunities in courses that support the program.

During the first five years of the program we will conduct annual, anonymous surveys and face-to-face interviews with each student who majors in Human Biology to examine whether we are meeting our goals and the aspirations of our students. We will share results of these surveys and interviews with leadership and faculty in the Department of Anthropology and School of Biological Sciences, and instructors of our courses to assess whether changes are appropriate to better achieve our goals. Modifications to the degree program will be evaluated by the Human Biology Curriculum and Assessment Committee (see **Section IX** below) and recommended for approval to the faculty of both the Department of Anthropology and School of Biological Sciences.

B) Student Learning Outcomes

The major learning outcomes that we expect for students in the Human Biology major include the following:

1. **Attain synthetic knowledge** from biology, social sciences, human ecology, and human cultures that shapes an understanding of human beings, our diversity, our socio-cultural systems, and our influence on environments.
2. **Effectively communicate** issues of human biology, human social and ecological dynamics, and human cultures to both the scientific community and the public at large in writing, discussion, and other communication formats.

3. **Achieve scientific and cultural literacy** to analyze contemporary social, environmental, and biological issues and contribute to informed opinion about their relationship to human biology and human populations.
4. **Demonstrate critical thinking skills** to formulate logical hypotheses that address problems of humanity.
5. Demonstrate scientific **skills to design experiments or observational tests** of hypotheses and **analytical skills** to obtain robust interpretations of data.

We will use **three primary means to assess** how students meet our learning outcome expectations.

1. **Exit surveys** with seniors will be conducted prior to graduation. Graduating seniors will be asked to “self-assess” their capabilities in the learning outcomes and to identify how they developed sophistication in each outcome.
2. We will make direct measures of student success in meeting our learning outcomes by using a set of questions that will be embedded in exams taken by Human Biology majors. These questions will target specific learning outcomes, providing us with a means to assess student competence. Knowledge from the direct measures will allow us to make modifications, such as improving courses or modifying the curriculum, to meet better our outcome goals. We plan to embed questions into courses taken by majors early in their degree trajectory in core Anthropology and Biology courses, such as Anthropology 260 and Biology 106/107.
3. Each student will be directly assessed on the degree learning outcomes in the CAPSTONE course taken to satisfy degree requirements during her/his senior year. All CAPSTONE courses have substantive written assignments that will be collected and assessed using a degree-specific rubric. Assessments will be performed by the Human Biology Curriculum and Assessment Committee.

A curriculum map for the Human Biology major (Table 3) outlines the skill level development projected for the core, writing in the major, and capstone courses. Table 3 also notes where within the degree assessment activities occur.

The Human Biology Curriculum and Assessment Committee (see **Section IX** below) will be responsible for assessment activities. This committee, which will include faculty from both campuses, will coordinate collection of materials to be assessed from instructors of courses in Anthropology and Biological Sciences. They will also review materials from the CAPSTONE courses, using an assessment rubric. This committee will be responsible for the regular review of assessment approaches and implementation of improved approaches, preparation of assessment questions for exams, and evaluation of student outcomes registered through the self-assessments and exams. The program’s assessment archive will remain available to faculty on both campuses where the degree is offered.

Section V. Curriculum

The curriculum of the Program in Human Biology is grounded in the University Common Requirements (UCORE) to address WSU's Seven Learning Goals of the Baccalaureate, provide a foundation in core areas of concern (including roots of contemporary issues, quantitative reasoning, communication, global diversity, and creative arts), allow students to engage early in human biology interests, and pursue this discipline throughout four years of study in a vertical progression of more sophisticated courses during their undergraduate programs.

The human biology program aims especially to use courses from the life, physical, and social sciences to provide students with an interdisciplinary curriculum (Table 1). Our curriculum integrates across biological and social science knowledge domains during each year of study (Table 2).

The major in Human Biology is designed to be accomplished in a period of four years, and we provide a plan to demonstrate how students can obtain degrees in that time frame. The major builds on a common set of core courses that will provide a foundation in anthropology, biology, and statistics. The common core will also require students to complete a senior portfolio. The remaining requirements will assist students in developing breadth, expertise, and skills. The Human Biology major will be offered to students on the Pullman campus and the Vancouver campus. Both campuses currently support successful anthropology (BA) and biology (BS) undergraduate degrees; the suite of courses that support these majors enhances the ability to simultaneously offer this degree on both campuses.

The Human Biology degree (Tables 1, 2) will guide students to explore especially how humans as biological beings are influenced by socio-cultural dynamics. Students will ultimately come to appreciate the immense cultural variation (e.g. customs, languages, and beliefs) exhibited around the world and explore its interplay with the genes we inherited from our ancestors. To ensure a firm grounding in the core disciplines associated with the Human Biology degree, Human Biology majors will be required to take at least 20 credits of both Anthropology and Biology courses, a total that includes requirements; many majors will take more than this required minimum. This will prepare students aimed for advanced degrees in biological and medical anthropology and other areas of social or biological science. They will also be prepared for diverse careers in forensic science, human ecology and sustainability, and physiological psychology among others.

Table 1. Curriculum for the Human Biology Major

Major Requirements¹				
<u>Course</u>		<u>Title</u>	<u>UCORE</u>	<u>Credits</u>
ANTH	203	Global Cultural Diversity	[DIVR]	3
	260	Introduction to Biological Anthropology	[BSCI]	4
BIOLOGY	106	Introductory Biology: Organismal Biology	[BSCI]	4
	107	Introductory Biology: Cell Biology and Genetics	[BSCI]	4
	301	General Genetics (also offered as MBIOS 301)		4
STAT	212	Introduction to Statistical Methods (also offered as MATH 212)	[QUAN]	4
CHEM	101	Introduction to Chemistry	[PSCI]	4
	<i>AND</i>			
	102	Chemistry Related to Life Sciences		4
	<i>OR</i>			
	105	Principles of Chemistry I	[PSCI]	4
<i>AND</i>				
	106	Principles of Chemistry II		4
<u>CAPSTONE: 3 credits from the following</u>				
ANTH	473	Evolution and Society (also offered as BIOLOGY 473)	[CAPS] [M]	3
	490	Integrative Themes in Anthropology	[CAPS][M]	3
BIOLOGY	401	Plants and People	[CAPS]	3
	408	Contemporary Genetics	[CAPS]	3
	473	Evolution and Society (also offered as ANTH 473)	[CAPS] [M]	3
	483	Organisms and Global Change	[CAPS] [M]	3
<u>Science and Society: 3 credits from the following²</u>				
ANTH	309	Cultural Ecology	[SSCI]	3
BIOLOGY	330	Principles of Conservation		3
ENVR_ SCI	402	Human Health & the Environment		3

¹ Human Biology Majors must take at least 20 credits of ANTH and 20 credits of BIOLOGY, a total that includes requirements

² Any ANTH or BIOLOGY course listed in the Science and Society, Genetics and Evolution, Human Behavior and Human Cultural Diversity sections that is not used to satisfy section requirements can be taken as an elective.

GEOL	390	Living on the Edge: Global Climate Change and Earth History		3
PHIL	350	Philosophy of Science		3
	365	Biomedical Ethics	[HUM]	3
	370	Environmental Ethics	[HUM]	3
SOC	331	Population, Resources, and the Future		3
	332	Society and Environment	[SSCI]	3
<u>Genetics and Evolution: 6 credits from the following²</u>				
ANTH	302	Childhood and Culture	[SSCI]	3
	463	Introduction to Anthropological Demography and Epidemiology (title change submitted 6/2018)		3
	465	Human Evolution		3
	469	Genes, Culture and Human Diversity		3
BIOLOGY	335	Genome Biology	[M]	3
	395	Evolutionary Medicine		3
	<i>OR</i>			
	403	Evolutionary Biology		3
	<i>OR</i>			
	405	Principles of Organic Evolution		3
MBIOS	423	Human Genetics		4
<u>Human Behavior: 6 credits from the following²</u>				
ANTH	268	Sex, Evolution, and Human Nature	[BSCI]	3
	381	Primate Behavioral Ecology	[BSCI]	3
BIOLOGY	307	Biology of Women	[DIVR]	3
	438	Animal Behavior	[M]	3
PSYCH	230	Human Sexuality (also offered as WOMEN_ST 230)		3
	321	Introduction to Personality		3
	324	Psychology of Gender (also offered as WOMEN_ST 324)		3
	372	Biological Basis of Behavior	[BSCI]	3
<u>Human Cultural Diversity: 3 credits from the following²</u>				
ANTH	201	Art and Society	[HUM]	3

	307	Contemporary Cultures and Peoples of Africa	[DIVR]	3
	316	Gender in Cross Cultural Perspective (also offered as WOMEN_ST 316)	[DIVR]	3
	320	Native Peoples of North America (also offered as CES 377)	[DIVR]	3
	327	Contemporary Native Peoples of the Americas (also offered as CES 378)	[DIVR]	3
<u>Electives: at least 18 credits from the following²</u>				
ANTH	301	Arts and Media in Global Perspective	[ARTS]	3
	303	The Anthropology of Religious Experience		3
	304	Cross Cultural Perspectives of Mental Health and Illness	[SSCI]	3
	305	Anthropology of Epidemic Disease and Bioterrorism	[SSCI]	3
	330	Origins of Culture and Civilization		3
	331	Archaeology of the Americas	[SSCI]	3
	340	Maya, Aztec and Inca Civilizations	[M]	3
	380	Human Osteology		3
	404	Self in Culture	[CAPS]	3
	405	Medical Anthropology		3
	495	Research Practicum		v 1-6
	498	Anthropology Internship		v 1-15
	499	Special Problems		v 1-4
BIOLOGY	251	Introductory Human Physiology		4
	<i>OR</i>			
	353	Advanced Human Physiology		4
	315	Gross and Microanatomy		4
	321	Principles of Animal Development	[M]	4
	333	Human Nutrition and Health	[BSCI]	3
	340	Mathematical Biology (also offered as MATH 340)		3
	354	Human Anatomy for the Health Occupations		4
	372	General Ecology	[M]	4
	476	Epigenetics and Systems Biology		3
	495	Internship in Biology, Botany, or Zoology		v 1-4
	499	Special Problems		v 1-4
H_D	220	Human Development Theories		3
MBIOS	303	Introductory Biochemistry		4
	305	General Microbiology		3
	405	Cell Biology of Disease		3
	446	Epidemiology		3

PSYCH	320	Health Psychology	3
	361	Principles of Developmental Psychology	3
	363	Psychology of Aging	3

Table 2. Four-year plan for the Human Biology Major

First Year	
First Term	Hours
BIOLOGY 106 [BSCI]	4
CHEM 101 or 105 [PSCI]	4
Written Communication [WRTG]	3
HISTORY 105 [ROOT]	3
Second Term	Hours
BIOLOGY 107	4
CHEM 102 or 106	4
ANTH 203 [DIVR]	3
STAT 212 [QUAN]	4
Second Year	
First Term	Hours
ANTH 260	4
Communication OR Written Communication [COMM][WRTG]	3
Creative and Professional Arts [ARTS]	3
Social Sciences [SSCI]	3
Elective ^{1,9}	3
Second Term	Hours
BIOLOGY 301	4
[SSCI], [HUM], OR [ARTS] CAS additional requirement ⁶	3
Science and Society Requirement ²	3
Human Behavior Requirement ³	3
Electives ^{1,9}	3
Complete Writing Portfolio	
Third Year	
First Term	Hours
Genetics and Evolution Requirement ⁴	3
Humanities [HUM]	3
Human Behavior Requirement ³	3

Electives ^{1,9}	6
Second Term	Hours
Genetics and Evolution Requirement ⁴	3
Electives ^{1,9} and/or Foreign Language	7-8
Electives	2-6
[M] Course ⁷	3-4
Fourth Year	
First Term	Hours
Human Cultural Diversity Requirement ⁵	3
[M] Course ⁷	4
Electives ^{1,9}	4
Integrative Capstone [CAPS] ⁸	4
Second Term	Hours
Electives ^{1,9} or Electives	13
<p>¹Electives include: ANTH 301, 303, 304, 305, 330, 331, 340, 380, 404, 405, 495, 498, 499; BIOLOGY 251 or 353, 315, 321, 333, 340, 354, 372, 476, 495, 499; H_D 220; MBIOS 303, 305, 405, 446; PSYCH 320, 361, 363; and any ANTH or BIOLOGY course listed in the Science and Society, Genetics and Evolution, Human Behavior and Human Cultural Diversity modules above that <i>were not</i> taken to satisfy the requirement in those areas.</p> <p>²Science and Society Requirements include: ANTH 309; BIOLOGY 330; ENVR_SCI 402, 444; GEOL 390; PHIL 350, 365, 370; SOC 331, 332.</p> <p>³Human Behavior Requirements include: ANTH 268, 381; BIOLOGY 307, 438; PSYCH 230, 321, 324, 372.</p> <p>⁴Genetics and Evolution Requirements include: ANTH 302, 463, 465, 469; BIOLOGY 335; 395 OR 403 OR 405; MBIOS 423.</p> <p>⁵Human Cultural Diversity Requirements include: ANTH 201, 307, 316, 320, or 327.</p> <p>⁶An additional [SSCI], [ARTS], or [HUM] course is required by the CAS.</p> <p>⁷ [M] Courses must be chosen from either ANTH or BIOLOGY.</p> <p>⁸ [CAPS] course must be chosen from either ANTH or BIOLOGY.</p> <p>⁹A maximum of 4 credits of coursework that are graded S, F (491, 495, 499) may be used toward fulfilling departmental or program option requirements.</p>	

Table 3. Human Biology Curriculum Map

COURSE #	CORE COURSES							WRITING IN THE MAJOR COURSES [M] - Two Required	CAPSTONE
	Anth 203	Anth 260	Biology 106	Biology 107	Math/ Stat 212 OR Stat 412	Biology 301	Biology 493		
COURSE TITLE or #	Global Cultural Diversity	Introduction to Biological Anthropology	Introductory Biology: Organismal Biology	Introductory Biology: Cell Biology and Genetics	Introduction to Statistical Methods/ Statistical Methods in Research I	General Genetics	Senior Portfolio	Anth 340, 473, 490; Biology 321, 335, 372, 438, 473	Anth 473, 490; Biology 401, 408, 411, 473, 483
Student Learning Outcomes									
Attain synthetic knowledge	B	D/A	B	B		D	M/A	D [Anth 340, Biology 321, 335]; M [Anth 473, 490, Biology 372, 438, 473]	M/A
Effectively communicate issues	B	D/A	B	B		D	M/A	D [Anth 340, Biology 321, 335]; M [Anth 473, 490, Biology 372, 438, 473]	M/A
Achieve Scientific and cultural literacy	B	B	B	B	D	D	M/A	D [Anth 340, Biology 321, 335]; M [Anth 473, 490, Biology 372, 438, 473]	M/A
Demonstrate critical thinking skills	B	B	B	B	B [212] D/M [412]	D	M/A	D [Anth 340, Biology 321, 335]; M [Anth 473, 490, Biology 372, 438, 473]	M/A
Demonstrate scientific skills		D	B	B	B [212] D/M [412]	D	M/A	D [Anth 340, Biology 321, 335]; M [Anth 473, 490, Biology 372, 438, 473]	M/A

KEY: B = beginning mastery; D = developing mastery; M = mastery at senior level; A = Assessed

Section VI. Uses of Technology

A) Technologies Used in Teaching

Computer technologies will be used widely in teaching the curriculum for Human Biology. Many of the courses required for the degree currently use computers for data acquisition and analysis and for simulations. The classes also use online materials including databases and maps on human genetic diseases, health, nutrition, demography, and economy from the Centers for Disease Control and Prevention, World Health Organization, United Nations and other organizations, for student assignments and projects to achieve learning goals.

B. Technologies to be Learned by Students

Students will learn methods of data acquisition used in biological sciences, ranging from molecular biological to ecological techniques, and social sciences, ranging from interviews, observation, and assembly of meta-datasets from existing sources. Analytical tools, especially using computer technologies, data analysis, statistical tests, and modelling will be central to the program.

Section VII. Delivery Methods

This program will be available on the Pullman and Vancouver campuses, where it will be conducted in face-to-face and blended classes, and in AMS coursework that may originate from either Pullman or Vancouver.

Section VIII. Students

A) Numbers to be Served

The projected number of student majors and FTE (Table 4) are based on attracting newly recruited students to the degree program each year for the Pullman campus, with modest annual growth anticipated once the degree has been established. For Vancouver (Table 4), we project that the program will see steady growth of newly recruited students from a modest beginning. Community college students likely to transfer to WSU Vancouver are especially interested in the biological sciences and careers in health fields – this is projected to be one of the strongest growth areas for the Vancouver campus.

B) Admission Requirements

Students can begin working toward certification upon entry to WSU and can certify as soon as they are eligible to do so (at 24 semester credit hours with a minimum 2.0 GPA).

Table 4. Projected number of student majors and FTE in the early years of the Program in Human Biology for the Pullman and Vancouver campuses.					
Pullman					
Number of Students	Year 1	Year 2	Year 3	Year 4	Year 5
Headcount	8	17	26	37	50
FTE	8	17	26	37	50
Vancouver					
Number of Students	Year 1	Year 2	Year 3	Year 4	Year 5
Headcount	5	12	22	30	40
FTE¹	3.75	9	16.5	22.5	30

¹ Vancouver FTE numbers based on approximately 75% of students being full time students.

C) Expected Time for Program Completion

We anticipate that most Human Biology majors on the Pullman campus will be full time. In Vancouver, we expect that one-quarter of the majors will be part-time students. The enrollment projections (Table 4) for both campuses reflect expectations based on the strong student interest and demand for students selecting Biology and our assessment that some students may find the Human Biology an attractive program; thus, we predict it will attract new students and grow modestly. As indicated in the four-year plan for the Human Biology major, the full time students should be able to complete the degree requirements in four years (Table 2).

Transfer students who select this major are likely to have had biology or social sciences coursework at other universities or colleges. If these students transfer following their freshman year, they should be able to complete the degree in four years; transfers following their sophomore year may require 4.5-5.0 years total; and transfers following the junior year or later may require a total of five or more years total to complete the degree.

D) Advising

Students who major in human biology will be assigned a professional advisor in the College of Arts and Sciences. These students will also be assigned faculty mentors to assist with career and professional planning and to learn about disciplinary training opportunities. Faculty mentors will be members of either the Department of Anthropology or School of Biological Sciences. Student interests will be assessed by the program coordinator (or equivalent on the Vancouver campus) prior to the assignment of a mentor, and an attempt will be made to find a mentor with knowledge relevant to the professional aspirations of the student. Faculty mentor assignments in Pullman will be made by the Director of the Program in Human Biology in consultation with the Chair of the Department of Anthropology and the Director of the School of Biological Sciences, and in Vancouver by the Human Biology Program Leader.

E) Diversity

Because an understanding of human diversity is one of the outcome goals of our program, we anticipate that it will attract diverse students as majors.

Our strategy to recruit diverse students, including minorities and underrepresented groups, includes the following:

1. Representatives from Human Biology will attend *Imagine U at WSU* and other WSU recruitment activities on both campuses that target underrepresented students, such as MOSAIC, MESA, GEAR-UP, and Noche de Familia in Vancouver. We will offer to participate in parent-information nights as a means to demonstrate our commitment to student success and the opportunities available to families of prospective students.
2. Representatives from Human Biology will attend the Washington Science Teachers Association conference to present information about the Program in Human Biology and to talk with teachers about their top diverse students. This will help to develop a network of colleagues among K-12 teachers for recruitment purposes.
3. The Human Biology Program will use Facebook and/or other social media tools to reach outward and address specifically the diversity aspects of the Human Biology major to reach potential students from underrepresented groups.
4. As often as possible, we will post job opportunities in the Program in Human Biology in WSU's Office of Financial Aid Spanish website (available on both campuses).
5. We will work with Marcela Pattinson to discuss the Program in Human Biology on her Spanish-language radio show, "WSU Conectándote!" ("Get Connected with WSU!"), which is carried on stations in Centralia, Skagit Valley, Seattle, and Yakima Valley. We will also contact radio programs hosted by stations that target specific underrepresented groups, such as the Spanish language radio program "Aquí en confianza" hosted by Sandra Maqueda on KXPA 1540 AM in Seattle and local radio stations in the Portland-Vancouver metropolitan area.
6. The Human Biology Program will identify a set of community colleges that have significant enrollments of ethnically and racially diverse students and work to have representatives visit these schools to develop faculty and student contacts.

The Program in Human Biology will investigate avenues to communicate with military veterans about the opportunities of our program.

Section IX. Faculty and Administrative Support

A) Administration and Management

The Program in Human Biology will be administered jointly by the Department of Anthropology and the School of Biological Sciences.

We recommend the appointment of a Director of the Program in Human Biology, who will be supervised jointly by the Chair of the Department of Anthropology and the Director of the School of Biological Sciences. The Director of the Program in Human Biology will be responsible for

administration of daily needs, program assessment, and strategic planning. We envision this Director will have a faculty position in the Department of Anthropology and/or School of Biological Sciences. The effort commitment of the Director to the Program in Human Biology should be expected to increase during the first years of its existence. By year five of the program, we anticipate that the duties of the Director will be roughly comparable to those currently held by the Associate Director the Undergraduate Program in the School of Biological Sciences, and similar compensation should be provided by the College of Arts and Sciences.

Oversight of the program in Vancouver will be provided by a faculty member in the Department of Anthropology or the School of Biological Sciences. The Vancouver program leader will work directly with the Director of the Program in Human Biology to ensure coordinated efforts related to planning, assessment, recruiting, etc.

We will establish a Human Biology Curriculum and Assessment Committee that will consist of three faculty from Anthropology and three faculty from Biological Sciences (and will include representation from both the Pullman and Vancouver campuses) to assist and advise the Director on needs that will include assessment activities and curriculum planning. One position on the Curriculum and Assessment Committee will be reserved for the Human Biology program leader in Vancouver.

The program will also require staff to accomplish program plans and paperwork for undergraduate majors. Funds will need to be provided to support the work of a part-time academic coordinator to accomplish these tasks. This coordinator could be centered either in the Department of Anthropology or School of Biological Sciences. During at least the first five years of the program, the academic coordinator tasks might be accomplished by increasing the appointment of existing staff in either Anthropology or Biological Sciences. Clerical support and academic advising in Vancouver will be provided by College of Arts and Sciences personnel.

B) Faculty

The faculty of the program will consist of all tenure track and clinical faculty of the Department of Anthropology (Table 5) and the School of Biological Sciences (Table 6). The administrative and support staff for the program will consist of those staff currently in the Department of Anthropology and the School of Biological Sciences, and selected staff in the College of Arts and Sciences on the Vancouver campus (Table 7).

PULLMAN CAMPUS			
Name	Rank	Status	% Effort in Program
Kohler, Tim	Regents' Professor	T	1.5%
Duff, Andrew	Professor	T	3%
Mageo, Jeannette	Professor	T	3%
Quinlan, Robert	Professor	T	3%
Blackwell, Aaron	Associate Professor	T	3%
Cassaniti, Julia	Associate Professor	T	3%
Grier, Colin	Associate Professor	T	3%
Meehan, Courtney	Associate Professor	T	3%

Premo, Luke	Associate Professor	T	3%
Quinlan, Marsha	Associate Professor	T	3%
Pisor, Anne	Assistant Professor	T	3%
Thornton, Erin	Assistant Professor	T	3%
Tushingam, Shannon	Assistant Professor	T	1.5%
Total Pullman FTE Faculty in Program:			0.36
VANCOUVER CAMPUS			
Name	Rank	Status	% Effort in Program
Hagen, Edward	Professor	T	3%
Hewlett, Barry	Professor	T	3%
Weber, Steven	Professor	T	3%
Wilkinson, Clare	Associate Professor	T	3%
Bonnie Hewlett	Clinical Assistant Professor	N	3%
Nichole Hess	Instructor	N	3%
Total Vancouver FTE Faculty in Program:			0.18
Abbreviations: T = Tenured/Tenure track; N = Not tenure track			

**Table 6. Faculty Committed to Human Biology Program
in the School of Biological Sciences**

PULLMAN CAMPUS			
Name	Rank	Status	% Effort in Program
Beerman, Kathy	Professor	T	3%
Carter, Patrick	Professor	T	3%
Cousins, Asaph	Professor	T	3%
Evans, R. Dave	Professor	T	3%
Gomulkiewicz, Richard	Professor	T	3%
Hufford, Larry	Professor	T	0%
Knoblauch, Michael	Professor	T	3%
Roalson, Eric	Professor	T	3%
Schwabl, Hubert	Professor	T	3%
Skinner, Michael	Professor	T	3%
Storfer, Andrew	Professor	T	3%
Tegeder, Mechthild	Professor	T	3%
Busch, Jeremiah	Associate Professor	T	3%
Cavagnetto, Andy	Associate Professor	T	0.45%
Dybdahl, Mark	Associate Professor	T	3%
Hellmann, Hanjo	Associate Professor	T	3%
Kelley, Joanna	Associate Professor	T	3%
Lee, Ray	Associate Professor	T	3%
McCubbin, Andrew	Associate Professor	T	3%
Schwartz, Elissa	Associate Professor	T	3%
Verrell, Paul	Associate Professor	T	3%

Brunner, Jesse	Assistant Professor	T	3%
Cornejo, Omar	Assistant Professor	T	3%
Crespi, Erica	Assistant Professor	T	3%
Kunz, Hans-Henning	Assistant Professor	T	3%
Carloye, Lisa	Clinical Associate Professor	N	3%
Ankrah, Nii	Clinical Assistant Professor	N	3%
Johnson, Ed	Clinical Assistant Professor	N	3%
Monk, Daniela	Clinical Assistant Professor	N	3%
Ritchie, Sian	Clinical Assistant Professor	N	3%
Total Pullman FTE Faculty in Program:			0.845
VANCOUVER CAMPUS			
Bishop, John	Professor	T	10% (year 5)
Bollens, Stephen	Professor	T	0%
Portfors, Christine	Professor	T	0%
Rollwagen-Bollens, Gretchen	Associate Professor	T	10% (year 5)
Schultz, Cheryl	Associate Professor	T	0%
Piovia-Scott, Jonah	Assistant Professor	T	10% (year 5)
Porter, Stephanie	Assistant Professor	T	10% (year 5)
Mike Berger	Clinical Professor	N	10% (year 5)
Wilmington, Deb	Instructor	N	10% (year 5)
Sayer, Pat	Instructor	N	10% (year 5)
Thomas, Duncan	Instructor	N	10% (year 5)
Total Vancouver FTE Faculty in Program:			0.80
Abbreviations: T = Tenured/Tenure-track; N = Not tenure-track clinical appointment			

Table 7. Administrative and Support staff in the Department of Anthropology and School of Biological Sciences

Pullman

Department of Anthropology

<u>Name</u>	<u>Title</u>	<u>Responsibilities</u>	<u>% Effort in Program</u>
Kam Spelman	Academic Coordinator	Program support	5% (year 5)
Jo Bonner	Office Assistant	Program support	2% (year 5)
Erin Collins	Finance/Budget Manager	Program support	2% (year 5)
Annette Bednar	Manager	Program support	2% (year 5)

School of Biological Sciences

<u>Name</u>	<u>Title</u>	<u>Responsibilities</u>	<u>% Effort in Program</u>
TBD	Academic Coordinator	Scheduling and program coordination	5% (year 5)
Kara McClanahan	Instructional Lab Supervisor	Lab support	8% (year 5)

Ed Johnson	Clinical Assistant Professor	Lab support for physiology labs that involve living animals	2% (year 5)
<u>New</u>			
<u>Name</u>	<u>Title</u>	<u>Responsibilities</u>	<u>% Effort in Program</u>
Not Yet Appointed	Director	Oversight & planning; instruction	11% (year 5)
TBD (year 3)	Program assistant	Clerical support	10% (year 5)
TBD	Fiscal specialist	Budget management	5% (year 5)
TBD	Advisor	Academic advising	20% (year 5)
<u>Vancouver</u>			
College of Arts and Sciences			
<u>Name</u>	<u>Title</u>	<u>Responsibilities</u>	<u>% Effort in Program</u>
Not Yet Appointed	Program Leader	Oversight & planning; instruction	10% (year 5)
Emily Earhart	Academic Coordinator	Academic Advising	15% (year 5)
Josh Olson	Technician	Lab support	8% (year 5)
Various	Program Assistant	Clerical support	8% (year 5)
Min Kuang	Fiscal Analyst	Budget management	8% (year 5)

Section X. Facilities

A) Teaching and Research

The Program in Human Biology is not anticipated to require any new teaching or research facilities, or to have any upfront costs to equip new laboratories or facilities. Because the program will consist of faculty in the Department of Anthropology and the School of Biological Sciences, and will use existing courses to achieve the goals of the degree, we do not anticipate that new faculty will be hired specifically for the program at its inception. We do not anticipate needs for research laboratories or office space for faculty assigned only to the Program in Human Biology. No new tenure-line faculty are needed to offer the Human Biology major in Vancouver.

Because some majors in Human Biology are anticipated to transition from existing degrees where these students are already enrolled in most of the science courses associated with Human Biology, we project that most courses to be used in the program have the capacity to meet enrollment needs. With the projected increase in newly recruited students per year in the first five years, the upper division courses have the capacity to meet enrollment needs in existing sections.

Human Biology majors in Vancouver are likely to come initially from related majors offered on campus. However, the program is expected increasingly to attract new students to the campus. For the first three years, new enrollments can be absorbed into existing course sections.

Selected courses on both campuses will be impacted by the increased enrollment from Human Biology and may require additional laboratory and lecture sections to be taught in about three

years after the inception of the program. In Pullman, both Anthropology 260 and Biology 251 are heavily enrolled and would likely need additional laboratory sections. Biology 106 may be one of the most impacted courses on both campuses. Vancouver may need to add an additional laboratory section for this course in Year 3 of the major. In Pullman, recent enrollment increases have filled Biology 106 to capacity in the one lecture section of the course that is offered in fall and spring semesters (summer session continues to have enrollment capacity). To better facilitate enrollment in Biology 106 to meet needs of recent enrollment increases and also the addition of Human Biology, we recommend that an additional lecture section of the course be taught each fall semester in Pullman. In Pullman the addition of new laboratory sections in courses such as Anthropology 260, Biology 106, and Biology 251 will require additional teaching assistants and funding to support these students. In Vancouver, Biology 354 is currently close to capacity and its enrollment will likely increase with the addition of Human Biology.

A potential impact of the Program in Human Biology may be that the frequency at which some courses are offered currently would need to increase. For example, some courses may need to shift from being offered only in alternate years to being offered every year to accommodate student needs as the number of student majors increases, or that effort assigned in Tables 5-7 may need to be redistributed to other faculty and staff. This change would likely require that additional faculty be hired to accommodate the increased teaching need. We anticipate this need may be realized after the first three years of the program.

B) Library

As an interdisciplinary major, Human Biology, can be adequately served by existing library resources that facilitate teaching need in core disciplines of the new major—biology and anthropology—and the supplemental disciplines including environmental science, human health, psychology, and sociology. Please see attached letter of support from the libraries on the Pullman and Vancouver campuses (Appendix B) that indicates the libraries will not need to acquire new serials, monographs, media, technology, or personnel to support the Human Biology degree.

Section XI. Finances

The program will generate revenues through tuition and course fees paid by students. Costs of the program are estimated in Table 8 for Pullman and Table 9 for Vancouver. These tables assume no salary increases for faculty or staff during the five years (as we were advised to assume by the University's Budget Office). At full enrollment on the Pullman campus, estimated to be 50 students in year five. We estimate the Program in Human Biology will generate \$187,500 in Pullman in year five, using the average of current revenue shared to the College of Arts and Sciences for Sciences (\$4000/FTE) and Liberal Arts (\$3500 FTE), or \$3750 per FTE, above the established baseline. There is no baseline for the Human Biology degree; thus, we are assuming a zero baseline in these revenue calculations. For Vancouver, with a different tuition revenue model, we have used the figure of \$7633/FTE (calculated from \$8980 [operating revenue only portion of tuition] less central financial aid, student services and institutional funding of 15% [$8980 \cdot .85$] = \$7633/FTE). In year 5 at Vancouver, the estimated revenue from tuition is \$228,990 for the 30 FTE students.

Table 8. Pullman Financial Data
Human Biology WSU Pullman 7/28/2018

		1st	2nd	5th	1st	2nd	5th
		FTE	FTE	FTE	Academi c Year	Academi c Year	Academi c Year
Total Student HDC					8	17	50
Total Student AAFTE					8	17	50
↑Enrollment values linked to Table 1↑							
Personnel	Annual	↓Insert employee FTE by job title↓			↓Insert annual salaries by job title↓		
Faculty	rate						
Professor, Anthropology	129,313	0.015	0.015	0.015	1,940	1,940	1,940
Professor, Anthropology	92,524	0.03	0.03	0.03	2,776	2,776	2,776
Professor, Anthropology	89,057	0.03	0.03	0.03	2,672	2,672	2,672
Professor, Anthropology	85,536	0.03	0.03	0.03	2,566	2,566	2,566
Associate Professor, Anthropology	77,000	0.03	0.03	0.03	2,310	2,310	2,310
Associate Professor, Anthropology	73,977	0.03	0.03	0.03	2,219	2,219	2,219
Associate Professor, Anthropology	76,007	0.03	0.03	0.03	2,280	2,280	2,280
Associate Professor, Anthropology	81,362	0.03	0.03	0.03	2,441	2,441	2,441
Associate Professor, Anthropology	71,118	0.03	0.03	0.03	2,134	2,134	2,134
Associate Professor, Anthropology	72,187	0.03	0.03	0.03	2,166	2,166	2,166
Assistant Professor, Anthopology	64,000	0.03	0.03	0.03	1,920	1,920	1,920
Assistant Professor, Anthopology	67,097	0.015	0.015	0.015	1,006	1,006	1,006
Assistant Professor, Anthopology	66,660	0.03	0.03	0.03	2,000	2,000	2,000
Professor, SBS	84,776	0.03	0.03	0.03	2,543	2,543	2,543
Professor, SBS	97,945	0.03	0.03	0.03	2,938	2,938	2,938
Professor, SBS	99,317	0.03	0.03	0.03	2,980	2,980	2,980
Professor, SBS	100,221	0.03	0.03	0.03	3,007	3,007	3,007
Professor, SBS	97,672	0.03	0.03	0.03	2,930	2,930	2,930
Professor, SBS	103,680	0	0	0	0	0	0
Professor, SBS	104,718	0.03	0.03	0.03	3,142	3,142	3,142
Professor, SBS	99,258	0.03	0.03	0.03	2,978	2,978	2,978
Professor, SBS	89,324	0.03	0.03	0.03	2,680	2,680	2,680
Professor, SBS	166,544	0.03	0.03	0.03	4,996	4,996	4,996
Professor, SBS	110,270	0.03	0.03	0.03	3,308	3,308	3,308
Professor, SBS	133,519	0.03	0.03	0.03	4,006	4,006	4,006
Associate Professor, SBS	80,934	0.03	0.03	0.03	2,428	2,428	2,428
Associate Professor, SBS	86,570	0.005	0.005	0.005	390	390	390
Associate Professor, SBS	72,271	0.03	0.03	0.03	2,168	2,168	2,168
Associate Professor, SBS	87,964	0.03	0.03	0.03	2,639	2,639	2,639

Associate Professor, SBS	82,592	0.03	0.03	0.03	2,478	2,478	2,478
Associate Professor, SBS	79,404	0.03	0.03	0.03	2,382	2,382	2,382
Associate Professor, SBS	77,478	0.015	0.015	0.015	1,162	1,162	1,162
Associate Professor, SBS	73,037	0.03	0.03	0.03	2,191	2,191	2,191
Associate Professor, SBS	73,209	0.03	0.03	0.03	2,196	2,196	2,196
Assistant Professor, SBS	76,815	0.03	0.03	0.03	2,304	2,304	2,304
Assistant Professor, SBS	80,156	0.03	0.03	0.03	2,405	2,405	2,405
Assistant Professor, SBS	89,408	0.03	0.03	0.03	2,682	2,682	2,682
Assistant Professor, SBS	81,096	0.03	0.03	0.03	2,433	2,433	2,433
Clinical Associate Professor, SBS	61,183	0.03	0.03	0.03	1,835	1,835	1,835
Clinical Assistant Professor, SBS	54,944	0.03	0.03	0.03	1,648	1,648	1,648
Clinical Assistant Professor, SBS	45,492	0.03	0.03	0.03	1,365	1,365	1,365
Clinical Assistant Professor, SBS	49,486	0.03	0.03	0.03	1,485	1,485	1,485
Clinical Assistant Professor, SBS	58,808	0.03	0.03	0.03	1,764	1,764	1,764
Subtotal		1.19	1.19	1.19	99,892	99,892	99,892
<u>Exempt</u>							
Manager	70,700	0.02	0.02	0.02	1,414	1,414	1,414
Academic Coordinator	45,000	0.02	0.03	0.05	900	1,350	2,250
Subtotal		0.04	0.05	0.07	2,314	2,764	3,664
<u>Classified</u>							
Instructional Lab Tech	54,170	0.02	0.04	0.08	1,083	2,167	4,334
Academic Advising	45,000	0.01	0.02	0.20	450	900	9,000
Lab Support	60,656	0.01	0.01	0.02	607	607	1,213
Program Coordinator	41,232	0.01	0.01	0.05	412	412	2,062
Program Assistant (new)	32,000	0.01	0.02	0.10	320	640	3,200
Office Assistant III	27,486	0.01	0.02	0.02	275	550	550
Fiscal Specialist 1 (new)	42,000	0.01	0.02	0.05	420	840	2,100
Fiscal Tech 2	45,540	0.02	0.02	0.04	911	640	1,822
Subtotal		0.10	0.16	0.56	4,478	6,755	24,280
<u>Graduate</u>							
Teaching Assistants	34,930	0.50	1.00	3.00	17,465	34,930	104,790
Subtotal		0.50	1.00	3.00	17,465	34,930	104,790
Total Personnel		1.83	2.40	4.82	124,149	144,341	232,625
					<i>↓Insert benefits based on current benefit rates↓</i>		
Benefits							
Faculty					29,268	29,268	29,268
Exempt					789	943	1,249
Classified					2,140	3,229	11,606
Graduate					2,288	4,576	13,727

Total Benefits			34,486	38,015	55,851
Link to current benefits model rates					
Goods and Services			0	0	0
Travel			1,500	1,500	4,000
Equipment (Instructional)			0	0	0
Total Direct Costs			160,134	183,856	292,476
Total Indirect Costs	35%		86,226	98,999	157,487
Total Costs			246,360	282,856	449,963
<i>One-Time Costs</i>		<i>User inputs one-time costs→</i>	0	0	0
<i>Recurring Costs</i>		<i>Formula calculates recurring costs→</i>	246,360	282,856	449,963
<i>Total Costs</i>			246,360	282,856	449,963
Calculated total cost per student AAFTE:			30,795	16,639	8,999
Calculated direct cost per student AAFTE:			20,017	10,815	5,850
Revenue					
Internal Departmental /Area Reallocation			130,134	120,106	104,976
Enrollment Funding (estimated at \$3750/AAFTE)			30,000	63,750	187,500
New State Funds			0	0	0
WSU Allocation (Institutional reallocation)			0	0	0
Indirect Allocation (Central reallocation for support services)			86,226	98,999	157,487
<i>Other <></i>			0	0	0
Total Revenue			246,360	282,856	449,963
			TRUE	TRUE	TRUE
			↑Total costs must equal total revenue↑		
*Note on Year "N": Please replace the letter "N" with the year in which you expect the program to reach full enrollment.					

Table 9. Vancouver Financial Data
Human Biology WSU Vancouver 7/28/2018

		1st	2nd	5th	1st	2nd	5th
		FTE	FTE	FTE	Academi c Year	Academi c Year	Academi c Year
Total Student HDC					5	12	40
Total Student AAFTE					3.75	9	30
					↑Enrollment values linked to Table 1↑		
Personnel	Annual						
Faculty	rate	↓Insert employee FTE by job title↓			↓Insert annual salaries by job title↓		
Professor, Anthropology (.80 FTE)	76,109	0.03	0.03	0.03	2,283	2,283	2,283
Professor, Anthropology	79,713	0.03	0.03	0.03	2,391	2,391	2,391
Professor, Anthropology	80,545	0.03	0.03	0.03	2,416	2,416	2,416
Associate Professor, Anthropology	72,837	0.03	0.03	0.03	2,185	2,185	2,185
Clinical Assistant Professor, Anthropology	61,364	0.03	0.03	0.03	1,841	1,841	1,841
Instructor, Anthropology	50,043	0.03	0.03	0.03	1,501	1,501	1,501
Assistant Professor, Psychology	72,837	0.015	0.03	0.1	1,093	2,185	7,284
Assistant Professor, Psychology	72,630	0.015	0.03	0.1	1,089	2,179	7,263
Professor, SBS	89,118	0	0	0.1	0	0	8,912
Professor, SBS	144,769	0	0	0	0	0	0
Professor, SBS	129,753	0	0	0	0	0	0
Associate Professor, SBS	79,101	0	0	0	0	0	0
Associate Professor, SBS	86,400	0.015	0.03	0.1	1,296	2,592	8,640
Assistant Professor, SBS	80,514	0.015	0.03	0.1	1,208	2,415	8,051
Assistant Professor, SBS	80,199	0.015	0.03	0.1	1,203	2,406	8,020
Clinical Professor, SBS	52,236	0.015	0.03	0.1	784	1,567	5,224
Instructor, SBS	45,126	0.02	0.04	0.1	903	1,805	4,513
Instructor, SBS	47,259	0.02	0.04	0.1	945	1,890	4,726
Instructor, SBS	45,243	0.02	0.04	0.1	905	1,810	4,524
Instructor, Psych	49,095	0.02	0.04	0.1	982	1,964	4,910
Clinical Asst. Professor, Chem	49,104	0.02	0.04	0.1	982	1,964	4,910
Adjunct	28,200	0.02	0.04	0.1	564	1,128	2,820
	Subtotal	0.39	0.60	1.48	24,571	36,524	92,414
Exempt							
Academic Coordinator	46,260	0.03	0.05	0.15	1,388	2,082	6,939
	Subtotal	0.03	0.05	0.15	1,388	2,082	6,939
Classified							

Instructional Lab Tech	37,680	0.02	0.03	0.08	565	1,130	3,014
Clerical	35,050	0.02	0.03	0.08	701	1,052	2,804
Fiscal analyst	32,100	0.02	0.03	0.08	642	963	2,568
Subtotal		0.06	0.09	0.24	1908	3145	8386
Graduate							
Teaching Assistants	34,930	0.50	1.00	1.50	17,465	34,930	52,395
Subtotal		0.50	1.00	1.50	17,465	34,930	52,395
Total Personnel		0.98	1.74	3.37	45,332	76,680	160,135
					<i>↓Insert benefits based on current benefit rates↓</i>		
Benefits							
Faculty					7,199	10,701	27,077
Exempt					473	710	2,366
Classified					912	1,503	4,009
Graduate					2,288	4,576	6,864
Total Benefits					10,873	17,490	40,316
Link to current benefits model rates							
Goods and Services					5,000	5,000	5,000
Travel					1,000	1,000	1,000
Equipment (Instructional)					5,000	5,000	5,000
Total Direct Costs					67,205	105,171	211,451
Total Indirect Costs	35%				36,187	56,631	113,858
Total Costs					103,392	161,801	325,309
One-Time Costs					2,000	0	0
Recurring Costs					101,392	161,801	325,309
Total Costs					103,392	161,801	325,309
Calculated total cost per student AAFTE:					27,571	17,978	10,844
Calculated direct cost per student AAFTE:					17,921	11,686	7,048
Revenue							
Internal Departmental /Area Reallocation					49,490		
Enrollment Funding					28,624	68,697	228,990
New State Funds					0	0	0
WSU Allocation (Institutional reallocation)					0	0	0
Indirect Allocation (Central reallocation for support services)**					25,278	93,104	96,319
<i>Other <WSU Vancouver Funds></i>							
Total Revenue					103,392	161,801	325,309

****By Year 5, tuition revenue will allow us to redirect most indirect costs to other campus areas**

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

TRUE TRUE TRUE
↑Total costs must equal total revenue↑

Section XII. External Reviews

Potential external reviewers for the Program in Human Biology at WSU include the following individuals:

Klaus Kaltoff, Professor of Molecular Cell and Developmental Biology
Department of Molecular Cell and Developmental Biology
University of Texas at Austin - ICMB
1 University Station A6700
205 W. 24th St.
Austin, TX 78712-1095
kkaltoff@mail.utexas.edu

Katherine Preston, Associate Director, Program in Human Biology
Program in Human Biology
Stanford University
450 Serra Mall, Building 20, Room 22F
Stanford, CA 94305-2160
kpreston@stanford.edu

Lawrence M. Schell, Professor of Anthropology
Department of Anthropology
University at Albany
Arts & Sciences Room 116
1400 Washington Avenue
Albany, New York 12222
518-442-4714
lmschell@albany.edu

Andrea Wiley, Professor of Anthropology and Director, Human Biology
Department of Anthropology
Indiana University
Student Building 130
701 E. Kirkwood Avenue
Bloomington, IN 47405-7100
wileya@indiana.edu

APPENDIX A

Statement from Chair of Human Development (E-mailed letter)

From: Hill, Laura Griner
To: Duff, Andrew
Subject: RE: For our call
Date: Wednesday, October 19, 2016 4:31:46 PM

Hi Andrew,

The Human Biology major sounds great, and I don't see any significant overlap or competition with our major in Human Development. Your proposed emphasis on biology, physiology, and ecology is rarely a primary interest of our majors, and although some of our courses touch on those topics, they are not a primary focus in any of our classes. I wish you luck with the proposal; it will be a good addition to the WSU undergraduate offerings.

Best wishes,
Laura

Laura G. Hill
Washington State University
Professor and Chair, Human Development
Prevention Science Graduate Faculty
Johnson Tower 501
Pullman, WA 99164-0352
P: (509) 835-8478
lgurahill@wsu.edu

APPENDIX B

Statement of Library Support

We are writing to state that the existing collections and services of the WSU Libraries are able to fully support the proposed Program in Human Biology as put forward by the School of Biological Sciences and the Department of Anthropology. Because the program mainly uses existing courses from the life, physical, and social sciences and the humanities (courses already supported by the libraries), any impact of the new program on WSU Libraries' collections, services and personnel should be minimal and existing personnel and services can support the program.

The focus of this program is well in keeping with areas of research and teaching in the biological sciences and in anthropology currently supported by the Libraries' collection policies (<http://www.libraries.wsu.edu/sites/default/files/cd-biological-sciences.docx>, <http://www.libraries.wsu.edu/sites/default/files/cd-anthropology.docx>). Again, because of the program's focus and emphasis on classes already being offered at WSU, existing library collections – both physical and digital – are currently able to support the program's research and teaching without additional funding.

As stated above because the program mainly uses existing courses, the impact on the WSU Vancouver Library will be minimal. Most access to journals and all access to databases needed to support this program are licensed system-wide so that Vancouver students and faculty have immediate access to the needed electronic resources. WSU and the other members of the Orbis-Cascade Alliance (NW consortium of academic libraries) have courier and electronic delivery programs in place to provide timely access to materials not owned by the Vancouver Library. The Vancouver Library has an active library liaison program and has librarians already designated to provide support in Biology and Anthropology.

Should students take WSU Online classes to fulfill program requirements in Human Biology, those students would have access to databases in the WSU Libraries collections as well as to book delivery and other library services available to all WSU Online students (for more information, see the Library Services for WSU Global Campus website, here: <http://libguides.libraries.wsu.edu/global>).

The WSU Libraries are currently well able to support the proposed BA in Human Biology, and we wish to convey our thanks and appreciation to Larry Hufford of the School of Biological Sciences and to Andrew Duff of the Department of Anthropology for their mindful consultation with the Libraries during the process of proposing this program.

Erica Carlson Nicol
Librarian for Anthropology
Holland Library 361B
Washington State University,
Pullman
509.335.8614
eacarlson@wsu.edu

Betty Galbraith
Science Librarian
Owen Science Library
509.335.7930
bettyg@wsu.edu

Karen Diller
Library Director
WSU Vancouver Library
360.546.9179
diller@wsu.edu

APPENDIX C

**Letter in Support of Human Biology degree,
College of Arts and Sciences, Vancouver**



February 22, 2018

Letter of Support for the Human Biology Degree

On behalf of the College of Arts and Sciences at WSU Vancouver, I'm writing to endorse the creation of a B.A. in Human Biology on the Vancouver and Pullman campuses. As the proposal describes, this new interdisciplinary major will be unique in the Pacific Northwest and offer our students a range of employment options in the rapidly expanding and increasingly diversified health care industry. Health care is a thriving sector of the Vancouver economy, where most of our students live and work. In addition to its benefits for students, this degree is appealing from a resource standpoint because it draws almost exclusively from existing courses.

The B.A. in Human Biology is an excellent fit for the Vancouver campus. WSU Vancouver currently offers undergraduate degrees in biology and anthropology, two of the core areas of the program. Biology is among the most popular programs on campus, with almost 300 majors. The General Science degree is not offered in Vancouver, so we expect that Human Biology will provide a new and distinctive option for students interested in exploring links between the biological and social sciences. This broad-based approach will also appeal to our many pre-health students, as it is consistent with national efforts to enhance the behavioral and social science content of health education. The interdisciplinary nature of Human Biology also makes this program a good value for the campus and our students. Degrees that span several disciplines and offer multiple ways to satisfy requirements provide flexibility and choice for students, especially those who are balancing school schedules with work and/or family commitments. The program's reliance on courses that are already offered through existing campus programs enables us to enhance our curriculum and provide a new and unique degree in a cost-effective way.

In sum, CAS at WSU Vancouver fully endorses the proposal to create a B.A. in Human Biology at WSU. The proposal has the strong support of WSU Vancouver faculty in the School of Biological Sciences and the Department of Anthropology, as well as the full support of campus leadership.

Sincerely,

Amy S. Wharton
Director and Associate Dean, College of Arts and Sciences
Professor of Sociology

APPENDIX D

**Letter in Support of Human Biology Degree,
College of Arts and Sciences, Pullman**



College of
Arts and Sciences

MEMORANDUM

TO: Andrew Duff, Chair, Department of Anthropology
Patrick Carter, Director, School of Biological Sciences

FROM: Larry Hufford, Interim Dean
College of Arts and Sciences

A handwritten signature in black ink, appearing to read "Larry Hufford".

DATE: July 25, 2018

SUBJECT: Support for Interdisciplinary Degree in Human Biology

I offer my support for the proposed new degree in Human Biology. This joint effort between the Department of Anthropology and the School of Biological Sciences provides an exemplary model for collaborative, interdisciplinary efforts that will create exciting new learning and post-graduation opportunities for Washington State University students. Interdisciplinary degrees such as Human Biology have the potential to attract new students to Washington State University and to provide them with education and training for careers that will address significant challenges that lie ahead for human populations.

To further the goals of the proposed program, the College of Arts and Sciences will commit to support the degree with \$9,000 annually for three years upon degree approval. These funds may be used to support a Human Biology degree director, who will also have responsibility for coordinating program assessment, support student advising for the degree, administrative and clerical support of the degree, and travel between Pullman and Vancouver for coordinating degree implementation, course offerings, planning and assessment. If growth of the degree program warrants additional funding in the first three years, this will be granted. Following the three-year commitment, the financial needs of the program will be reassessed, and future commitments to support the degree will be contingent on the degree's success at attracting students.

Interdisciplinary collaborations, training, and degree offerings are consistent with the strategic plans of the College of Arts and Sciences and University. The College is pleased to support this endeavor to position WSU to contribute to the economic health and vitality of Washington State and to enhance opportunities for our students.

Human Biology (120 Hours)

Completion of the Human Biology major requires a minimum of 20 credits of coursework in both Anthropology (ANTH) and Biology.

First Year

<i>First Term</i>	<i>Hours</i>
ANTH 203 [DIVR]	3
BIOLOGY 106 [BSCI]	4
CHEM 101 or 105 [PSCI]	4
ENGLISH 101 [WRTG]	3

<i>Second Term</i>	<i>Hours</i>
BIOLOGY 107	4
CHEM 102 or 106	4
HISTORY 105 [ROOT]	3
STAT 212 [QUAN]	4

Second Year

<i>First Term</i>	<i>Hours</i>
ANTH 260	4
Arts [ARTS]	3
Communication [COMM] or Written Communication [WRTG]	3
Social Sciences [SSCI]	3
Major Elective ^{1,2}	3

<i>Second Term</i>	<i>Hours</i>
Arts [ARTS], Humanities [HUM], or Social Sciences [SSCI] ³	3
BIOLOGY 301	4
Human Behavior Requirement ⁴	3
Science and Society Requirement ⁵	3
Major Elective ^{1,2}	3
Complete Writing Portfolio	

Third Year

<i>First Term</i>	<i>Hours</i>
Genetics and Evolution Requirement ⁶	3
Human Behavior Requirement ⁴	3
Humanities [HUM]	3

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Foreign Language⁷, if needed and/or Major Electives^{1,2} 6

Second Term **Hours**

Foreign Language⁷, if needed, and/or Major Electives^{1,2} 9

Genetics and Evolution Requirement⁶ 3

Writing in the Major [M] course⁸ 2-4

Fourth Year

First Term **Hours**

Major Electives^{1,2} 7

Human Cultural Diversity Requirement⁹ 3

Integrative Capstone Course [CAPS]¹⁰ 3 or 4

Writing in the Major [M] course⁸ 2-4

Second Term **Hours**

Major Electives^{1,2} and/or Electives¹¹ 13

Complete School of Biological Sciences Exit Survey

Footnotes

¹ Major Electives (18 credits) approved courses include: ANTH 301, 303, 304, 305, 330, 331, 340 [M], 380, 404, 405, 495, 498, 499; BIOLOGY 251 or 353, 315, 321 [M], 333, 340 [M], 354, 372, 476, 491, 495, 499; H D 220; MBIOS 303, 305, 405, 446; PSYCH 320, 361, 363; and any ANTH or BIOLOGY course listed in the Science and Society, Genetics and Evolution, Human Behavior, and Human Cultural Diversity modules that *were not* taken to satisfy the requirement in those areas.

² A maximum of 4 credits of course work that are graded S,F (ANTH 498, 499; BIOLOGY 491, 495, 499) may be used toward fulfilling Major Electives.

³ An additional [ARTS], [HUM], or [SSCI] is required by the College of Arts and Sciences.

⁴ Human Behavior Requirement (6 credits) approved courses include: ANTH 268, 381, 466; BIOLOGY 307, 438; PSYCH 230, 321, 324, 372.

⁵ Science and Society Requirement (3 credits) approved courses include: ANTH 309; BIOLOGY 330; PHIL 350, 365, 370; SOC 331, 332; SOE 390, 402, 444.

⁶ Genetics and Evolution Requirement (6 credits) approved courses include: ANTH 302, 463, 469; BIOLOGY 335, no more than one from BIOLOGY 395, 403, or 405; MBIOS 423.

⁷ Two years of high school foreign language or at least two semesters of college-level foreign language are required by the College of Arts and Sciences for graduation.

⁸ [M] courses must be chosen from ANTH or BIOLOGY.

⁹ Human Cultural Diversity Requirement (3 credits) approved courses include: ANTH 201, 307, 316, 320, 327.

¹⁰ Integrated Capstone [CAPS] course must be chosen from either ANTH 464, 473 [M], 490 [M], BIOLOGY 401, 408, 473 [M], 483 [M].

¹¹ Electives must include sufficient 300-400 level coursework to meet the University requirement of 40 upper division credits.



WASHINGTON STATE UNIVERSITY

WSU Research Update



Dr. Christopher J. Keane
Vice President for Research
Professor of Physics

Presented to WSU Board of Regents
Research and Academic Affairs Committee
September 19, 2019



WSU Proposal, Award, and Expenditure Trends

Proposals

	FY18	FY19	Avg. Annual Growth % (last 4 years)	FY19 To Date (as of 8/20/18)	FY20 To Date (as of 8/2019)
Proposal Amounts	\$910,969,832	\$895,372,765	-0.41%	\$189,369,037	\$127,572,264
Proposal Counts	2,742	2,451	-3.73%	351	337

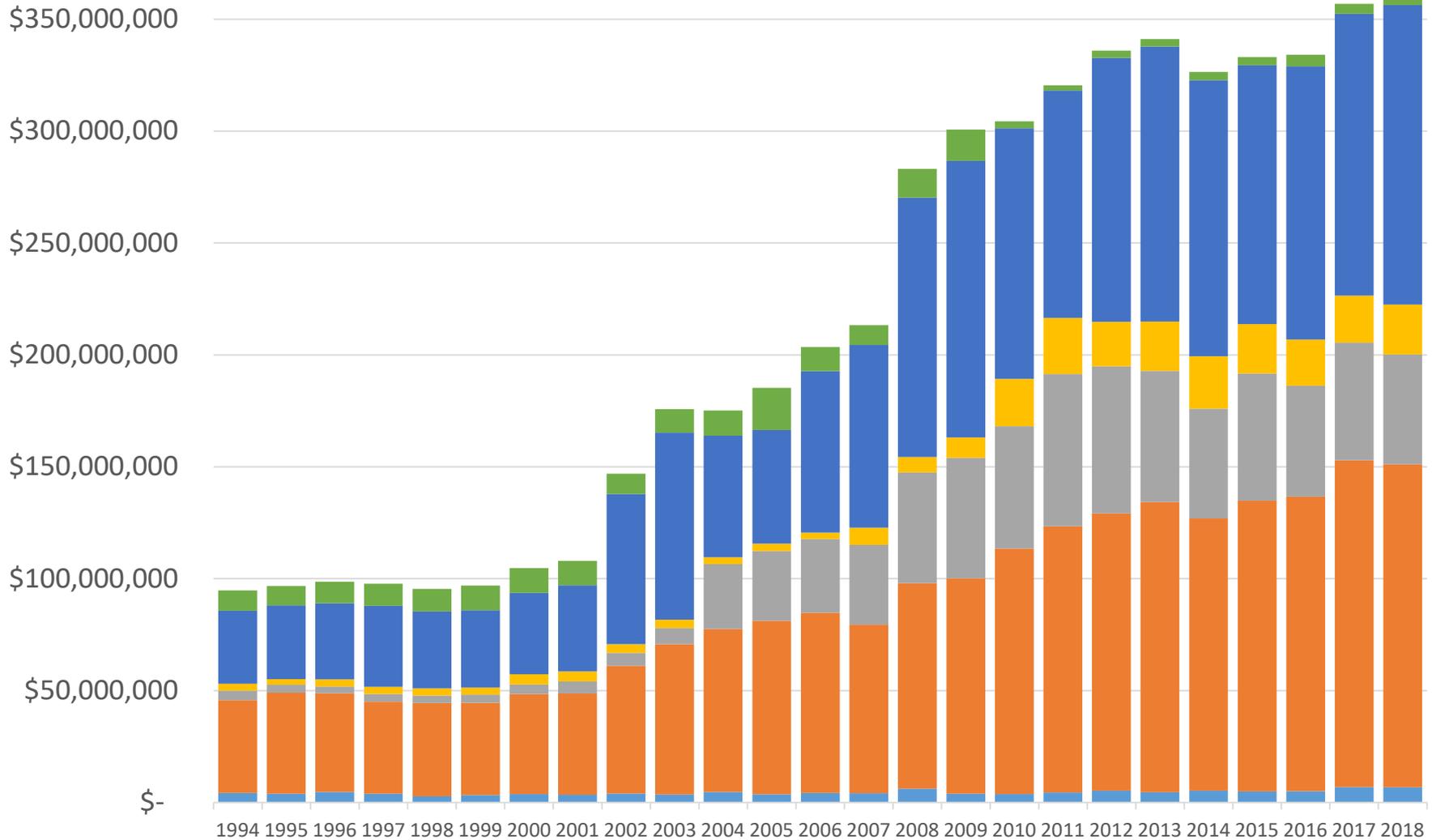
Awards

	FY18	FY19	Avg. Annual Growth % (last 4 years)	FY19 To Date (as of 8/20/18)	FY20 To Date (as of 8/2019)
Award Amounts	\$226,524,293	\$228,183,186	0.99%	\$43,065,757	\$40,003,999
Award Counts	1,691	1,559	-3.35%	222	204

Expenditures

	FY17	FY18 (As submitted to NSF)	Avg. Annual Growth % (last 4 years)
<u>Total</u> NSF HERD R&D Expenditures	\$356,901,000	\$360,522,000	2.67%
<u>Federal</u> NSF HERD R&D Expenditures	\$152,843,000	\$151,133,000	3.86%

WSU NSF HERD R&D Expenditure Trends (FY2018 update)

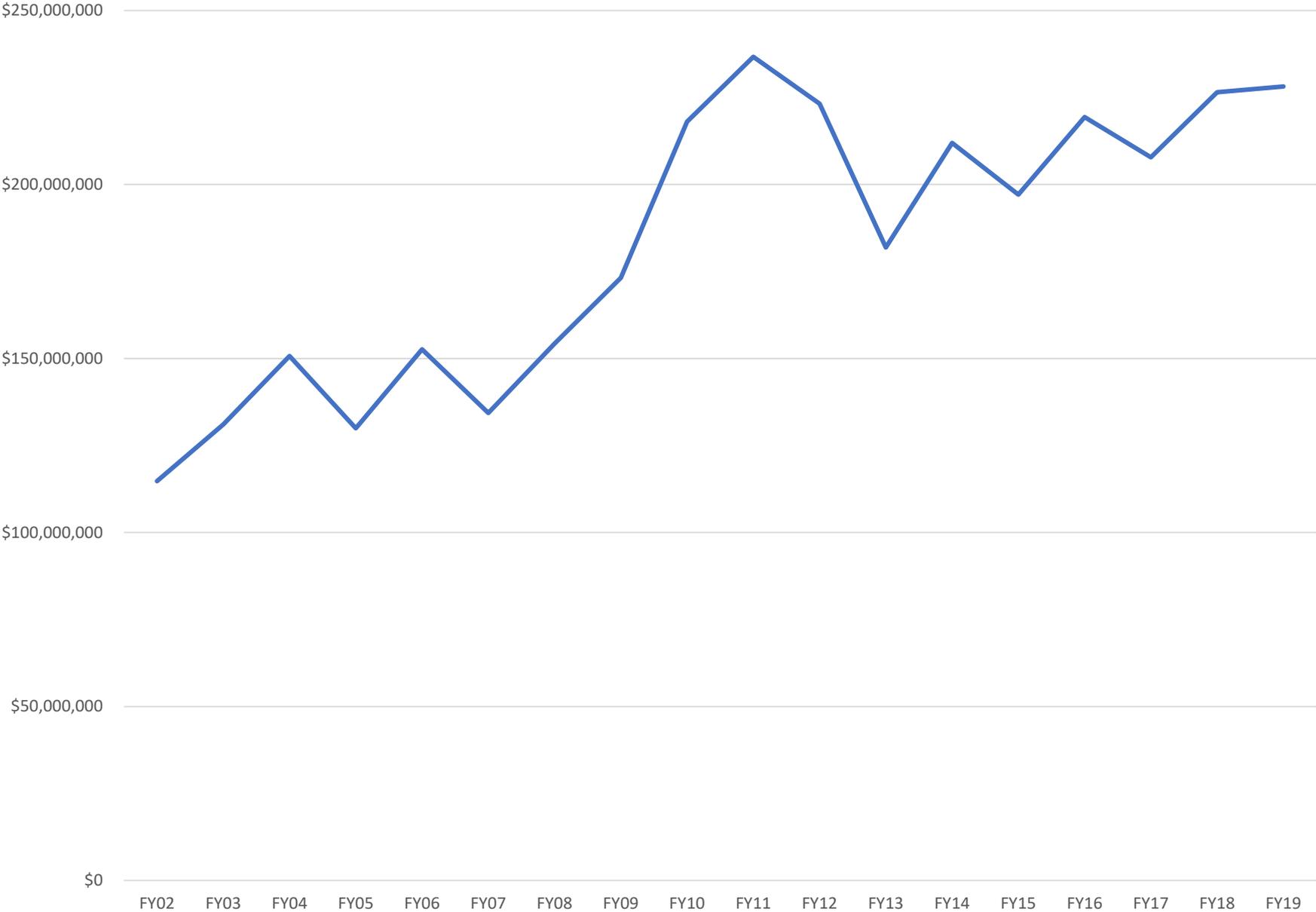


- Fed. Appropriations
- Fed. Grants & Contracts
- State (including Appropriations from 2004)
- Industry (Business & Non-Profit)
- Institutional Support (including State Appropriations pre 2004)
- All Other

1994 = \$94.8M
2018 = \$360.5M

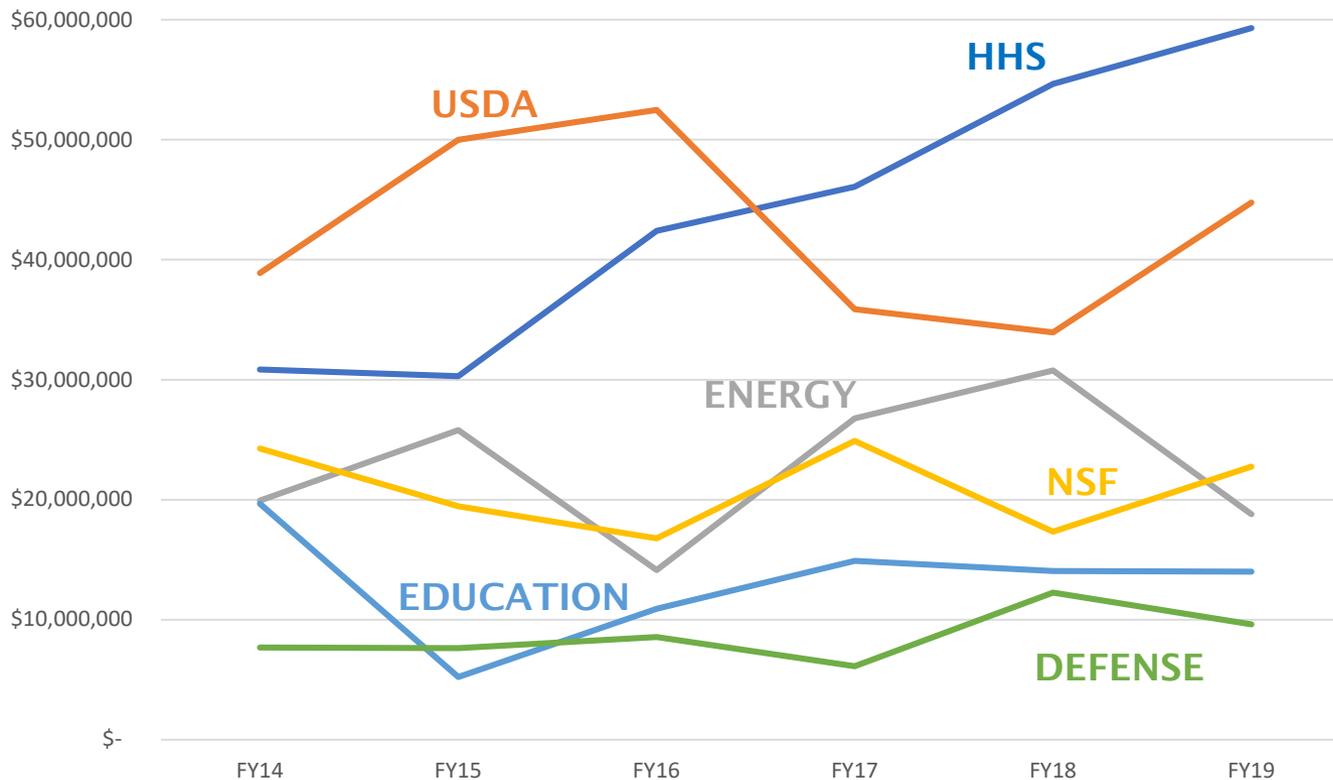


WSU Sponsored Project Awards Since FY02





Trends in Federal Awards: HHS (includes NIH) is now the largest federal awarding agency at WSU

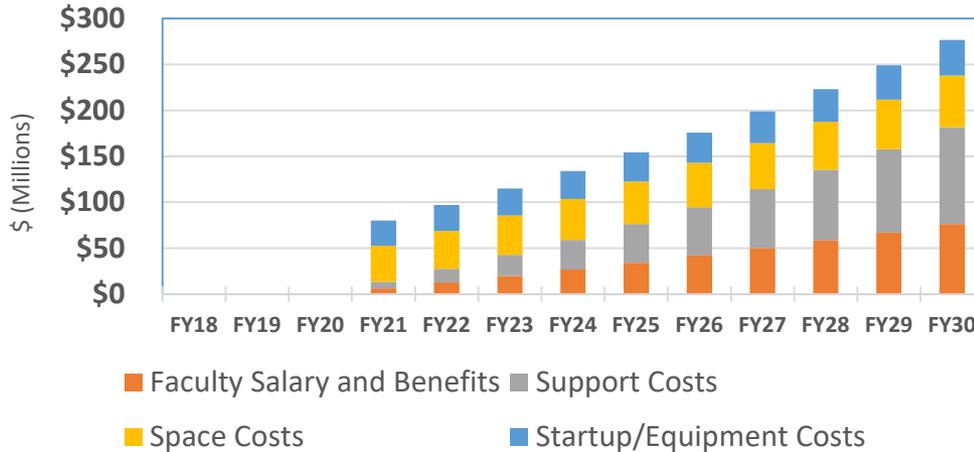


Agency	FY14	FY15	FY16	FY17	FY18	FY19
Top 6	\$ 141,266,965	\$ 138,371,511	\$ 145,281,471	\$ 154,668,349	\$ 162,995,140	\$ 169,179,806
Other Fed	\$ 10,571,894	\$ 13,510,450	\$ 17,160,708	\$ 10,622,358	\$ 11,670,495	\$ 12,309,324
Fed Award Total	\$ 151,838,859	\$ 151,881,961	\$ 162,442,179	\$ 165,290,707	\$ 174,665,635	\$ 181,489,130

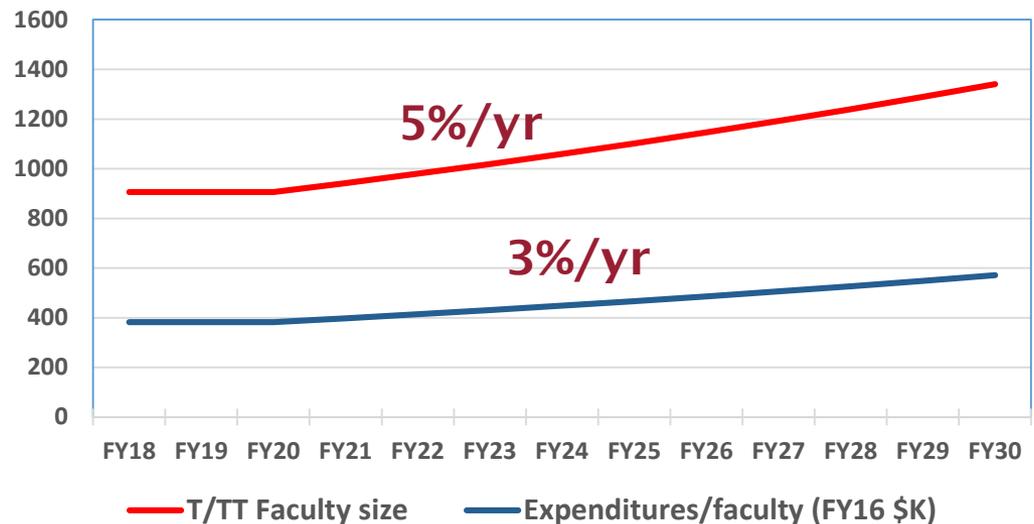
Building federal (and all) awards is a team effort- includes colleges, campuses and central administration

(Very) rough cost estimate for meeting the D25 expenditures goal: \$1.7B

Costs to support enhanced expenditures
(Total: \$1.7B through FY2030)



T/TT Faculty size and expenditures/faculty (FY16 \$K)



3%/yr growth in expenditures per faculty results in expenditures/faculty in middle of top 25 publics



General approach to advance awards/expenditures: Identify investment opportunities and in parallel the funds to realize these opportunities

- WSU needs to invest in core mission- research, education, outreach- to meet our D25 goals
- Funds to invest will come as WSU implements a strategic budget process
 - Includes changes to F&A policy
- We are updating our research strategic plan (120-Day Study, Grand Challenges, etc.) to better reflect current capabilities and investment opportunities
- Progress to date:
 - Investment in research works- awards received significantly exceed funds invested
 - F&A policy being revised- F&A is now being invested in research and producing high ROI



Investment in Research Works!

Activity	Investment level	Direct ROI (awards)	Indirect ROI/Comments
Type: Research Development			
Strategic Research Investment Program	\$2.7M/yr	> 2 x	
Grand Challenge Seed Grants (2017)	\$350K	27 x	
New Faculty Seed Grants	•\$200K/yr	10 x	
Other Seed Grants (CEREO, WSC, CAHNRS)	•~\$250K other		
Cost Share funds	\$200K/year	~4 x	Murdock grants of \$1.5M (every 2 years) not possible w/o cost share
Discretionary funds for time sensitive opportunities	\$10K/year	100 x	3 trips to DC; 1 resulted in \$1M grant)
Type: Research Infrastructure			
High performance computing (Kamiak)	~\$4.4M (since inception)		\$112M (total since inception)
Core laboratories- NMR, LBB	\$246K/year NMR, \$631K/year LBB		Support \$19M grants/year (~\$8M NMR, ~\$11M LBB)
Type: Engagement/Partnerships			
Antimicrobial resistance (AMR Coalition)*	\$50K donor funds	68 x	\$34M (CDC and DTRA)
Cornerstone consultants*	\$170K/yr	24 x	\$3.7M to date

*Managed by Office of External Affairs/Govt. Relations (EAGR); includes F&A support

Building federal (and all) awards is a team effort- includes colleges, campuses and central administration



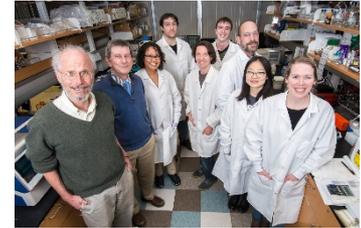
ROI – Strategic Research Investment Program

SR Program	Investment	Proposals Submitted count (\$\$)	Awards Received count (\$\$)	ROI (awards)	Comments
Functional Genomics Initiative (FGI)	900K/year	24 (\$22M)	7 (\$3.7M)	1.4	10 proposals pending
Health Disparities (HERC)	600K/year	28 (\$42M)	9 (\$9M)	5.0	6 proposals pending
Nutrition and Health	480K/year	19 (\$22M)	4 (\$1.4M)	2.8	6 proposals pending
Smart Cities	300K/year	13 (\$12M)	1 (\$0.2M)	0.3	0 proposals pending program ended 2018
Stormwater	480K/year	14 (\$3M)	13 (\$2.8M)	1.9	1 proposals pending
Community Health Analytics Initiative (CHAI)	250K/year	13 (\$15M)	5 (\$2.9)	5.8	0 proposals pending Program ended 09.2017
Total over 3 years	\$8.48M	111 (\$116M)	\$20M	2.4	A total of 7 TT faculty hired. 6 more in the next 2 years.



WSU News Highlights

Worldwide rare disease study led by WSU researchers Jean-Baptiste Rouillet and Mike Gibson, College of Pharmacy and Pharmaceutical Sciences (WSU Spokane)



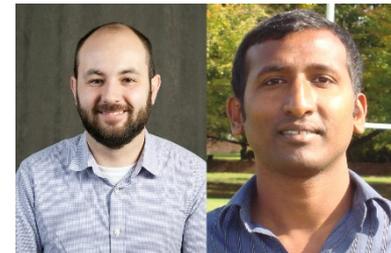
WSU tops USDA research and development list for second year in a row



Everett wind energy team earns Department of Energy grant Gordon Taub, School of Mechanical and Materials Engineering (WSU Everett)



Researchers receive NSF Career Awards Arda Gozen, School of Mechanical and Materials Engineering; Jana Doppa, School of Electrical Engineering and Computer Science



Researchers develop viable, environmentally-friendly alternative to Styrofoam

Amir Ameli, School of Mechanical & Materials Engineering; Xiao Zhang, School of Chemical Engineering & Bioengineering





WSU Recent Awards

Title	PI	Agency	Amount
Premera Social Impact	Jonathan Espenschied	Premera Blue Cross	\$5.5M
Persistent Collaborative Situational Awareness to the Warfighter	Jacob Leachman	DOD	\$1.8M
URBAN Native Elders (URBANE): Risk and Protective Factors for Alzheimer's and Related Dementias	Lonnie Nelson	NIH	\$1.5M
Hybrid HEFA-HDCJ Process for the Production of Jet Fuel Blendstocks	Manuel Garcia-Perez	DOE	\$1.4M
MOR/DOR Heterodimer Antagonists: A Novel Treatment for Opioid Dependence	Michael Morgan	NIH	\$900K
* Egyptian Center of Excellence in Water	Jonathan Yoder	USAID	\$830K
Genome Evolution in Polar Fishes	Joanna Kelley	NSF	\$825K

* ORAP assisted

Agenda
Institutional Infrastructure Committee
Thursday, September 19, 2019
1:15 p.m. – 2:15 p.m.

Location: WSU Pullman, Compton Union Building, Room 208

Committee Members: Lura Powell (Chair), Marty Dickinson, and Heather Redman

Information Item

Section

- | | | |
|----|--|-----|
| 1. | WSU Pullman, Plant Sciences Building, V. Lane Rawlins Research and Education Complex, Building 5 (REC5), Proposal to Complete Facility (<i>Pearson/Yang</i>) | I-1 |
|----|--|-----|

INFORMATION ITEM #1

WSU Pullman, Plant Sciences Building – V. Lane Rawlins
Research and Education Complex Building 5 (REC5),
Completion of Facility in Construction
(Stacy Pearson/André Denis-Wright/Olivia Yang)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: WSU Pullman, Plant Sciences Building – V. Lane Rawlins Research and Education Complex Bldg. 5 (REC5), Completion of Facility in Construction

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

BACKGROUND INFORMATION

The Plant Sciences Building (REC5) advances the development of the V. Lane Rawlins Research and Education Complex east of Stadium Way, which houses research laboratories engaged in the advancement of science and technology in the areas of plant biochemistry, plant pathology, horticulture and crops and soils sciences.

The Plant Sciences Building (REC 5) was approved by the Board of Regents in May 2017, for a total project budget of \$66,000,000, contingent on funding from the legislature. The project budget anticipated state capital budget funding of \$58,900,000.

However, in the 2019-21 state capital budget, the state funded \$52,000,000 for construction, which was \$6,900,000 less than requested. The University had previously received \$500,000 for pre-design in 2013-15 and \$6,600,000 for design and pre-construction in the 2015-17 state capital budgets, for a total project budget of \$59,100,000 supported by state funding.

As a result of the reduced funding, the top two floors of the facility is left shelled. The University seeks to fund \$6 to \$7M to complete the remaining two floors, using a combination of College reserves and revenues and external financing if needed. External debt repayment will come from college revenues from sources to be identified should financing approval be requested from the Board at the November 2019 meeting.

This item is being presented to the Board as an information item rather than a future action because a determination of available college reserves and source of funds for this project is still pending.

The project is currently scheduled for completion June 2020. Notice to proceed with the completion of the shelled floor by November would allow completion of the shelled space by October 2020.

ATTACHMENT: Attachment A: Aerial Site Map

Attachment A

Aerial Site Map



Agenda
Student Affairs and Student Life Committee
Thursday, September 19, 2019
1:15 p.m. – 2:15 p.m.

Location: WSU Pullman, Compton Union Building, Room 206

Committee Members: Lisa Schauer (Chair), Johanna Pantig, Mike Worthy

Information Item

Section

1. New Coaches, New Culture (*McCoy/Smith/Green*)

S-1



NEWEST WSU COACHES

BOARD OF REGENTS MEETING

September 19, 2019



WELCOME TO WASHINGTON STATE BASEBALL

2019

Leadership, Vision and Culture Program Training

“WE will become an NCAA Post Season participant and inspire each other through our PASSION, optimism and relentless belief in our program core values and vision. We will be relentless in our pursuit in restoring the proud tradition of Cougar Baseball and becoming the class of the Northwest”



*“We will do what we say what we are going to do,
we will create and maintain our brand”*



OUR 3 PILLARS OF COMMITMENT



RECRUIT &
DEVELOP



INSPIRE OUR
COMMUNITY



TEACH WITHIN
OUR SYSTEM



TEAM 1ST INTEGRITY
COMMITMENT DRIVEN
COUGAR FAMILY 1ST
SKILL DEVELOPMENT FOCUS
COMPETITIVE TOUGHNESS
ENERGY POSITIVE PEOPLE
CONSISTENTLY PRESENT

#UNLEASHWSU



THE UNCOMMON OATH

I recognize that it is a privilege to be a member of this team and promise to always place the needs of the team above my own.

I _____ am committed

To be ACCOUNTABLE by owning my actions and words

To be TRUSTWORTHY, by making sure what happens within the team stays within the team

To be COURAGEOUS by defending the honor and safety of my teammates should it ever be challenged and

To be RELENTLESS by giving 100% in everything I do

I believe these actions will forge habits that create elite performance in every area of my life. And by doing so, I will truly know what it is to be UNCOMMON

- 1st Team Meeting
- Meet Professor Campaign
- Staff Culture Training
- Player Why Identification
- GoCougs and Intro Circle
- Pride Day
- Team Elite

**WE ATTACK THE PERSON 1ST
AND GET THE PLAYER SECOND.
THIS IS THE FOUNDATION**



MY WHY

**TO ESTABLISH
RELATIONSHIPS THAT ARE
BUILT UPON TRUST**



#UNLEASHWSU



WSU COUGAR BASEBALL ACADEMICS

Mon-Thur 8-10pm / Friday Closes at 5pm / Sunday 3-9pm / Ends Friday

UNDER 2.5: 10 HOURS WEEK

2.5-2.99 7 HOURS WEEK

3.0-3.49 5 HOURS WEEK

3.5 ABOVE 0 HOURS WEEK

4.0 SEMESTER 0 HOURS WEEK

ACADEMIC TEAMS W/ COACHES

THIS IS A PRIORITY

TIME MANAGEMENT A PRIORITY



WHAT SHOULD BE AT THE TOP OF YOUR PRIORITY LIST?

To place the needs of the team above your own. That you have entered into a FAMILY
We will place emphasis on you the PERSON FIRST – PLAYER SECOND
Pay serious attention to your personal awareness – body language – details off of the field

Strength Training and Body Development. GET JACKED. PERIOD. NO EXCUSES

Your commitment to your body is a priority.

Your body is your statement

Nutrition and Sleep directly impact this

This is a fashion show

You establish a work ethic based around the details of a routine and skill development
We want players whom want to be PROFESSIONAL BASEBALL PLAYERS
We expect to see you working your craft. You must have a routine in doing so. We will help.

To become TRUSTWORTHY in DEFENDING:

The OATH

The GOCOUGS acronym. Take the BE PRESENT word to new heights

The COMMITMENT that you will make



INSPIRING THE COMMUNITY

- PERSPECTIVE
- EYE CONTACT
- APPRECIATION
- BODY LANGUAGE
- PRESENCE
- TRAVEL DRESS
- INTELLIGENCE
- AWARENESS
- RESPECT
- ALL LEADS TO A BRAND



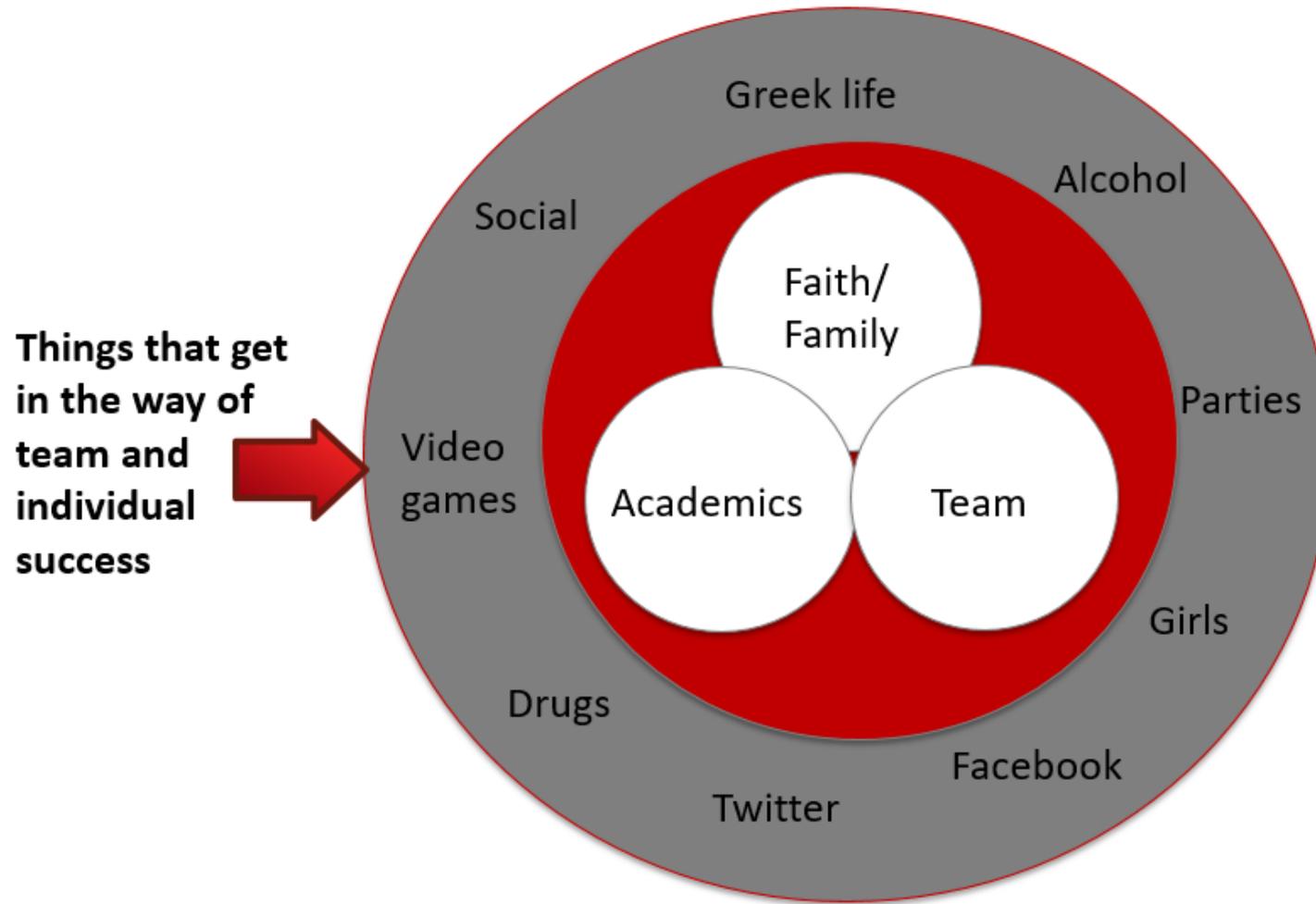


#UNLEASHWSU



WASHINGTON STATE BASKETBALL

THREE SPHERES OF FOCUS



**Things that get
in the way of
team and
individual
success**



WSU PROGRAM PHILOSOPHY

- A. "EVERYTHING I NEEDED TO KNOW I LEARNED IN HIGH SCHOOL"
- B. "WORRY MORE ABOUT THE ONE'S YOU HAVE, NOT THE ONE'S YOU DON'T"
- C. "MAKE THE BIG TIME WHERE YOU'RE AT"



GETTING THE RIGHT PEOPLE ON THE BUS

1. GREAT ATTITUDES
2. GREAT WORK ETHICS
3. PEOPLE THAT REALLY WANT TO BE HERE
4. "FOUR YEAR DECISION FOR THE NEXT FORTY YEARS OF YOUR LIFE"
5. CHARACTER DEVELOPMENT: JOURNEY FROM ADOLESCENCE TO YOUNG ADULTHOOD



PLAYER/TEAM DEVELOPMENT



'HUSTLE STATS'

- **'Hustle Stats'** – 'Hustle Stats' will be Washington State's version of Moneyball. We film every single 5-on-5 possession in practice. We then, as a staff, grade each possession of practice with 50 statistical categories. They fall under the following umbrellas:
 1. Shooting/Scoring
 2. Rebounding
 3. Ball-Handling
 4. Hustle
 5. Defensive Errors
- After grading each individual possession for each player, we divide their total points by the amount of possessions that they played so we get an efficiency rating as opposed to a possession inflated total.
- Periodically we will provide each players with 2 hustle stat areas of emphasis to focus on for the upcoming week of practice.
 - For instance, we might tell Deion James that he has had just a 1:1 box out to missed box out ratio in practice. For the next week we expect him to have a ratio of 3:1.
- We will start the top five guys at their position for the team's first scrimmage. **By committing to starting the top 5 we will emphasize to the players the importance of practicing hard and doing what they are coached to do.**





WSU HUSTLE STAT KEYS and Value

SHOOTING

		<u>Value</u>
2FG	2 Field Goal Made	2
2FGM	2 Field Goal Missed	-2
MLUP	Missed Naked Layup/Dunk	-4
3FG	3 Field Goal Made	3
3FGM	3 Field Goal Missed	-2
Shooting FD	Shooting Foul Drawn	2.8
FD	Foul Drawn	2
FT	Free Throw Made	1
Ftm	Free Throw Missed	-2
Pts	Total Points Scored	1

BALLHANDLING

A	Assists	4
VA	Virtual Assist	3
AF	Assist to Foul	3
HA	Hockey Assist	2
P/P	Penetrate Pitch	1
PT	Paint Touch	2
PTO	Post Throw Out	1
PF	Post Feed	1
Good		
Screen/Cut	Good Screen/Cut	1
BTO	Bad Turnover	-7
TO	Turnover	-6
Backdoor TO	Backdoor TO	-3
ORT	Offensive Rotation Error	-1
Bob	Bobble	-1

HUSTLE

		<u>Value</u>
cg	Charge drawn	6
1st to Floor	1st to Floor	4
flb	Floor Burn	1
df	Deflections or Blocks	3
RCD	Good Rotation Cover Down	1
GD BS R/S	Good BS Rotation or Stunt	1
stl	Steal	6

DEFENSE

dt	Defensive Transition Error	-2
pc	Post Catch Allowed	-3
Jump	Jump out of position for a steal etc	-4
bu	Ball up	-2
bbm	Blow by Middle	-4
bbb-	Blow by Baseline	-3
ONBE	On Ball Coverage Error	-2
Bad ST	Bad Stunt	-2
GS	Got Screened	-2
nc	No Contest	-4
rcd	Rotation Cover Down Error	-2
BF	Bad Foul	-5
And-1	And-1 Foul	-4
Foul	All other fouls	-2

REBOUNDING

BO	Box Out	1
RBO	Rotation Box-Out	1
BLB	Blind Box (turn the wrong way)	-1
MBO	Missed Box Out	-2
OR	Offensive Rebound	4
DR	Defensive Rebound	3
2FP	2 Feet in Paint when ball hits rim	1
OPP&IN	Opposite & Inside when ball hits rim	2
TAP	Controlled Tap-out	2
ti	Tip	1
O ng	Did not go for rebound on offense	-2
STP-BK	Stopped at a back, no 2nd effort	-2
D Ng	Did not go for rebound on defense	-2
BH	Ball & Hole	1



IMPLEMENTATION OF 'HUSTLE STATS'

	Initials	Shooting														Ballhandling														
		2FG	2FGM	MLUP	3FG	3FGM	Shooting FD	Non-S. FD	FT	Ftm	Pts	2P%	3P%	eFG%	Ttl	A	VA	AF	HA	P/P	PT	PTO	PF	Good Screen/Cut	BTO	TO	Bdoor TO	ORT	Bob	Ttl
Ali	AA	3	2	0	2	8	1	0	0	0	12	60.0%	20.0%	40.0%	6.8	8	1	0	0	16	8	1	3	2	5	1	0	9	6	17
Bonton	IB	9	6	0	1	1	2	0	1	1	22	60.0%	50.0%	61.8%	33.6	3	1	1	0	10	10	0	3	0	2	1	0	1	3	27
Cannon	MC	7	3	0	0	4	4	0	2	0	16	70.0%	0.0%	50.0%	29.2	1	0	0	0	2	3	2	0	1	0	3	0	4	2	-9
Chatfield	BC	6	2	0	0	0	1	1	0	2	12	75.0%		75.0%	20.8	3	2	0	0	0	4	6	0	2	2	3	0	3	5	-6
Elleby	CE	10	11	0	5	4	5	0	1	3	36	47.6%	55.6%	58.3%	50	3	0	2	0	5	9	0	0	1	3	1	0	0	6	9
Henson	DH	3	5	0	3	7	2	0	3	1	18	37.5%	30.0%	41.7%	15.6	1	0	0	0	1	3	0	0	3	1	3	0	3	3	-17
James	DJ	3	7	1	0	3	4	1	1	1	7	27.3%	0.0%	21.4%	1.2	1	1	1	0	3	7	2	2	6	3	1	3	4	3	-6
Markovetsky	VM	2	2	0	0	0	0	0	0	0	4	50.0%		50.0%	4	1	0	0	1	0	4	1	0	7	0	0	0	1	1	20
Pollard	JP	2	2	0	0	3	3	1	3	1	7	50.0%	0.0%	28.6%	12.4	0	0	0	0	1	6	5	1	5	0	0	0	1	1	22
Rapp	RR	1	1	1	3	4	0	0	0	0	11	33.3%	42.9%	55.0%	8	4	0	1	0	2	1	0	2	3	1	0	0	4	4	13
Robinson	JR	4	2	0	0	3	0	0	0	0	8	66.7%	0.0%	44.4%	6	8	2	1	0	16	16	0	5	2	0	0	0	4	5	87
Rodman	DR	7	2	0	2	1	1	0	0	1	20	77.8%	66.7%	83.3%	34.8	2	2	0	0	6	3	1	1	0	2	0	0	5	2	7
Williams	NW	8	8	0	0	2	5	0	2	2	18	50.0%	0.0%	44.4%	26	5	5	0	1	7	12	0	4	4	2	2	0	5	6	39
Team	WSU	57	45	2	16	38	23	3	11	10	173	54.8%	29.6%	51.3%	188	35	10	6	1	62	74	18	18	32	19	13	3	39	41	168



IMPLEMENTATION OF 'HUSTLE STATS'

Initials	Rebounding														Hustle										Defense														Final	Poss	HP PER POSS	Player
	BO	RB O	Blbox	MBO	OR	DR	2FP	OPP&IN	TAP	ti	O-ng	STP-BK	D-ng	B&H	Ttl	cg	1st to Floor	flb	df	GRCD	GD BS R/ST	stl	Ttl	dt	pc	Jump	bu	bbm	bbb-	ONB E	Bad ST	gs	nc	rcd	BF	And-1	F	Ttl				
AA	7	0	0	2	0	2	0	0	0	0	0	0	2	8	13	0	0	0	3	1	0	3	28	20	0	0	1	2	2	2	0	2	3	4	0	0	1	-86	-21.2	212	-0.10	AA
IB	5	1	0	3	4	4	0	0	0	3	0	0	1	2	31	0	0	0	7	1	2	2	36	6	0	1	1	1	1	4	0	1	0	1	0	0	0	-37	90.6	184	0.49	IB
MC	6	0	1	2	0	5	3	0	0	4	4	1	0	0	13	0	0	0	4	2	0	2	26	6	1	0	1	2	0	1	1	6	0	1	0	0	1	-45	14.2	171	0.08	MC
BC	19	0	2	1	3	12	9	1	1	2	0	2	0	0	74	0	0	0	1	1	0	2	16	1	5	0	0	1	1	2	0	0	0	2	0	0	6	-44	60.8	180	0.34	BC
CE	10	0	2	4	0	12	4	1	2	3	6	0	3	0	31	0	0	1	8	1	3	3	47	7	3	0	0	2	2	1	0	1	3	5	0	0	4	-71	66	211	0.31	CE
DH	9	0	0	10	4	6	12	0	0	6	3	1	0	0	33	0	0	0	3	0	0	2	21	5	2	2	1	3	1	2	0	1	3	7	0	1	1	-79	-26.4	182	-0.15	DH
DJ	13	0	1	6	3	3	6	0	0	4	4	1	4	0	13	0	0	0	3	3	2	1	20	4	1	4	1	1	1	3	0	0	1	5	1	3	0	-73	-44.8	192	-0.23	DJ
VM	10	0	2	2	4	5	9	0	0	12	1	1	2	0	48	0	1	0	2	2	0	2	24	0	3	0	0	0	0	1	0	0	0	1	0	0	2	-17	79	64	1.23	VM
JP	18	0	0	0	2	3	2	0	0	1	3	1	1	0	28	1	0	0	7	1	0	3	46	1	4	1	1	0	0	0	0	0	0	2	0	0	1	-26	82.4	148	0.56	JP
RR	5	0	0	3	1	5	7	0	0	5	1	0	0	2	30	0	0	0	2	4	0	1	16	13	0	1	0	2	0	6	1	7	0	1	0	0	3	-74	-7	199	-0.04	RR
JR	4	0	1	3	3	5	1	0	1	0	1	0	0	11	36	0	0	1	3	2	0	1	18	10	0	1	0	1	0	3	1	1	1	1	0	1	0	-48	99	210	0.47	JR
DR	15	0	1	3	4	10	12	0	0	11	0	0	0	2	79	0	1	0	1	3	2	1	18	7	0	1	1	1	0	0	1	4	1	3	0	0	4	-52	86.8	198	0.44	DR
NW	6	0	0	6	3	5	6	0	0	7	0	0	1	0	32	0	0	1	7	1	0	2	35	13	0	1	1	0	1	0	0	2	2	4	1	0	1	-62	70	179	0.39	NW
WSU	121	1	10	40	28	72	65	2	4	51	23	7	13	25	427	1	2	2	44	21	9	23	316	80	19	11	7	16	8	25	4	23	12	33	1	5	23	-652	481.4	2155	0.22	WSU



Agenda
Finance and Compliance Committee
Thursday, September 19, 2019
2:30 p.m. – 3:30 p.m.

Location: WSU Pullman, Compton Union Building, Room 204

Committee: Committee of the whole – Marty Dickinson (Chair)

Information Items

Section

- | | |
|---|-----|
| 1. Internal Audit Update (<i>Lopez</i>) | F-1 |
| 2. FY2019 Fiscal Recovery Update (<i>Pearson</i>) | F-2 |
| 3. Athletics Budget Review (<i>Pearson</i>) | F-3 |

Future Action Item

- | | |
|--|-----|
| 1. Proposed 4 th Year College of Veterinary Medicine Differential Tuition
(<i>Pearson/Slinker</i>) | F-4 |
|--|-----|

Action Items

- | | |
|--|-----|
| 1. WSU Pullman, Global Animal Health Phase 2, Budget Approval
(<i>Pearson/Yang</i>) | F-5 |
| 2. State Supplemental Operating Budget Request (<i>Pearson</i>) | F-6 |
| 3. State Supplemental Capital Budget Request (<i>Pearson</i>) | F-7 |

**Washington State University
Office of Internal Audit**

Fiscal Year 2019 Annual Report

Heather R. Lopez, CIA, CFE
Chief Audit Executive
August 30, 2019

Table of Contents

Overview	3
Organizational Chart and Staff Profile	4
Audit Plan Resource Allocation	6
Projects Completed in Fiscal Year 2019.....	6
Final Status of the Fiscal Year 2019 Audit Plan	10
Management Corrective Actions	10

Overview

The Finance and Compliance Committee is the Board Committee on audit and assists the Board of Regents in its responsibilities related to the integrity of the University's financial statements, the systems of internal control, the performance of the auditors and internal audit function, and the University's compliance with legal and regulatory requirements.

The Office of Internal Audit assists the Board and the University in accomplishing its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of its risk management, internal control and governance processes. These responsibilities extend to assisting in the deterrence of fraud, advisory services that offer recommendations on systems of internal control and operations, advisory services to guide employees in the proper adherence to the Ethics in Public Service Act, and review of the reliability and integrity of financial and operating information.

The Chief Audit Executive (CAE) reports functionally to the President, and as of October 2017, administratively to the Vice President Finance and administration. Regular updates on the status of audit plan, results of audit and updates related to systems of internal control are provided to the Finance and Compliance Committee. In accordance with the audit charter, the CAE is responsible to:

- Develop a flexible annual audit plan using appropriate risk-based methodology, including any risks or control concerns identified by management, and submit that plan to the President for review and approval
- Implement the Audit Plan, as approved, including as appropriate any special tasks or projects requested by management and the Board
- Report periodically on the internal audit activity's purpose, authority, responsibility, and performance relative to its plan
- Report significant risk exposures and control issues, including fraud risks, governance issues, and other matters needed or requested by management or the Board
- Evaluate the adequacy of actions taken by management to correct reported deficiencies

The information within this report documents how Internal Audit assists management in mitigating risk and identifying improvements to University operations. Management has responded to audit report recommendations made over the past year with adequate action plans or accepted the risk of not taking action. Action plans and acceptance of risk were

communicated via final audit reports – verification of actions taken is still in process for many of the issues.

The Internal Audit charter was developed in accordance with the internal auditing standards promulgated by the International Institute of Internal Auditors:

Standard 2010 “The chief audit executive must establish risk-based plans to determine the priorities of the internal audit activity, consistent with the organization’s goals. The internal audit activity’s plan of engagements must be based on a documented risk assessment, undertaken at least annually. The input of senior management and the board must be considered in this process.”

Standard 2020 “The chief audit executive must communicate the internal audit activity’s plans and resource requirements, including significant interim changes, to senior management and the board for review and approval.”

Standard 2060 “The chief audit executive must report periodically to senior management and the board on the internal audit activity’s purpose, authority, responsibility, and performance relative to its plan...”

The CAE has reviewed the Audit Charter and has no recommendations for edit since the August 2017 change to add functional reporting line.

Organizational Chart and Staff Profile

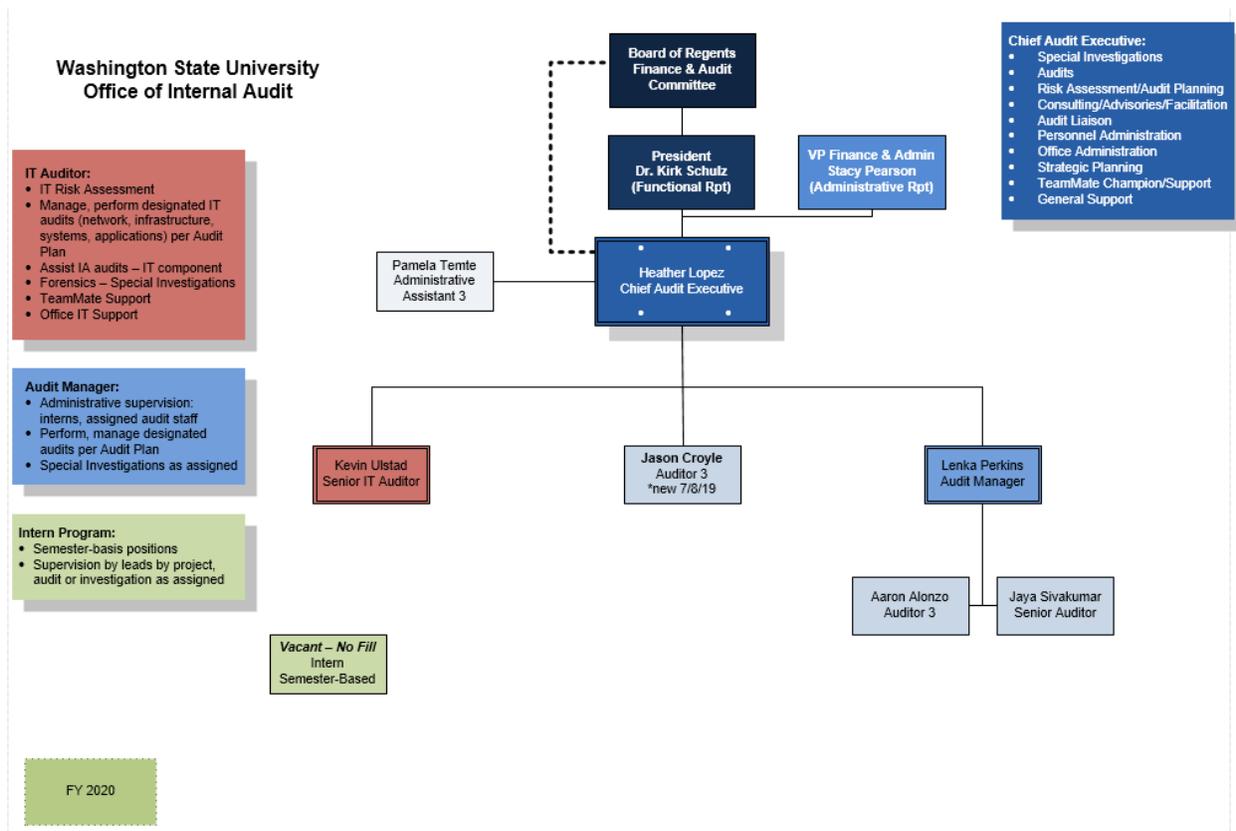
Six professional audit staff serve all locations of Washington State University. In most years one intern each semester assists with audit projects as assigned – for the Fiscal Year 2019, due to budget restrictions, the intern position was not filled. The staff’s professional certifications and expertise include:

- 3 Certified Internal Auditors (CIA)
- 1 Certified Information Systems Auditor (CISA)
- 1 Certified Risk and Information Systems Control (CRISC)
- 3 Certified Fraud Examiners (CFE)
- 1 Certified Public Accountant (CPA)
- 1 Masters of Science, Computer Science
- 1 Juris Doctor

Auditors are recruited from relevant but diverse professional backgrounds and experience to ensure greater depth in perspective, critical thinking and business analysis. Experiences include, but are not limited to: financial accounting and assurance services, tax accounting, natural gas operations, risk management specialist, retail service and sales management, governmental auditing, regulatory and SOX compliance, energy audit and network support services.

Auditors continue to pursue professional certifications such as CIA, CFE and CPA. Further, auditors actively broaden their professional knowledge through continued engagement with peers and participation in conferences and trainings. These efforts to enhance knowledge and expertise assist Internal Audit in achieving its goals to provide value to the University community.

The following is the Office of Internal Audit, as of report date. One staff auditor resigned just one month into Fiscal Year 2019 and that position remained vacant for a full year when it was filled July 2019 by Jason Croyle. We reviewed the internal reporting lines and made adjustment prior to the start of his appointment. Current organization:



Audit Plan Resource Allocation

The Fiscal Year 2019 Audit Plan was finalized and approved in August 2019. Thus, the plan was developed with the intent of fully utilizing the remaining five professional audit positions for the full year and estimated to use the recently vacated sixth position for one half of the year. Although we did not fill the sixth position the full year, we were able to engage all audits in the audit plan. At year end, two of the audits are in active fieldwork while the rest are either complete or pending report. During the plan period, we also experienced a significant increase in advisory and investigation activity.

Projects Completed in Fiscal Year 2019

During the Fiscal Year 2019 the following audits and projects were completed:

Planned Audits

IT Monitoring Logs and Accounts (report issued Quarter 1) – The purpose of this Information Technology audit was to evaluate whether, specific to the cyber environment, event log collection, management, and analysis processes were adequate to help detect, understand, or recover from a cyberattack, and, that user, administrator and system accounts are properly managed throughout their life cycle. We found improvement was needed and rated two of seven issues as High risk.

WSU Trademarks (report issued Quarter 1) – This audit was to evaluate management of the University’s intellectual property in the form of logos, spirit marks and other unique branding are protected from abuse or misuse, and the University is receiving royalties due to it. For the period of review, \$1.2 million in gross royalty revenues was generated. Overall the issues and the audited area were rated Low risk.

Purchasing Cards (report issued Quarter 2) – Part of the Fiscal Year 2018 Continuous Audit Program – continued focus on decentralized controls over the University’s purchasing cards. Overall no significant issues and rated Low risk.

Cash and Petty Cash (report issued Quarter 2) – Part of the Fiscal Year 2018 Continuous Audit Program, tests performed at decentralized receipt locations and funds. Overall areas needed improvement but rated Low risk.

Fuel Cards (report issued Quarter 2) – Another part of the Fiscal Year 2018 Continuous Audit Program, this audit was to review controls over fuel cards held at decentralized departments. Major improvement needed though the risk was rated Low due to dollar impact.

Travel Expense (report issued Quarter 3) – The last audit in the FY 2018 Continuous Audit Program, the purpose was to perform data queries on travel expenses incurred over the year and evaluate decentralized processes for approval. Overall some improvement needed but rated Low risk.

IT Secure Configuration of Endpoints and Servers (report issued Quarter 3) – This audit was to assess the security posture of endpoint (workstations) and server computing devices as managed by Information Technology Services (ITS). We issued recommendations for system-wide policies and standards. Overall rating was Low risk.

Housing and Dining Maintenance Services (report issued Quarter 4) – The purpose of this audit was to assess management’s control over maintenance operations for residence halls on WSU Pullman. Overall the unit had good controls and only minor recommendations issued, overall rating Low risk.

Wireless Access Controls (report issued Quarter 4) – This IT audit was to assess whether the devices that provide wireless access across the University system were configured in a secure manner while meeting the needs of the campuses as a whole. This assessment covered the services as provided on all campuses. Overall there were a few recommendations with two receiving a High risk rating as they related to user account management. Management had made necessary corrections timely and improved processes – final overall rating Low risk.

Investigation Activity

Our office investigates the following types of suspected wrongdoing:

- Fraud – the intentional acts of deception in order to gain something of value, includes: false representation of fact, making false statements, or concealment of information.
- Waste – defined as thoughtless or careless expenditure, mismanagement or abuse of resources to the detriment of the employing organization or other stakeholders.
- Abuse – excessive or improper use of a thing, or to use in a manner contrary to the rules for its use.

When internal investigations are engaged the objective of the engagement is to determine if the assertion may be substantiated. At the same time, we evaluate process to determine if improved internal controls may have prevented the issue, or lessened the impact, and provide recommendations to management accordingly.

In Fiscal Year 2019 we engaged 22 investigations. At year end, twelve have been closed with two finding no substantiation to assertions of abuse. A summary of the type of issue investigated and the area impacted for the ten closed with substantiation of assertion:

- 8 cases abuse of resources: two related to travel card; one related to network use; and five related to time (leave accruals or use).
- 2 cases of fraud: one included deliberate alteration of approved hours for increased pay; one included student using employee access rights to change own grades in gradebook.

As with all investigations, we also evaluate the root cause of issues reviewed to determine if weak internal controls were a contributing factor and if so, a separate memo is issued to management to correct the underlying issue.

Advisory Services

Internal Audit is a terrific resource, from an independent and objective viewpoint, for review of new systems and policies (for adequacy of internal control and interface with other systems, flow of process), addressing questions of interpretation and application of policy or operations activity, and ethics advisories. The CAE is the University's Ethics Advisor, as recognized by the Washington State Executive Ethics Board. Thus, questions posed by individual employees related to ethical situations are forwarded to the CAE to address.

Fiscal Year 2019 was a record year for the number of advisory requests or referrals. At 232 total incoming, 28 were tips of potential wrongdoing, and as noted in previous section, 22 of these were pushed to investigation. The remaining 204 advisory requests included requests for guidance on internal controls (103), general ethics (74), and, conflict of interest (27). With the greater number of requests there was an increased amount of effort towards responding with 698 hours logged for the year.

Requests are logged only if specific guidance is provided that requires research or verification of data and rules to ensure properly supported. Some advisories shed light on internal control weaknesses that are either addressed immediately with management or flagged for inclusion in the annual risk assessment and consideration in the next audit plan year.

It was noted in the prior year that the most distinct trend or recurring theme related to the advisory activity was an increase in the questions for clarification and/or reported concerns related to potential conflicts of interest. This upward trend continued this last year. Revised

training in ethics was developed and is now mandatory training and policies specific to conflict of interest have been developed and are pending publication.

External Audit Liaison

Internal Audit is the liaison for external auditors including the State Auditor, the Ethics Board, state agencies and federal auditors. As liaison, initial and closing meetings are coordinated, review of audit intent is evaluated and connection with appropriate University parties is made. Where it makes the most sense from an efficiency and effectiveness perspective, other units or management positions may serve as audit liaisons as well. Where practical, Internal Audit will collect data and perform procedures on behalf of the external auditor.

According to IIA Standard 2050, the CAE '*should share information and coordinate activities with other internal and external providers of assurance and consulting services to ensure proper coverage and minimize duplication of efforts*'. In our liaison role, efforts are made to ensure appropriate collaboration between internal and external audit and any activity creates little to no redundancy of effort. To that end, as much as possible, Internal Audit also leverages the state auditor's planned activities against the internal plan to ensure broader coverage. This is difficult to accomplish in recent years as the internal plan is completed in summer and the state auditor does not engage planning for the same period until the following spring. We will continue to work with the state auditor to try to leverage audit work and results for greatest efficacy.

External audit activity in the fiscal year included the regular, planned engagements with the state, including financial statement, and also included investigations and audits by third parties.

State Auditor's Office (SAO)	FY 2018 Financial Statement Audit	Contracted audit (liaison – Controller), unqualified opinion
	FY 16, FY 17 Accountability	Statutory audit – no findings.
	Whistleblower 18-028	Assertion substantiated – employee used state time to attend school and improperly claimed travel expenses.
Executive Ethics Board (EEB)	After investigation, one case closed with determination of no ethics violation and one case closed with determination of ethics violation but final close is pending notice with subject.	
CliftonLarsonAllen	FY 2018 Auxiliary financials	Contracted to perform audit of financial statements for: Athletics, CUB, Housing

		and Dining, UREC, Murrow, ASWSU and Transportation
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Final Status of the Fiscal Year 2019 Audit Plan

The following is the status of approved planned activities for Fiscal Year 2019:

Continuous Audits: Pcard Travel General Expense Payroll	Tests complete, pending final report and closing meetings with management
Time and Leave Reporting	Tests complete, pending final report and closing meeting with management
Paul G Allen School of Global Animal Health	Tests complete, final report pending management response
Work Study	Fieldwork in progress
Disposal of Electronic Media	Tests complete, pending final report and closing meeting with management
Wireless Access Control	Report issued
Secure Configuration for Network Devices	Fieldwork in progress

As noted, all Fiscal Year 2019 planned audits were able to be engaged in the year and expect full closure by end of calendar year.

Management Corrective Actions

For all audits with recommendations, management is asked to provide a corrective action plan to resolve noted issues and provide a timeline for completion. In most instances that timeline is between 6–12 months. Audit resources are allocated towards following up with management to determine if corrective actions have been taken and are effective.

Audits with All Issues and Recommendations Resolved

The following audits had recommendations issued that were outstanding in the fiscal year but all were verified as resolved during the year thus the audit is Closed from further procedures:

- P 16–03 Student Media, initially 31 recommendations, all verified as resolved
- P 17–04 Athletics Tickets, initially 30 recommendations, all verified as resolved

- P 17-05 Shared Leave, initially 5 recommendations, all verified as resolved
- P 17-08 Student Housing, initially 7 recommendations, all verified as resolved
- P 17-10 Student Financial Aid Eligibility, initially 7 recommendations, all verified as resolved

Audits with Recommendations Remaining Outstanding

Project	Report Issue		
	Date	Recommendations	Not Yet Resolved
P 12-02 IT Data Access	7/31/2014	21	12
P 15-01 IT Contingency	11/30/2015	17	6
P 16-07 IT Vulnerability	8/8/2017	45	43
P 17-06 IT Inventories	9/7/2017	37	33
P 17-11 IT Monitoring Logs	6/21/2018	10	10
P 15-04 Human Subject Research	8/28/2015	13	1
P 18-06 IT Configuration of Endpoints	3/4/2019	5	5
P 18-09 WSU Trademarks	9/5/2018	8	3

A great number of the outstanding recommendations in IT audits is related to policies: lack of policy, definition of standards and/or minimum expectations set and communicated to those charged with implementing. As noted in current year plan, we will be revamping the way we are approaching IT audits and evaluating how to address these long outstanding concerns.

August 1, 2019

Mary Jo Gonzales
Lighty SVS 360g
Pullman, Washington 99164-1066

Dear Vice President Gonzales:

Following is the final report for our audit of Housing & Dining Maintenance Services. Management's response has been included in the report. We concur with the actions planned or already implemented.

We will perform a follow-up review to determine whether management has acted upon our recommendations and whether the corrective actions have achieved the desired effect.

We appreciate the cooperation and assistance provided by your staff during this review. Please let me know if we can be of further service.

Sincerely,



Heather Lopez
Chief Audit Executive, Internal Audit

cc: Dr. Kirk Schulz, President
Danielle Hess, Division Chief, AAG
Terry Boston, Associate Vice President, Admin Services
Mollie Holt, AFO / Director, Student Affairs

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EXECUTIVE SUMMARY

The audit of Housing and Dining Maintenance Services (HDMS) was included in the Fiscal Year 2018 Audit Plan as a result of risk assessment. The purpose of the audit was to evaluate whether departmental controls over purchasing, employee time monitoring, inventory and access to University property are sufficient to ensure University assets are safeguarded.

HDMS is overseen administratively by Housing and Residence Life, a unit within the Division of Student Affairs. HDMS is charged with maintaining all Pullman residence halls, apartment complexes and campus eateries. HDMS management prides itself on meeting the needs of on-campus residents in an expeditious fashion. Over 50 full-time employees and 100 seasonal student workers help the department achieve its goal of addressing the average work order within 48 hours of receipt.

HDMS is responsible for maintaining its own fleet of vehicles and grounds equipment, which it utilizes to help address some of the University's maintenance needs. HDMS receives approximately 15,000 work orders each year.

Our audit objective was to evaluate whether internal controls provide reasonable assurance that:

- Tools, equipment, material and supplies inventory are safeguarded and properly accounted for;
- Expenditures are reasonable, supported and properly approved;
- Payroll, time and leave records are properly completed and calculated hours are accurate;
- Purchasing activity is in compliance with applicable state and university rules; and,
- Employee access to data systems and facilities is properly secured and monitored.

Conclusion

We concluded internal controls were adequate to meet objectives; however, some improvement is needed.

Detailed descriptions of issues in the following areas, including our recommendations and management's responses, are provided within this report:

1. **Payroll/Personnel**
2. **Purchasing**
3. **Inventory and Asset Management**

Overall, for the size and complexity of the unit, we noted current management has fostered a positive work environment and culture of compliance and ethics. This has contributed significantly to a strong control environment that ensures the unit's ability to meet its mission and objectives in an efficient and effective manner.

BACKGROUND

Housing and Dining Maintenance Services helps the University to fulfill its mission by ensuring University students and associates have access to sufficiently maintained living quarters and eateries throughout the Pullman campus. HDMS' averaged annual operating expense was approximately \$6 million for Fiscal Years 2012 through 2017. On average, approximately 60% of that expense goes toward employee salaries and benefits. Other expenses include operational supplies and equipment to carry out HDMS' duties.

With approximately 15,000 work orders received each year, HDMS averaged a \$400 cost per work order (including the cost of labor and materials). HDMS partly relies on the University community to report maintenance issues, either online or over the phone. Work orders can consist of anything from plumbing problems to furniture repair, and from snow/ice removal to structural building repairs.

HDMS' work force is separated into three main units (Mechanical, Structural, and Grounds) to more efficiently address incoming work orders. Administrative and storeroom personnel support frontline staff. Unit supervisor(s) assign work orders to individual employee(s) as they are received based on the priority of the work order, employee skill level and the employee's workload. The department keeps an inventory of commonly used supplies and tools on hand to help expedite response time and provide greater customer service. Administrative staff can order any uncommon parts or supplies needed to complete repairs requiring specialty items.

SCOPE and AUDIT METHODOLOGY

The audit scope included transactions and activity impacting work orders processed by Housing and Dining Maintenance Services; namely, personnel timekeeping and pay, in addition to related materials, supplies and equipment expenses. Tests were performed on transactions occurring during Fiscal Year 2017. Audit fieldwork took place between November 6, 2017 and June 22, 2018.

During the course of the audit, we visited HDMS' administrative offices and interviewed departmental personnel responsible for payroll, purchasing, inventory and facilities access

functions. We performed walkthroughs of business processes and confirmed our understanding of implemented internal controls.

We tested Time/Leave Reports for nine salaried employees, and as compared to departmental daily time reports and payroll records. We also traced hours recorded on Daily Activity Reports for six time slip employees to daily time reports and other support.

Activity on three departmental purchasing cards was reviewed for the scope period, including a review of the purchasing process (request, order, receipt and transaction posting). Over 580 transactions across the three purchasing cards were reviewed in detail. For materials, supplies or equipment purchases via purchasing card or purchase order, each item was traced to its safeguarded location (warehouse or storeroom) or user.

We also tested access to departmental systems, and controls over granting employees physical access to inventory.

ISSUES, RECOMMENDATIONS and MANAGEMENT RESPONSES

The following lists the issues presented to management. Each issue represents a condition, error or internal control weakness identified during the audit that may have a negative impact on the University's or unit's assets, financial information, and/or ability to comply with laws and regulations or University policies and procedures.

For each issue, we prepared recommendations to address the situation and requested management's plan for corrective action and a timeline for implementation.

We will follow up with management to determine whether corrective action has been implemented in the timeline established for each issue.

1. Payroll/Personnel

Housing and Dining Maintenance Services has over 50 salaried and 100 hourly employees. We reviewed the time and leave reporting process by first walking through the process from recruitment and hiring, to scheduling and daily time reporting, to posting time worked and subsequent payments made.

We reconciled daily time reports to Daily Activity Reports (DAR) and/or Time and Leave Reports for nine salaried and six time slip (hourly) employees. For the salaried employees, we also reviewed their Time/Leave Reports from start of hire to ensure accrual rates were correct and all balances accurately calculated and carried forward.

We utilized both paper records and system-generated reports in addition to auditor access to systems (Facility Focus, AIS) in the review.

Conclusion

For the most part, internal controls are adequate to ensure amounts paid to employees are properly approved and supported, and leave balances, where accrued, are accurate. Some improvement is needed with regard to review of time, and, observance of safety and other personnel policies to ensure a safe and positive working environment.

Issue 1.1 Review of Time

We found one employee whose daily time reports (reports generated by Facility Focus to capture daily effort for work order charging purposes) indicated that breaks were taken (and recorded) on normal weekdays (Monday – Friday). However, on weekends there was

no indication that breaks were taken, despite the fact that the employee's shift length would have warranted breaks. It was clarified with management that the employee was likely taking breaks on weekends, but they were just not documented. Inconsistent documentation of breaks taken exposes the University to the risk that employees can claim they were never allowed to take those breaks, since they were not documented and the time reports were approved.

In addition, we noted that for one day that the Grounds supervisor had reported sick leave, May 2, 2017, no one in his reporting chain had their daily time reports reviewed or approved. If daily time reports are not reviewed and approved timely, there is a risk that errors may not be detected timely or at all.

For the nine salaried employees, two (Employee 1 and 3) did not have any Time/Leave Report errors. Although two other employees did not have errors in calculated balances, other errors were noted, including: Employee 2 did not have 16 hours of LWOP deducted from pay; Employee 9 had several Leave Reports that were either not signed or not signed timely. Other errors noted: Employee 5 reported working 7.5 hours on the daily time report, but claimed 8 hours on the monthly Time Report; Employee 7's negative comp balance is due to using more comp time than earned; and Employee 8 had a few occasions where leave was accrued, yet employee was paid out for straight time or overtime pay, so he was overpaid.

	<u>Variance (audited balance – recorded)</u>		
	Annual	Sick	Comp
Employee 1	0	0	0
Employee 2	0	0	0
Employee 3	0	0	0
Employee 4	5.3	1.74	14
Employee 5	0	0	-0.24
Employee 6	0	0	3.5
Employee 7	0	0	-58.51
Employee 8	-10.35	9.49	-5.33
Employee 9	0	0	0

<i>Recommendation</i>	<i>Management Response</i>
<i>We recommend a greater level of review between the hours that are reported on a daily basis for work order purposes to hours</i>	Administrative Manager creates the Monthly Time Reports directly from the

<p><i>that are paid out, as reported on the Time Report, to ensure completeness.</i></p> <p><i>Note: while WorkDay may enable more timely approvals of paid activity, supervisor monitoring, verification and reconciliation of actual to posted will still be critical to ensure accurate capture of actual earned work time to paid time.</i></p>	<p>Daily Time Sheets and verifies that they match up.</p> <p>Estimated date for correction: This has been corrected.</p>
<p><i>We recommend HDMS review files that were audited, confirm variances and make corrections as necessary.</i></p> <p><i>We further recommend efforts to verify accuracy of hours reported worked to amounts paid across the rest of employees in unit.</i></p>	<p>The department will make efforts to confirm the Time Reports reflect what the employee is being compensated for, as time allows.</p> <p>Estimated date for correction: The department will make these corrections by 9/30/2019.</p>

Issue 1.2 Employee Wellness Policies

During the course of testing, we noted several employees claiming “exercise” time during the workday. HDMS properly adopted the wellness program, which allows employees up to 30 minutes of paid exercise time if they chose to exercise between the hours of noon and 1:00 p.m. and reduce the lunch period to 30 minutes. However, this program was setup in December of 2007, by former management of HDMS. The program has not been revisited since then or by current management.

<i>Recommendation</i>	<i>Management Response</i>
<p><i>We recommend management work with Human Resource Services to verify that they are implementing appropriate procedures for their wellness program, and seek updated approvals.</i></p> <p><i>Further, the unit should establish protocols on frequency of revisiting and approving the policy.</i></p>	<p>Program has been sent to Human Resources for their review.</p>

Issue 1.3 Personnel Separation Process

We reviewed current personnel lists to access logs and noted that some former employees of HDMS still had access to HDMS ERP systems. Management informed us that at the time of our audit, there was not a protocol in place to remove access upon an employee's separation with HDMS. This condition gives rise to the risk that unauthorized individuals can access HDMS systems after their separation from employment with HDMS.

<i>Recommendation</i>	<i>Management Response</i>
<i>The unit should ensure the separation process includes review of access levels and follow through on removing permissions.</i>	The department has internal control on activating/deactivating access levels. This is now part of our separation process. Estimated date for correction: This has been corrected.

2. Purchasing and Procurement

The department had three active purchasing cards (PCards) during the scope period. We scanned all monthly reconciliation reports associated with those three PCards across a full fiscal year. We walked through the procurement process, from request to ordering (on PCard or through purchase orders), to receipt of items and post of transaction in the financial system, and then through reconciliation of expense activity. We reviewed for timely and appropriate approvals of purchases, and against the right accounts.

For transactions selected for testing, we did not find evidence of duplicate payment, i.e., purchase via PCard and second payment through the voucher process.

Conclusion

For the most part, internal controls are adequate to ensure purchase activity is aligned with policies on dollar threshold and competitive bid, authorizations and support. Some improvement is needed with regard to approvals, monitoring of purchases and authorization levels.

Issue 2.1 Transaction Review and Approval

For the PCards, we noted one month where purchases were not reviewed by an approving official. Due to the lack of approvals, we tested that month's transactions in detail, and did not find any inappropriate or unsupported purchases. Although no errors were found,

if an approving official does not review PCard reconciliations timely, then risk increases for inappropriate or unallowed purchases going undetected.

During review of original invoices, we noted one of HDMS' vendors added an additional credit card processing fee of 3% to the cost of all of their invoices paid via credit card. While the PCard is a convenient method of payment in many circumstances, these excess fees could have been avoided by either engaging with Purchasing Services to negotiate with the vendor for no fee or paying this vendor's invoices via check instead of using a PCard. There were 16 purchases transacted through PCard in Fiscal Year 2017 with this vendor. If the 3% fee had been consistently applied, the processing fees would amount to \$209.80. We brought this to the attention of the Facilities Director; he stated he was already aware of this and had been looking into paying this vendor via voucher process instead of PCard in the future.

We also observed a separate instance of a supervisor approving a purchase of "Bulbs" on a special order purchase request. However, the supporting documentation for that purchase showed that instead of light bulbs (as one might expect), wrenches and socket sets were purchased. This discrepancy was not caught during the department review process.

<i>Recommendation</i>	<i>Management Response</i>
<i>Review of purchasing activity needs improved, and should include a reconciliation of items approved for purchase to receipt to better evaluate completeness, reasonableness and allowability of each transaction.</i>	Storeroom personnel compare downtown order sheet (used when purchases are made in person from local vendors) with the vendor receipts to verify that they match. If there is a discrepancy, they will contact the supervisor. Estimated date for correction: This has been corrected.
<i>We recommend continued efforts to evaluate best procurement methods for certain vendors.</i>	Vendors who charge a credit card fee will be paid by check. The department selects the procurement method that utilizes the least amount of university resources.

Issue 2.2 Authorization

HDMS has over 50 full-time employees, many of whom may need to purchase a specific supply or part to complete a work order. Instead of issuing each employee a PCard, HDMS

holds three PCards and checks them out to employees on an as-needed basis. The unit maintains a binder of PCard use agreements that each employee signs certifying agreement to comply with University policies governing PCard use. There is a checkout log maintained for each of the cards when in use.

We reviewed the process, including the checkout logs and the binder of agreements. We found the binder is not updated with each change in personnel. When we reviewed the PCard agreement binder, 10 out of 52 employees did not have a signed Pcard use agreement on file. This runs counter to unit policies and gives rise to the possibility that employees using a PCard are not aware of their need to comply with WSU PCard policies.

According to the HDMS Director, the unit requires purchases over \$5,000 to have Director approval. This limit is not in writing. We noted a special order purchase by a supervisor that exceeded the \$5,000 limit and did not have written Director approval. We were informed the approval requirement for transactions over \$5,000 was instituted to keep management aware of how monies were spent, but had not been formalized. Supervisors could just verbally notify the Director.

PCards may be checked out and used by any HDMS employee, all of whom are supposed to have a use agreement on file. The use agreement states, "Total cost of a single purchase may not exceed \$4,000." We noted a number of PCard purchases that exceeded the \$4,000 limit and did not have secondary approval. These purchases were made by supervisors subordinate to the Director. The Director noted the intent was to limit subordinate employees' ability to purchase items over \$4,000. The language in the use agreement does not exclude supervisors from the dollar limitations.

Special orders have a process that requires supervisory approval on the forms prior to purchase or order. We reviewed 23 transactions to request forms for approvals; 12 of these were special orders. We observed that no purchase requests made by supervisors were approved by anyone other than the supervisor making the request.

<i>Recommendation</i>	<i>Management Response</i>
<i>HDMS should establish a process to ensure current employees have a PCard use agreement on file. Management should institute periodic review of completeness of these records and enforce policies to ensure no employee checks out a PCard without an agreement on file.</i>	The PCard Agreement will be updated with the current policy and all employees will sign it. We will also be adding this to our onboarding process, as well as reviewing the completeness of records yearly.

	<p>Estimated date for correction: This will be complete by 9/30/2019.</p>
<p><i>The unit should review and update procurement policies in writing, and where needed, document expectations to ensure consistency in application. Specifically:</i></p> <ul style="list-style-type: none"> • <i>Secondary review and approval on purchases that require it</i> • <i>Purchase thresholds by position</i> 	<p>The department has written policy on the procurement dollar thresholds and how to initiate each type of order. We will be meeting with personnel to train them on this new policy.</p> <p>Estimated date for correction: This will be complete by 09/30/2019.</p>

3. Inventory and Asset Management

HDMS holds a significant asset portfolio in the form of supplies and materials for work orders, and equipment and vehicles to perform maintenance functions. We reviewed inventory policies as established by the unit and processes in place to safeguard assets, including when and what items are to be inventoried, how accounted for and verified, how safeguarded, and disposition of the item or processes for removing from inventory.

Conclusion

For the most part, internal controls are adequate to ensure assets are accounted for and properly safeguarded. Some improvement is needed with regard to establishing consistent policies on what will be inventoried, enforcement of current processes and ensuring certain items are appropriately tracked.

Issue 3.1 Tools and Equipment

A number of items tracked as small and attractive are tools. Most tools are secured under lock and key with access allowed only by supervisors. When tools are needed to complete work orders, they are checked out with supervisor approval. We tested eight tools from the department's inventory. Initially, we were unable to physically locate two items that had not been checked out to employees. While we located one of the missing tools in the department's carpentry shop, we were never able to locate the other tool or find records supporting that either item had been checked out to an employee.

The tool that could not be located was a consumable item. While the department had several of the same type of consumable items, only one was included in the tool inventory. When identical items are not categorized and inventoried consistently, it becomes difficult

to track and then assign accountability for those items. In this case, it is difficult to tell if the item was consumed, and therefore no longer belongs in the inventory record, or if it is still outstanding in an employee's possession. We observed no process for following up on tools that had been checked out and remained outstanding for long periods.

<i>Recommendation</i>	<i>Management Response</i>
<i>We recommend that management establish and document criteria for determining those types of items that are small and attractive as opposed to items that are consumable, and consistently classify and inventory those items that meet the defined criteria.</i>	The department has removed the consumable items from the tool cage and placed them in the storeroom. Estimated date for correction: This has been corrected.
<i>We recommend that management develop a process to periodically count their tool inventory and follow up on tools outstanding for an extended period.</i>	The tool inventory count and follow up will be completed quarterly.

Issue 3.2 Material Charges on Work Orders

We observed a set of tires had been logged into HDMS' inventory system and provided directly to HDMS' garage for installation, without being charged to a work order. The tires remained in HDMS' inventory system even though they were not actually present in HDMS' physical inventory and the department had consumed the items. If items are entered into inventory and not charged to a work order when consumed, they will remain in the inventory system until determined missing and adjusted down.

<i>Recommendation</i>	<i>Management Response</i>
<i>We recommend that any items that are inventoried into HDMS' supply inventory be charged to a work order as they are consumed.</i>	All inventory is charged out to a workorder. Estimated date for correction: This has been corrected.

Issue 3.3 Consumable Inventory

HDMS' consumable inventory is counted on a perpetual basis. The unit counts their inventory whenever downtime allows, and makes adjustments accordingly. However, there is no mechanism in place to ensure that all of HDMS' supply inventory will be

counted over the year. According to BPPM 20.53, all of inventory must be counted annually.

<i>Recommendation</i>	<i>Management Response</i>
<p><i>We recommend that management implement a process to ensure inventory methods account for all inventory over a fiscal year.</i></p> <p><i>Further, management should monitor for reasonableness any adjustments made to cost or quantity of inventory items.</i></p>	<p>The department has completed a full inventory count this year and will proceed with performing a yearly inventory count in the future. Our work management system has a physical inventory count process to ensure the supervisor reviews and approves the adjustment created by the employee.</p> <p>Estimated date for correction: This has been corrected.</p>

Issue 3.4 Vehicle Safeguard and Use

We observed vehicles in HDMS' loading dock routinely left in the garage with keys in the ignition. The issue this condition presents is the relative ease with which one of these vehicles can be stolen or misused by an unauthorized individual without accountability. Beyond the potential theft or loss of University property is the potential for liability associated with large commercial sized trucks, like the vehicles we observed, used by unauthorized individuals on University property.

We also noted that not all vehicles within HDMS are monitored for fuel consumption on a monthly basis. We concluded that this is largely because HDMS relies on Facilities Services' Motor Pool to provide a fuel log for each of the vehicles that received fuel for the month. The assumption made by the unit is that if a fuel log is not provided by Facilities Services for a specific vehicle, then fuel was not purchased for that vehicle. However, one of the five tested vehicles had fueled up three out of six months with no review of the fuel purchases by HDMS.

<i>Recommendation</i>	<i>Management Response</i>
<p><i>We recommend that HDMS implement controls over access to keys of all vehicles to help ensure that only authorized individuals have access to WSU Vehicles.</i></p>	<p>When vehicles are not in use, the employees will remove keys. If a vehicle needs to be moved for access to loading dock, there will be a spare set available at the front desk.</p>

	Estimated date for correction: This has been corrected.
<i>We recommend that all HDMS vehicles be monitored for both mileage and fuel consumption. Additionally, we recommend that all fuel charges listed on fuel log sheets be reconciled to posted charges in Balances to ensure accuracy of charge and afford opportunity to evaluate for reasonableness.</i>	As we discussed in the review, we are only getting the individual purchases from the motor pool. The individual purchases are already reviewed by the director and shop supervisors, who follow up with staff, if needed.

BASIS OF REVIEW

CRITERIA

During the course of our review, we referred to the following rules, regulations and/or policies:

BPPM 20.50 Property Inventory

BPPM 60.59 Overtime-Eligible Employees

BPPM 60.60 Time Report for Overtime-Eligible Employees

BPPM 70.08 Purchasing Card

SPPM 6.10 Smoking, Tobacco and Nicotine Use

SPPM 7.10 Requirements for driving vehicles on University Business

AUDIT STANDARDS

Our office follows the guidelines as promulgated by the Institute of Internal Auditors' "International Standards for the Professional Practice of internal Auditing" (IIA Standards), in carrying out the planning and engagement of audit activity. The IIA Standards required we plan and perform the audit to obtain sufficient and appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. Accordingly, we included such tests of the records and other procedures as we considered necessary in the circumstances.

The WSU Office of Internal Audit is not in full conformance with the IIA Standards in that a quality peer review has not yet been performed.

AUDIT TEAM INFORMATION

Internal auditors assigned to the audit include:

Lead Auditor Aaron Alonzo

Audit supervised by Heather Lopez.

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August 23, 2019

Sasi Pillay
Vice President of Information Technology Services and CIO
Info Tech Building 2143
PO Box 641222
Pullman, Washington 99164-1222

Dear Vice President Pillay:

Following is the final report for our audit of CSC 15 Wireless Access Control.

Management's response has been included in the report. For several recommendations within this report, management's response refers to a policy update/development roadmap with timelines for various policies. We have requested a copy of this roadmap and will follow its timeline along with the other more specific timelines as provided within this report to determine whether the corrective actions have achieved the desired effect.

We appreciate the cooperation and assistance provided by your staff during this review. Please let me know if we can be of further service.

Sincerely,



Heather Lopez
Chief Audit Executive, Internal Audit

cc: Dr. Kirk Schulz, President
Tony Opheim, Associate Vice President and Deputy CIO
Thomas Ambrosi, Assistant Vice President and CISO
Danielle Hess, Division Chief, AAG
Matt Skinner, Associate Vice President Financial Services and Internal Control Officer

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EXECUTIVE SUMMARY

The audit of Wireless Access Control was included in the Fiscal Year 2019 Audit Plan as a result of risk assessment. The overall objective was to determine if internal controls provide reasonable assurance that wireless networking devices are configured in a secure manner and related operations are in compliance with the Washington State Office of Chief Information Office (OCIO) and WSU policy requirements.

Wireless local area networks (WLANs) within the WSU system are managed by Central Information Technology Services (ITS). For purposes of WLANs, Central ITS consists of WSU ITS in Pullman and Information Services at the Spokane, Tri-Cities and Vancouver campuses. Employees of WSU ITS in Pullman provide support for Everett campus wireless.

The key operational objective for WLANs is to provide a wireless environment that provides access to meet the greater needs of the campuses as a whole, as opposed to needs of a specific department. During the audit period, Central ITS was configuring each campus to provide consistent wireless networks throughout the system. To ensure the same wireless services are offered at the University's multiple Extension sites, Central ITS has also been working with Information Technology (IT) at the College of Agricultural, Human, and Natural Resource Sciences (CAHNRS). As a central service, the responsibility for establishing overall governance is properly attributed to Central ITS. To meet the specific needs of each campus, Central ITS has approved deployment of different management systems for the configuration and administration of the WLANs.

In accordance with the engagement objectives communicated to management, we performed audit tests to provide reasonable assurance internal controls were adequate to address the following:

- Wireless Access Points are configured in a secure manner;
- WLAN operations are in compliance with Washington State OCIO policies;
- WLAN operations are in compliance with WSU policies.

Conclusion

Overall, we concluded internal controls were not adequate to ensure objectives are met and some improvement is needed. In general, user account management is the overarching, greatest issue of concern.

Detailed descriptions of the following issues, our recommendations and management's responses, are provided within this report:

- Issue 1.1:** User Account Management Responsibilities are Not Adequately Documented or Enforced – Audit Rating High
- Issue 2.1:** Frequency of Policy Reviews is Not Adequate – Audit Rating Moderate
- Issue 2.2:** Monitoring Objectives Not Documented – Audit Rating Moderate
- Issue 2.3:** Service Agreements Not Monitored – Audit Rating Moderate

See Appendix A for opinion and risk rating definitions.

BACKGROUND

Risk assessments were performed during FY 2015 to develop a Five Year IT Audit Plan (FY 2016–2020) that lays out a strategic approach for identifying and reviewing the University system's critical information technology controls. Although particular IT systems were not specified in the plan, further assessment is performed each year to best prioritize the IT systems and locations where tests will be performed in that year.

In publication version 6.1 of The Center for Internet Security (CIS) Top 20 Critical Security Controls, the SANS Institute listed wireless access control as number 15 in their top 20 controls. The control ranking for wireless access controls did not change in version 7 of the top 20 controls released in Fiscal Year 2018. We utilized a control mapping between the CIS control criteria to relevant controls promulgated by the National Institute of Standards and Technology (NIST) in SP 800-53r4 (see Appendix B – Control Mapping) to select the controls for assessment.

As a result of these efforts, and in consultation with Pullman ITS, we determined the audit would focus on the following NIST controls over secure configuration and related processes for 802.11 wireless networking systems:

- AC-18 Wireless Access
- AC-19 Access Controls for Mobile Devices
- CA-3 System Interconnections
- CM-2 Baseline Configuration
- CM-6 Configuration Settings
- CM-7 Minimal Functionality
- CM-8 Information System Component Inventory
- SI-4 Information System Monitoring

SCOPE and AUDIT METHODOLOGY

The audit scope included Pullman and Spokane ITS units. Tests were performed on systems in production during Fiscal Year 2019. Audit fieldwork took place between November 26, 2018 and April 19, 2019.

During the course of the audit, we visited both the Pullman and Spokane campuses where we interviewed personnel responsible for administering the WLANs. We identified and evaluated internal controls and operating procedures in effect at the time of audit fieldwork.

For Spokane, we tested the Aruba AirWave management system and associated wireless controllers. In Pullman, we tested the Cisco Prime Infrastructure and associated wireless controllers.

ISSUES, RECOMMENDATIONS and MANAGEMENT RESPONSES

The following lists the issues presented to management. Each issue represents a condition, error or internal control weakness identified during the audit that may have a negative impact on the University's or unit's assets, financial information, and/or ability to comply with laws and regulations or University policies and procedures.

For each issue, we prepared recommendations to address the situation and requested management's plan for corrective action and a timeline for implementation.

We will follow up with management to determine whether corrective action has been implemented in the timeline established for each issue.

1. Account Management

Audit Objective: Administrative user access is one of several components that make up a secure configuration of wireless LANs, not to mention any other IT system. For this audit we looked at what accounts were set up to access the WLAN administrative systems to determine if administrative access was securely configured. Both the Pullman and Spokane systems support administrative authentication to multiple discrete accounts to ensure sharing of an account is not necessary.

Conclusion

Internal controls are not adequate to meet the objective of having the wireless networks configured in a secure manner. Improvements in oversight of administrator access security controls as detailed below should improve compliance with WSU and Washington State OCIO policy requirements, while also reducing the risk of administrator account compromises.

Issue 1.1: User Account Management Responsibilities are Not Adequately Documented or Enforced (High)

Attackers frequently seek out, discover and exploit legitimate, inactive and stale user accounts to impersonate legitimate users, thereby making discovery of attacker behavior difficult for network monitors to detect. Sharing of credentials reduces the ability to attribute activities to a specific user.

While reviewing access to the administrative systems for wireless networking in Pullman and Spokane, two incidents of improper user account management were identified. For

Pullman, it was determined that at least two employees are sharing a single account for making configuration changes. In Spokane, a former ITS employee still had two sets of active credentials, one of which had administrative access to the wireless management system for the Spokane campus.

Failure to complete user account review and re-provisioning of access permissions when an employee leaves the University or changes their responsibilities is a high-risk event. Lack of automated detective controls to identify and alert on employee status changes significantly contributes to the condition lasting for extended periods of time. Improving administrative controls (policies and procedures) as well as developing automated technical controls to detect employee status changes will help to reduce the occurrence of such user access misconfigurations. ***This issue is essentially a repeat of Issue 1.2 from the audit on IT Monitoring of Logs and Accounts (P 17-11, issue date June 21, 2018).***

Sharing of user accounts takes active action by multiple staff members. Administrative controls cannot prevent such activities. Automated detective controls should be developed to identify and alert on the use of accounts not directly associated with a specific individual.

The sharing of a single user account is a violation of:

- WSU Executive Policy #18, Computer and Network User Identification and Password Policy, *"Policy 1. User IDs shall be unique and assigned to an individual WSU computer and/or network system user. Shared computer and/or network system user accounts shall only be used when it is not operationally feasible to do otherwise, and the risk of using shared accounts is at an acceptable level."*
- OCIO Policy 141.10 within Section 6 Access Security, (6.1.2), agencies must, *"(12) Prohibit the use of group, shared, or generic UserIDs/passwords."*

The failure to fully remove the former employee accounts is a violation of:

- WSU Executive Policy #18, Computer and Network User Identification and Password Policy, *"Policy 5. The responsible administrative authority shall periodically review and remove or modify WSU computer and network system user accounts as appropriate or whenever the status of the user changes."*
- OCIO Policy 141.10 under Section 2 Personnel Security, agencies must, *"(7) Establish processes for the timely removal of system access for employees and contractors when duties change or when separating from service."*

If account management oversight is not improved, there is a greater risk that hackers will identify and compromise existing accounts to hide their activities and launch additional

attacks to compromise WSU data or pivot from within WSU to launch attacks from WSU against other entities.

<i>Recommendation (s)</i>	<i>Management Response</i>
<p><i>Enhanced Review - Separated Administrators</i> <i>In addition to completing the recommendations associated with Issue 1.2 of the IT Monitoring Logs and Accounts audit (P 17-11), Central ITS should improve the review process for separated employees within the ITS organization, especially for those accounts having administrative access to systems.</i></p>	<p>Central ITS will improve the review process for separated employees within the ITS organization, especially for those having administrative access to systems.</p> <p>Estimated completion date of actions: June 30, 2020</p>
<p><i>Disable Shared Account</i> <i>Central ITS should reconfigure access to the Pullman wireless controllers so that each individual is authenticated with their own set of credentials and disable the credential currently being shared by administrators.</i></p> <p><i>Active violation of policies related to user access credentials should be considered in evaluation of employee performance.</i></p>	<p>Wireless controllers configured to use TACACS+ for administration completed on July 19, 2019 and there are no longer any shared accounts every user is required to access systems with their individual userID and password.</p> <p>Estimated completion date of actions: Done</p>

2. University IT Governance

Audit Objective: The establishment, maintenance and monitoring of policies, goals and objectives are critical components of strong IT operations and there is no exception to this for wireless network access. In this audit we reviewed existing Executive Policies and Business Policy and Procedures Manual specific to wireless networks. Where present, the policies were evaluated against other WSU policies and OCIO 141.10 requirements. We also looked for formal, management-established objectives, standards and guidelines to compare against the minimum standards promulgated in NIST Special Publication 800-53r4 which are essentially the minimum recommended best practices.

Conclusion

Internal controls, while improving, are not adequate to meet objectives. ITS implemented a program in Fiscal Year 2019 to review and update System-wide IT policies, procedures and standards; however, it is too early to determine the effectiveness of that program. Improved documentation and communication of management’s objectives, goals, minimum standards and detection methodologies via the updated policies, procedures and standards should improve the overall risk posture of WLAN services across the University system. Improvements in oversight of service contracts with external third parties should reduce the risk of providing unnecessary or unreimbursed services.

Issue 2.1: Frequency of Policy Reviews is Not Adequate (Moderate)

During the review process for policies, we observed that Executive Policy #13 Wireless LAN Policy has not been formally reviewed since the approval date of September 3, 2003. WSU Executive Policy #5 requires that the responsible department review policies at least every three years.

During the period of audit fieldwork, ITS began to execute their plan for official policy review. Prior to launching their policy review program, ITS had not prioritized the review of policies high enough in their work assignment process to effectively review and update aging IT policies. As part of this engaged policy review program, ITS has determined that EP #13 needs updating and plans to complete the update/rewrite during Fiscal Year 2020. *This is essentially a repeated but improving condition previously identified in prior audits (Issue 3.1 in P 17-11, issue date June 21, 2018; and, Issue 1.2 in P 18-06, issue date March 4, 2019).*

If policies are not reviewed and updated in accordance with the University’s standard (at least once every three years) at a minimum, there is a greater risk that the controls established will become less effective and the security posture of the University will be diminished.

<i>Recommendation (s)</i>	<i>Management Response</i>
<i>Increase Frequency of Policy Review As recommended in prior audits, ITS management should increase their efforts to perform formal reviews of existing policies and procedures within the time frames defined in</i>	ITS has conducted informal reviews for all Information Security related Executive Policies this FY19. ITS has developed a policy update/development roadmap and have selected specific policies to develop in FY 20. ITS is currently focused on building out its

<p><i>Executive Policy #5 for WSU System-wide policies (at least once every 3 years).</i></p>	<p>Information Security Program. Once the required information security program policies are developed, ITS will go back and update any existing policies as required.</p> <p>Estimated completion date of actions: Per roadmap</p>
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Issue 2.2: Monitoring Objectives and Techniques are Not Documented (Moderate)

During testing of monitoring of WLANs, neither ITS management nor security practitioners were able to provide any documentation or guidance regarding monitoring objectives, or techniques to detect attacks, indicators of potential attacks and unauthorized use of the WLAN system. Although there was a lack of documentation or guidance, we observed that the operational personnel have configured the wireless management systems in Pullman and Spokane to monitor system detectable wireless anomalies.

ITS leadership has not made the documentation of objectives and detection techniques associated with WLANs a high enough priority in their work assignment process for the task to be completed.

OCIO policy 141.10 identifies several requirements associated with wireless networks and monitoring, including:

- Section 5.4(1)b The agency IT Security Program addresses the use of wireless technologies including Bluetooth
- Section 5.4(2)f Continuous monitoring for rogue wireless devices
- Section 5.4(3)f Monitor for rogue wireless as defined in the agency security program
- Section 6.1.4(2) Implement mechanisms to monitor the use of privileges

WSU does not have specific policies or policy sections on the topics of Mobile Device Management, Bluetooth or Internet of Things devices connecting to the WSU network.

Failure to clearly communicate management objectives and explicitly define detective techniques can result in excessive or insufficient monitoring, leading to inconsistent practices among campuses, departments and staff. Insufficient or inconsistent controls

result in an increased risk posture of the IT systems and associated data elements while excessive efforts result is potentially wasted resources.

<i>Recommendation (s)</i>	<i>Management Response</i>
<p><i>Document Monitoring Objectives</i> <i>ITS leadership should work to complete formal documentation of their objectives and techniques to detect attacks, indicators of potential attacks and unauthorized use of information systems, specific to WLANs.</i></p>	<p>ITS has developed draft standard control objectives to cover detecting attacks, indicators of compromise, and unauthorized use of WSU information resources. ITS will be vetting and publishing these standards in FY20. The SOC/NOC performs continuous monitoring, detection, and response to potential attacks of the university network, to include the wireless network. Due to the complexity of the network, these mechanisms vary widely throughout our systems and are regularly updated to address new indicators or compromise and shifting tactics by the adversaries. To document these practices (and keep the documentation up-to-date) would be overly burdensome with our current the staffing levels.</p> <p>Estimated completion date of actions: June 30, 2020</p>
<p><i>Define Baseline Security Requirements</i> <i>ITS/ISS should develop or approve a security configuration checklist to reflect the most restrictive mode consistent with operational requirements for WLAN services.</i></p> <p><i>When implemented, compliance with the security configuration checklist settings should be documented.</i></p> <p><i>Additionally, configuration component settings should be identified for reporting/alerting in the event of a deviation from the approved security</i></p>	<p>ITS/ISS will develop or approve a security configuration checklist to reflect the most restrictive mode consistent with operational requirements for WLAN services.</p> <p>Estimated completion date of actions: June 30, 2021</p>

<p><i>configuration and a process for the identification, documentation and subsequent approval/correction of deviations should be formalized.</i></p>	
<p><i>Develop MDM, IOT and Bluetooth Policy Language</i> <i>WSU IT policies (EP and BPPM) lack any language establishing controls over connecting mobile devices, Internet of Things devices or Bluetooth devices to WSU networks.</i></p>	<p>ITS has conducted informal reviews for all Information Security related Executive Policies this FY19. ITS has developed a policy update/development roadmap and have selected specific policies to develop in FY 2020. ITS is currently focused on building out its Information Security Program. Once the required information security program policies are developed, ITS will go back and update any existing policies as required. A University-wide Mobile Device Usage policy has been drafted and sent to ITSAC for review and feedback.</p> <p>Estimated completion date of actions: June 30, 2021</p>
<p><i>Require Rogue Devices Monitoring</i> <i>Executive Policy #13 should be modified to include a policy statement that requires monitoring WLAN networks to detect and report on rogue devices. It should be noted that both sites tested demonstrated that "Rogue devices" are detected and recorded in their respective management systems.</i></p>	<p>ITS has conducted informal reviews for all Information Security related Executive Policies this FY19. ITS has developed a policy update/development roadmap and have selected specific policies to develop in FY 2020. ITS is currently focused on building out its Information Security Program. Once the required information security program policies are developed, ITS will go back and update any existing policies as required.</p> <p>Estimated completion date of actions: June 30, 2021</p>
<p><i>Define Rogue Devices</i> <i>Executive Policy #13 should be modified to include a University definition for Rogue devices or adopt globally for the University the IT definitions from NIST published at</i></p>	<p>EP13 is scheduled to be updated in FY2021. ITS can document in their operational procedures their definition of a rogue device.</p> <p>Estimated completion date of actions: December 2019</p>

https://csrc.nist.gov/glossary or a similar industry recognized glossary of IT terms.	
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Issue 2.3: Service Agreements Not Monitored (Moderate)

We reviewed terms of contracts specific to contracts and agreements for wireless services provided to others. Of two known services interconnected with WSU WLANs, one had a contract (eduroam) and one did not (Eastern Washington University (EWU)). The eduroam contract did not have current WSU contact information. However, as soon as ITS was made aware of the condition, they contacted eduroam and made corrections. Once IT management in Spokane became aware that no agreement could be found for the wireless service for EWU, Spokane ITS assessed all IT services for EWU and informed the Chancellor’s Office, requesting inclusion of wireless services in the next agreement.

Spokane ITS leadership had not made the review of service contracts a high enough priority in their work assignment process to get it assigned for completion.

NIST Special Publication 800-53r4 establishes recommended best practices based on risk levels. The applicable minimum standard is documented with the Security Assessment and Authorization (CA) family, specifically CA-3(a).

Failure to properly monitor and manage service agreement contracts can expose the University to providing services that are no longer necessary or are no longer being paid for.

<i>Recommendation (s)</i>	<i>Management Response</i>
<i>Develop and Implement a Review Process for ITS Services and Contracts</i> <i>ITS management should implement a review process for contracts and service agreements with third parties, maintaining documentation of each review performed. Reviews should be conducted at a prescribed frequency.</i>	Central ITS has a process for reviewing and updating ITS services and contracts that central ITS is responsible for. Every University area is responsible for monitoring, reviewing, and updating the IT contracts and services under their purview. WSU Spokane has adopted these processes. Estimated completion date of actions: Done

BASIS OF REVIEW

CRITERIA

During the course of our review we referred to the following rules, regulations, standards and/or policies:

Industry Standards

The Center for Internet Security (CIS) Top 20 Critical Security Controls versions 6.1 and 7, Control #15 Wireless Access Control
NIST 800-53r4 low impact system controls that map to CSC versions 6.1 & 7, #15

State Laws

RCW 43.105 Consolidated Technology Services Agency

State OCIO Policies

141.10.5.4 Securing IT Assets – Wireless Connections

WSU Policies

Executive Policy #13 Wireless LAN Policy

AUDIT STANDARDS

Our office follows the guidelines as promulgated by the Institute of Internal Auditors' "International Standards for the Professional Practice of internal Auditing" (IIA Standards), in carrying out the planning and engagement of audit activity. The IIA Standards require we plan and perform the audit to obtain sufficient and appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. Accordingly, we included such tests of the records and other procedures as we considered necessary in the circumstances.

The WSU Office of Internal Audit is not in full conformance with the IIA Standards in that a quality peer review has not yet been performed.

AUDIT TEAM INFORMATION

Internal auditors assigned to the audit include:

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Audit supervised by Heather Lopez.

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Rating	AUDIT RISK RATING CRITERIA
High	<p style="text-align: center;"><i>Risk has a high impact and is highly likely to occur</i></p> <p><i>This is a high priority issue – immediate management attention is required. This is a serious internal control or risk management issue that if not mitigated, may, with a high degree of certainty, lead to:</i></p> <ul style="list-style-type: none"> • <i>Substantial losses, possibly in conjunction with other weaknesses in the control framework or the organizational entity or process being audited</i> • <i>Serious violation of University strategies, policies, or values</i> • <i>Serious reputation damage, such as negative media publicity</i> • <i>Significant adverse regulatory impact, such as loss of operating licenses or material fines</i>
Moderate	<p style="text-align: center;"><i>Risk has a high impact and low likelihood, or low impact and high likelihood</i></p> <p><i>This is a medium–priority issue – timely management attention is warranted. This is an internal control or risk management issue that could lead to:</i></p> <ul style="list-style-type: none"> • <i>Financial losses</i> • <i>Loss of controls within the organizational entity or process being audited</i> • <i>Reputation damage, such as negative publicity in local or regional media</i> • <i>Adverse regulatory impact, such as public sanctions or immaterial fines</i>
Low	<p style="text-align: center;"><i>Risk has a low impact and low likelihood</i></p> <p><i>This is a low priority issue – routine management attention is warranted. This is an internal control or risk management issue, the solution to which may lead to improvement in the quality and/or efficiency of the unit or process being audited. Risks are limited.</i></p>
Areas of Proficiency	<p style="text-align: center;">Areas of Proficiency</p> <p>Positive statements where internal controls, governance or risk management processes were adequately established and functioning well for each of the audited area/systems.</p>

Table of Opinion Methodology

Satisfactory	<ul style="list-style-type: none"> • Control environment is adequate • No findings noted • Management’s control environment appears sound • All high level risks adequately controlled
Some Improvement Needed	<ul style="list-style-type: none"> • Control environment is adequate but some exceptions exist • Some control weaknesses and/or opportunities for improvement observed • Management’s control environment appears otherwise sound • High level risks are adequately controlled
Major Improvement Needed	<ul style="list-style-type: none"> • Control environment is not adequate and significant exceptions exist • Some high level risks are not adequately controlled • At least one finding is rated “high” • Immediate safety and soundness are not threatened, but management’s control environment requires improvement • Significant exposure to fraud or security vulnerabilities

APPENDIX B: Map of Critical Security Controls (CSC) to NIST Controls, Description of Controls Tested and Results

SANS Top 20 Critical Security Controls v6.1 is an alternate industry standard methodology (created in collaboration with CIS – Center for Internet Security) for grouping critical security controls into related categories that provides for a more holistic relationship for assessing and implementing controls and is viewed by WSU’s CISO as an approach that will likely foster quicker and broader adoption of IT security controls by the University. Version 7 has been released and is preferred by Information Technology Services over the 6.1 version. Internal Audit acknowledges this preference and has adjusted the control selection based on version 7 changes. Since the inception of this audit the CISO informed Internal Audit that ITS will be moving away from the CIS controls in order to provide greater focus on the Washington State OCIO policies which are mapped directly to NIST 800–53r4.

NIST SP 800–53r4 is an industry standard security controls catalog that maps IT security controls to the security impact associated with information and information systems. It offers a holistic approach to information security and risk management by providing organizations with the breadth and depth of security controls necessary to fundamentally strengthen their information systems and the environments in which those systems operate. This approach contributes to systems that are more resilient in the face of cyber–attacks and other threats.

CSCs selected for testing: CSC 15 with individual controls within each control group selected as relevant to organization activity and priority or impact levels.

CSC 15: Wireless Access Control.

The processes and tools used to track/control/prevent/correct the security use of wireless local area networks (WLANs), access points, and wireless client systems.

CIS Sub-Control	CIS Descriptions	NIST 800–53r4 Control	NIST Description	Results of Testing	
				Satisfactory	Not Satisfactory
15.1	Maintain an inventory of authorized wireless access points connected to the wired network.	CM–8	Information System Component Inventory	X	

15.2	Configure network vulnerability scanning tools to detect and alert on unauthorized wireless access points connected to the wired network.	SI-4	Information System Monitoring		X
15.3	Use a wireless intrusion detection system (WIDS) to detect and alert on unauthorized wireless access points connected to the network.	SI-4	Information System Monitoring		X
15.4	Disable wireless access on devices that do not have a business purpose for wireless access.	AC-18 AC-19	Wireless Access Access Control for Mobile Devices	X X	
15.5	Configure wireless access on client machines that do have an essential wireless business purpose, to allow access only to authorized wireless networks and to restrict access to other wireless networks.	CM-2	Baseline Configuration		X
15.6	Disable peer-to-peer (ad hoc) wireless network capabilities on wireless clients.	CM-7	Least Functionality		X

15.7	Leverage the Advanced Encryption Standard (AES) to encrypt wireless data in transit.	CM-6	Configuration Settings		X
15.8	Ensure that wireless networks use authentication protocols such as Extensible Authentication Protocol-Transport Layer Security (EAP/TLS), that requires mutual, multi-factor authentication.	CM-6	Configuration Settings		X
15.9	Disable wireless peripheral access of devices (such as Bluetooth and NFC), unless such access is required for a business purpose.	AC-18	Wireless Access	X	
15.10	Create a separate wireless network for personal or untrusted devices. Enterprise access from this network should be treated as untrusted and filtered and audited accordingly.	AC-18 CA-3	Wireless Access System Interconnection	X	X

INFORMATION ITEM #2

2019 Fiscal Recovery Update (Stacy Pearson)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: 2019 Fiscal Recovery Update

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

The University has just completed the second year of a three year recovery effort to bring spending in line with revenues. In fiscal year 2019 the University ended with a surplus of \$7.8 million exceeding its fiscal year FY 2019 goal by nearly \$18 million. The fiscal health plan calls for a balanced budget by the end of fiscal year 2020.

The primary driver of recovery has been new revenue including new state appropriations for the ESF College of Medicine and salary increases. Tuition rate increases and enrollment growth have also contributed to revenue growth. While the overall results for FY 2019 are positive there are additional steps that will be taken after the three-year recovery period including:

- Continued recovery plans for units that are deficit spending on an annual basis or that have accumulated deficits at the end of fiscal year 2020.
- Restoring central reserves in order to fund ongoing commitments that lack permanent funding.
- Implementation a robust department level budget process for fiscal year FY 2021 in anticipation of Workday implementation
- Identification of a budget model that will incentivize the Drive to 25

ATTACHMENT: FY2019 Fiscal Recovery Update

Preliminary Analysis of FY2019 Results

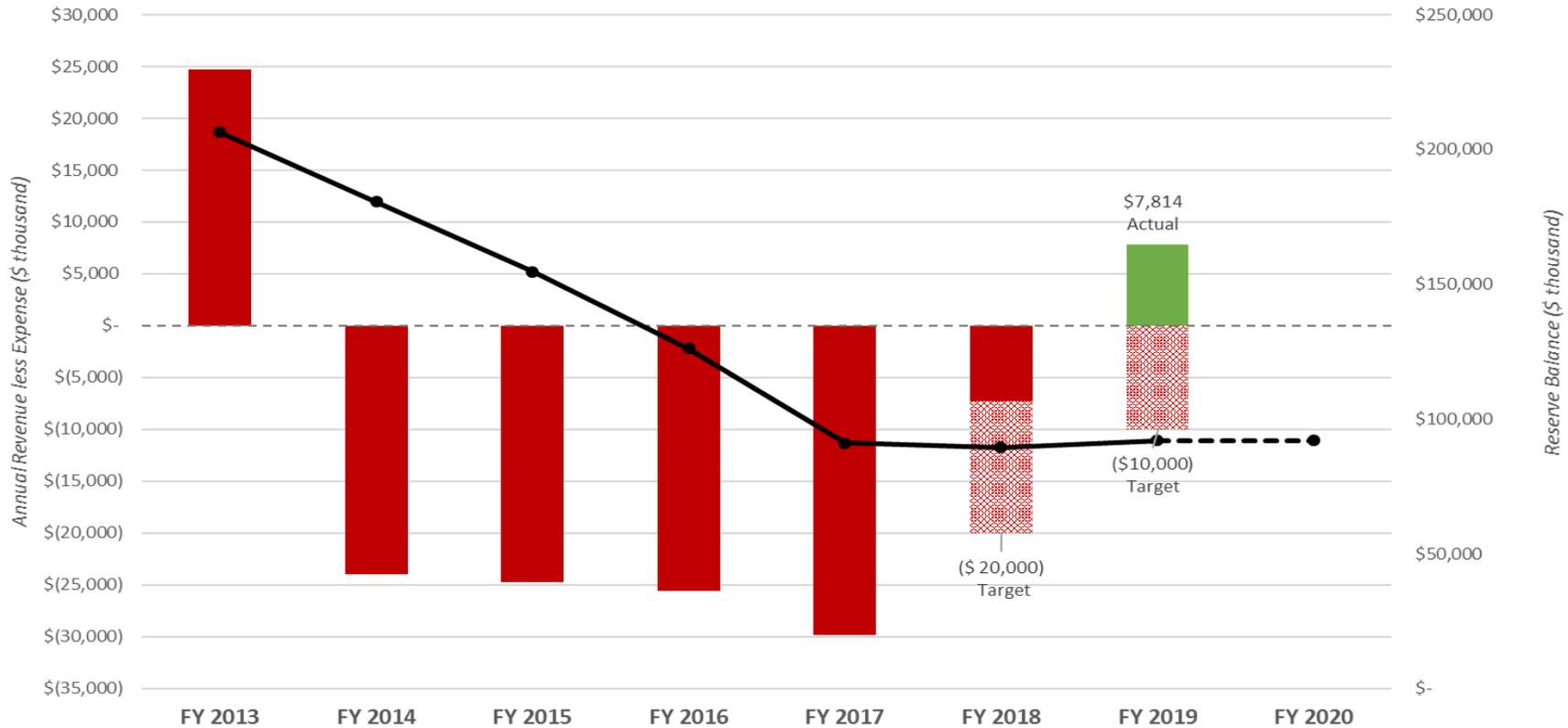


Stacy Pearson
Vice President, Finance and Administration
September, 2019



Overall Recovery

Annual Revenue less Expense and Reserve Balance: Primary Operating Funds



While we have exceeded our target for each of the last two years, the overall reserve balance (Areas + Central) is flat. We must focus on restoring central reserves and finding new funding sources for unfunded commitments.



FY 2019 Results

All Fund Summary - Areas 1-59 + Central Ending Run Rates			
Allocations/Revenues	FY 2017 as of 6/30/2017	FY 2018 as of 6/30/2018	FY 2019 as of 6/30/2019
Core Funds	487,316,317	511,789,936	534,370,489
Other Funds	271,790,871	281,564,892	292,051,045
Total Allocations/Revenues	759,107,188	793,354,828	826,421,535
Expenditures	FY 2017 as of 6/30/2017	FY 2018 as of 6/30/2018	FY 2019 as of 6/30/2019
Core Funds	505,407,013	511,224,440	513,884,708
Other Funds	275,987,073	279,845,126	283,967,860
Total Expenditures	781,394,086	791,069,566	797,852,568
Run-Rate	FY 2017 as of 6/30/2017	FY 2018 as of 6/30/2018	FY 2019 as of 6/30/2019
Core Funds	(18,090,696)	565,496	20,485,781
Other Funds	(4,196,202)	1,719,766	8,083,185
Total Run-Rate: Area 1-59	(22,286,898)	2,285,262	28,568,967
Central Run Rate (Reserve Decline)	(7,512,272)	(9,557,326)	(20,755,167)
Total Run-Rate: Area 1-59 + Central	(29,799,170)	(7,272,064)	7,813,800
Target Run Rate		(20,000,000)	(10,000,000)
Target Exceeded by:		12,727,936	17,813,800

Preliminary run rate numbers for FY 2019 show we finished the year nearly \$18 million ahead of our -\$10 million target. The areas saw great success, the central reserve is depleted.



FY 2019 Results – Preliminary Analysis

The \$28.6 million positive run rate in Areas 1-59 can be attributed to:

		\$ millions
Academic Areas		18.4
Campuses (Everett, Tri-cities, Vancouver, Spokane)		8.4
Presidential / Vice-Presidential Units		1.7
Ending FY-2019 Run Rate Areas 1-59		28.6



FY 2019 Results – Preliminary Analysis

New revenue is the primary driver of the Area recovery:

	\$ millions
Area 1-59 run rate FY-2017	(22.3)
Area 1-59 run rate FY-2019	28.6
Total Improvement FY19 over FY17	50.9
Since FY-2017 (base year)	\$ millions
Revenue Increases	67.3
Expenditure Increases	(16.5)
Total Improvement FY19 over FY17	50.9

Where did the new revenue come from?

- 70% of the new revenue is from core funds
 - New state appropriations for College of Medicine and Salary increases
 - New tuition from initial cohorts of medical students, rate increases since FY-2017, and increased enrollment.
 - Increases in F&A
- 30% of new revenue is from other funds
 - Self-sustaining activities and auxiliaries



Challenges

The overall positive results for FY2019 mask ongoing challenges:

- Central reserves have declined by \$67 million since FY2013 due to ongoing unfunded commitments and additional funding requests have been made during the fiscal recovery period.
- We must find funding sources for these commitments before considering other strategic investment.
- ESFCOM, Vet Med and Athletics continue deficit spending but are on programs to eliminate this by FY2023, though the longer term deficit balances will likely take longer to eliminate.



Looking Ahead: FY 2020

PRELIMINARY			
Actual FY-2019 v. Budgeted FY-2020			
Allocations/Revenues	FY 2019 as of 6/30/2019	PRELIMINARY FY 2020 Budgeted	Change over FY 2019
Core Funds	534,370,489	547,184,548	12,814,058
Other Funds	292,051,045	294,150,168	2,099,123
Total Allocations/Revenues	826,421,535	841,334,716	14,913,181
Expenditures	FY 2019 as of 6/30/2019	PRELIMINARY FY 2020 Budgeted	Change over FY 2019
Core Funds	513,884,708	542,862,029	28,977,321
Other Funds	283,967,860	301,909,481	17,941,621
Total Expenditures	797,852,568	844,771,510	46,918,942
Run-Rate	FY 2019 as of 6/30/2019	PRELIMINARY FY 2020 Budgeted	Change over FY 2019
Core Funds	20,485,781	4,322,519	(16,163,262)
Other Funds	8,083,185	(7,759,313)	(15,842,498)
Total Run-Rate: Area 1-59	28,568,967	(3,436,794)	(32,005,760)



Looking Ahead: FY 2020

FY2020 budget submissions show the following trends:

- Preliminary budgets project a *negative 3.4 million run rate for FY20* thus adjustments will need to be made to reach the targeted run rate of zero.
- A total of 13 areas submitted templates that did not meet the established run-rate target for FY2020
- The administrative areas, including the campuses, miss the target by \$7 million, while the combined academic areas exceed the target by \$3 million.
- Overall spending is projected to increase \$46 million over FY2019. The projections show salary expense increasing \$17 million and other operating costs increasing \$29 million.
- Allocations and revenues are projected to increase \$15 million. \$13 million on core funds & \$2 million in other (auxiliary) funds.

These budgets will be updated to include new funding in the final state budget and to reach the run rate target for FY2020.



Next Steps and Recommendations

- Stay the course for year three of recovery. Preliminary budgets indicate adjustments are needed to meet our breakeven target.
- Continued recovery plans for areas with deficit spending or accumulated deficits at the end of FY-20
- Rebuild central reserve, set target reserves for all areas.
- More robust budget process (department level) for FY-21 in anticipation of modernization
- Identify a budget model that incentivizes investment for the Drive to 25



FY2020 Compensation

- 2019-21 state operating budget calls for a 3% compensation increase for classified, AP, faculty and graduate student employees
- This would require an additional \$5 million in new funding that is not currently available
- FY20 funding available to provide mandatory 3% increases for classified staff and 1.5% for faculty, professional staff and graduate students
- Will reassess for FY21

QUESTIONS

INFORMATION ITEM #3

Athletics Budget Review (Stacy Pearson/Matt Kleffner)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Athletics Budget Review

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

WSU Athletics has been operating in deficit since FY2012 when the University decided to invest in major facilities in anticipation of increased fundraising activities and PAC 12 Network revenue distributions. This has resulted in a cumulative deficit of approximately \$77 million at the end of FY2019. University leadership has set a goal for Athletics to eliminate deficit spending in the next five years and to achieve a balanced budget by FY2024. At that point, the cumulative Athletics deficit is expected to reach approximately \$100 million. This clearly creates a significant financial risk to the WSU's overall fiscal health that requires continuous oversight until deficit spending is eliminated.

Under Athletic Director Pat Chun's leadership, WSU expects to achieve this goal through additional fundraising, sponsorships, ticket sales, and other revenue enhancements. In addition, the Athletics Department will manage their expenditures and seek reductions while also trying to remain competitive within the PAC 12 Conference.

While these goals will be extremely challenging, the University and Athletics Department have committed to implementing policies, procedures and programs to ensure success. To ensure that adequate progress is being made and that the Regents and University leadership receive sufficient information to perform their fiduciary duties, each Regents regular meeting agenda will include a fiscal update as a standing item in the Finance and Compliance agenda. The intent will be to provide an informational update unless there is an action needed based on fiscal or regulatory requirements.

Other actions currently being implemented include the following:

- Monthly review of the Athletics budget and spending with the AD and CFO staffs to include anticipated events that could impact the approved budget.
- Identification of new resources and/or reductions of budgeted expenditures to cover any unplanned expenditures prior to seeking approval of any proposed budget adjustments
- Ensuring that no contractual or other resource commitments are made that have not been reviewed and approved in the budget approval process. If proposed outside of the budget process, this will require executive approval (President and VP Finance and Administration).

- Prior executive approval of proposed expenditures/contracts or any other financial commitment outside of the Regent approved budget. This process will also include a determination of whether Regents approval is required prior to commitment.
- Ongoing review of the five-year budget to identify new resources and expenditure reductions/adjustments to plan for future financial health.

ATTACHMENTS: Attachment A – WSU Athletics Budget FY2016 to FY2018 Actuals and Estimated FY2019
Attachment B – WSU Athletics Budget for FY2020 through FY2024 (with Estimated FY2019 Actuals)

Attachment A

Washington State University Athletics Budget - Actual				
	FY2016	Actual FY2017	FY2018	Estimated FY2019
REVENUES:				
01 - Ticket Sales	5.5	7.7	8.4	9.6
02 - Direct State/Gov Support	-	-	-	-
03 - Student Fees	0.8	1.6	1.6	1.5
04 - Direct Inst. Support	3.7	3.3	3.5	3.7
05 - Less Xfer to Inst.	-	-	-	-
06 - Indirect Inst. Support	0.4	0.4	0.3	0.4
06A - Debt Service, Lease, Rentals	-	-	-	-
07 - Guarantee Revenue	0.3	0.3	-	0.3
08 - Contributions	7.6	8.1	9.1	9.4
09 - In-Kind	0.1	0.1	0.2	0.2
10 - 3rd Party Compensation	-	-	-	-
11 - Media Rights	17.9	18.8	19.8	20.8
12 - NCAA Distribution	1.3	3.2	1.4	1.4
13 - Conference Distribution	9.4	10.7	10.7	11.4
14 - Program/Concessions etc.	0.2	0.9	1.0	1.0
15 - Royalties/Advert. etc.	6.3	4.4	4.4	4.4
16 - Sport Camp Revenue	0.4	0.4	0.3	0.5
17 - Endowments	0.6	0.6	0.7	0.7
18 - Other Revenue	2.1	1.4	1.2	1.9
19 - Bowl Revenue	1.9	2.4	2.4	2.4
Total Revenue	58.8	64.3	65.1	69.5
EXPENSES:				
20 - Athletic Aid	11.0	10.7	10.8	11.0
21 - Guarantee Expense	1.7	1.6	1.7	1.7
22 - Coaches Comp: WSU	11.7	11.8	12.8	13.9
23 - Coaches Comp: 3rd Party	-	-	-	-
24 - Admin Comp: WSU	12.8	13.4	13.3	13.8
25 - Admin Comp: 3rd Party	-	-	-	-
26 - Severance	0.0	0.1	1.1	0.7
27 - Recruiting	1.1	1.2	1.3	1.4
28 - Team Travel	4.0	4.1	4.1	4.1
29 - Equipment	3.0	2.0	2.2	1.8
30 - Game Expenses	1.6	1.8	2.0	2.4
31 - Fund Raising/Marketing	2.4	2.2	2.0	1.9
32 - Sport Camp Expense	0.3	0.3	0.3	0.3
33 - Spirit Groups	0.2	0.2	0.2	0.2
34 - Facilities: Debt/Lease/Rental	9.7	9.3	9.2	9.2
35 - Direct Admin Expense	2.3	2.4	2.0	1.7
36 - Indirect Inst. Support	0.4	0.4	0.3	0.4
37 - Medical/Insurance	1.0	0.8	0.8	1.2
38 - Dues & Memberships	1.8	1.7	2.1	2.3
39 - Student-Athlete meals	0.8	1.0	1.1	1.2
40 - Other Expense	4.1	4.9	4.6	4.5
41 - Bowl Expenses	1.7	1.9	1.5	2.3
41A - Coaches Bowl Bonuses	-	-	0.4	0.4
Total Expenses	71.7	71.8	73.8	76.6
Net Income from Operations	(12.9)	(7.5)	(8.7)	(7.1)
56-Capitalized Expenses		1.0	2.7	0.7
Net Income after Capitalized Expenses		(8.5)	(11.4)	(7.8)
Accumulated Deficit	(49.4)	(57.9)	(69.3)	(77.1)

Attachment B

Washington State University Athletics Budget - Projected						
	Estimated FY2019	Projected				
		FY2020	FY2021	FY2022	FY2023	FY2024
REVENUES:						
01 - Ticket Sales	9.6	8.6	10.7	11.0	12.0	11.1
02 - Direct State/Gov Support	-	-	-	-	-	-
03 - Student Fees	1.5	1.5	1.4	1.4	1.4	1.3
04 - Direct Inst. Support	3.7	3.7	3.8	3.9	4.0	4.1
05 - Less Xfer to Inst.	-	-	-	-	-	-
06 - Indirect Inst. Support	0.4	0.4	0.4	0.4	0.4	0.5
06A - Debt Service, Lease, Rentals	-	-	-	-	-	-
07 - Guarantee Revenue	0.3	0.1	0.2	-	0.3	0.3
08 - Contributions	9.4	10.7	11.3	11.1	11.6	11.2
09 - In-Kind	0.2	1.6	1.6	1.6	1.6	1.6
10 - 3rd Party Compensation	-	-	-	-	-	-
11 - Media Rights	20.8	21.9	23.0	24.2	25.5	26.7
12 - NCAA Distribution	1.4	1.5	1.6	1.6	1.7	1.7
13 - Conference Distribution	11.4	12.1	12.1	12.8	13.0	13.3
14 - Program/Concessions etc.	1.0	1.1	1.5	1.6	1.7	1.8
15 - Royalties/Advert. etc.	4.4	3.2	4.5	5.0	5.2	5.3
16 - Sport Camp Revenue	0.5	0.3	0.3	0.3	0.3	0.3
17 - Endowments	0.7	0.6	0.7	0.7	0.7	0.7
18 - Other Revenue	1.9	2.0	2.5	2.5	2.6	2.5
19 - Bowl Revenue	2.4	2.6	2.7	2.8	2.9	3.0
Total Revenue	69.5	72.1	78.6	81.0	84.9	85.5
EXPENSES:						
20 - Athletic Aid	11.0	11.0	11.7	12.0	12.3	12.6
21 - Guarantee Expense	1.7	1.8	1.3	1.8	1.6	1.5
22 - Coaches Comp: WSU	13.9	14.3	15.4	14.8	14.9	14.9
23 - Coaches Comp: 3rd Party	-	-	-	-	-	-
24 - Admin Comp: WSU	13.8	14.9	15.0	15.2	15.5	15.7
25 - Admin Comp: 3rd Party	-	-	-	-	-	-
26 - Severance	0.7	1.7	1.5	1.1	-	-
27 - Recruiting	1.4	1.6	1.6	1.6	1.7	1.7
28 - Team Travel	4.1	4.7	4.7	4.8	4.9	5.2
29 - Equipment	1.8	2.2	2.2	2.3	2.5	2.7
30 - Game Expenses	2.4	2.5	2.7	2.7	2.8	2.6
31 - Fund Raising/Marketing	1.9	2.4	2.5	2.6	2.6	2.7
32 - Sport Camp Expense	0.3	0.3	0.3	0.3	0.3	-
33 - Spirit Groups	0.2	0.2	0.2	0.2	0.2	0.2
34 - Facilities: Debt/Lease/Rental	9.2	9.6	10.0	10.0	10.0	10.0
35 - Direct Admin Expense	1.7	2.0	2.1	2.1	2.2	2.2
36 - Indirect Inst. Support	0.4	0.4	0.4	0.4	0.4	-
37 - Medical/Insurance	1.2	0.9	0.9	0.9	1.0	1.0
38 - Dues & Memberships	2.3	2.4	2.5	2.6	2.7	2.8
39 - Student-Athlete meals	1.2	1.0	1.0	1.0	1.0	1.1
40 - Other Expense	4.5	4.9	4.8	4.9	5.1	5.2
41 - Bowl Expenses	2.3	2.1	2.2	2.3	2.4	2.5
41A - Coaches Bowl Bonuses	0.4	0.5	0.5	0.5	0.5	0.5
Total Expenses	76.6	81.4	83.5	84.3	84.7	85.2
Net Income from Operations	(7.1)	(9.3)	(5.0)	(3.2)	0.3	0.3
56-Capitalized Expenses	0.7	6.7	0.3	0.0	-	-
Net Income after Capitalized Expenses	(7.8)	(16.0)	(5.3)	(3.3)	0.3	0.3
Accumulated Deficit	(77.1)	(93.1)	(98.4)	(101.6)	(101.4)	(101.11)

FUTURE ACTION ITEM #1

Proposed 4th Year College of Veterinary Medicine Differential Tuition (Bryan Slinker/ Stacy Pearson)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Proposal for 4th Year Doctor of Veterinary Medicine (DVM) program differential tuition

PROPOSED: That the Washington State University Board of Regents approve a 4th year DVM program differential tuition that would be a one-time surcharge of \$10,637 per student (based on current tuition rates) assessed on resident and non-resident students entering the DVM program in the fall of 2020.

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

SUPPORTING INFORMATION: The rationale for a differential tuition surcharge for the 4th year of the DVM curriculum is provided as Attachment A.

ATTACHMENT: Proposal for 4th-year DVM program differential tuition

Proposal for 4th-year DVM program differential tuition

As part of a multi-pronged fiscal plan to correct accumulating problems in funding the Veterinary Teaching Hospital (VTH) and associated teaching expenses in the Department of Veterinary Clinical Sciences (VCS)¹, the College of Veterinary Medicine proposes a structural change in its tuition and fee model to shift from our traditional 8 semesters of tuition charges, 2 semesters each for 4 academic years of study, to add a differential tuition surcharge to the 4th year (see Appendix A for information on the other veterinary schools that have such fee structures). Specifically, we propose a **4th year DVM program differential tuition surcharge that (at current tuition rates) would be \$10,637 per student**. DVM students study in our program for most of a full 12 month period in their 4th year of clinical rotations, as opposed to their normal 2 semesters of study during each of their first 3 years. Rather than charge a full third semester tuition (which, this year, would be \$12,273) the proposed differential tuition surcharge is based on the 4th-year requirement that students enroll for a minimum of 43 weeks of rotations (at 1 credit per week), rather than the 30 weeks of a normal academic year, and thus the tuition is computed as 13/15 (0.8667) of a normal semester's tuition. Further, **we propose that this would be applied equally to both resident and non-resident students** (i.e., no non-resident differential). At current year tuition rates, this would generate approximately \$1.4 M in gross revenue.² Rolled ahead to the effective date in FY2024, it would be higher by any intervening increases in regular operating fee rates. This differential tuition surcharge would go into effect for the Class of 2024 (effective for students entering the program in fall 2020) and thus any currently enrolled student would not be subject to the additional tuition. WSU CVM tuition, educational costs, and graduating student educational debt are shown in relation to the national market of all 30 U.S. veterinary schools in Appendices B, C, and D.

RATIONALE, BACKGROUND, and CONTEXT: The rationale for such a differential tuition surcharge for the 4th year of the DVM curriculum is multifactorial.

At the highest level of consideration, without appeal to specific factors, the 4th year is 1) by far the most expensive year of DVM education and, apart from that consideration, 2) it is a full 12 month year, and not a normal 9-month academic year.

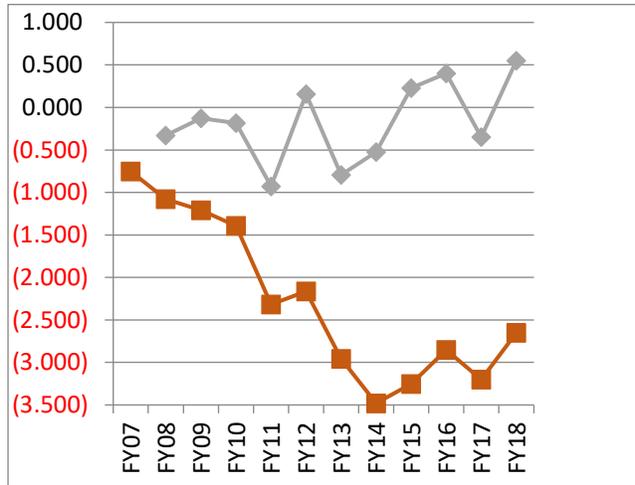
More specifically however, there are two elements that require consideration. One, several factors contribute to a substantial structural underfunding of the Veterinary Teaching Hospital (VTH) and related educational costs borne by the Department of Veterinary Clinical Sciences (VCS), for which the VTH is the primary "teaching laboratory". Two, in order to respond to feedback from employing veterinary practice owners, and from our recent graduates, we have added substantially to our 4th year clinical rotation offerings, and incurred significant new costs in so doing. Both these factors will be further examined in what follows.

First, the VTH structural budget problem has been manifest for many years (in fact, predates Dr. Slinker's time as dean). Some of the more distant history is shown in the graph below. Gray is run-rate for the year; Crimson is cumulative carry-forward balance. Note that these are net numbers after

¹ The other major elements are 1) more aggressive fee increases for VTH services in each of the next 3-5 years to generate an additional revenue of ~\$250,000 per year each of those years, above and beyond the normal tuition increases of the past few years, 2) seeking incremental additions in core funding from the university and/or state.

² How much is retained by the CVM and how much flows centrally has yet to be determined.

ATTACHMENT A



significant (\$300,000 to \$700,000) annual infusions of discretionary dollars to improve run rates. This is a chronic issue that predates the current fiscal issues that the college is correcting, and many of the specific issues enumerated below.

To date, we have sought to improve this situation by increasing revenue through growth in case accessions and regular increases in service fees. These have indeed led to strong revenue growth, for example, from ~\$8.7M in FY2015 to ~\$11.6M in FY2019. However, we have only been able to make modest progress

because expenses have grown strongly as well. Without belaboring all the details, the general reasons for this include (but are not limited to):

- 1) About 50% of VTH expenses are the cost of disposables (surgery supplies, drugs, etc) needed to deliver veterinary care and these thus scale with caseload, decreasing the revenue to invest in other functions. Thus, only about \$340,000 of the FY19 revenue growth compared to FY18 is available for more general uses.
- 2) Increased caseload requires more technical staff support, in general, placing more demand on typical revenue growth.

Beyond these general factors that consume most of any revenue increase, are specific factors that have added significantly to the expense side of the ledger.

- 3) An internal audit in 2014 identified several significant risk areas in VTH business processes. Investments made at that time to correct these, with accumulated effect of periodic pay increases since then, totaled \$458,000 in FY19, and will continue to grow as salaries increase. The College self-funded these investments.
- 4) Most staff are paid from revenue, so each annual Mass Salary Increase for Civil Service (most of our VTH staff) and A/P, and the periodic adjustments in Civil Service pay level, all fall on VTH revenue and are not covered by new state or central university allocations. In a typical year with 3% Civil Service pay increase, as in FY2019, the VTH salary increases that must be self-funded approach \$210,000 annually, and because these occur year after year they not only add up, but they compound.
- 5) The demand for veterinary technicians is very strong nationally, and every veterinary practice struggles to find employees – we are no different. This labor shortage drives up salaries. Accordingly, WSU worked with the State to increase the Civil Service pay scales for licensed veterinary technicians so we could be more competitive in this very tight labor market. The current year annual cost of this scale increase across the VTH at present staffing levels is ~\$230,000.

ATTACHMENT A

- 6) The ERP payroll assessment for revenue-funded salaries puts additional pressure on revenue; for FY2020 and beyond this is a new demand on revenue of ~\$140,000 annually.
- 7) Due to a change in the way the US Department of Labor determined prevailing wages for our clinical Specialty Interns and Residents, our payroll expense for our 41 such employees increased by ~\$133,000 per year starting in FY20 (salary plus fringe are paid from VTH revenue).
The sum of the FY19/20 effects of items 3) through 7) is nearly \$1.2M per year recurring costs (that will continue to grow as salaries increase) going forward. More to the point, the sum of 4) through 7), which reflect new pressures coming in the past year, is approximately equal to last year's revenue growth, far exceeding the capacity of recent VTH revenue growth – thus, part of the multipronged strategy is to apply fee increases above and beyond normal for the specific purpose of growing revenue to help cover these increased costs.
- 8) An increasingly onerous regulatory environment for pharmacy and chemical safety adds costs for compliance. These are episodic, but persistent as regulations change over time. The latest example is the need for ~\$150,000 in renovation to comply with new regulations regarding safe handling of chemotherapeutic drugs. These regulations are driving most general veterinary practitioners to abandon chemotherapy, increasing demand on our oncology services.

Those are factors put pressure on recurring funds for existing operations. In addition, there are areas that need investment of new recurring funds:

- 9) We are inadequately funded for routine equipment repair and maintenance of hospital equipment needed to deliver patient care. This ranges from repairs or purchase of small items in the range of a few thousand dollars to replacing our MRI at a cost of ~\$2.2M. One recurring cost consequence to major upgrades like the MRI is that the annual service contract to support such critical equipment increases when we replace old equipment with new equipment (in the case of the MRI from ~\$84,000 per year to \$121,000 per year). There are scores of examples of this type of recurring expense for which we have inadequate systematic resources.
- 10) We are understaffed at the veterinary technician level, both by any reasonable internal analysis and documented by peer comparison (see Appendix E). This has two major consequences.

First, it increases overall stress level in the VTH, working against wellbeing in what is under the best of circumstances a challenging work environment and 2) it requires that we rely too much on DVM students for technical tasks and “hands”. All of our veterinary graduates have to be competent in many technical procedures and veterinary nursing tasks, but short staffing means on some services that they are needed to compensate for staffing, not just focus on the things that matter most for their education. To reach the average of the peer comparison group for techs/caseload ratios in the peer comparison group of 10 other teaching hospitals, we would have to add 32 technician positions to our current 50.³ Realistically, we can make the case that to run our VTH the way we should, with staffing that offload work from students and promotes better work-life balance and wellbeing, we need 25 additional staff at the low end of the scenarios we've run. Depending on the exact mix of

³ Probably the closest individual comparison is Purdue University, which has identical caseload and 90 technicians vs. our 50 technicians.

ATTACHMENT A

classifications, this would cost about \$1.8M per year in salary and fringe benefits. Obviously we cannot do this all at once and this would realistically have to be a multi-year build out. However, for long-term planning we need to get on a pathway to grow our staffing significantly over time.

Second, we have made significant DVM curriculum enhancements in the past several years at significant program cost and there are additional program enhancements needed. Current enhancements have substantially improved the educational opportunity for the students in the 4th year and most were done in response to feedback from employers of our new graduates, and from our new graduates themselves. We made a commitment to finding donor and foundation funding to support much of the cost of these programs at their inception. We were successful such that, to date, a large proportion of these new costs have been borne by private donations and grants from charitable foundations⁴. The grants from charitable foundations will, in general, not be renewable to sustain programs as the funders do not view that as their role – they are happy to help start new programs that matter to their mission, but not sustain them. Thus we have to transition to core funding for these, for which we need additional revenue. These major DVM teaching program enhancements and their approximate annual costs are:

- 1) Seattle Humane Society and Idaho Humane Society: these are critical enhancements to our soft tissue surgery and primary care curricular offerings in the 4th year. They are sited in Bellevue, WA and Boise, ID. The cost of providing these resources to students (including housing the students while they are away from Pullman) is approximately \$480,000 annually (~\$3,800/student).
- 2) Dermatology Center for Animals (DCA), Seattle WA: We do not have adequate dermatology caseload in Pullman to credibly teach this important subject. We are in discussions with an alum who has moved back into the area for a Spokane-based program, but for the last three years we have used the DCA to provide excellent education. We do not know what the costs will be if we successfully work out a program in Spokane, but it would likely be similar to the current cost of providing the DCA clinical rotation, about \$75,000 per year.

Future needed enhancements to our program include:

- 3) A third mental health professional on CVM staff to base in the VTH. This is a critically identified need for the wellbeing of our students and employees working in that stressful environment with its many emotional drains on employees and students of caring for very sick animals, euthanasia, and supporting the emotional well-being of our clients who dearly love these sick and dying animals.
- 4) A financial/career counseling staff position in Student Services to help student better prepare for financial success in all dimensions, including handling their significant educational debt.

⁴ Specifically, three different grants from PetSmart Charities and the MAC Foundation) total ~\$1,475,000. These cover a 6 year period ending in FY2021. In addition, private donations to date in support of these programs total \$292,000. Thus, nearly \$1.8M in funding has covered much of these costs – funding that will not continue in those amounts.

ATTACHMENT A

- 5) Enhanced basic dentistry education, probably based at Seattle Humane Society.

Finally, there is a **third** factor that helps frame the context:

After the “Great Recession”, the State Legislature held undergraduate tuition flat for two years (13/14 and 14/15) and then reduced undergraduate tuition, with backfill, for two years (15/16 and 16/17). During this time DVM tuition was held flat (there was no backfill appropriated). Although a mere microcosm of the impact this had on the larger dependence of WSU broadly on undergraduate tuition for revenue, the impact of 4 years of flat tuition still weighs heavily on CVM finances. DVM tuition for 02/03 through 12/13 (11 years) had increased a minimum of 7% per year, with one year at 12% and two years at 9%. Had the pace of 7% per year continued through the 4-years that tuition was held flat, in 16/17, the college would have generated an additional ~\$3.1M in gross tuition revenue (~\$1.9M to the college and \$1.2M to central). Because of compounding, the impact in 19/20 is even bigger (~\$3.7M gross, annually; ~\$2.2M to the college). This legacy effect of 4 years of flat tuition continues to exert a huge effect on our college’s finances.

Appendix A: Summary of US Veterinary Schools that impose 4th year surcharges

Auburn	yes	10,294	this is the semester tuition and fees; they state that a 3rd summer semester is charged; I assume a full semester charge, and further assume non-res is higher
Colorado State	no		
Cornell	no		
Davis	yes	4,082	approximate cost of one additional quarter of their professional fee (they have an interesting tuition structure, with total tuition and fees being \$32,103 -- extra charge is same for res and non-res)
Florida	no		
Georgia	yes	8,585	a full third semester is charged - but non-res pay same surcharge as res
Illinois	no		
Iowa State	yes	11,431	nearly a full third semester is charged (full semester is 11,644); non res is higher (20,503); per semester tuition is actually lower, but the surcharge makes total 4th year cost substantially higher
Kansas State	no		
Lincoln Memorial	no		
Louisiana State	no		
Michigan State	yes	9,907	about 71% of a semester; they have a very fragmented tuition structure - non-res pay proportionately more
Midwestern	no		
Minnesota	yes	11,982	75% of full semester charge - non-res pay proportionately more (16,773)
Mississippi State	no		
Missouri	no		
NC State	no		
Ohio State	yes	16,626	nearly a full semester charge - non-res pay more (19,668)
Oklahoma State	yes	3,140	~25% of full semester charge - non-res pay more (3,640)
Oregon State	no		
Penn	no		
Purdue	yes	1,562	~16% of full semester charge - non-res pay more (1,607)
Tennessee	no		
Texas A&M	yes	1,027	~12% of full semester charge - non-res pay more (1,130)
Tufts	no		
Tuskegee	no		
Virginia MD	yes	7,760	88% of a full third semester is charged (full semester is 8,818 - non residents pay proportionately more (17,127))
Washington State	no		

ATTACHMENT A

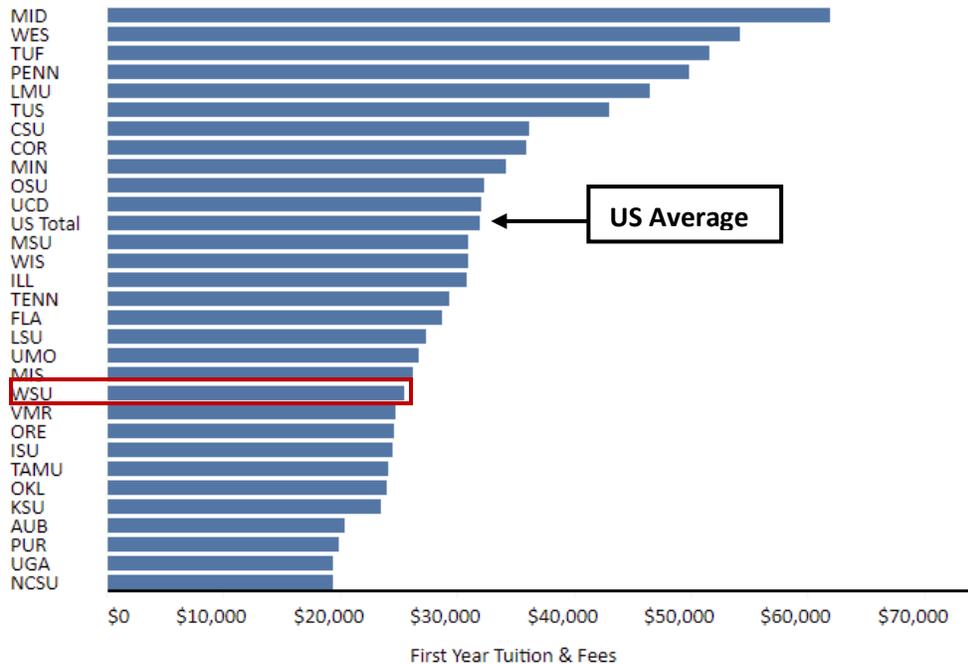
[Western](#)
[Wisconsin](#)

no
no

Appendix B: WSU CVM general tuition position in the national market



First Year Resident Tuition & Fees at U.S. Colleges of Veterinary Medicine Internal AAVMC Data Reports 2019



If one focuses on just 1st year tuition, WSU is 11th lowest of 30 U.S. schools for 1st year resident tuition.

Focusing on total 4-year tuition and fee cost – see chart and notes on next page (Appendix C) – WSU is 6th lowest of the 23 schools shown.

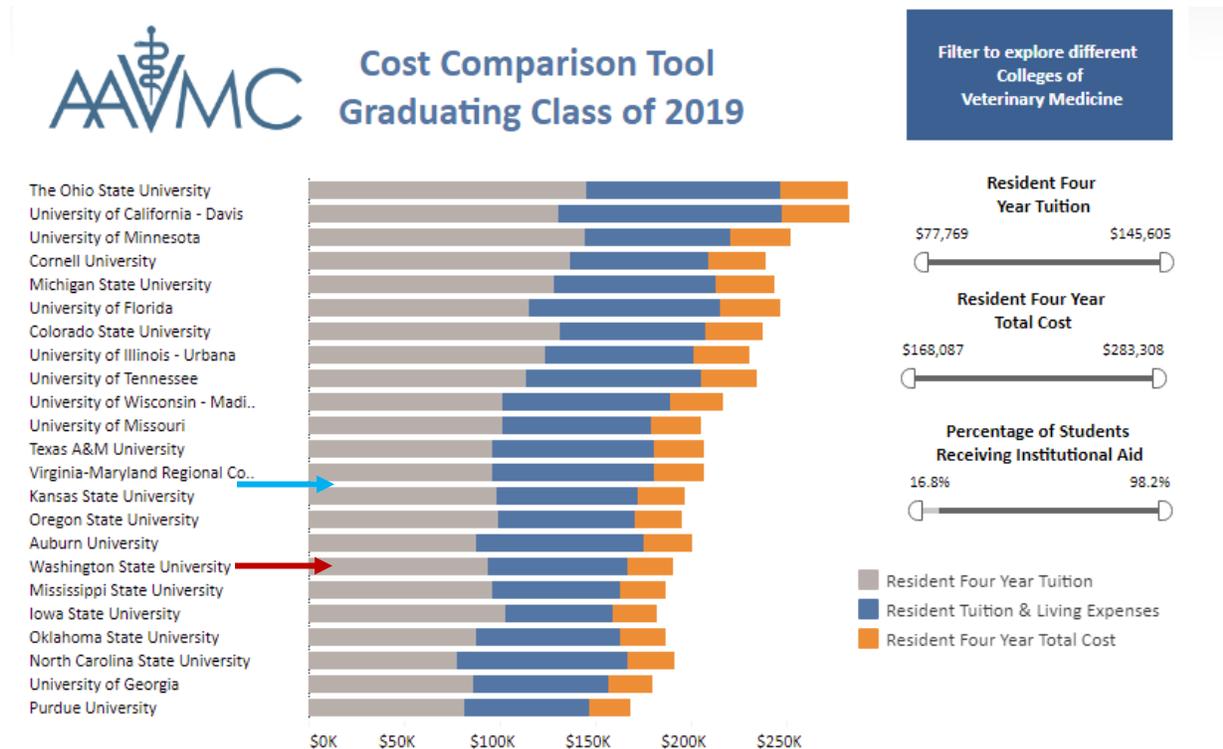
The relatively better position for WSU CVM in the total 4-year resident tuition and fee cost compared to 1st-year tuition is due to the fact the 11 of the 30 U.S. Schools have a surcharge in the 4th year, ranging from \$1,027 (Texas A&M) to \$16,626 (Ohio State)...see Appendix E.

We propose a 4th-year differential tuition surcharge that has the following characteristics:

- Computed as 13/15 of a regular semester’s tuition (2 regular semesters x 15 weeks is 30 weeks of instruction in the normal academic year; WSU CVM requires a minimum of 43 weeks of graded activity in the 4th year – thus the ratio, 13/15, a bit less than a full extra semester of tuition (15/15). If we do this, we would be the 12th school to do so, and have the 4th highest of the 12 (lower than only 3 of the current 11)
- No distinction between resident and non-resident (similar to only 2 of the other 11)
- Based on current resident tuition, the proposed differential tuition surcharge in current dollars is \$10,637.⁵

⁵ Those similar or higher are Auburn (\$10,294), Iowa State (\$11,431), Minnesota (\$11,982), and Ohio State (\$16,626); all charge even more for non-residents. If one focuses on non-residents, Va-MD is also higher than we propose (\$17,127).

Appendix C: WSU CVM total cost of education position in the national market



Figures for tuition, fees and cost of attendance/living are derived and calculated from AAVMC internal data reports with data collected in the fall of 2018. Users should anticipate continued escalations in the overall cost of education. Non-resident tuition figures include adjustments based on eligibility to establish residency during the first year of the program at certain publicly supported institutions. Estimated loan interest assumes the use of Federal Stafford loans to fully finance the cost of the DVM education at a rate of 6%. *This cost is included in the Total Cost of Attendance.* Institutional aid is understood to be college-funded scholarship, fellowship, or grant aid awarded to students.

→ WSU total 4-year cost is 5th lowest of the 23 schools represented in the figure above (note the bars are not smoothly rank ordered). Seven⁶ of the 30 schools are not represented here. All but one of those seven are significantly more costly than WSU, and so we are in effect 5th lowest of the 30 schools.

→ Were this proposal to be adopted at the proposed level in current dollars it would move us up 3 positions to 8th (possibly 9th) lowest total 4-year cost, i.e., at the bottom of the 2nd quartile of the 30 schools:

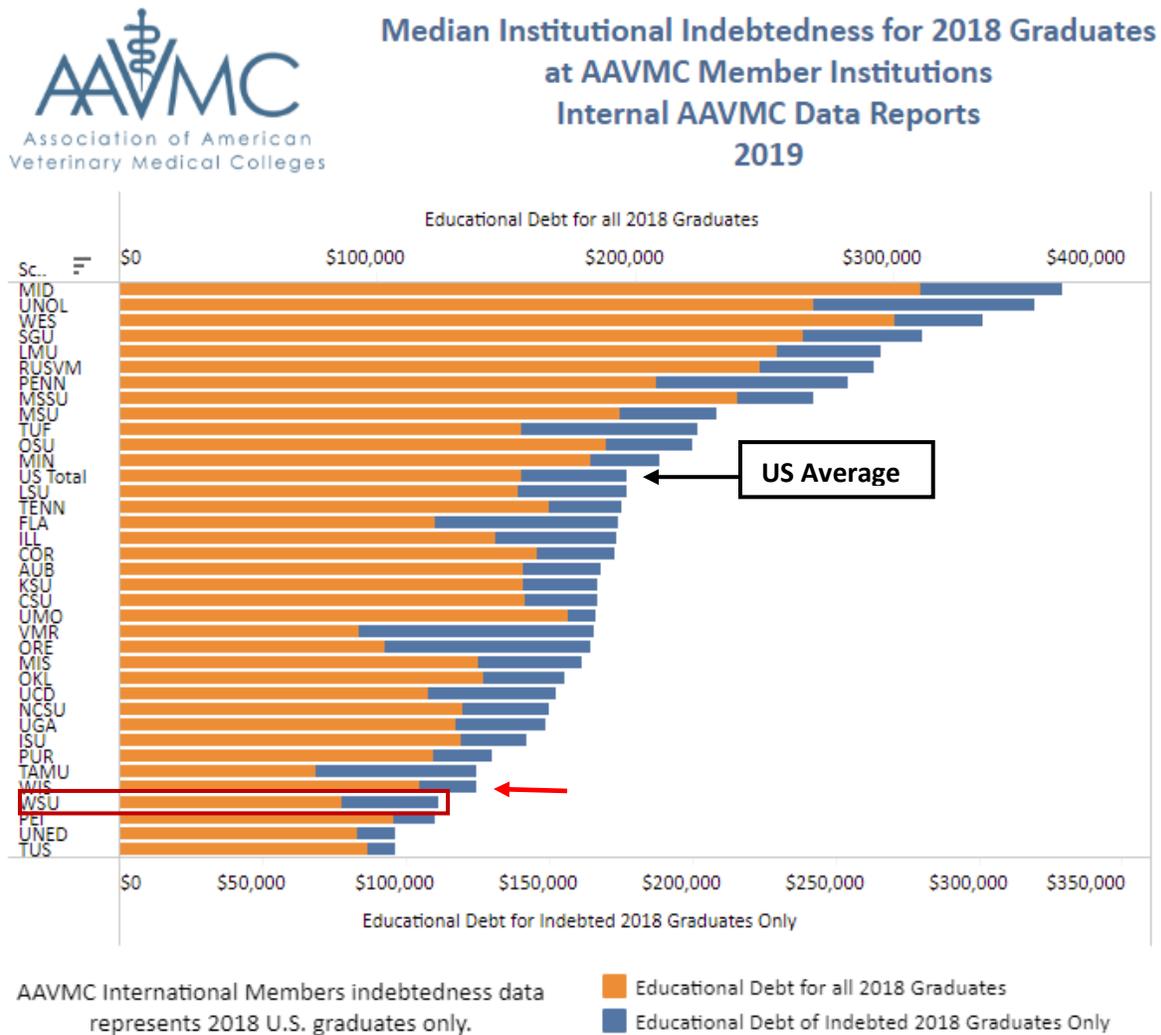
- Because we propose this differential tuition is not effective in FY2024, the exact relative position is unknown, but because all schools can be expected to have their costs go up we anticipate we will still be in the same relative position in the market.
- Also, the exact amount of the proposed differential tuition is not known because it takes effect for AY2023-2024 and, as proposed, is computed as 43/30 (1.4333) of one semester of resident tuition, which may increase between now and then. But, again, we expect the same relative position as argued in the first bullet.

⁶ Midwestern (private), LMU (private), Western (private), Penn (quasi private), Tufts (quasi private), Tuskegee, and Louisiana State. Note that, LSU excluded, these schools graduate students with the highest educational debt.

Appendix D:

WSU DVM Graduate Educational Debt in Relation to the National Market

The WSU CVM continues to be near the bottom of our peers with respect to total educational debt as shown below. The approximate impact of the proposal, in current dollars, is indicated on the graph (→), moving us up about one position. Our specific ranking varies from year to year, but has historically been no higher than 7th lowest, and this relative position will be unchanged by the proposed additional differential tuition.



Note the above includes data from US citizens attending foreign vet schools (two of those below WSU are foreign (PEI (Prince Edward Island – the Atlantic Veterinary College in Canada) and UNED (Univ. of Edenborough in Scotland))).

Appendix E: Peer Comparisons of Veterinary Teaching Hospital Technical Staff

The Veterinary Teaching Hospital is understaffed compared to our peer teaching institutions. For example, data obtained from a recent discussion on a teaching hospital administrator list-serve yielded the table presented below. These data are a little “muddy” because of the lack of stringent definitions for staff and case load but clearly illustrates the challenges facing our VTH.

University	Technical Staff*	Annual Case Accessions	Accessions/Technical Staff Member
Atlantic Veterinary College	33	9,000	273
Colorado State University	151	35,000	232
Cornell University	125	30,866	247
Louisiana State University	80		
Michigan State University	111	20,000	180
North Carolina State University	175	35,863	205
Oklahoma State University	47		
Purdue University [†]	90	22,000	244
Texas A&M University	206	24,000	117
University of Missouri [†]	66	20,000	303
University of California Davis	281	60,000	214
University of Georgia	128	28,000	219
University of Minnesota	165		
Washington State University	50	22,000	440
Mean values	124	32,144	268

*Technical staff was generally defined as licensed or certified veterinary technicians and unlicensed technician assistants. WSU numbers are the total number if all vacant positions were filled.

[†]The VTHs at these institutions are considered most comparable in size and patient numbers to WSU.

ACTION ITEM #1
WSU Pullman, Global Animal Health Phase 2
Budget Approval
(Stacy Pearson/Olivia Yang)

September 20, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: WSU Pullman, Global Animal Health Phase 2, Budget Approval

PROPOSED: That the Board of Regents approve the WSU Pullman, Global Animal Health Phase 2 project budget and authorize the project to continue construction using the Design Build process pursuant to RCW 39.10 and further delegate authority to the President or his designee to enter into any and all contracts necessary to complete the project within the budgeted amount of \$61,300,000.

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

BACKGROUND: The Global Animal Health Phase 2 building will be the new home of Paul G. Allen School for Global Animal Health disease detection and surveillance program. This program, which is integral to the mission of the Allen School, is delivered primarily through the Washington Animal Disease Diagnostic Laboratory (WADDL). WADDL is at the front line of the nation's defense against foreign diseases, zoonotic diseases, and food borne illness, and is known regionally and nationally for its work to combat pandemic flu, avian influenza, West Nile Virus, Mad Cow Disease and Foot and Mouth Disease. The facility will also house research and development laboratories and serve as a teaching laboratory for educating veterinary (DVM) students, post DVM and other health professionals, graduate students and undergraduate students. This facility will be physically connected to the Phase 1 Global Animal Health building (Allen Center) that houses the Allen School of global animal health research programs.

In 2015-2017, \$1,900,000 was allocated from internal sources for early design and Design Builder procurement activities; this amount was approved by the Board of Regents at the October 2015 meeting.

The university requested \$38,100,000 for the design and construction in its 2017-2019 State Capital Budget request. This requested amount along with the initial \$1.9M was presented to the Board of Regents for a total project cost of \$40,000,000 and was subsequently approved in the May 2017 Board of Regents meeting.

The 2017-2019 allocation from the State was \$23,000,000, which resulted in phasing the project construction. The design was completed within this biennium and the construction began with only underground utilities, the structure and building envelope.

The university requested an additional \$36,400,000 from the state in the 2019-2021 biennium and was allocated the full amount. This allocation allows the construction to continue with an estimated completion date of January 2021. The allocated budget allows for a completed facility with the needed research and diagnostic equipment to be included.

This request is to update the project budget approval to the current state allocated funds to complete the project in its entirety.

Project Schedule:

Regents Approval of Design and Construction	May 2017
Design	April 2017– Oct 2018
Construction	Nov 2018 – Jan 2021

Project Budget:

Construction (incl. contingency & sales tax)	\$50,786,700
Professional Services	\$1,840,000
Project Management	\$1,650,000
Moveable Equipment/Furnishings	\$6,000,000
Other	\$1,023,300
Total Project Budget	\$61,300,000

Source of Funds:

FY 2015-2017 Internal Fund	\$1,900,000
FY 2017-2019 State Funds	\$23,000,000
FY 2019-2021 State Funds	\$36,400,000
Total Source of Funds	\$61,300,000

ATTACHMENTS: Attachment A: Aerial Map
Attachment B: Resolution #170505-555, May 5, 2017

**Attachment A
Aerial Site Map**



Attachment B

Board of Regents
WSU Pullman, Global Animal Health Phase 2,
Design Approval and Construction Budget Approval

Resolution #170505-555

WHEREAS, the Board of Regents of Washington State University by virtue of RCW 288.10.528 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 WSU Pullman, Global Animal Health Phase 2, Design Approval and Construction Budget Approval, authorize the project to proceed to construction using the Design-Build (DB) process pursuant to RCW 39.10, and further delegate authority to the President or designee to enter into any and all contracts necessary to complete the project within the budgeted amount of \$40,000,000, contingent upon funding appropriated by the state legislature.

Dated this 5th day of May, 2017


Chair, Board of Regents


Secretary, Board of Regents

Board of Regents
WSU Pullman, Global Animal Health Phase 2
Budget Approval

Resolution #190920-612

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 WSU Pullman Global Animal Health Phase 2 Building project, and project budget of \$61,300,000, authorize the project to proceed to construction using the Design Build process pursuant to RCW 39.10 and further delegate authority to the President or his designee to enter into any and all contracts necessary to complete the project within the budgeted amount of \$61,300,000.

Dated this 20th, day of September, 2019.

Chair, Board of Regents

Secretary, Board of Regents

ACTION ITEM #2

2020 State Supplemental Operating Budget Request (Stacy Pearson/Colleen Kerr)

September 20, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: 2020 State Supplemental Operating Budget Request

PROPOSED: That the Washington State University Board of Regents approve the 2020 State Supplemental Operating Budget Request and delegate authority to the President to approve changes or adjustments that may be needed before the final submission is presented to the Office of Financial Management.

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

SUPPORTING INFORMATION: The proposed request for the 2020 State Supplemental Operating Budget Request is shown below.

1. Soil Health Initiative

This package requests \$788,000 annually in new state appropriation to complement partial funding secured in the 2019 legislative session to establish new research and outreach capacity in soil health. This request was originally brought by WSU in its 2019-21 biennial budget request as part of a multi-agency proposal that also included requests from the state Department of Agriculture and the Washington State Conservation Commission to develop and incentivize best soil health management practices across diverse agricultural systems in Washington, improving yields while deriving environmental benefits. The Legislature provided \$250,000 annually in the 2019 session and this 2020 request, if funded, would provide the balance of the original proposal.

Request amount: \$1,576,000 biennially.

BOARD OF REGENTS
2020 Supplemental Operating Budget Request

Resolution #190920-614

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 Washington State University Board of Regents approve the 2020 State Supplemental Operating Budget Request and delegate authority to the President to approve changes or adjustments that may be needed before the final submission is presented to the Office Financial Management.

DATED this 20th day of September, 2019.

Chair, Board of Regents

Secretary, Board of Regents

ACTION ITEM #3
2020 Supplemental Capital Budget Request
(Stacy Pearson/Colleen Kerr)

September 20, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: 2020 Supplemental Capital Budget Request

PROPOSED: That the Washington State University Board of Regents approve the 2020 Supplemental Capital Budget request and delegate authority to the President to approve any changes or adjustments that may need to be made before the submission is finalized for presentation to the Office of Financial management.

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

SUPPORTING INFORMATION: The proposed request for the 2020 State Supplemental Capital Budget Request is as follows:

\$4.0 million for the design of the WSU Vancouver Life Sciences Building.

The WSU Vancouver Life Sciences building will fill a critical need by providing teaching and research laboratories in high demand STEM related fields.

Expansion of new laboratory space is critical to continue to serve the needs of undergraduate students in Southwest Washington who are pursuing STEM careers. The integration of teaching and research labs into one building will increase the opportunities for undergraduate students to participate in research, enhancing their learning and skill development for future STEM careers. New labs for neuroscience, molecular biology and nursing research will provide opportunities for new discoveries to solve societal problems in the areas of health. The facility will also include specialized, dedicated vivarium space to house animals for research labs and federally-funded research programs.

This capital budget request will allow the University to address critical funding needs to address these important educational and research efforts.

Request Amount: \$4.0

BOARD OF REGENTS
2020 Supplemental Capital Budget Request

Resolution #190920-613

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 That the Washington State University Board of Regents approve the 2020 Supplemental Capital Budget request and delegate authority to the President to approve any changes or adjustments that may need to be made before the submission is finalized for presentation to the Office of Financial management.

DATED this 20th, day of September, 2019.

Chair, Board of Regents

Secretary, Board of Regents

Agenda
Strategic and Operational Excellence Committee
Thursday, September 19, 2019
3:30 p.m. – 4:30 p.m.
(Revised 9-17-19)

Location: WSU Pullman, Compton Union Building, Room 204

Committee: Committee of the whole – Heather Redman (Chair)

Information Items

Section

- | | | |
|----|--|------|
| 1. | Strategic Plan Update (<i>Schulz/Hoyt</i>) | SO-1 |
| 2. | Fall 2019 Enrollment Update (<i>Montoya</i>) | SO-2 |
| 3. | Response to NWCCU Recommendations (<i>Montoya/Pearson</i>) | SO-3 |
| 4. | Modernization Initiative Update (<i>Pearson/Skinner</i>) | SO-4 |
| 5. | WSU Spokane Health Sciences Campus Plan Update – An Initiative to Advance Health Statewide (<i>DeWald/Pearson</i>) | SO-5 |

Future Action Item

- | | | |
|----|--|------|
| 1. | 2021 Board of Regents Meeting Schedule (<i>Schulz</i>) | SO-6 |
|----|--|------|

Action Items

- | | | |
|----|--|------|
| 1. | Housekeeping – Resolution for 2020 Board of Regents Meeting Schedule (<i>Schulz</i>) | SO-7 |
| 2. | President’s 2019/2020 Goals and Objectives (<i>Schulz</i>) | SO-8 |

WSU Strategic Plan Update

Board of Regents

Strategic and Operational Excellence Committee

September 19, 2019



Strategic Plan Overview





Building a Knowledge Base June-September 2019

- Design environmental scanning process
- Design a Knowledge Repository
- Evaluate knowledge gaps
- Engage in quantitative/qualitative research with internal and external stakeholders
- Community online survey on purpose, values, vision, goals, assumptions
- Create “What we Know” document (to be shared at Visioning Conference)



Convening the Community Visioning Conference – October 2019

Community Input on:

- Assumptions about the future
- SWOT analysis
- Core purpose and core values
- Envisioned future (big goals/vivid descriptions)
- Short-term outcome-oriented goals and objectives



Crafting the Plan October-November 2019

- Concept teams formed
- Based on input from Visioning Conference and “What We Know” document/associated research
- Teams draft goal, objectives and strategies to be included in the strategic plan



Strategic Plan Document Drafting December 2019

- Small drafting team writes the draft Strategic Plan document
- Content includes purpose, values, vision and goals and underlying assumptions about the future



Stakeholder Input on Draft Strategic Plan January-February 2020

- Open community comment period for draft Strategic Plan
- Includes input on draft purpose, values, vision, goals, and assumptions about the future



Strategic Plan Draft Submitted to Board Of Regents - March 2020

- Draft Strategic Plan created and issued for next stages of input and comment by the Board of Regents
- May 2020 – Board of Regents approval



Next Steps

- Strategic Plan implementation (making sure the budget process is integrated)
- Pullman Campus Strategic Plan
- System-wide organizational framework
- Annually:
 - Strategic Plan update and review (with metrics, measuring progress, etc.)
 - Environmental scanning
 - SWOT analysis



Questions?

Undergraduate Enrollment Goals for 2019 | Pullman Campus

We seek to enroll a well prepared class of undergraduates for 2019 (entering freshman and transfer students) who will benefit from a WSU education. In doing so, the university remains committed to attracting and enrolling a class that possesses an array of interests, unique abilities and backgrounds, and one that reflects the rich diversity of the state, including students of color, students who are the first in their family to attend college, and those from a broad range of economic backgrounds.

4,200 Domestic and **100** International new freshmen

Projected class size range: (4,150-4,250)

Actual: 4,198 (97.6% of goal)

3,225 Resident (75%) **975** Non-Resident Domestic (23%) **100** Non-Resident International (2%)

Actual: 3,186 Resident (75.9%) **945** Non-Resident Domestic (22.5%) **67** Non-Resident International (1.6%)

Increase the number of new transfer students by 6% (**1250**)

Projected class size: 1,050

Actual: 1,116 (106.3 % of goal)

842 Resident (75.5%) **192** Non-Resident Domestic (17.2%) **82** Non-Resident International (7.3%)

Maintain similar diversity percentages (approximately one-third) in incoming freshman class.

Projected: 34% of class

Actual 33.3% of class

Maintain similar first-generation percentages (approximately 35%) in incoming freshman class.

Projected: 35% of class

Actual 31.5% of class

Continue to change the distribution of academic preparedness measures for incoming freshmen class by increasing the number of academically well-prepared students

2018 Actual high school GPA: 3.39

2019 Projected: 3.46

2019 Actual High School GPA: 3.47

90.8% of class with 3.00+ GPA compared to 85% last year – **2019 projected 91%**

49.1% of class with 3.50+ GPA compared to 42% last year – **2019 projected 49%**

Retention

79.9% Fall to Fall Retention compared to **80.1%** in prior year

Undergraduate Enrollment Goals for 2019 | Tri-Cities Campus

We seek to enroll a well prepared class of undergraduates for 2019 (entering freshman and transfer students) who will benefit from a WSU education. In doing so, the university remains committed to attracting and enrolling a class that possesses an array of interests, unique abilities and backgrounds, and one that reflects the rich diversity of the state, including students of color, students who are the first in their family to attend college, and those from a broad range of economic backgrounds.

Stabilize enrollments of new freshmen

Applications 510 (- 23.1%)

Actual: 201 (209 in 2018)

Stabilize enrollments of new transfers

Applications 456 (-16.6%)

Actual: 201 new transfers (225 in 2018)

Maintain similar diversity percentages (approximately 46.1%) in fall 2019 incoming freshmen and transfer classes

Actual 51.2%

Maintain similar first-generation percentages (approximately 50.9%) in fall 2019 incoming freshmen and transfer classes

Actual 53.5%

2018 high school GPA: 3.40

Actual 2019 high school GPA: 3.44

2018 Transfer GPA: 3.05

Actual 2019 high school GPA: 3.14

Retention

Freshmen: **72.7%** Fall to Fall Retention compared to **76.3%** in prior year

Transfer: **84.2%** Fall to Fall Retention compared to **85.1%** in prior year

Undergraduate Enrollment Goals for 2019 | Global Campus

We seek to enroll a well prepared class of undergraduates for 2019 (entering freshman and transfer students) who will benefit from a WSU education. In doing so, the university remains committed to attracting and enrolling a class that possesses an array of interests, unique abilities and backgrounds, and one that reflects the rich diversity of the state, including students of color, students who are the first in their family to attend college, and those from a broad range of economic backgrounds.

Increase total applications and enrolled students in new degree programs

New freshman

Applications 133 (+108.3%)

37 new freshmen

Actual 30 (81.1% of goal)

New transfers

Applications 1,012 (+7.8%)

492 new transfers

Actual 519 (105.4% of goal)

Recover students who have left WSU without a credential and assist these students in earning their undergraduate degree

Former Students

Applications 333

157 former students

Actual 168 (107.0% of goal)

Maintain or Increase diversity percentages (approximately 28.7%)

Actual 31.5%

Maintain first generation percentages (approximately 30.4%)

Actual 29.4%

2018 transfer GPA: 3.07

Actual 2019 transfer GPA: 3.04

Undergraduate Enrollment Goals for 2019 | Vancouver Campus

We seek to enroll a well prepared class of undergraduates for 2019 (entering freshman and transfer students) who will benefit from a WSU education. In doing so, the university remains committed to attracting and enrolling a class that possesses an array of interests, unique abilities and backgrounds, and one that reflects the rich diversity of the state, including students of color, students who are the first in their family to attend college, and those from a broad range of economic backgrounds.

415 new freshmen

Applications 1,204 (- 1.7%)

Actual 383 (92.3% of goal)

2018 actual 375

670 new transfers

Applications 1,231 (-0.6%)

Actual 638 (95.2% of goal)

2018 actual 607

Increase diversity percentages (29% prior year) in the incoming freshmen and transfer classes over previous year

Actual 32.7%

Maintain first-generation percentages (49.7% prior year) in the incoming freshmen and transfer classes over previous year

Actual 51.4%

2018 high school GPA: 3.41

Actual 2019 high school GPA: 3.36

2018 transfer GPA: 3.21

Actual 2019 transfer GPA: 3.16

Retention

71.9% Fall to Fall Retention compared to **74.1%** in prior year

80.0% Fall to Fall Retention compared to **81.3%** in prior year

Undergraduate Enrollment Goals for 2019 | Everett Campus

We seek to enroll a well prepared class of undergraduates for 2019 (entering freshman and transfer students) who will benefit from a WSU education. In doing so, the university remains committed to attracting and enrolling a class that possesses an array of interests, unique abilities and backgrounds, and one that reflects the rich diversity of the state, including students of color, students who are the first in their family to attend college, and those from a broad range of economic backgrounds.

313 Resident (93.6%) **17** Non-Resident International (6.4%)
2019 Projected range (330) plus 15 Medical Students

New transfer students

Projected class size: 109

Actual 94 (86.2% of goal)

Increase similar diversity percentages (approximately 34%) in Fall 2018

2019 Projected 41%

Actual 34.6%

First-generation percentages (approximately 46.9%) in Fall 2018

2019 Projected 34.2%

Actual 41.7%

Pell Grant Eligible students (31.6%) in Fall 2018

2019 Projected 31.8%

Actual 28.6%

2018 transfer GPA: 3.15

Actual 2019 transfer GPA: 3.26

Transfer Retention

83.9% Fall to Fall Retention compared to **92.9%** in prior year

Enrollment Goals for 2019 | Spokane Campus

We seek to enroll a well prepared class for 2019 who will benefit from a WSU education. In doing so, the university remains committed to attracting and enrolling a class that possesses an array of interests, unique abilities and backgrounds, and one that reflects the rich diversity of the state, including students of color, students who are the first in their family to attend college, and those from a broad range of economic backgrounds.

588 Projected Total Undergraduates

Actual 534 (90.8% of goal)

337 Projected Total Graduate students

Actual 325 (96.4% of goal)

839 Projected Total Professional students

Actual 826 (98.4% of goal)

1,764 Projected Total Enrollment

Actual 1,685 (95.5% of goal)

Meet or exceed similar diversity percentages (28.1%)

Actual 31.9%

Meet or exceed similar first-generation percentages (30.5%)

Actual 30.4%

INFORMATION ITEM #3

Response to NWCCU Accreditation Recommendations (Mitzi M. Montoya and Stacy Pearson)

In April, 2018, the Northwest Commission on Colleges and Universities (NWCCU) conducted a complete university review of Washington State University. Following the on-site visit, WSU received six commendations and three recommendations. The same are provided immediately below. In accordance with NWCCU's requirement, WSU submitted a formal response to the recommendations pertaining to Standard 3.A.5 and Standard 4.B.1. The complete, formal response is attached. Response summaries are provided on pages 2-4.

Commendations

1. The evaluation committee commends the Washington State University administration for rapidly building a reputation for transparency and inclusiveness in decision-making, and the administration, faculty, staff, and students for working together to maintain open communication.
2. The evaluation committee commends Washington State University for fostering a strong esprit de corps among its students, alumni, faculty, and staff.
3. The evaluation committee commends Washington State University for effective initiatives to improve student access and success, particularly that of underrepresented groups, through coordinated and collaborative efforts of Enrollment Management and Student Financial Services, Student Affairs, the Office of the Provost and the Academic Success and Career Center, and other units across the University. The Student Success Council is recognized for facilitating this work.
4. The evaluation committee commends Washington State University for assessment of student learning outcomes, especially the assessment of the learning outcomes of the UCORE general education requirements. The Office of Assessment of Teaching and Learning is recognized for its leadership in this work.
5. The evaluation committee commends Washington State University for planning to revitalize classrooms to serve today's learners. A notable result is The Spark, a state-of-the-art facility, which enables faculty to use innovative technology to help motivate students to engage deeply in learning.
6. The evaluation committee commends Washington State University for focusing research on the Grand Challenges of sustaining health, sustainable resources, opportunity and equity, smart systems, and national security, using interdisciplinary and collaborative approaches to serve society.

Recommendations

- Standard 3.A.3. The evaluation committee recommends that Washington State University's comprehensive planning process is informed by the collection of appropriately defined data, which can be disaggregated to identify differences among

campuses, learning modalities, and other subdivisions of this large and complex institution.

- Standard 3.A.5. The evaluation committee recommends that Washington State University's planning includes fully comprehensive emergency preparedness and contingency planning for continuity and recovery of operations at all campuses.
- Standards 3.B.3. and 4.B.1. The evaluation committee recommends that results of core theme assessments and results of assessments of programs and services are more consistently used for improvement, by informing planning, decision making, and allocation of resources and capacity.

The complete, formal response to the NWCCU recommendations are attached. Immediately below is a brief summary of response for both recommendations.

Summary of Response to Recommendations

Standard 3.A.5: Expand plans to include fully comprehensive emergency preparedness and contingency planning for continuity and recovery of operations at all campuses.

Washington State University has emergency management resources in place at each physical campus:

- Everett - <https://everett.wsu.edu/campus-emergency-procedures/>
- Pullman - <https://oem.wsu.edu/>
- Spokane - <https://spokane.wsu.edu/emergency-management/emergency-procedures/>
- Tri-Cities - <https://tricities.wsu.edu/emergency/>
- Vancouver - <https://www.vancouver.wsu.edu/safety-plan/emergency-communications-vancouver-campus-and-public>

The university has a robust emergency preparedness policy and process, as described in Business Policies and Procedures Manual (BPPM) 50.39, for preparedness and planning for continuity and recovery of operations. Annually, each unit is required to update critical information in the university template regarding plans, people and processes for dealing with short- and long-term emergencies. The plans define critical functions and staff and provide for communication pathways during an active emergency.

As is typical for a large research university, WSU has numerous safety plans that cover a broad range of situations. A small list of examples includes student safety, cybersecurity, construction, laboratory safety, animal care, radiation safety, and management of risk from biological, infectious, and chemical hazards. An inventory of our safety plans identifies over 200 that are being actively managed and revised in response to changing standards. As indicated during our seven-year review, largely absent from this inventory is a set of plans that addresses response to natural disasters that can impact any one of our five physical campuses and ensure continuity of operations should a campus be inaccessible for an extended period. Considering the variety of disasters that could plausibly occur in Washington—volcanic eruption, tsunami, earthquake, wildfire—we acknowledge and agree with the need for such planning.

WSU has elected to include this planning as part of a larger coordinated effort to improve WSU's safety, health and security culture. In order to streamline and more efficiently conduct safety plan monitoring and revision, WSU has organized its various safety committees into a four-level structure that will assure appropriate engagement and coordination across campuses, colleges, departments, programs, students, and employees. This structure, along with context, membership, and functions, can be found here: <https://president.wsu.edu/health-safety/> . This structure exists on a three-year life cycle in that every three years, the composition and functions of the entire structure will be reviewed and revised as needed.

Standard 4.B.1: The evaluation committee recommends that results of core theme assessments and results of assessments of programs and services are more consistently used for improvement, by informing planning, decision making, and allocation of resources and capacity.

Washington State University is currently in a transition between its expiring system strategic plan and a new five-year plan, which as of this writing is in development. Many campuses, colleges, and units are also in the process of preparing new strategic plans as their existing plans come to an end. At all levels, mission statements are being evaluated, and the processes by which progress toward mission fulfillment is measured are being examined. At its most recent seven-year review, WSU was cautioned for its inclusion of input and process metrics in its set of system-level progress measures. As such, the new system strategic plan will focus exclusively on outcome measures. A stronger and more direct role for student learning outcomes in assessment of mission fulfillment will result.

Selection of metrics for WSU's 2020 – 2024 system strategic plan will be a collaborative process between SPIEC and Institutional Research (IR). Metrics will be chosen that assess outcomes and are either already being annually tracked by IR or can be easily added to their task set. Once the potential metrics have been identified, SPIEC will make final choices, and strategies for applying those measures to university decision-making processes will be developed. SPIEC will thus be selecting student outcome learning measures that WSU is already collecting or can easily add.

The new strategic plan is considered a living, dynamic document that is open for refinement as progress is annually assessed. Included in this is an expectation that metrics will be added or removed as our data needs evolve. We are thus not wedding ourselves to the set of student learning outcomes that will appear when the new plan goes live in August 2020—the set can and will be revised as we continue to identify essential indicants of student success, and more generally of educational mission fulfillment.

Regular communication of all strategic metrics is a necessity. WSU produces an annual strategic plan progress report that is circulated to the university community and external audiences. The president and provost annually review the results with executive leadership at the central, college, and campus levels, as well as with the board of regents. It is expected that executives are then discussing the report with their unit leaders, and those leaders are in turn discussing with their personnel. We do not, however, have a process by which we confirm the occurrence of these unit-level reviews. Discussion of the annual

report can and does promote consideration of whether metric targets should be revised, particular initiatives are adequately resourced, and why progress toward a goal is slower than expected. The 2020 – 2024 strategic plan will be flexible enough to allow for modification of the plan in response to these discussions, as well as a structure that explicitly connects the metrics to strategic decision-making.

Additional attention is needed to improve and make regular the reporting flow of summaries of student learning outcomes achievement assessment from academic programs to executive leadership; and to clarify the role of this data as a dashboard for executive leadership that will contribute to evaluation of mission fulfillment.

The final draft of the new five-year system strategic plan will be delivered to WSU's Board of Regents in March 2020 for formal adoption in May 2020 and start date of August 2020. Creation of the plan is being overseen by the university Strategic Planning and Institutional Effectiveness Council (SPIEC), which is co-chaired by President Kirk Schulz and Provost Mitzi Montoya and managed by a five-person operations team. In May 2019 SPIEC convened a two-day all-university land grant symposium to discuss the role and function of a modern land grant university. During summer 2019 the operations team analyzed questionnaire data collected from symposium participants and developed a values and goals survey that will be distributed university-wide in August 2019. Responses to this survey will be collated and distributed during an all-university workgroup session in October 2019 at which small groups will discuss and rank the responses. The operations team will use the workgroup products to generate a draft plan, which will be made available to the university community for review and comment in January 2020. Final revisions will be made in February 2020.

Washington State University

NWCCU Focused Interim Report

Response to Recommendation 3.A.5

Expand plans to include fully comprehensive emergency preparedness and contingency planning for continuity and recovery of operations at all campuses

September 2, 2019

Washington State University has emergency management resources in place at each physical campus:

- Everett - <https://everett.wsu.edu/campus-emergency-procedures/>
- Pullman - <https://oem.wsu.edu/>
- Spokane - <https://spokane.wsu.edu/emergency-management/emergency-procedures/>
- Tri-Cities - <https://tricities.wsu.edu/emergency/>
- Vancouver - <https://www.vancouver.wsu.edu/safety-plan/emergency-communications-vancouver-campus-and-public>

The university has a robust emergency preparedness policy and process, as described in Business Policies and Procedures Manual (BPPM) §50.39, for preparedness and planning for continuity and recovery of operations. Annually, each unit is required to update critical information in the university template regarding plans, people and processes for dealing with short- and long-term emergencies. The plans define critical functions and staff, and provide for communication pathways during an active emergency.

As is typical for a large research university, WSU has numerous safety plans that cover a broad range of situations. A small list of examples includes student safety, cybersecurity, construction, laboratory safety, animal care, radiation safety, and management of risk from biological, infectious, and chemical hazards. An inventory of our safety plans identifies over 200 that are being actively managed and revised in response to changing standards. As indicated during our seven-year review, largely absent from this inventory is a set of plans that addresses response to natural disasters that can impact any one of our five physical campuses and ensure continuity of operations should a campus be inaccessible for an extended period. Considering the variety of disasters that could plausibly occur in Washington—volcanic eruption, tsunami, earthquake, wildfire—we acknowledge and agree with the need for such planning.

WSU has elected to include this planning as part of a larger coordinated effort to improve WSU's safety, health and security culture. In order to streamline and more efficiently conduct safety plan monitoring and revision, WSU has organized its various safety committees into a four-level structure that will assure appropriate engagement and coordination across campuses, colleges, departments, programs, students, and employees. This structure, along with context, membership, and functions, can be found here: <https://president.wsu.edu/health-safety/>. This structure exists on a three-year life cycle in that every three years, the composition and functions of the entire structure will be reviewed and revised as needed.

Creation of this oversight structure is a necessary first step for fully addressing disaster planning because each campus has a different physical infrastructure and faces different hazards. A plan for continuation in the face of tsunami-inflicted water damage makes no sense for our Tri-Cities campus, for example. Similarly, a plan for continuity of operations in Spokane will account for our medical school, which operates under a unique academic calendar that is only used at the Spokane campus. The four-level safety committee structure that we have implemented will allow us to develop thorough plans for each of our locations that address the unique hazards that confront each campus and the unique infrastructure at each campus, and at the same time are integrated with our university-level process as detailed in BPPM §50.39. Development of these plans is beginning and we expect to have a complete plan for each location in place and approved by the end of AY 2019-20.

The university has already made some progress on natural disaster planning. In 2018-19 the Provost's Office and the Faculty Senate collaborated on an adverse weather policy applicable to all campuses that provides guidance on continuity of academic operations during short-term campus closures. This is relevant because our campuses experience different winter conditions. What would be considered a normal winter storm in Spokane can be paralyzing in Vancouver. The experience gained from developing this policy will inform the creation of our campus disaster plans.

Safety and response plans at the unit level and campus level are coordinated and undergo regular review and revision. The campus natural disaster plans will thus be dynamic documents that are updated on an appropriate time schedule. Revision timelines are fluid and ongoing. The following are example of safety issues that are being reviewed and revised during 19-20AY:

WSU-Everett

- Training for current personnel assigned responsibility for Emergency Management
- Coordination of business continuity and safety plans with Everett Community College
- Development of additional resources for emergency management work

WSU-Pullman

- Continued development and revision of departmental business continuity and campus safety plans
- Business continuity and safety plan training for all campuses and departments

WSU-Spokane

- Review and revision of all existing business continuity and safety plans
- Transfer of existing plans to the “WSU Ready” template

WSU-Tri-Cities

- Review of existing and identification of needed business continuity and safety plans
- Training for current personnel assigned responsibility for Emergency Management
- Review and revision of existing all-campus plan

WSU-Vancouver

- Continued development and revision of departmental business continuity and campus safety plans

The WSU Office of Emergency Management provides regular training for departments that are revising or developing business continuity and safety plans using the WSU Ready, university-wide template. The development of these plans is heavily dependent on WSU’s safety committee structure, as well as administrative input.

Policies and Procedures relevant to safety and security include:

1. Executive Policy (EP) # 25 - Executive Policy On Emergency Management and Safety Plans - <https://policies.wsu.edu/prf/index/manuals/executive-policy-manual-contents/ep25-emergency-management/>
2. Business Policy and Procedures Manual (BPPM) # 50.39- Emergency Planning and Preparedness – <https://policies.wsu.edu/prf/index/manuals/50-00-contents/50-39-emergency-planning-preparedness/>

Washington State University

NWCCU Mission Fulfillment Focused Report

Response to Recommendation 4

4.B.1 Incorporate Student Learning Outcomes Assessment Findings into the Evaluation of Mission Fulfillment

September 2, 2019

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Introduction

Washington State University's (WSU) strategic plan for 2014-19 emphasizes the institution's unique role as an accessible, approachable research institution that provides opportunities to an especially broad array of students. While this current plan has retained the four key themes of the 2010-2014 plan, one of its two central emphases focuses on offering a transformative educational experience to undergraduate and graduate students. Washington State University's long-standing *mission to provide students with a transformational experience* is operationalized through a focus on enhancing the quality and relevance of the learning experience, providing more personalized student services, expanding learning opportunities outside the classroom, and developing a more cohesive student community. The undergraduate experience builds upon WSU's nationally recognized writing and general education programs. Support for a transformational graduate experience emphasizes opportunities to engage in mentored research and outreach. These aspirations require strong, faculty-led assessment of student learning outcomes along with institution-wide use of those findings. Accordingly, WSU's strategic plan incorporates metrics and other indicators that have been tightly mapped to objectives (called "subgoals" in the plan) relevant to assessing educational mission fulfillment.

Holistic use of student learning outcomes data to evaluate mission fulfillment (MF)

Washington State University's land-grant mission emphasizes the importance of increasing access to learning, especially but not exclusively to the citizens of Washington state. Because student learning is a key part of Washington State University's mission, the university must establish and maintain appropriate standards for student learning outcomes that verify the quality of a WSU degree. These assessments of student learning outcomes (including qualitative and relational measures) help demonstrate that students who complete a WSU degree are well prepared to advance in their chosen professions and contribute to the wellbeing of their communities. WSU's assessments therefore include efforts to follow students after they leave the institution in addition to assessments of their learning outcomes while enrolled.

Assessment of Student Learning as a Key Part of WSU's Strategic Plan

The emphasis in the strategic plan has been to foster a culture based on the collection and use of academic achievement data, especially by programs and departments. The strategic plan identifies a range of qualitative and quantitative metrics to indicate progress toward educational mission fulfillment. Metrics and other evidence have included general education (UCORE) assessments of quality, national survey of student engagement (NSSE) results, and undergraduate, professional and graduate degree program assessment.

Washington State University's strategic plan presents aspirational benchmarks for achievement across the horizon of the strategic plan timeline. WSU therefore focuses its efforts on continuous improvement for student learning outcomes. The aspiration annual thresholds for learning outcomes in the strategic plan have been developed through the deliberations of the Institutional Effectiveness Council (IEC) with the assistance of Institutional Research and the Office of Research. These thresholds are based on comparisons with aspirational peer universities. The IEC is made up of staff, faculty, and administrators from academic affairs, student affairs, business services and operations, and all campuses and colleges, based on programs and services connected to each core theme.

As explained in the following sections, the focus in the strategic plan has been to foster a culture of faculty-led academic assessment and its uses. The strategic plan has initiated the process by emphasizing use of available metrics for initial assessment-based planning, and development of a culture of assessment and methods for deeper measurement of learning outcomes. Currently available metrics include indirect measures such as student contributions to research, scholarship and creative activity. Based on what has been learned during the current strategic plan cycle, the next strategic plan for 2020-24 will reflect further maturation of the institution's uses of assessment of learning outcomes to inform mission fulfillment.

Washington State University accordingly has taken several steps during the current strategic plan cycle to improve the institution's monitoring of educational mission fulfillment as indicated by assessment of student learning outcomes and associated assessments that support educational mission fulfillment. These steps have involved Student Affairs, Enrollment Management, Information Technology Services, International Programs, Government Relations, University Communications, the Graduate School, and the Office of Research. For example, the Educational Policies and Procedures Manual (EPPM) was revised in 2014 and 2016 to make explicit who is responsible for assessment of student achievement and to state that curriculum planning is to be guided by results of these assessments. WSU also has implemented a new software interface, Activity Insight, to use for annual review of faculty performance. Using this system faculty now include "faculty assessment activities" as information that can be reported. This improvement

enables faculty to be recognized for assessment activities, helping to operationalize the University's EPPM on assessment, encouraging faculty participation in assessment, and further reinforcing the responsibility of faculty to evaluate student achievement of learning outcomes.

Current SLO metrics and additional types of evidence

WSU connects assessment of student learning with assessment of its educational mission fulfillment through the following goals, subgoals, metrics and other types of evidence. The current plan operationalizes its focus on student learning outcomes with several goals reflecting the institution's commitment to enhancing the quality and relevance of the learning experience, followed by an objective ("subgoal 2a") and a set of metrics focused on fostering a culture of assessment of student learning and its uses.

The plan also incorporates monitoring of additional types of evidence, as follows:

Theme 2: Transformative Student Experience

- Goal 1: Provide an excellent teaching and learning opportunity to a larger and more diverse student population.
- Goal 2: Provide a university experience centered on student engagement, development, and success, which prepares graduates to lead and excel in a diverse United States and global society.
- Goal 3: Improve curricular and student support infrastructure to enhance access, educational quality, and student success in a growing institution.
- Subgoal 2a. Enhance student engagement and achievement in academics and cocurricular activities.

Metrics:

- Percent of undergraduate degrees with all six program assessment elements in place, including use of student learning assessment results in decision making or planning.
- Percent of graduate degree programs using student learning assessment results in decision making or planning.

Additional metrics that contribute to monitoring of educational mission fulfillment

This special report focuses especially on how results from the assessment of student learning outcomes are used to contribute to the assessment of educational mission fulfillment (Standard 1.B.2). It is relevant to note that the institution also monitors indirect evidence of student learning and experience from a variety of sources, such as:

- National Survey of Student Engagement, alumni surveys, senior surveys
- Research, scholarly, and creative activities conducted with a faculty member outside of course or program requirements (National Survey of Student Engagement)
- Course-based civic engagement activities (National Survey of Student Engagement)
- Information Literacy module results from the Educational Benchmarking Incorporated reports
- Common Reading and Freshman Focus assessments
- Percent of direct-from-high school students completing college-level math and English within two years (Education Research and Data Center statewide four-year public dashboard)
- Number of presentations at SURCA and GPSA annual research presentation events and professional meetings
- Number of Honors theses completed (Honors College report)

Key Types of Student Learning Outcomes (SLO) Data

Introduction

WSU has a centrally coordinated yet highly flexible system for assessment of student learning for general education (UCORE) and in undergraduate and graduate programs. System-wide, faculty identify and use assessments that are meaningful in the unique context of their disciplines and academic programs.

The discussion below briefly describes key student learning-outcomes aligned assessments or summaries collected and used by UCORE, undergraduate, and graduate programs. In these academic programs, assessment measures look at student performance and offer evidence about student learning in the curriculum. A direct measure demonstrates the student's skills and knowledge, such as course-embedded assignments (e.g., projects, papers, presentations) and exams, licensure or other national exams, and internship or supervisor evaluations of skills and knowledge. By presenting results from direct measures of student achievement of learning outcomes for UCORE or the major, these summaries provide data for the university's evaluation of mission fulfillment.

Student affairs and other co-curricular programming also identify student learning outcomes and have collected some related assessments that advance the transformative student experience.

General Education (UCORE): Student Learning Outcome Assessment in Capstone Courses

Within the University Core Requirements (UCORE), capstone [CAPS] courses bring opportunities for integration, application, and closure to the undergraduate education, through culminating experiences such as research projects, real or simulated professional tasks, presentations, and/or performances. A graduation requirement, 400-level [CAPS] courses ask students to demonstrate at least four of WSU's Learning Goals of Undergraduate Education: Critical & Creative Thinking, Information Literacy, Communication, and Depth, Breadth & Integration of Learning. Assessment reporting in [CAPS] courses gauges student learning on WSU's Learning Goals at the near-graduation level. Each semester [CAPS] instructors submit a short [CAPS] Course Assessment Report, providing an overall assessment of student achievement of WSU's Learning Goals of all students in their [CAPS] course, a direct qualitative measure using faculty expert judgement.

Status: Well-established. This CAPS assessment is well-established, collected and refined over four years beginning in 2015. Instructors report on student achievement across all colleges, representing over 4,000 students a year.

Roots of Contemporary Issues, History 105 [ROOT], is the academic centerpiece of WSU's First-Year Experience, seeking to provide a strong intellectual foundation for college learning, upon which students can build for the rest of their careers at WSU. [ROOT] is among the first courses students take at WSU, and introduces students to key learning goals: Integrative Learning, Information literacy, Critical Thinking, Diversity, and Written Communication.

Each academic year, beginning in AY 2012-13, [ROOT] faculty evaluate a random sample of students' papers from all campuses using a faculty-developed rubric. Results provide [ROOT] faculty with information for program improvement, as well as gauging student learning on WSU Learning Goals at the first-year level.

Status: Well-established. This ROOTS assessment is well-established, collected and refined over seven years beginning in 2012-13. Depending on the assignment selected for evaluation, faculty score work from 150 – 280 students a year, using a stratified random sample of papers to ensure good representation of students on all campuses, and focusing on two to four of the learning goals identified above.

Results/findings from UCORE assessment and light they shed on educational mission fulfillment

UCORE Capstone [CAPS] Course Assessment reports are compiled annually to provide a summary of student learning on WSU's Learning Goals at the near-graduation level. These CAPS summaries produce a dashboard to monitor student achievement, providing regular evidence that students are meeting or exceeding expectations for graduating seniors on four required Learning Goals of undergraduate education. For example, overall in 2017-18, instructors indicated that **78%** of students met or exceeded expectations at the graduating undergraduate level for Critical & Creative Thinking, **79%** for Information Literacy, **79%** for Depth, Breadth & Integration of Learning, and **78%** for written communication. These SLO summary data indicate that the new UCORE curriculum, in concert with programs of study for the majors, is effective, and can contribute to WSU's evaluation of its educational mission fulfillment.

Each year, beginning in 2012-13, Roots of Contemporary Issues Assessment results are compiled to provide a summary of student learning on WSU Learning Goals at the first-year undergraduate level at the end of the ROOT course. For example, in the AY 2017-18 [ROOT] Assessment Project, results indicated that, on average, **98%** of first-year students partially met, met or exceeded expectations for learning outcomes related to *written communication*; and **95%** of first-year students partially met, met or exceeded expectations for learning outcomes related to *Diversity*. These summary data give program and university leadership evidence of student learning achievement in the first year, providing valuable information that can contribute to WSU's evaluation of its educational mission fulfillment. Offering a strong first year experience to help students master foundational skills for subsequent academic success is a university priority, which ROOTS data can inform.

Appendix 1 provides more information about UCORE assessments, including learning assessment in capstone courses and ROOTS, and sample summary results that can contribute to WSU's evaluation of mission fulfillment.

Undergraduate Degrees: Assessment of Senior Undergraduate Majors on Program SLOs

Measures/Methodology/Status

Departments and faculty have primary responsibilities to develop, implement, and use assessment of student learning in their degree programs, in ways that address their unique needs and disciplinary contexts within frameworks of good practice. While program faculty are responsible for identifying their own assessment measures of student learning for program-level learning outcomes, generally using a mix of methods and measures at one or more points in the curriculum, all WSU undergraduate degrees align their program-level student learning outcomes with WSU's Learning Goals of Undergraduate Education (with some variation based on disciplinary focus).

Annual program assessment reports provide university-wide data on program assessment systems and practices, including how direct measures of SLO performance by senior majors are collected and how assessment contributes to program improvement. In 2019, WSU added a new section in the annual program assessment reports to collect an institution-wide view of program-level learning achievement results, based on faculty-determined expectations of achievement by senior majors on program learning outcomes.

Status:

- *In Place: Program-level Assessment of Senior Majors.* In 2019, for example, 88% of all undergraduate degree programs collected one or more senior-level direct measures of program learning outcomes achievement.
- *Pilot, 2019: Summary of Senior Major Achievement of Program-level Student Learning Outcomes.* Summary results from the pilot will be shared in Fall 2019 for discussion by academic leadership. WSU expects to review and refine this reporting in 2020, with input from programs, colleges, and the provost.

Results/Findings from undergraduate assessment and light they shed on educational mission fulfillment

Regular use of student learning assessment within departments contributes to education quality and helps fulfill WSU's educational mission. At the department level, WSU leadership, faculty and staff underscore the value of using results to inform decisions aimed to improve programs and to support effective teaching, learning and curricula. Use of assessment to inform decision-making is particularly important at the program level, where faculty and departments can make changes on the ground.

The new WSU-wide summary of senior major achievement of program learning outcomes will complement the established [CAPS] assessment for UCORE; together these data will provide a cross-cutting view of senior achievement of learning outcomes that can contribute to evaluation of the university's educational mission fulfillment. Results of the pilot suggest that roughly two-thirds of undergraduate programs reviewed assessment results that indicated senior major achievement of program-level student learning outcomes, based on faculty-determined expectations. In those programs, 91% of evaluated program-level SLOs were met or exceeded by senior majors. These pilot results will be shared for discussion by academic leadership, colleges, and programs in Fall 2019.

Appendix 2 provides more information about program-level learning assessment by undergraduate programs and the 2019 pilot summary of senior major achievement of program learning outcomes that can contribute to WSU's evaluation of mission fulfillment.

Graduate Student Learning Outcomes

Measures/Methodology/Status

Graduate chairs and directors are responsible for working with faculty to define student learning outcomes for doctoral and master's students, implement graduate assessment plans that include all students and campuses where graduate degrees are offered, and use assessment results to improve student learning and achievement.

WSU graduate programs are required to submit an annual graduate assessment report to their college and the Graduate School describing recent assessment activities conducted by faculty, program-level assessments of student learning, and how assessment results are being used for program improvement.

Status:

- *In Place: Program-level Assessment of Student Learning.* In 2018, 90% of WSU graduate programs that submitted an assessment report documented the use of assessment for planning or decision-making compared to 85% of programs in 2015 and 61% of programs in 2012.

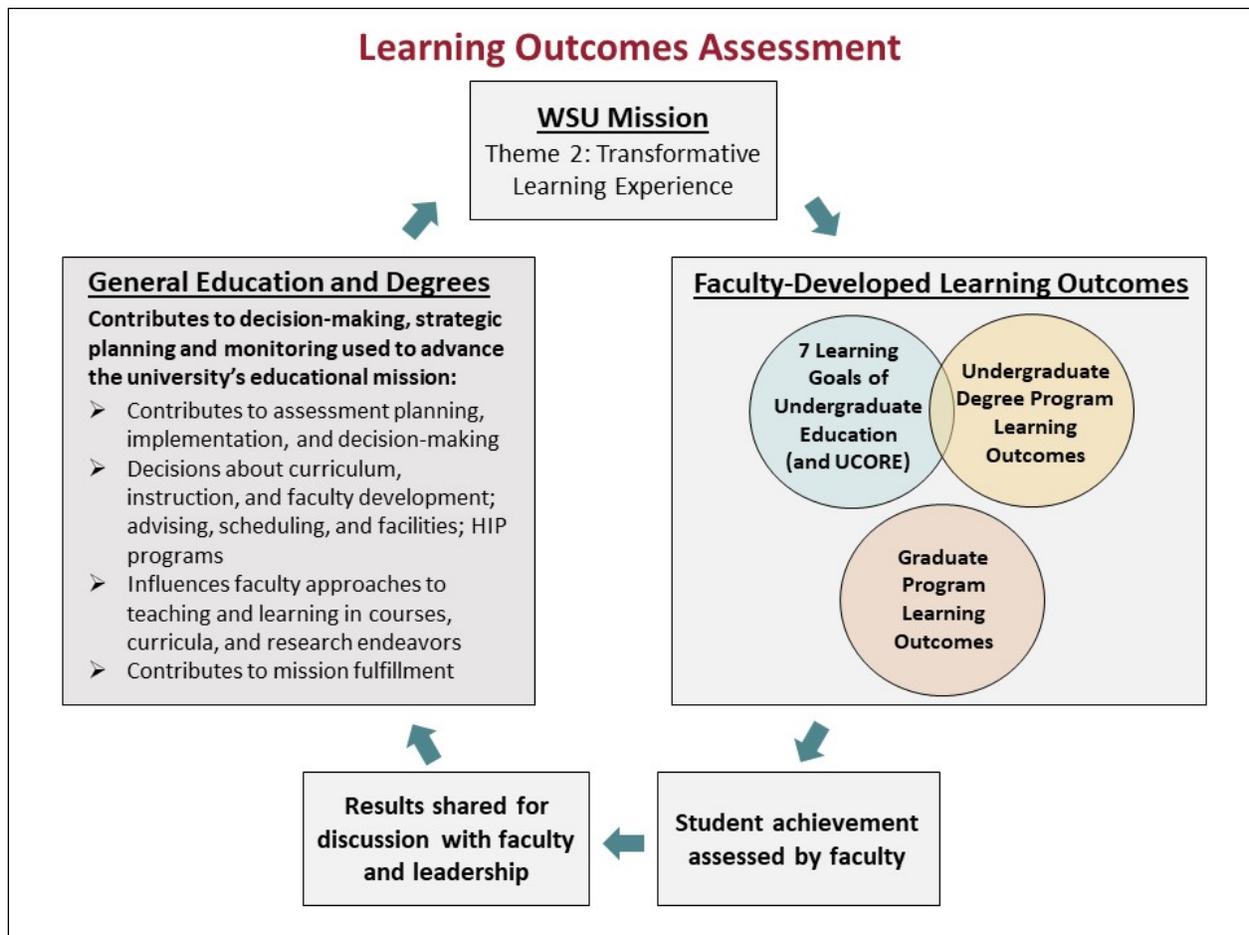
- *2019-20: Graduate Needs Assessments and Updates.* The Graduate School will continue to coordinate system-wide planning and will support graduate programs in their assessment planning, practice, and use of assessment data, including system-wide communications, data analysis and reporting, needs assessments, and updated procedures and expectations for graduate program review.

Results/Findings from Graduate Student Learning Outcomes and light they shed on educational mission fulfillment

Graduate programs regularly evaluate students throughout their program of study and at specific milestones including student annual reviews, preliminary and qualifying exams, master's theses and non-thesis projects, graduate assistantships, preceptorships, and doctoral dissertations and defenses. Graduate assessment is used at the program level to support planning and decision-making, and assessment results and summary reports provided by the Graduate School are shared with colleges and the Provost so they can contribute to the university's strategic planning and mission fulfillment.

Appendix 3 provides more information about learning assessment by graduate programs.

Figure 1: How learning outcomes and assessment for undergraduate and graduate students connects to the university’s mission, particularly the goal of Transformational Learning Experience



Co-curricular Student Learning Outcomes

After the university’s 2014-2019 Strategic Plan was announced, the Division of Student Affairs, Pullman campus, underwent a strategic planning process. However, the division also underwent a series of significant leadership changes and the division’s strategic plan may not have aligned with the metrics and outcomes in the university’s strategic plan. There was no formal schedule established for assessment of any student learning outcomes or program evaluation in the division.

Since February 2017, several actions have been taken to advance the division’s understanding of the impact of our programs, services, activities, and events on student success.

First, we conducted a review of departmental assessment and survey data to determine the state of program evaluation in the division. Preliminary findings indicate that many departments have framed employment or leadership related learning outcomes for student employees and student governance (including the use of rubrics, training plans, scaffold skills progression) but have not formally assessed student learning outcomes. Grant funded targeted intervention programs use retention and graduation metrics for determining a program’s impact. Still others use more traditionally based focus groups, satisfaction indices, or utilization rates as measures of program’s impact.

Second, to more fully understand where departments most need assistance, we have conducted external reviews to review policies and procedures, staffing levels, funding models, and services. To date, five departments within Student Affairs have participated in an external review conducted by national exemplars: Access Center, Multicultural Student Services, Residential Life, Center for Community Standards, and Student Involvement. These reviews have served as the primary guide in departmental and divisional reorganization, streamlining of processes, and reallocation of resources. Benchmarks of PAC 12 and Institutional Excellence Council (IEC) peers for each department in the division are being developed to introduce staff to contemporary organization and service delivery models which may more effectively serve our students' emerging needs.

Finally, the VP of Student Affairs, who has now been in this role for three years, convenes the WSU System Student Affairs Cabinet which includes the senior student affairs officer from each of our campuses. It is under the auspices of this cabinet that a WSU Student Affairs Council will be charged and convened to ensure the development and implementation of consistent assessment programs at all levels.

Each campus in the WSU system has been developing an assessment program to evaluate co-curricular learning outcomes.

Pullman Campus Co-curricular Student Learning Outcomes

Learning outcomes of involvement with Student Affairs programs and services range from activity/program specific skill acquisition to interpersonal skill development. While there currently is not a standardized process for learning outcome implementation and measurement, many departments have embedded learning outcomes into their work in order to support WSU Learning Goals and the WSU mission. Due to the high volume of students served and variety of experiences offered, many Student Affairs units have focused on assessment of learning outcomes for student employees. Student employee learning outcomes closely align with WSU learning goals and significant resources are invested in employee development to ensure their learning as well as a better customer experience for the students they serve. Some learning outcomes of the Division are cultural competency, interpersonal communication, wellbeing, professionalism, leadership, integrative thinking and resource identification.

Learning occurs through a combination of practical experience and training. Across the division, students are responsible for program instruction, facility operations, emergency response, mentoring new students, leading groups and more. Many departments have developed training and development programs to address learning outcomes as well as skills specific to providing a high level of service in various work areas. Progress towards learning outcomes is evaluated through a number of methods throughout the year including employee evaluations, skill audits, attainment of certifications and surveys. For example, Student Involvement has implemented a process by which all student activities must develop and incorporate learning outcomes to guide their programs and assist in making changes year-to-year. Examples of other areas appear in Appendix 4.

Residence Life – In Residential Life, students learn primarily through leadership opportunities. Achievement of the goals is assessed primarily by the EBI (Educational Benchmarks Initiative) which is administered in the late fall and early spring semesters.

Health Promotion, Cougar Health Services - The Health Promotion team is in the process of reviewing learning goals and developing an assessment plan. In the table below, we provide a snapshot of some of our learning outcomes and their alignment to institutional learning goals and mission.

University Recreation - Learning outcomes of participation in University Recreation (UREC) programs and services range from activity specific skill acquisition to interpersonal skill development. Due to the high volume of participants served and variety of experiences offered, UREC has focused on assessment of learning outcomes for our 400 student employees. Student employee learning outcomes more closely align with WSU learning goals and significant resources are invested in employee development to ensure their learning as well as a better customer experience for our participants.

In 2017 updated learning outcomes for student employment were implemented based on WSU learning goals, current research in relevant skills for college graduates, student staff feedback, UREC manager input and consultation with a WSU faculty member. Current learning outcomes for UREC employees are inclusion, leadership, professionalism and wellbeing.

Multicultural Student Services - The Office of Multicultural Student Services (MSS) has close to 100 student interns, office assistants, and other student professionals. We see our students working in these different capacities as professionals-in-training as they play a paraprofessional role in the organization's daily operations. To provide meaningful growth and development to these students, we assess each student's progress towards our identified learning outcomes. As a tool to lead our communication with students regarding our learning outcomes, MSS has utilized the combination of a student self-assessment and a supervisor assessment form that enables students and their supervisors to openly discuss avenues for improved performance related to the learning outcomes. With the use of these dual assessments, supervisors meet with these respective student professionals once a semester and sometimes more to discuss performance pertaining to the various rubric areas. Below are the learning outcomes utilized by MSS; alignment with university learning goals is still in progress.

1. Know and perform with entry level expertise professional skills such as timelines, reliability, work duties, problem solving, and opportunity recognition
2. Use critical and creative thinking to understand, formulate, or apply ethical responses in the performance of professional duties
3. Learn the organization's mission and goals and establish the connections of their role in their accomplishment
4. Recognize the value of teamwork and leadership and confidently perform work duties as a member of a team with a level of leadership required by the task
5. Demonstrate cultural competency, multiple perspectives, and diverse viewpoints: Gain awareness of self as a member of a global society and recognize how own values shape one's inquiry and actions while increasing appreciation of other cultures, value systems, and social identities
6. Communicate effectively through active listening, speaking and writing using diverse media to advance understanding and organizational goals

Everett Campus Co-curricular Student Learning Outcomes

The Carson Career Amplifier Program is an integral part of the Next Carson Cougar curriculum. The CCAP is a co-curricular program that complements what students are learning in the classroom. Students will develop professional skills through engaging, hands on experiences. CCAP leverages opportunities available to our students from across academic departments, the Carson Center, and university wide programs in order to provide a structured learning experience that will develop students' core competencies for employment.

There are 5 research-based core competencies included in CCAP promoting student success and career readiness. Within those core competencies, there are a total of 15 badges that students earn as part of the program, in addition to their academic requirements, for graduation.

Each campus will have tailored programs that are responsive to the resources available for their student populations. Campuses will maintain the same universal set of competencies and badges but the options that students may choose from to satisfy the requirements will vary based on location and availability.

Everett has also developed student learning outcomes utilizing Bloom's digital Taxonomy that incorporates technology and digital tools to facilitate learning. Learning outcomes Everett has focused on include: Student orientation, Welcome Week, and Career Week.

Spokane Campus Co-curricular Student Learning Outcomes

Spokane's use of Bloom's taxonomy to develop learning outcomes of prevention education on gender-based violence, education on suicide prevention, a 5-week anxiety management group, and attending career coaching sessions (and more).

Health Sciences Spokane Student Affairs builds a culture of assessment and continuous improvement through developing, promoting, and coordinating meaningful assessment processes, resources, and activities. Assessment is meant to be a routine and integral component of everyone's role within the division.

An Assessment Committee was established to guide the assessment process and it accomplishes its charge by engaging in the following activities:

- Coordinating Student Affairs' assessment efforts and developing a rotation cycle for activities;
- Consulting with offices on assessment projects and providing resources and guides;
- Developing the criteria for assessment plans;
- Reviewing assessment plans along with program and learning outcomes;
- Incorporating information from national surveys in which WSU participates;
- Disseminating learning achieved through the assessment process;
- Collaborating with relevant divisions, offices, and programs throughout the WSU system;
- Providing professional development opportunities related to assessment.

The purpose of assessment is to explore the work we do in Student Affairs, improve student success, provide accurate and reliable information to help Student Affairs and the campus make data-informed decisions, and to track whether we are accomplishing what we say we are doing as a division or office. We also use assessment to demonstrate the value of our efforts across students' experiences and to engage in continuous improvement as we strive to meet the constantly changing needs of our different stakeholders (students, faculty, staff, administrators, community members). Collected data is used to advocate for our students and for enhanced programs and services.

Vancouver Campus Co-curricular Student Learning Outcomes

In Vancouver, co-curricular student learning outcomes (SLOs) are assigned by the individual programs. The assessment of the SLOs is then delivered and reported separately by each of the programs. Included is one example of a program (New Student Orientation) for which SLOs have been developed and regularly assessed each year. The current state for co-curricular SLOs is varied across our campus by department and program and we could improve our work through consistent application and training in the use of learning outcomes (See Appendix 5 - Learning outcomes for ROAR Orientation). The plan is to expand on this work

in the upcoming year in the following ways. First, trainings that cover creating and assessing SLOs connected to the WSU mission have been and will continue to be scheduled for all staff and students that host co-curricular programs. These trainings will primarily occur with the Office of Student Involvement and Student Government (ASWSUV) recognized activities. Second, the pathways feature of CougSync (software that shares activities for clubs and programs) is being evaluated as a method to identify and assess SLOs for co-curricular programming.

Plan to evaluate the ways in which the pathways feature could eventually become a common assessment that could connect the WSU mission to the co-curricular experiences of students.

Tri-Cities Campus Co-curricular Student Learning Outcomes

Tri-Cities is developing frameworks for the assessment of co-curricular student learning outcomes. Presently, they entail efforts to assess usage and impact of academic resources (such as the Writing and Tutoring centers), and student involvement and satisfaction with extracurricular activities. They also include a more well-developed effort to assess the impact of Orientation procedures on new student readiness, as they relate to the following goals:

- Students will be able to navigate course scheduling system, understand degree completion requirements, and be able to enroll in courses
- Students will be able to understand academic requirements and expectations of intended major
- Students will become familiar with university support resources and learn where to go for assistance
- Students will learn how to get involved on campus
- Students will feel excited and confident on their decision to attend WSU Tri-Cities

To date, each campus has implemented its own assessment work relatively independently. The university's plan is to develop over the next two years a system-wide Student Affairs Assessment Council. Including representatives from each campus the council will develop a framework and template for student affairs units on each campus to use. The framework and template will assist these units in identifying, measuring, and utilizing co-curricular student learning outcomes to guide programs and services.

How results of SLO assessments are shared at various levels (e.g. program, college, provost, regents)

Actions toward mission fulfillment happen at all levels; wide sharing of student learning outcome assessments enables improvements that form the basis of judgments of mission fulfillment.

UCORE: Sharing Results from Learning Goals Assessments

UCORE curriculum and assessment are actively coordinated and monitored by two faculty committees, in order to ensure the effectiveness of general education requirements and their contribution to the university's educational mission for undergraduates. Each year since 2015:

- CAPSTONE Assessment Summaries are widely shared.
 - Public-facing summaries are posted on UCORE's assessment website and provided to CAPS instructors.

- Internal-facing summaries, providing more detail and analysis, are shared with UCORE committees, UCORE leadership and the Vice Provost for Undergraduate Education (VPUE). These summaries have fueled faculty discussion of strengths and areas for improvement. UCORE's Sub-committee for Assessment, meeting regularly since 2015, is tasked with deeper analysis and recommendations for use of the [CAPS] and other SLO assessment results.
- Selections have been shared periodically with the Provost's Office, and on an ad hoc basis with the Regents.
- ROOT annual assessment reports are widely shared.
 - Public-facing assessment summaries are posted on UCORE's assessment website.
 - Internal-facing summaries, providing more detail and analysis, are shared with ROOTS faculty, and with UCORE committees and leadership and the VPUE. These summaries have fueled faculty discussion of strengths and areas for improvement, and guided many improvements to curriculum and instruction.
 - Selections have been shared periodically with the Provost's Office, and on an ad hoc basis with the Regents.
- UCORE Student Achievement Summaries, produced each year since 2015, bring together capstone assessment results, results from first year experience foundational courses, and NSSE results related to specific learning goals of undergraduate education. These reports summarize results of UCORE-related student learning assessment on the learning goals for WSU faculty, leadership, and other stakeholders, providing a holistic view of student achievement and mission fulfillment. These complete summaries are:
 - Posted on UCORE's assessment website.
 - Shared with UCORE committees and leadership, and the VPUE. These summaries have fueled faculty discussion of strengths and areas for improvement, and guided many improvements to curriculum and instruction.
 - Periodically shared with the Provost's Office.

Appendix 1 provides more information about UCORE assessments, including learning assessment in capstone courses and sample summary results that can contribute to evaluation of mission fulfillment.

Undergraduate and Graduate Degrees: Sharing Assessment of Program-level SLOs

Departments and Schools. Results from assessments of undergraduate and graduate student learning on outcomes for a degree or major are regularly shared within the department or school through a variety of internal reports, where reporting is most directly connected to program planning and delivery; in this way, assessment can equip faculty with efficient and flexible responses to impact teaching and learning. Substantially all undergraduate programs (94%) reported that in the past three years they completed an assessment cycle for one or more learning outcomes and used results to inform program decisions.

Provost, Colleges, and Campuses. Summary reports of student learning assessment and processes are widely shared within the University to contribute to decision-making at many levels, as part of WSU's assessment system built over the past ten years. For example:

- Summaries of undergraduate program assessment reports -- focused on systems, and examples of uses of assessment to improve programs -- are produced annually by the Office of Assessment of Teaching and Learning (ATL), providing a snapshot of undergraduate program-level assessment at WSU. Reports collect key information and quality indicators showing the status of program-level assessment on all campuses. ATL meets with university, college, and campus leadership to discuss summaries, which inform decisions about strong practices and where attention is needed.
- The Graduate School provides annual program assessment summaries to graduate programs, colleges, campuses, the Provost, and the Dean of the Graduate School.
- The Provost monitors the dashboard of assessment system information and takes action as needed to sustain and improve the use of assessment to support quality academic programs. Colleges, as well as departments and schools, also monitor SLO success in their degree programs, especially for professional accreditation.
- Pilot, 2019, Undergraduate programs: Summary of Senior Major Achievement of Program-level Student Learning Outcomes. Summary results from the pilot will be shared in Fall 2019 for discussion by academic leadership. WSU expects to review and refine this reporting in 2020, with input from programs, colleges, and provost.

Appendix 2 provides more information about program-level learning assessment by undergraduate programs and the 2019 pilot summary of senior major achievement of program learning outcomes that can contribute to WSU's evaluation of mission fulfillment.

Appendix 3 provides more information about program-level learning assessment by graduate programs that can contribute to WSU's evaluation of mission fulfillment.

Student Affairs: Sharing of Results of SLO Assessments

As with academic program and UCORE, co-curricular assessments results are used primarily at a unit and department level. The campuses are at various stages of how the results are shared locally with the university community. For example, on the Pullman campus a well-established process exists through which results are reviewed each semester/annually and are used to develop or adjust staff responsibilities, training and development programs. To date, results have been shared beyond individual work units on an ad hoc basis. Assessment results are routinely included in annual reports and presentations to the Board of Regents. As another example, on the Spokane campus, opportunities to report results include the Health Sciences Spokane Student Affairs Annual Report, monthly reports, social media postings, and other avenues determined by the committee. Academic year 2018-2019 was the first time that campus implemented co-curricular assessment, and a report will be generated by the end of August.

Conclusion and Next Steps

This report focuses on the incorporation of student learning outcome data into evaluation of mission fulfillment at Washington State University (WSU). Washington State University is currently in a transition between its expiring system strategic plan and a new five-year plan, which as of this writing is in development. Many campuses, colleges, and units are also in the process of preparing new strategic plans as their existing plans come to an end. At all levels, mission statements are being evaluated, and the processes by which progress toward mission fulfillment is measured are being examined. At its most recent seven-year review, WSU was cautioned for its inclusion of input and process metrics in its set of system-level progress measures. As such, the new system strategic plan will focus exclusively on outcome measures. A stronger and more direct role for student learning outcomes in assessment of mission fulfillment will result.

Selection of metrics for WSU's 2020 – 2024 system strategic plan will be a collaborative process between SPIEC and Institutional Research (IR). Metrics will be chosen that assess outcomes and are either already being annually tracked by IR or can be easily added to their task set. Once the potential metrics have been identified, SPIEC will make final choices, and strategies for applying those measures to university decision-making processes will be developed. SPIEC will thus be selecting student outcome learning measures that WSU is already collecting or can easily add.

The new strategic plan is considered a living, dynamic document that is open for refinement as progress is annually assessed. Included in this is an expectation that metrics will be added or removed as our data needs evolve. We are thus not wedding ourselves to the set of student learning outcomes that will appear when the new plan goes live in August 2020—the set can and will be revised as we continue to identify essential indicants of student success, and more generally of educational mission fulfillment.

Regular communication of all strategic metrics is a necessity. WSU produces an annual strategic plan progress report that is circulated to the university community and external audiences. The president and provost annually review the results with executive leadership at the central, college, and campus levels, as well as with the board of regents. It is expected that executives are then discussing the report with their unit leaders, and those leaders are in turn discussing with their personnel. We do not, however, have a process by which we confirm the occurrence of these unit-level reviews. Discussion of the annual report can and does promote consideration of whether metric targets should be revised, particular initiatives are adequately resourced, and why progress toward a goal is slower than expected. The 2020 – 2024 strategic plan will be flexible enough to allow for modification of the plan in response to these discussions, as well as a structure that explicitly connects the metrics to strategic decision-making.

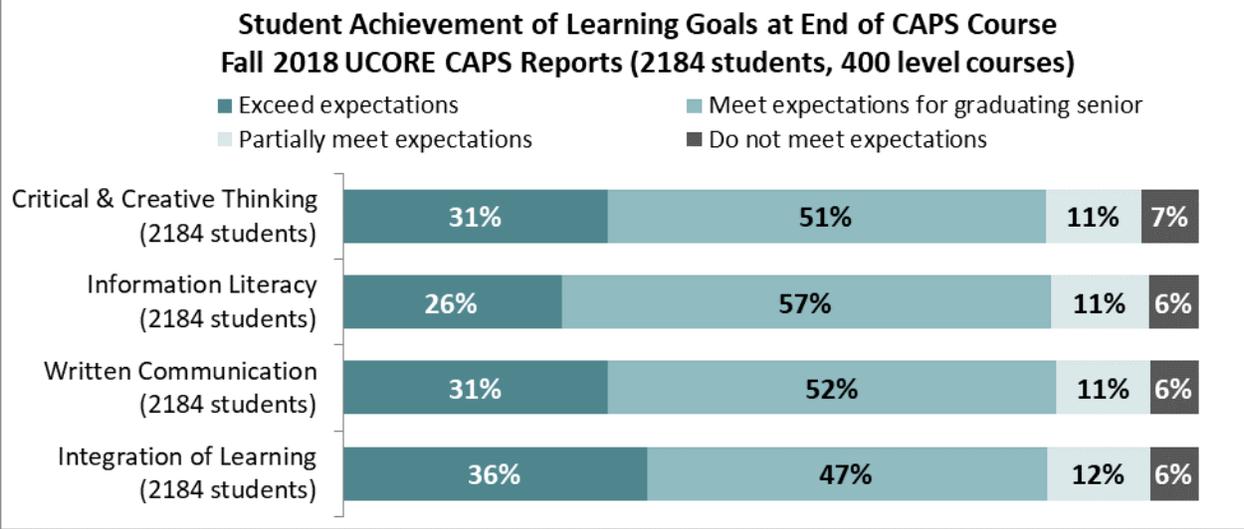
Additional attention is needed to improve and make regular the reporting flow of summaries of student learning outcomes achievement assessment from academic programs to executive leadership; and to clarify the role of this data as a dashboard for executive leadership that will contribute to evaluation of mission fulfillment.

The final draft of the new five-year system strategic plan will be delivered to WSU's Board of Regents in March 2020 for formal adoption in May 2020 and start date of August 2020. Creation of the plan is being overseen by the university Strategic Planning and Institutional Effectiveness Council (SPIEC), which is co-chaired by President Kirk Schulz and Provost Mitzi Montoya and managed by a five-person operations team. In May 2019 SPIEC convened a two-day all-university land grant symposium to discuss the role and function of a modern land grant university. During summer 2019 the operations team analyzed questionnaire data collected from symposium participants and developed a values and goals survey that will be distributed university-wide in August 2019. Responses to this survey will be collated and distributed during an all-university workgroup session in October 2019 at which small groups will discuss and rank the responses. The operations team will use the workgroup products to generate a draft plan, which will be made available to the university community for review and comment in January 2020. Final revisions will be made in February 2020.

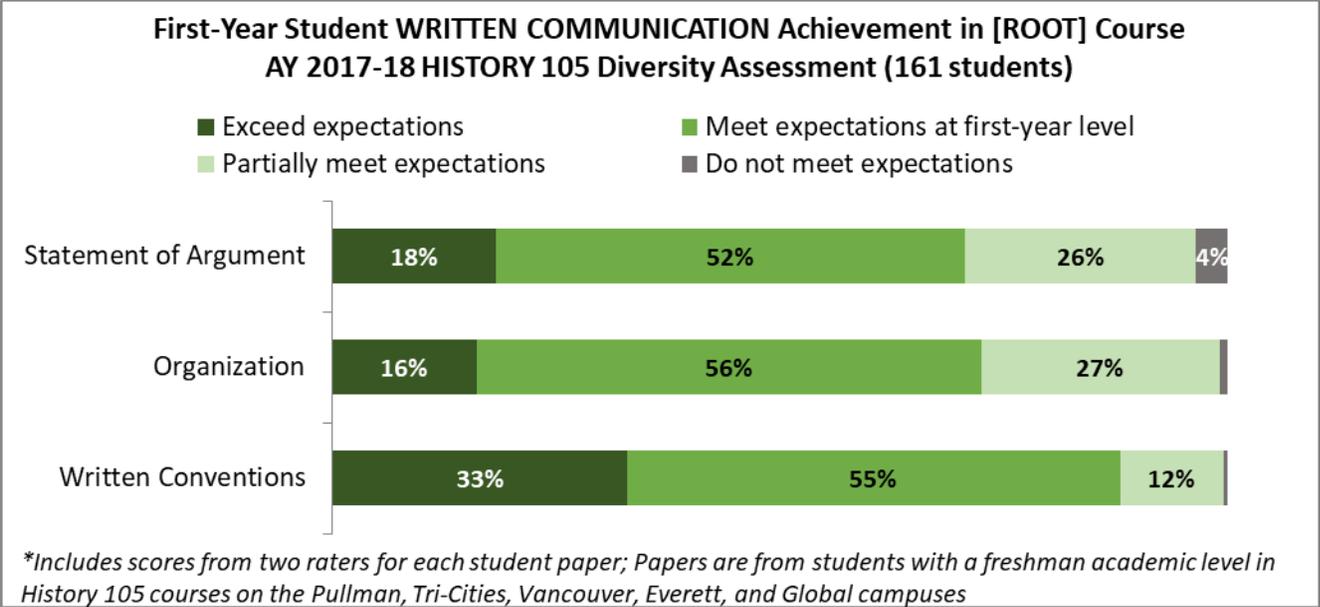
APPENDICES OF EVIDENCE

APPENDIX 1: UCORE ASSESSMENT OF STUDENT LEARNING SUMMARIES

1. UCORE [CAPS] SLO Assessment Dashboard, university-wide. Below is an example of UCORE Student Learning Achievement dashboard from assessments in 400-level, capstone courses that can contribute to WSU’s evaluation of mission fulfillment.



2. UCORE [ROOT] SLO Assessment, History 105, university-wide. Below is an example of ROOT Student Learning Achievement summary results for written communication by first year students that can contribute to WSU’s evaluation of mission fulfillment.



3. Established suite of SLO measures for UCORE. UCORE assesses student learning in key entry points to the curriculum, especially Hist 105 (ROOTS) and Engl 101 (Composition), and collects students input about their experience in their first year and senior years via NSSE. All undergraduates complete a capstone course as a graduation requirement, where learning is assessed as students near graduation.

UCORE Assessment Activities of WSU's Learning Goals of Undergraduate Education							
Assessments and UCORE Course Designators or Categories	Critical & Creative Thinking	Information Literacy	Communication	Integration of Learning	Quantitative Reasoning	Scientific Literacy	Diversity
UCORE Capstone [CAPS] Course (400-level) 2015 to present	X	X	X	X	(X)	(X)	(X)
Roots of Contemporary Issues [ROOT] (Hist 105) 2013 to present	X	(X)	X	(X)			(X)
English 101 [WRTG] 2016 to present			X				
Nat'l Survey of Student Engagement (NSSE) 2008 to present	X	(X)	X	X	X		X
Pilot: Diversity [DIVR] courses & rubric development, pilot: 2018-2021							X

4. UCORE Assessment Website. This website provides information about assessment activities, evidence of student accomplishment, and use of results for faculty, students, and the public, as well as assessment planning. <https://ucore.wsu.edu/assessment/>

- *Assessments of seniors, in UCORE Capstones*
<https://ucore.wsu.edu/assessment/key-assessments/caps/>
- *Assessment of first year students, in ROOT, History 105*
<https://ucore.wsu.edu/assessment/key-assessments/roots/>
- *UCORE Annual Assessment Summaries*
<https://ucore.wsu.edu/assessment/ucore-assessment-summaries/>
- *Assessment Planning for UCORE*
<https://ucore.wsu.edu/assessment/planning/>

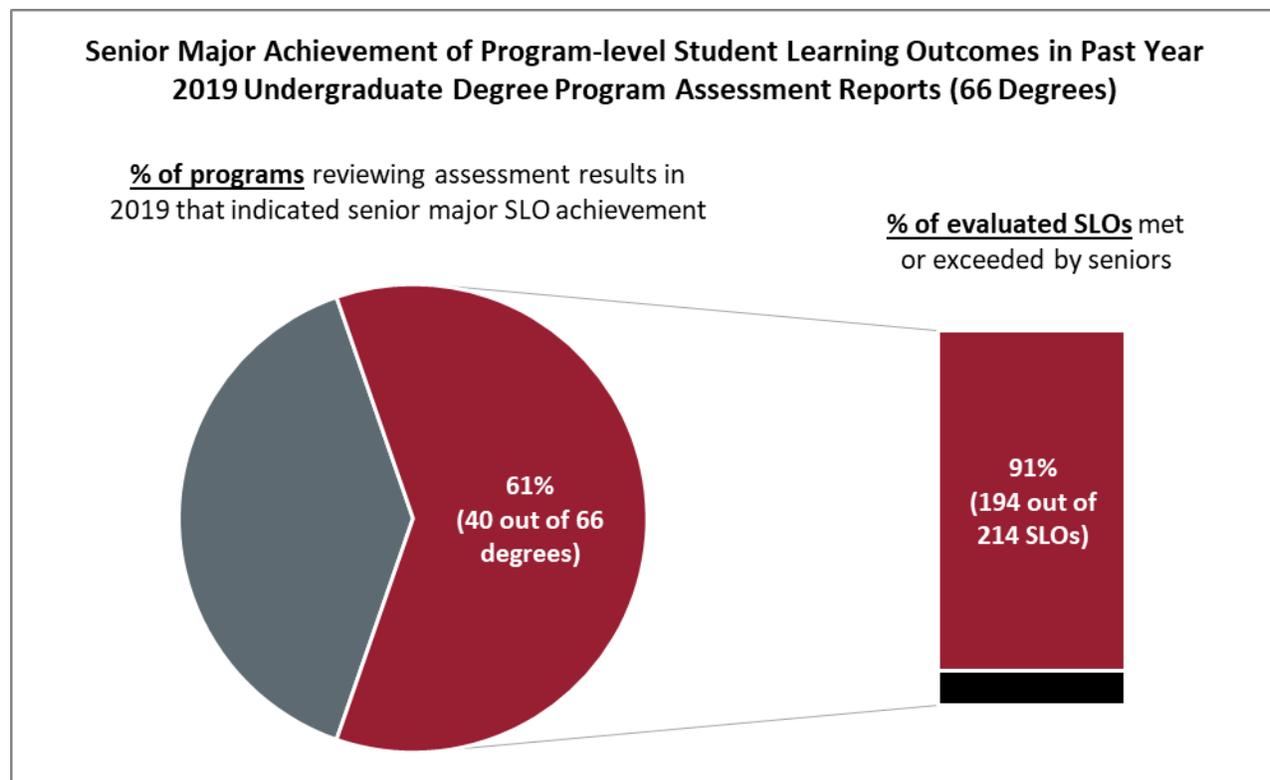
APPENDIX 2: UNDERGRADUATE PROGRAM ASSESSMENT SUMMARIES

1. Results from 2019 Pilot Summary of Senior Major Achievement of Program-level SLOs. Below is an example of results from the 2019 Pilot Summary of Senior Major Achievement of Program-level SLOs that can contribute to WSU's evaluation of mission fulfillment.

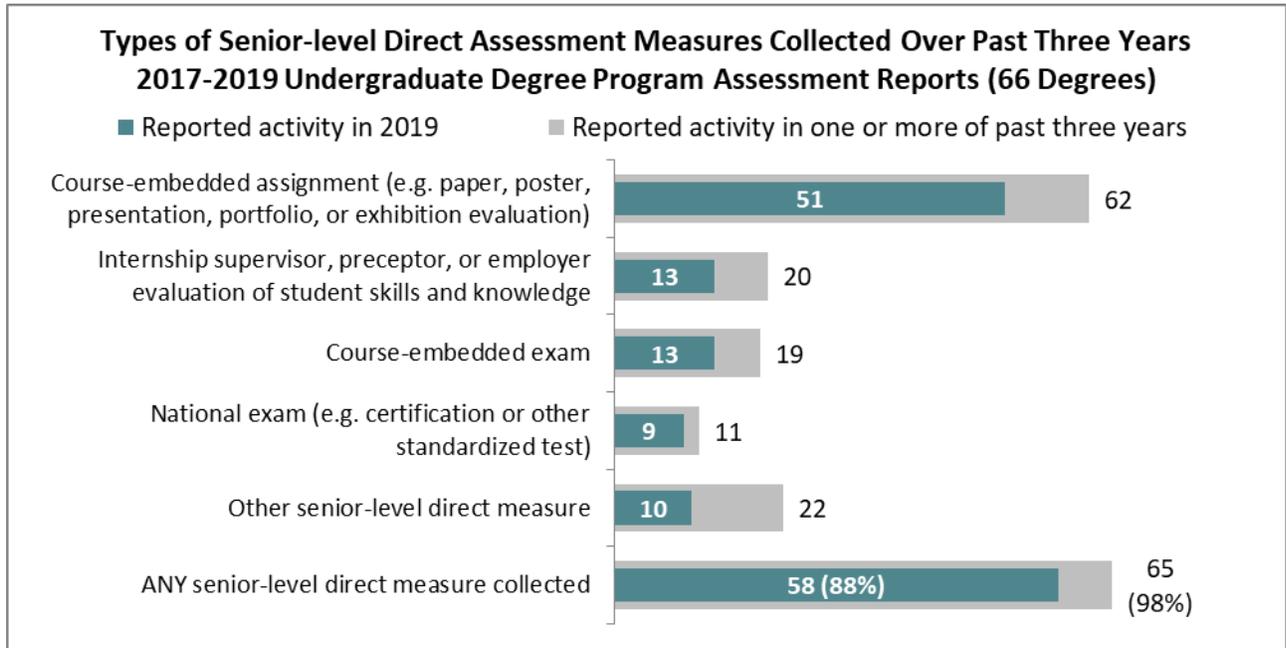
New reporting. In 2019, undergraduate programs were asked for the first time to report on the extent to which senior majors were meeting faculty-determined expectations for the degree's learning outcomes. Summary results from the pilot will be shared in Fall 2019 for discussion by academic leadership. WSU expects to review and refine this reporting in 2020, with input from programs, colleges, and the provost.

2019 Pilot results.

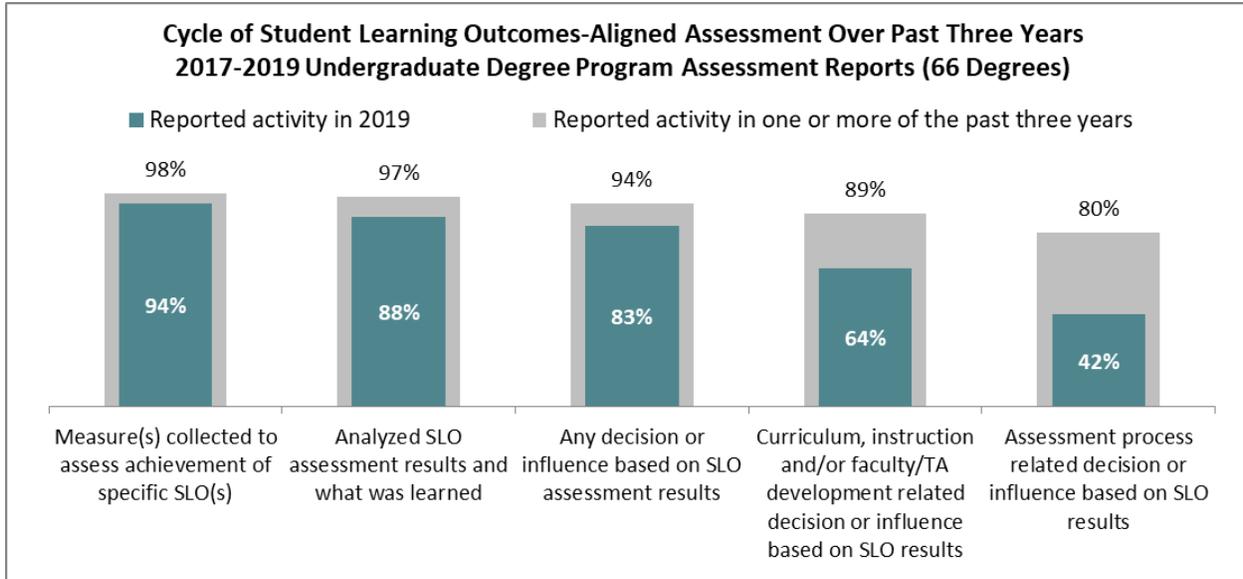
- Roughly two-thirds of undergraduate programs reported reviewing assessment results that indicated senior major achievement of program-level student learning outcomes, based on faculty-determined expectations. In those programs, 91% of evaluated SLOs were met or exceeded by students.
- Roughly one third of programs reported that they had assessed their senior majors on SLOs but that faculty had not yet discussed representative results to determine achievement by senior majors. One newly offered degree (whose first cohort will graduate in Spring 2020) has not yet collected a senior-level direct measure of learning achievement.



2. Program-level Assessment of Senior Majors. Each undergraduate program collects senior measures that best fit its unique context, with a wide variety of measures represented across the university. In 2019, most programs collected one or more senior-level direct measures (88%) of learning outcomes achievement, with nearly all programs collecting a direct measure of seniors over the past three years (98%). One newly offered degree (whose first cohort will graduate in Spring 2020) has not yet collected a senior-level direct measure of learning achievement.

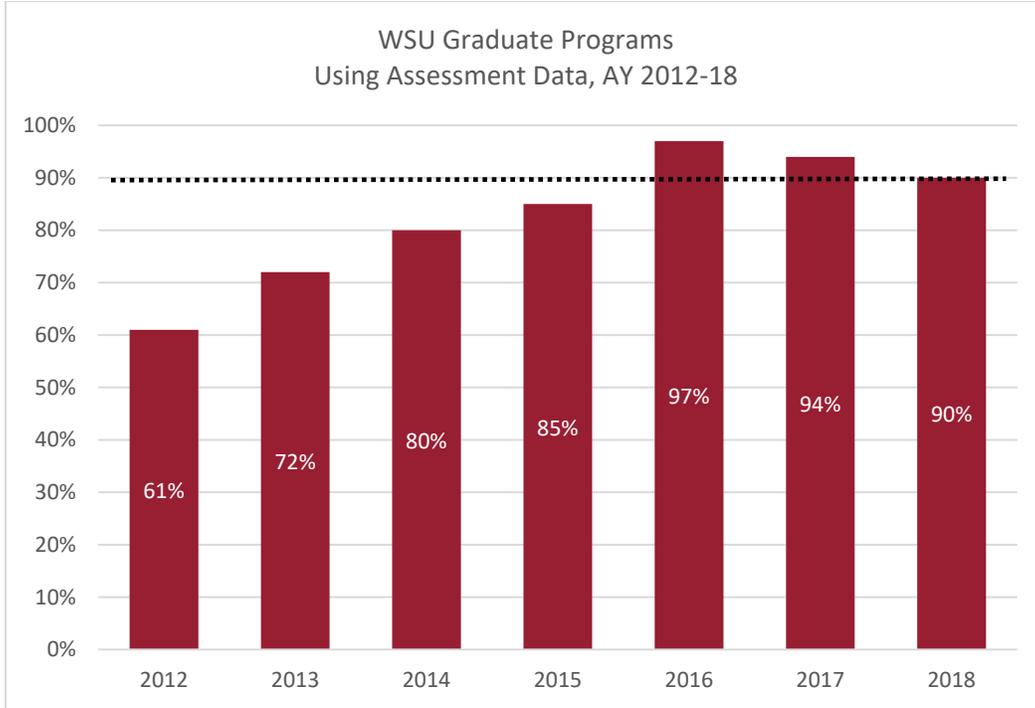


3. Use of SLO Assessment for Program Improvement. Over the past three years, substantially all undergraduate programs have completed a cycle of learning outcomes-aligned assessment and used results to inform decisions (94%), with 83% of programs reporting making a decision based on SLO-aligned assessment in 2019 alone.

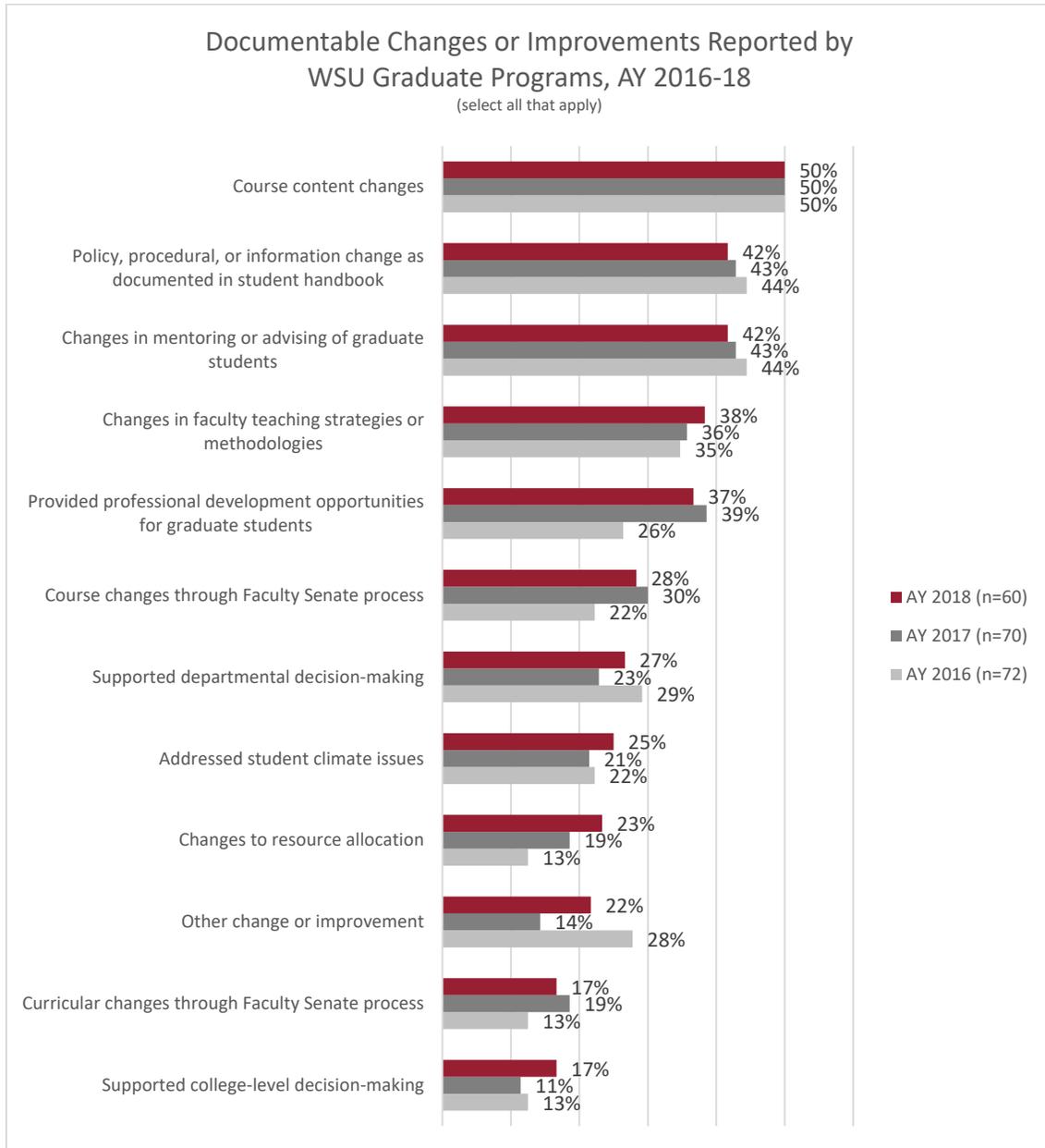


APPENDIX 3: GRADUATE PROGRAM ASSESSMENT SUMMARIES

1. Use of SLO Assessment for Graduate Program Improvement. Substantially all (>90%) graduate programs that submitted an assessment report completed a cycle of learning outcomes assessment and used the results for planning, decisions, or improvement.



2. Changes or Improvements Reported by WSU Graduate Programs. WSU graduate programs use assessment results on a regular basis to make course content changes; update policies, procedures or other information; improve graduate student mentoring or advising; enhance faculty teaching strategies or methodologies; and provide professional development for graduate students.



APPENDIX 4: EXAMPLES OF STUDENT AFFAIRS LEARNING ASSESSMENTS

A. Residence Life

Learning Outcome	WSU Learning Goals	WSU Mission	Skills for Employment - AACU
<p>Interpersonal Communication: <i>Students will demonstrate the ability to practice effective interpersonal communication:</i> Practice active listening; clearly articulating wants, needs, and expectations in a thoughtful, constructive manner; be respectful of the variance in others' communication</p>	<ul style="list-style-type: none"> • Critical & Creative Thinking • Diversity • Communication • Depth, Breadth, and integration of Learning 	<ul style="list-style-type: none"> • Integrity, Trust and Respect • Diversity and Global Citizenship • Stewardship and Accountability 	<ul style="list-style-type: none"> • Communication • Diversity of communication preferences.
<p>Personal Responsibility: <i>Students will demonstrate the ability to take personal responsibility:</i> Be accountable for your actions and reliable; own mistakes and recognize the learning that can result; demonstrate commitment and initiative toward personal goals and success.</p>	<ul style="list-style-type: none"> • Critical & Creative Thinking • Depth, Breadth, and integration of Learning 	<ul style="list-style-type: none"> • Extension of Knowledge • Application of Knowledge • Advancement of Knowledge • Quality and Excellence • Integrity, Trust and Respect • Research, Innovation and Creativity • Land-Grand Ideals • Diversity and Global Citizenship • Freedom of Expression • Stewardship and Accountability 	<ul style="list-style-type: none"> • Personal Accountability • Self-motivation
<p>Interpersonal Communication: <i>Students will demonstrate the ability to practice effective interpersonal communication:</i> Practice active listening; clearly articulating wants, needs, and expectations in a thoughtful, constructive manner; be respectful of</p>	<ul style="list-style-type: none"> • Critical & Creative Thinking • Diversity • Communication • Depth, Breadth, and integration of Learning 	<ul style="list-style-type: none"> • Integrity, Trust and Respect • Diversity and Global Citizenship • Stewardship and Accountability 	<ul style="list-style-type: none"> • Communication • Diversity of communication preferences.

the variance in others' communication			
<p>Critical Thinking: <i>Students will demonstrate the ability to think critically and apply knowledge:</i> Consider multiple perspectives; practice evidence-based decision making; demonstrate the ability to transfer lessons from one situation to the next; consider context; apply knowledge to practical situations</p>	<ul style="list-style-type: none"> • Critical & Creative Thinking • Information Literacy • Diversity • Depth, Breadth, and integration of Learning 	<ul style="list-style-type: none"> • Extension of Knowledge • Application of Knowledge • Advancement of Knowledge • Quality and Excellence • Integrity, Trust and Respect • Research, Innovation and Creativity 	<ul style="list-style-type: none"> • Information Synthesis • Connectedness • Analyzation • Outside the box thinking.
<p>Teamwork: <i>Students will demonstrate the ability to work effectively with others:</i> Contribute in meaningful ways; prioritize responsibilities and follow through; be versatile enough to accept different roles in varying situations; acknowledge the skills of others</p>	<ul style="list-style-type: none"> • Critical & Creative Thinking • Diversity • Communication • Depth, Breadth, and integration of Learning 	<ul style="list-style-type: none"> • Application of Knowledge • Integrity, Trust and Respect • Land-Grand Ideals • Diversity and Global Citizenship • Freedom of Expression • Stewardship and Accountability 	<ul style="list-style-type: none"> • Teamwork • Leadership • Communication
<p>Conflict Resolution: <i>Students will demonstrate the ability to resolve conflicts:</i> Listen carefully; consider all sides of a situation; explore multiple options; look for a win-win resolution; offer comparison and support</p>	<ul style="list-style-type: none"> • Critical & Creative Thinking • Diversity • Communication • Depth, Breadth, and integration of Learning 	<ul style="list-style-type: none"> • Application of Knowledge • Advancement of Knowledge • Integrity, Trust and Respect • Diversity and Global Citizenship • Freedom of Expression • Stewardship and Accountability 	<ul style="list-style-type: none"> • Conflict Mediation • Listening Skills • Personal advocacy.
<p>Cultural Competency: <i>Students will demonstrate respect for others and our differences:</i> Cultivate curiosity, appreciation, and celebration of others' experiences; recognize similarities and differences among self</p>	<ul style="list-style-type: none"> • Critical & Creative Thinking • Information Literacy • Diversity • Communication • Depth, Breadth, and integration of Learning 	<ul style="list-style-type: none"> • Extension of Knowledge • Application of Knowledge • Advancement of Knowledge • Quality and Excellence 	<ul style="list-style-type: none"> • Global Citizenship • Cultural Humility • Leadership

and community; seek to understand self and others; understand that diversity includes, but is not limited to ability, ethnicity, gender identity/expression, race, religion, sexual orientation, socioeconomic, and veteran status		<ul style="list-style-type: none"> • Integrity, Trust and Respect • Research, Innovation and Creativity • Land-Grand Ideals • Diversity and Global Citizenship • Freedom of Expression • Stewardship and Accountability 	
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B. Health Promotion, Cougar Health Services

Learning Outcome	WSU Learning Goals	WSU Mission	Skills for Employment - AACU
<p>BSRC I. Skills and Behavior Change: Participants will verbally indicate their level of willingness to change their current behaviors around alcohol use and sexual decision making, by suggesting at least one technique they are willing to try for moderating alcohol consumption or minimizing their risk in sexual decision making.</p>	<p>I. Critical & Creative Thinking: Integrating and synthesizing knowledge from multiple sources. I. Diversity: Assessing one’s own core values, cultural assumptions, and biases in relation to those held by other individuals, cultures, and societies.</p>	<p>I. To apply knowledge through local and global engagement that will improve quality of life and enhance the economy of the state, nation, and world.</p> <p>I. 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.</p>	<p>I. Personal and Social Responsibility: Problem solving in diverse settings and practicing ethical decision-making. I. Integrative and Applied Learning through applied knowledge in real-world settings.</p>
<p>II. Integrative Thinking: Students will verbally express their understanding about the implications of their use of alcohol and their sexual decision making, and the interaction with their goals for their WSU experience.</p>	<p>II. Critical & Creative Thinking: Integrating and synthesizing knowledge from multiple sources. II. Diversity: Assessing one’s own core values, cultural assumption’s, and biases in relation to</p>	<p>II. To apply knowledge through local and global engagement that will improve quality of life and enhance the economy of the state, nation, and world.</p>	<p>II. Personal and Social Responsibility: Problem solving in diverse settings and practicing ethical decision-making. II. Integrative and Applied Learning</p>

	those held by other individuals, cultures, and societies.	II. 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.	through applied knowledge in real-world settings.
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C. University Recreation

Learning Outcome	WSU Learning Goals	WSU Mission	Skills for Employment - AACU
Professionalism: Demonstrates behaviors appropriate for a professional setting.	<ul style="list-style-type: none"> • Information Literacy • Communication 		<ul style="list-style-type: none"> • Apply knowledge and skills to real-world settings • Work effectively with others in teams • Effectively communicate orally
Inclusion: Effectively functions with people who have backgrounds, ideas, attitudes, and behaviors that are different from their own and creates a welcoming environment for all.	<ul style="list-style-type: none"> • Diversity • Communication 		<ul style="list-style-type: none"> • Analyze and solve problems with people from different backgrounds and cultures • Effectively communicate orally
Leadership: Demonstrates leadership in a professional setting.	<ul style="list-style-type: none"> • Critical and Creative Thinking • Communication • Depth, Breadth and Integration of Learning 		<ul style="list-style-type: none"> • Work effectively with others in teams • Ethical judgment and decision making • Critical thinking and analytical reasoning skills • Analyze and solve complex problems

<p>Wellbeing: Articulates role of active living in contributing to individual and community health and wellbeing. Educates self and patrons regarding wellbeing concepts so that both can make choices that allow them to achieve their highest quality of life.</p>	<ul style="list-style-type: none"> • Information Literacy • Scientific Literacy 	<p>To apply knowledge through local and global engagement that will improve quality of life and enhance the economy of the state, nation, and world.</p>	<ul style="list-style-type: none"> • Locate, organize, and evaluate information from multiple sources
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APPENDIX 5: LEARNING OUTCOMES FOR ROAR ORIENTATION

- Students will learn about WSU Vancouver's history, tradition, mission and culture
 - Included within this: our land grant mission and goal of increasing access to affordable higher-education in SW Washington, WSU Vancouver's position within the larger WSU system, and the value and significance of being a Cougar and VanCoug
- Students will recognize that WSU Vancouver is a place where they can be part of the campus community
- Students will understand the nature and purpose of higher education beyond career preparation
- Students will learn the importance of valuing diverse perspectives and contributing to an inclusive community
- Students will learn about the educational pathways available at WSU Vancouver and be connected to tools to explore them
- Students will recognize the value of taking ownership of their education
- Students will learn the academic expectations of WSU Vancouver
 - Included within this: academic integrity, strategies for success, growth mindset, and faculty expectations
- Students will become familiar with the WSU Vancouver campus and the resources to support their success
- Students will understand how financial aid impacts their tuition costs; students will learn what financial aid and scholarship opportunities are available to them
- Students will be exposed to co-curricular activities and campus life opportunities
- Students will learn about campus technology tools
 - Included within this: myWSU, Blackboard, @wsu.edu email, CougarSync, and Handshake
- Students will have the opportunity to make connections with current and incoming students, faculty, and staff

INFORMATION ITEM #4
Modernization Initiative Update
(Stacy Pearson/Matt Skinner)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Modernization Initiative Update

SUBMITTED BY: Stacy Pearson, Vice President, Finance & Administration

**BACKGROUND
INFORMATION:**

WSU has completed the initial phases of the Modernization Initiative, a university-wide effort to prevent business system failure and improve support for WSU's growing research and instruction activities through the replacement of the 35-year-old mainframe system and processes via the implementation of the Workday Cloud Human Resources and Finance systems. The attached presentation is provides a brief update of the current status of this project.

ATTACHMENT: Modernization Update

Modernization Initiative Update

Board of Regents

September 2019



What is the Modernization Initiative?

A university-wide effort to prevent business system failure and improve support for WSU's growing research and instruction activities through the replacement of our over 35-year-old mainframe system and processes





Workday Modernization Goals

Ensure
continuity of
university
operations

Embrace
modern,
scalable and
standardized
processes to
support
growth

End costly
inefficient
and
ineffective
processes

Encourage
data-enabled
decision
making and
budget
management

Engage
university
members
across
campuses
and units

Modernization Achievements

August 2016
Listening Sessions
Conducted

August 2016
Software Assessment and Requirements
Review Group (SARRG) Formed

December 2016
Released Software as a Service RFI

January 2017
Initial Software
Demonstrations

November 2017
Software Demonstrations

Fall 2017
RFP for Software

Spring 2018
RFP for
Implementation
Partner

January 2018
Chart of Accounts Data
Collection

Winter 2018
Independent
Readiness
Assessment

Summer 2018
Routings & Approvals
Data Collection

Summer 2018
Funding Model
Finalized

Summer 2018
Contracts with
Workday & Deloitte
Executed

Fall 2018
Supervisor ID Data Collected

January 2019
Modernization
Team Fully
Staffed

Fall 2018
Foundational Data
Model (FDM)
Workshops

Winter 2019
Data conversion pre-
work begins

January 2019
Project Kickoff

June 2019
Begin building
Workday Prototype

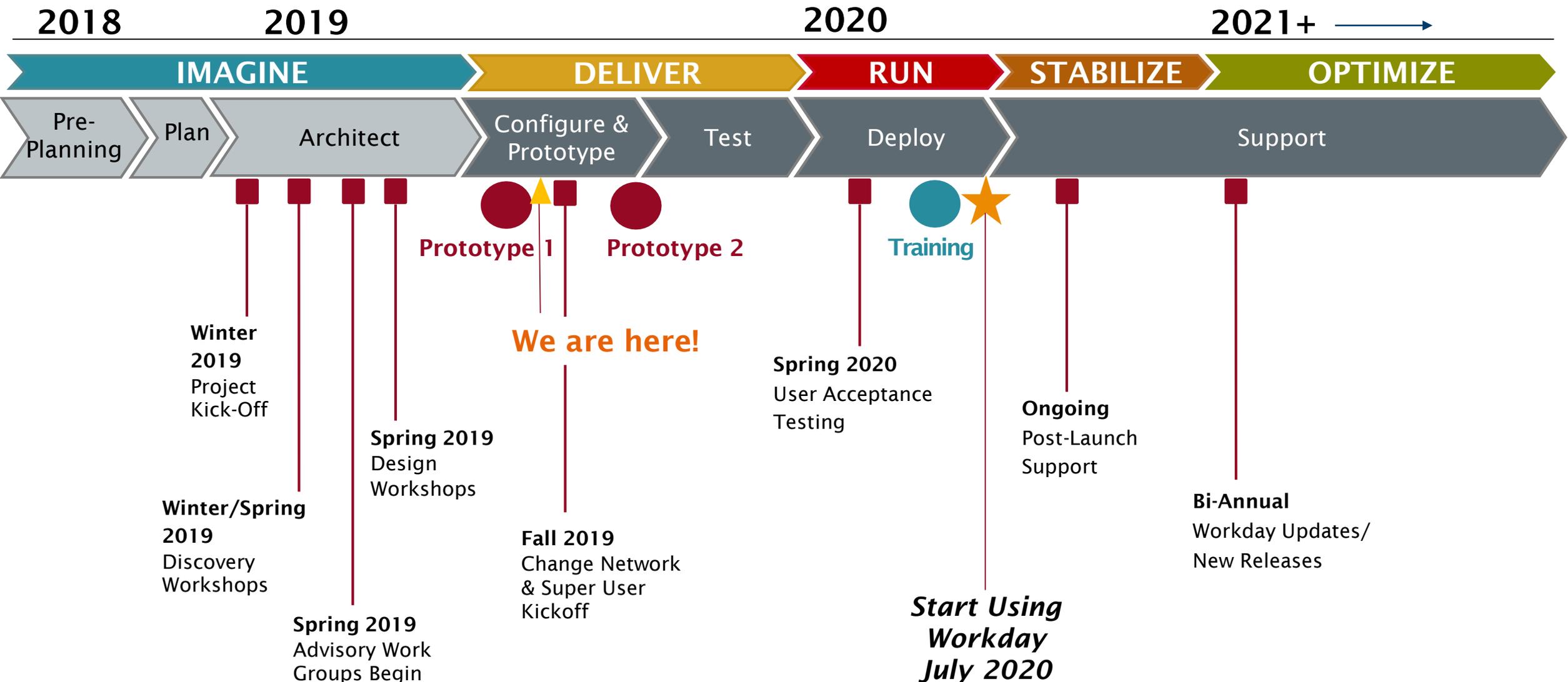
Spring 2019
Advisory Work Groups begin

*Start Using
Workday
July 1, 2020*





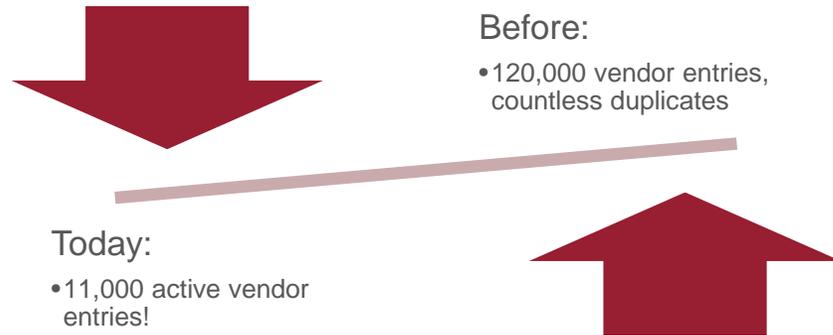
Project Timeline





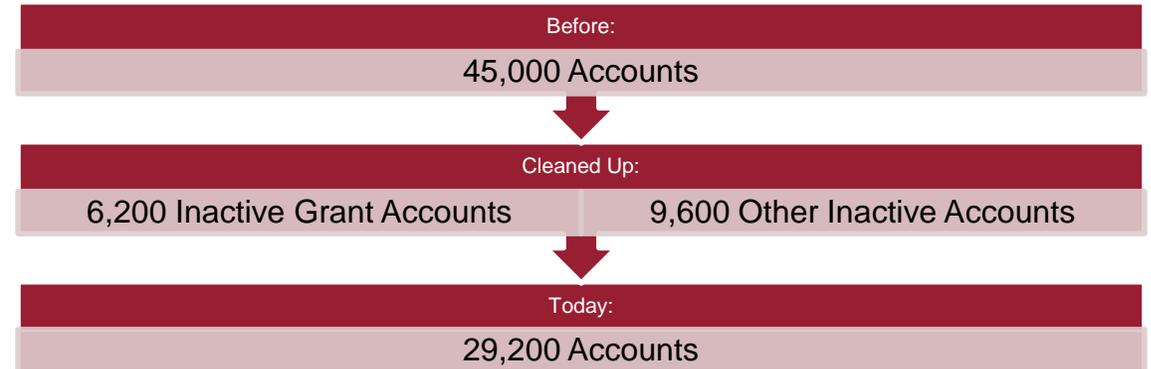
Cleaning Up: Together We've Made Great Progress!

Vendor File



Over 109,000 duplicate or inactive vendor records removed, reducing file by 91%

Inactive Accounts



Over 35% reduction in number of accounts



Communications and Engagement

- University-wide streaming event to show the first Workday Prototype. Approximately **282** people joined via Zoom, **150** joined in person.
- 30+ Advisory Work Groups, with a total of 260+ individuals reviewed Prototype 1. Input and feedback will be incorporated into the build of Prototype 2, and the Advisory Work Groups will review again.
- Project team holds quarterly open forums at campuses and R&E centers.
- Change Network launching September 2019 with over 360+ members to help prepare and champion the rollout of Workday system-wide
- Modernization website with blog, project updates, terminology & glossary pages, monthly newsletter, and other resources.



Questions and Discussion

INFORMATION ITEM #5

WSU Spokane Health Sciences Campus Plan Update An Initiative to Advance Health Statewide (Daryll DeWald/Stacy Pearson)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Presentation on WSU Spokane Health Sciences campus plan update to advance health education

SUBMITTED BY: Daryll DeWald, Chancellor and Vice President for Health Sciences
Stacy Pearson, Vice President, Finance & Administration

BACKGROUND INFORMATION: Our communities demand solutions that support modern health care needs. As education is a critical part of health, WSU Health Sciences Spokane is uniquely equipped to embrace these needs.

WSU Spokane Health Sciences has made significant strides in elevating the role of health care education through multiple programs and opportunities. As faculty and staff continue to develop a collective vision for initiatives and partnerships to address these critical health challenges, additional space is needed to deliver these programs and to connect education with health care systems. This presentation provides an overview of the current initiative, partnerships and space needs.

ATTACHMENT: WSU Spokane Health Sciences Campus Plan



WSU Health: An Initiative to Advance Health Statewide





Re-imagining health care

- Emphasis on wellness & health
- Team health delivery needed
- Education is integral to health

Taking Action



TEACHING
WELLNESS



ADVANCING TEAM-
BASED HEALTH
CARE



ENHANCING SKILLS
DEVELOPMENT &
PROBLEM SOLVING



ELEVATING THE
ROLE OF
EDUCATION IN
HEALTH CARE



EDUCATING HEALTH
LEADERS



STIMULATING
INNOVATION



SPURRING RURAL
HEALTH CARE

Practice-based Research Network

Primary care clinicians



Academic-Community Partnerships



Improved Community Health



Primary care practices



Space for Innovation

- Education for health sciences students
- Inter-professional education
- Skill development
- Clinical experience

Partnering for Success

Higher Education





Partnering for
Success:
Business & Community



Essential

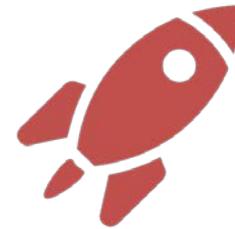


Biomedical Health & Sciences Building



World-changing

Clinical simulation suites and research support space give the room needed to change the world

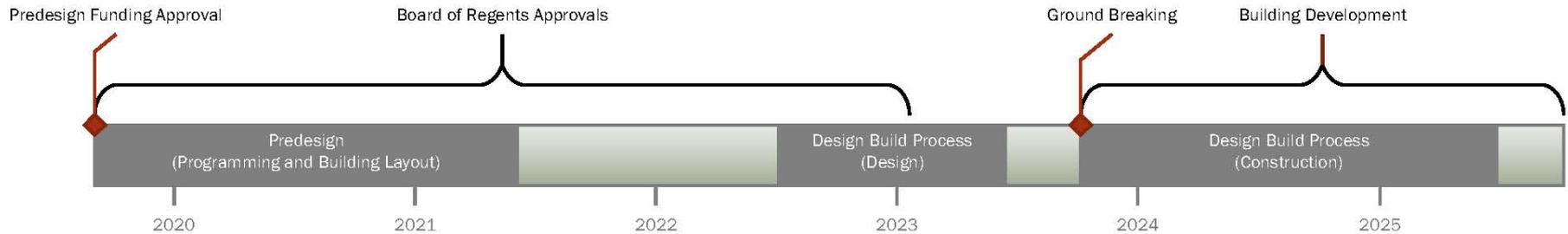


Ingenuity

Active learning studios and collaboration space spur ingenuity and solutions for health care and health education

Timeline

Biomedical Health & Sciences Building





National Asset

Health Education & Innovation Building



Critical

Virtual hospital is rare opportunity for Spokane & critical for health education

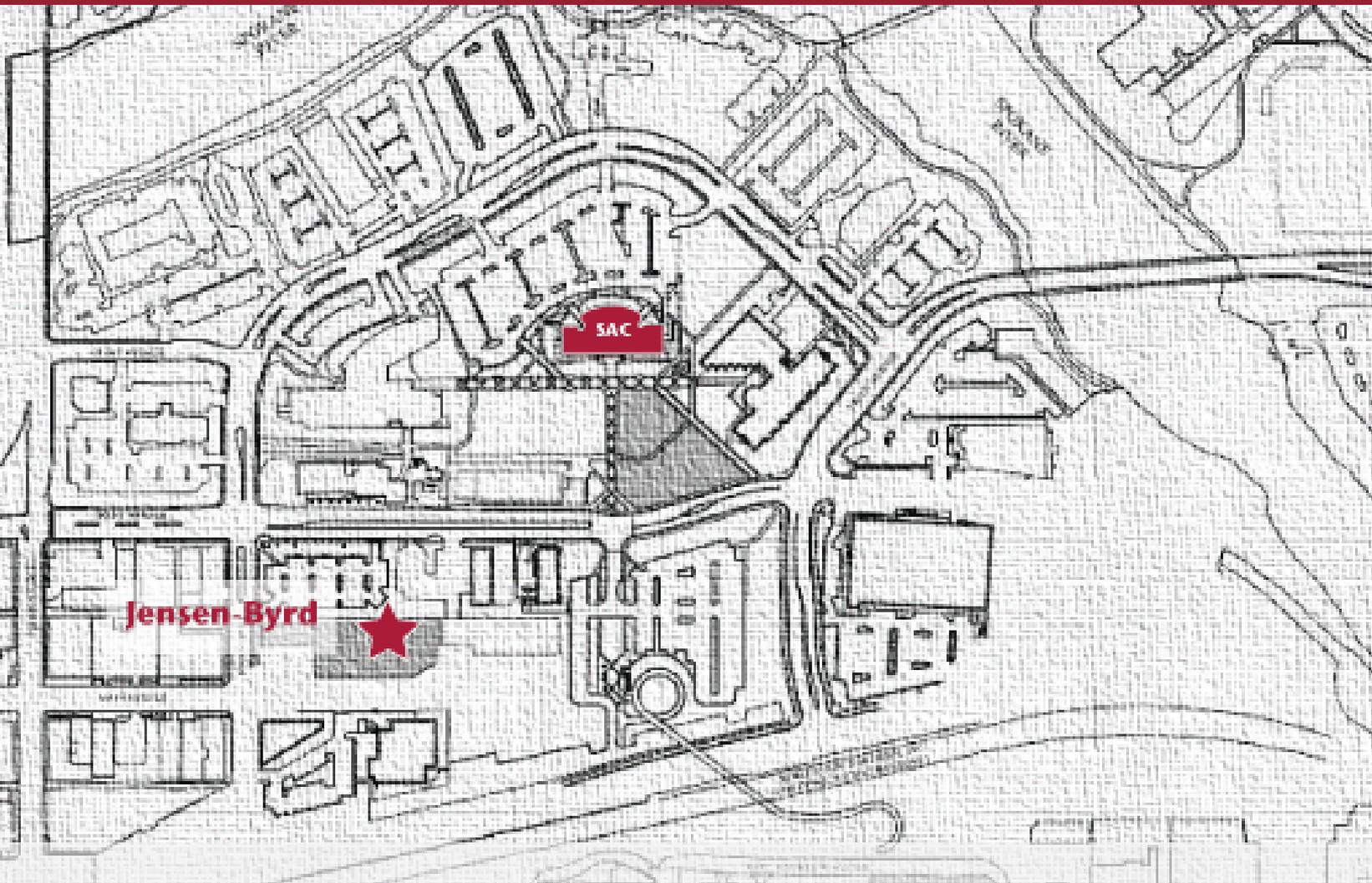
- Team health care delivery
- A learning laboratory



Distinctive

Distance delivery technology & clinical research accelerator provide distinctive health education opportunities

- Solution-focused
- A collaborative environment



Imagining the future, celebrating the past

Jensen-Byrd Building



Collaboration

Critical office and collaboration spaces

Philanthropy center:

- Partner for higher education
- Greater impacts together



Innovation

Lease space utilization invites partners to participate in innovation

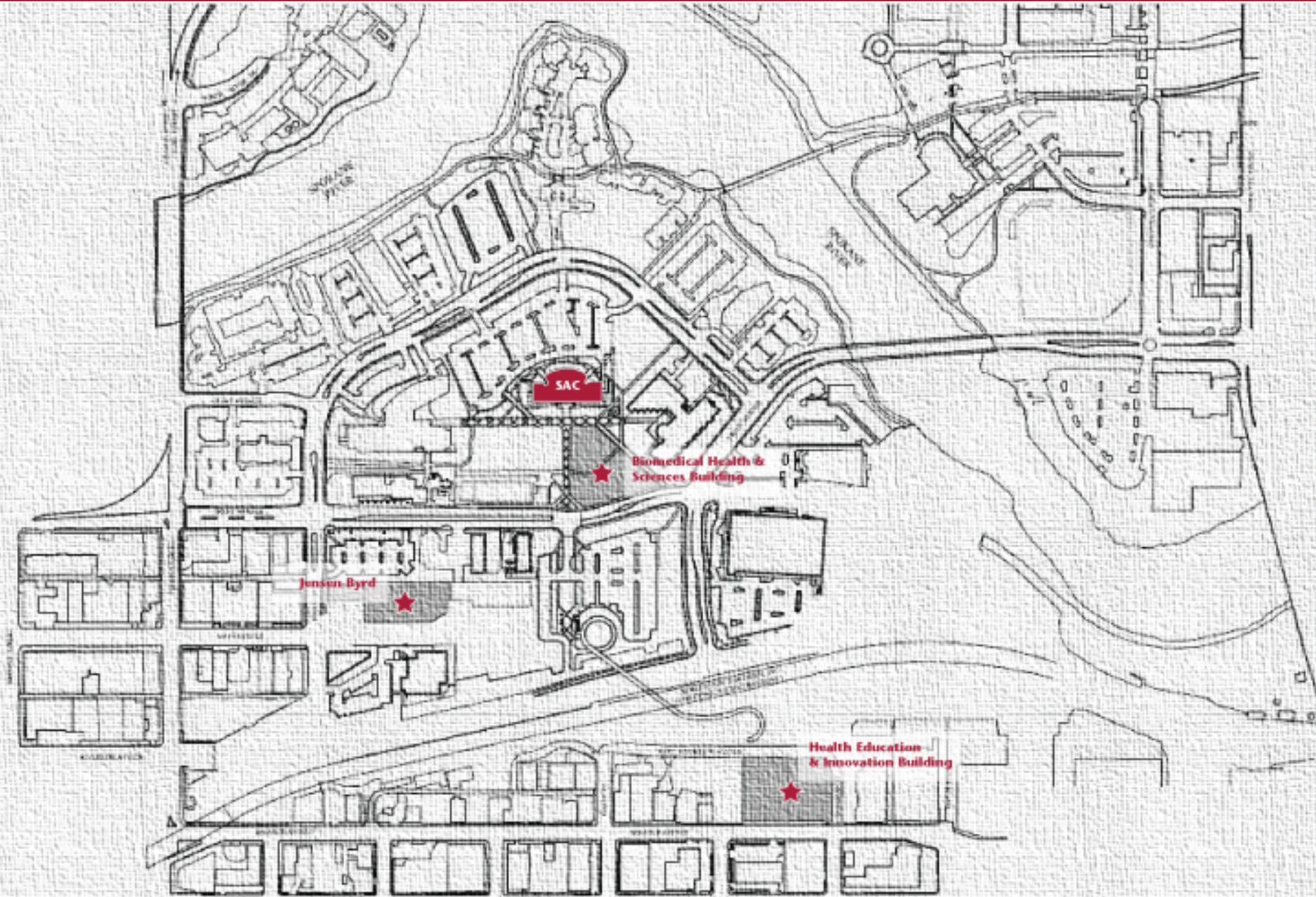


Opportunities

- WSU will play a vital role in future of health
- Expansion of programs
- Enhanced experience for all students
- Cohesive statewide funding

Join Us

Together, we can develop globally impacting, nationally prominent centers for health innovation, education and research.



FUTURE ACTION ITEM #1

2021 Board of Regents Meeting Schedule (Kirk Schulz)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Establishment of the 2021 Board of Regents Meeting Schedule

SUBMITTED BY: Kirk H. Schulz, President

PROPOSED: That the Board of Regents approve the schedule for the 2021 Board of Regents Meetings; and delegate authority to the President of the University or his designee to select and designate appropriate meetings places, establish meeting times, establish the agenda and prepare agenda items, dispatch all official notices to meet the state Open Public Meetings Act or other notice requirements, publish minutes and maintain records of meetings, and take other necessary action as required for the orderly conduct of Board Meetings.

SUPPORTING INFORMATION: Proposed meeting dates are as follows:

2021	
<u>Date</u>	<u>Location</u>
January 21-22, 2021 (Retreat)	TBD
March 11-12, 2021	Tri-Cities
May 6-7, 2021	Spokane
June 3-4, 2021 (Retreat)	TBD
September 15-16, 2021	Pullman
November 18-19, 2021	Vancouver

ACTION ITEM #1

2020 Board of Regents Meeting Schedule (Kirk Schulz)

September 20, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Establishment of the 2020 Board of Regents Meeting Schedule

SUBMITTED BY: Kirk H. Schulz, President

PROPOSED: That the Board of Regents approve the schedule for the 2020 Board of Regents Meetings; and delegate authority to the President of the University or his designee to select and designate appropriate meetings places, establish meeting times, establish the agenda and prepare agenda items, dispatch all official notices to meet the state Open Public Meetings Act or other notice requirements, publish minutes and maintain records of meetings, and take other necessary action as required for the orderly conduct of Board Meetings.

SUPPORTING INFORMATION: Regents voted to approve the 2020 Board of Regents Meeting Schedule at its November 16, 2018, Board meeting. Pursuant to the Board of Regents bylaws, meeting schedules must be approved and adopted by resolution. Due to a clerical error, a resolution for the 2020 Board of Regents Meeting Schedule was omitted. Meeting dates as approved at the November 16, 2018, Board of Regents meeting are as follows:

2020	
<u>Date</u>	<u>Location</u>
January 23-24, 2020 (Retreat)	TBD
March 12-13, 2020	Tri-Cities
May 7-8, 2020	Spokane
June 4-5, 2020 (Retreat)	TBD
September 17-18, 2020	Pullman
November 12-13, 2020	Vancouver

ATTACHMENT: Resolution for adoption by the Board

BOARD OF REGENTS

2020 Board of Regents Meeting Schedule

Resolution #190920-611

BE IT RESOLVED that the Board of Regents of Washington State University hereby adopts the following schedule of meeting dates for **2020**:

<u>Date</u>	<u>Location</u>
January 23-24, 2020 (Retreat)	TBD
March 12-13, 2020	Tri-Cities
May 7-8, 2020	Spokane
June 4-5, 2020 (Retreat)	TBD
September 17-18, 2020	Pullman
November 12-13, 2020	Vancouver

BE IT FURTHER RESOLVED that pursuant to RCW 28B.10.528, authority is hereby delegated to the President of the University or his designee to select and designate appropriate meeting places, establish meeting times, establish the agenda and prepare agenda items, dispatch all official notices to meet the state Open Public Meetings Act or other notice requirements, publish minutes and maintain records of meetings, and take other necessary action as required for the orderly conduct of Board meetings.

BE IT FURTHER RESOLVED that when a regular meeting is rescheduled, notice thereof will be given in conformance with the notice requirements specified by the Open Public Meetings Act for special meetings, with the understanding that special meetings may be called by the President of the Board or as otherwise provided by law.

BE IT FURTHER RESOLVED that the Board of Regents may convene Executive Sessions whenever it is deemed necessary in the interest of the University for the purpose of discussing matters or items for which Executive Sessions are authorized in RCW 42.30 as it now exists or may be amended hereafter.

DATED this 20th day of September, 2019.

Chair of the Board of Regents

Secretary of the Board of Regents

ACTION ITEM #2

President's 2019-2020 Goals and Objectives (Kirk Schulz)

September 20, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Proposed 2019-2020 Goals and Objective

PROPOSED: That the Board of Regents accept the President's 2019-2020 Goals and Objectives

SUBMITTED BY: Kirk H. Schulz, President

SUPPORTING INFORMATION: Attached please find a "Proposed 2019-2020 Goals and Objectives" document. The goals outlined in this document reflect issues of strategic importance for the institution and represent the major priorities that will require the President's direct involvement and focus over the coming months.

Feedback provided by members of the Board of Regents has been incorporated, and these goals were previously reviewed and discussed by the Regents at its June 7, 2019, retreat.

ATTACHMENT: *Proposed 2019-2020 Goal Document*

Proposed 2019-2020 Goals & Objectives

Kirk H. Schulz, President

Goal 1 - Create and implement an overarching, five-year strategic plan for the WSU System which is directly tied to the university budget.

Goal 2 – Continue to improve the fiscal health of the WSU system resulting in an overall budget surplus by July 1, 2020.

Goal 3 – Officially start WSU Fundraising Campaign #3 on July 1, 2019, with strategic fundraising areas to be guided by the WSU Strategic Plan.

Goal 4 – Develop and implement a two-year plan that is focused around enhancing WSU's presence in the Greater Seattle area and tied to the university budget and philanthropy.

Goal 5 – Develop and implement a joint Academic Affairs and Student Affairs “Student Success Initiative” for WSU Pullman which focuses on increasing student retention and graduation rates across all student demographics.

Goal 6 – Continue implementation of recommendations by the Campus Culture and Climate working groups across the WSU system.

Goal 7 – Meet target spending levels for WSU Athletics for 2019-2020.

Goal 8 – Continue leadership development for the WSU Senior Leadership Team (Chancellors, Deans, and Vice Presidents) with Jean Frankel to enhance strategic decision making, growth as a leadership team, and improved interpersonal communications.

Goal 9 – Develop and implement a revised enrollment management plan for the WSU system.

AGENDA

BOARD OF REGENTS MEETING
 Washington State University Pullman
 Compton Union Building, Room 204
 Pullman, Washington
 Friday, September 20, 2019 – 8:00 am

I.	OPENING	<u>Section</u>
	A. Report from the Chair of the Board of Regents	
	B. Report from the President	
II.	CONSENT AGENDA	
	A. Approval of Minutes – May 3, 2019 and June 7, 2019 Board of Regents Meetings	Minutes
III.	REPORTS FROM SHARED GOVERNANCE GROUPS	Reports
IV.	STUDENT AFFAIRS AND STUDENT LIFE COMMITTEE REPORT	
V.	RESEARCH AND ACADEMIC AFFAIRS COMMITTEE REPORT	
	A. Action Item:	
	1. Establish a Bachelor of Arts in Human Biology	R-2
VI.	FINANCE AND COMPLIANCE COMMITTEE REPORT	
	A. Action Items:	
	1. WSU Pullman, Global Animal Health Phase 2, Budget Approval	F-5
	2. State Supplemental Operating Budget Request	F-6
	3. State Supplemental Capital Budget Request	F-7
VII.	STRATEGIC AND OPERATIONAL EXCELLENCE COMMITTEE REPORT	
	A. Action Items:	
	1. 2020 Board of Regents Meeting Schedule	SO-7
	2. President’s 2019/2020 Goals and Objectives	SO-8

VIII. OTHER BUSINESS

IX. PUBLIC COMMENT PERIOD

X. ADJOURN

MINUTES
Board of Regents
May 3, 2019

The Board of Regents of Washington State University (WSU or University) met pursuant to call in Open Meeting at 9:00 a.m. on Friday, May 3, 2019, at WSU Health Sciences Spokane, in Spokane, Washington.

Present: Ron Sims, Chair; Regents Ted Baseler, Brett Blankenship, Scott Carson, Marti Dickinson, Jordan Frost, Lura Powell, and Heather Redman; Faculty Representative Judith McDonald and President Kirk H. Schulz.

I. OPENING

A. Report from the Chair of the Board of Regents. Chair Sims welcomed everyone to the meeting. Chair Sims noted after today's meeting, the Regents will participate in commencement in Spokane and then travel to Pullman to participate in the three commencement ceremonies the next day. He said he was especially pleased to report that Student Regent Frost would be participating in commencement not only as a Regent, but also as a graduate. He congratulated Regent Frost on his accomplishments. Chair Sims reported the following activities Board members have participated in since the last regular meeting:

- March 21 – Regents attended the 3rd annual Regents and Former Regents Dinner in Seattle. Chair Sims said this is a great event each year and provides an opportunity for current and past Regents to stay connected and discuss issue facing WSU and higher education in Washington state.
- March 29 – Regents Worthy and Frost attended the WSU Showcase Celebrating Excellence Banquet in Pullman, where it was Regent Worthy's honor to present Provost Bernardo with a Crystal Award for his exceptional service to WSU.
- April 2 – Regents Blankenship, Powell, Frost, and Chair Sims all attended the 2018 Regents Distinguished Alumnus Award presentation in Pullman. Chair Sims said he had the honor of awarding the 2018 award to Thomas Graedel, professor emeritus and senior research scientist at Yale University, for his contributions to the understanding of atmospheric chemistry and his work to develop the field of industrial ecology.

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

B. Report from the President of the University. President Schulz welcomed the audience and the Regents to WSU Spokane and provided the following updates:

- State Budget Funds WSU Priorities – Presidents Schulz reported this was a very good year for WSU in the biennial budget process, as most major priorities were

funded. He said WSU appreciated the support and leadership of the state legislature and the help of the Cougar Nation in making WSU's needs known. President Schulz offered a special thanks to the Government Relations team: Vice President for External Affairs and Government Relations and Chief Legislative Officer Colleen Kerr, Director of WSU Office of State Relations Chris Mulick, and their entire team on the ground in Olympia.

- Full funding of \$14.4M request (WSU's top legislative priority) for core funding to support the Elson S. Floyd College of Medicine. The operating budget package completes funding for the College of Medicine's existing cohorts of 60 students per year and funds first and second year instruction for an additional 20 students.
- Operating budget highlights include – \$5.353M in Comp and Central Services Support; \$1.411M Clean Energy legislation (WSU Energy Program); FY20: \$383,00 and FY21: \$1.6M maintenance and operations for new buildings; \$500,000 Soil Health Initiative; \$264,000 Children's mental health legislation; \$173,000 Domestic violence legislation; and \$53,000 Opioid overdose medication legislation.
- Capital budget highlights include - \$36.4M for Washington Animal Disease Diagnostic Laboratory (WADDL) Construction allowing the completion of the building addition to the Paul G. Allen Center for Global Animal Health; \$27M for the WSU Tri-Cities Academic building providing classrooms and labs for teaching STEM program; \$21.4M for minor works preservation (MCI & omnibus equipment); and \$500,000 for pre-design of a new Biomedical and Health Sciences building at WSU Health Sciences Spokane.
- Strategic Planning Process – President Schulz reported WSU has begun the process of developing a new comprehensive strategic plan that addresses the WSU system and campus locations. In addition, a separate strategic plan will be developed for the WSU Pullman Campus. WSU Everett and WSU Vancouver have completed strategic plans and WSU Tri-Cities and WSU Spokane are in the process of completing plans. President Schulz said some of the questions the strategic plan must address include: how is WSU evolving to meet the future needs of the state of Washington, how do we balance the pursuit of an enhanced national reputation with a strong focus on serving as Washington's land-grant university; and what does the future of public higher education look like and how can we secure WSU's place as a leader in public university education and student success.
- Land-grant Symposium – On May 7, WSU will hold a system-wide "Land Grant Symposium" which will feature Stephen Gavazzi, co-author of *Land-Grant Universities for the Future*. Nearly 500 members of the WSU community statewide will participate in day-long discussions, and sessions will focus on the three legs of the land-grant mission: teaching; research; and service.

- Spring 2019 Commencement - WSU will graduate more than 5,500 students system-wide. More than 4,700 students are earning undergraduate degrees from WSU's six campuses and nearly 800 are graduating with either a master's or doctoral degree.

In conclusion, President Schulz thanked the Regents for their support and leadership.

C. Report from WSU Health Sciences Spokane. Chancellor Daryll DeWald welcomed the Board of Regents and audience to the Spokane campus and began his report providing updates on leadership additions and ongoing leadership searches. Chancellor Dewald further provided updates on WSU Spokane's strategic planning efforts, budget, academic programs, research, engagement and outreach.

D. Commendation for Jordan Frost.

Chair Sims read Board of Regents resolution #190503-600 commending Student Regent Jordan Frost for his service to WSU.

It was moved and seconded that the Board of Regents adopt resolution #190503-600. Carried.
(A copy may be requested from the President's Office)

E. Commendation for Daniel Bernardo.

Chair Sims read Board of Regents resolution #190503-601 commending Executive Vice President and Provost Daniel Bernardo for his service to WSU.

It was moved and seconded that the Board of Regents adopt resolution #190503-602. Carried.
(A copy may be requested from the President's Office)

II. CONSENT AGENDA.

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

A) Approval of Minutes – March 8, 2019 and March 28, 2019 Board of Regents Meetings

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

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

IV. EXECUTIVE AND GOVERNANCE COMMITTEE REPORT. Vice Chair Blankenship, reporting for Chair Sims, said the committee heard presentations on two proposed Action Items and submitted the following for the Board's consideration

Board of Regents Election of Officers

It was moved and seconded that Marty Dickinson be elected to serve as Vice Chair of the WSU Board of Regents for the year beginning July 1, 2019, 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. Carried. *(Exhibit B)*

Clarification of Delegation of Authority to Commence Litigation

Vice Chair Blankenship noted for the record that this action item was being presented as an Action Item rather than a Future Action Item, in accordance with Board of Regents Bylaw II.12.B.

It was moved and seconded that the Board of Regents adopt resolution 190503-599 amending the Delegation of Authority to Commence Litigation. The amendments are a housekeeping matter intended to clarify that the President or designee has the authority to issue suit authorizations for the purpose of collection of delinquent University accounts in cases when all normal collection efforts have been exhausted. Carried. *(Exhibit C)*

V. STUDENT AFFAIRS AND STUDENT LIFE COMMITTEE REPORT. Regent Powell reported the committee heard two presentations. Vice President for Student Affairs Mary Jo Gonzales provided a WSU Mental Health Summary presentation and Senior Associate Directors of Athletics Brian Blair and Thad Hathaway gave a presentation on Academic Services for Student Athletes. Lastly, Regent Powell reported the Committee reviewed its committee charter and discussed plans for next year's committee work.

VI. RESEARCH AND ACADEMIC AFFAIRS COMMITTEE REPORT. Regent Redman reported the Committee reviewed one Future Action Item, Establish a Bachelor of Arts in Human Biology, presented by Executive Vice President and Provost Dan Bernardo. She further reported the committee reviewed Information Items on Faculty Manual Changes and Degree Extensions approved by the President under delegated authority presented by Provost Bernardo and received an Office of Research Update presented by Vice President for Research Chris Keane. In addition, Regent Redman reported the Committee reviewed two Action Items and submitted the following for Board's consideration:

Rename the Department of Educational Leadership Sport Studies and Education/Counseling Psychology to the Department of Kinesiology and Educational Psychology; and Create the Department of Educational Leadership and Sports Management

It was moved and seconded that the Board of Regents rename the Department of Educational Leadership Sports Studies and Educational/Counseling Psychology to the

Department of Kinesiology and Educational Psychology; and create the Department of Educational Leadership and Sports Management as proposed. Carried. *(Exhibit D)*

Establish a Center for Arts and Humanities

It was moved and seconded that the Board of Regents establish the Center for Arts and Humanities as proposed. Carried. *(Exhibit E)*

VII. INSTITUTIONAL INFRASTRUCTURE COMMITTEE REPORT. Regent Blankenship reported the Committee reviewed and discussed three Future Action Items: WSU Pullman, Baseball Clubhouse Schematic Design Approval, presented by Vice President for Finance and Administration Stacy Pearson, Athletic Director Pat Chun and Associate Vice President Facilities Services Olivia Yang; WSU Tri-Cities, Academic Building Schematic Design Approval and Construction Phase Approval, presented by Vice President Pearson, Chancellor Sandra Haynes, and Associate Vice President Olivia Yang; and WSU Tri-Cities 9+/- Acre Land Swap with the Richland School District and Athletic Fields Agreement, presented by Vice President Pearson, Chancellor Haynes and Executive Director Real Estate Services Ryan Goodell. After the Committee discussion, it was decided that these Future Action Items would be forwarded to the Finance and Compliance Committee for review and possible action during Friday's Board of Regents meeting.

VIII. FINANCE AND COMPLIANCE COMMITTEE REPORT. Regent Baseler reported that the Committee received an Internal Audit Update presented by Chief Audit Executive Heather Lopez. He further reported the Committee reviewed and discussed 13 Action Items and submitted the following for the Board's consideration:

Services and Activities Fees Rate Change for Academic Year 2019-2020

It was moved and seconded that the Board of Regents authorize rate changes in campus Services and Activities Fees for the academic year 2019-2020 as proposed. Carried. *(Exhibit F)*

Services and Activities Fees Committee Allocations for Summer 2019 and Academic Year

It was moved and seconded that the Board of Regents approve the allocation of Services and Activities Fees for Summer 2019 and Academic Year 2019-2020, as recommended by the Services and Activities Fee Committees representing each campus of Washington State University as proposed. Carried. *(Exhibit G)*

WSU Pullman, Undergraduate Technology Fee Committee Allocations for Academic Year 2019-2020

It was moved and seconded that the Board of Regents approve the Academic Year 2019-2020 allocations from the Pullman Student Technology Fee Committee as proposed. Carried. *(Exhibit H)*

WSU Vancouver, Undergraduate Technology Fee Committee Allocations for Academic Year 2019-2020

It was moved and seconded that the Board of Regents approve the Academic Year 2019-2020 allocations from the Vancouver Student Technology Fee Committee as proposed. Carried. *(Exhibit I)*

WSU Spokane, Proposed Changes to WSU Health Sciences Spokane Parking System Rates

It was moved and seconded that the Board of Regents authorize proposed changes to the WSU Health Sciences Spokane parking rates for fall 2019 as proposed. Carried. *(Exhibit J)*

Proposed Changes to Summer Session Tuition Policy

It was moved and seconded that the Board of Regents approve revisions to Executive Policy #10 regarding Summer Session Tuition and Services and Activities Fee Policy as proposed. Carried. *(Exhibit K)*

Initiative for Research and Education to Advance Community Health (IREACH), Extension of Office Lease

Regent Carson noted for the record that Regents had concerns with regard to the length of the lease extension, as well as the associated costs. In addition, the Regents discussed possible options for relocation of the IREACH program either to the Spokane Campus or another location in the Seattle area. Related to those discussions, the Regents requested that the administration update the Board in the next year as to the possible relocation of the program.

It was moved and seconded that the Board of Regents adopt resolution 190503-607, authorize a five (5) year extension of IREACH's existing office lease in Seattle, Washington, and delegate authority to the President or his designee to enter into any and all documents necessary to complete the extension of IREACH's office lease as proposed. Carried. *(Exhibit L)*

Richland 24.29 Acres – Sale of Real Property

It was moved and seconded that the Board of Regents adopt resolution #190503-608, authorize the sale of a parcel of vacant land in Richland, Washington, totaling 24.79 acres, identified as Benton County Parcel No. 1-2608-200-0001-004 (the "Property"), and delegate authority to the President or his designee to select the best offer and to enter into any and all documents necessary to complete this sale as proposed. Carried. *(Exhibit M)*

WSU Tri-Cities, 9+/- Acre Land Swap with the Richland School and Athletic Fields Agreement

Regent Carson noted for the record, the Board requested that contracts/agreements relating to this "land swap" contain language ensuring WSU has the "first right" to

repurchase the 9+/- acres of land in the event the Richland School district decides to sale the land it receives as result of the "land swap".

It was moved and seconded that the Board of Regents adopt resolution #190503-609, authorize a land swap with the Richland School District (the "District") pertaining to approximately 9 acres of land located on the WSU Tri-Cities Campus that would be swapped for approximately 9 acres of land located on the Richland School District's Hanford High School Campus, and further delegate authority to the President or his designee to enter into any and all documents necessary to complete this land swap as proposed. Carried. *(Exhibit N)*

WSU Tri-Cities, Academic Building, Schematic Design and Construction Phase Approval

Chair Sims noted for the record that this action item was being presented as an Action Item rather than a Future Action Item, in accordance with Board of Regents Bylaw II.12.B.

It was moved and seconded that the Board of Regents adopt resolution #190503-606, approve the WSU Tri-Cities, Academic Building with a total budget not to exceed \$30,400,000, authorize the project to proceed to design and construction using the Design-Build (DB) process pursuant to RCW 39.10, and further delegate authority to the President or his designee to enter into any and all contracts necessary to complete the project, within the budgeted amount as proposed. Carried. *(Exhibit O)*

WSU Pullman, Baseball Clubhouse, Schematic Design Approval

Chair Sims noted for the record that this action item was being presented as an Action Item rather than a Future Action Item, in accordance with Board of Regents Bylaw II.12.B.

It was moved and seconded that the Board of Regents approve the schematic design for the WSU Pullman, Baseball Clubhouse project as proposed. Carried. *(Exhibit P)*

Refunding of Trust and Building Fee Revenue Bonds, 2009B

Chair Sims noted for the record that this action item was being presented as an Action Item rather than a Future Action Item, in accordance with Board of Regents Bylaw II.12.B.

It was moved and seconded that the Board of Regents adopt resolution #190503-603 and authorize the issuance and sale of bonds to be used for refunding of Trust and Building Fee Revenue Bonds, 2009B (Refunded Bonds), with a maximum par amount not to exceed \$83,850,000; with a maximum term not to exceed the term of the Refunded Bonds, and a minimum savings threshold of 4.0% net present value savings; and delegate authority to the President or his designee to sell bonds including determining the final bond size, maturity schedule, redemption provisions and timing of sale as proposed. Carried. *(Exhibit Q)*

IX. STRATEGIC AND OPERATIONAL EXCELLENCE COMMITTEE REPORT. Regent Carson reported the committee reviewed one Action Item and submitted the following for the Board's consideration:

Centers, Institutes, and Laboratory (CIL) Task Force Recommendations

It was moved and seconded that the Board of Regents adopt resolution #190503-604, approve the proposed CIL Task Force Recommendations and delegate authority to the President or designee to have final approval of Centers, Institutes and Laboratories, previously approved by the Board as proposed. Carried. *(Exhibit R)*

X. OTHER BUSINESS. No other Business.

XI. PUBLIC COMMENT PERIOD. Dave Bililand, Spokane community member and Barb Brock, retired faculty and Spokane community member, provided public comment regarding the Jensen Byrd building and asked the Regents to consider possible ways the University could repurpose the building to address the homelessness in the Spokane area.

XII. ADJOURNMENT. The meeting adjourned at 11:45 a.m.

Approved by the Board of Regents at its meeting held September 20, 2019, in Pullman, Washington.

Chair, Board of Regents

Secretary, Board of Regents

WASHINGTON STATE UNIVERSITY  FOUNDATION

May 3, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: WSU Foundation Regents Report

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

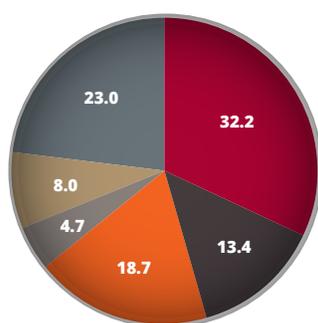
The Washington State University Foundation is pleased to report the following:

- To date during Fiscal Year 2019 (July 1, 2018—June 30, 2019) the WSU Foundation received \$92,135,768 in total fundraising commitments as of March 31, 2019. As of February 28, 2019, the endowment market value was \$510,537,080. More information can be found on the Year-to-Date Progress Report that accompanies this report.
- The WSU Foundation is attracting some of the most experienced and respected professionals in higher education advancement to key leadership positions. Jon Thorsen joined the WSU Foundation's leadership team as the Senior Associate Vice President of Advancement, Finance, Operations and Services on March 25; Jo Ann Grainger joined the WSU Foundation as Associate Vice President for Campaign Operations on April 1; and George Keegan, Senior Associate Vice President for Constituent Development Units arrived on April 15.
- With the WSU Foundation's leadership now complete, WSU Advancement is committed to building a culture of philanthropy across WSU by continuing to evolve to a comprehensive, innovative, and best-practice advancement program. With WSU's third comprehensive campaign on the horizon, we are attending to the elements of campaign design that will create a resilient foundation for philanthropic success for many years to come. To accomplish this, the WSU Foundation remains focused on building and scaling the infrastructure, creating a culture of accountability, and articulating philanthropy's value proposition for our key stakeholders. A number of key initiatives are being moved forward this spring to support these priorities, including:
 - 10-year unit philanthropy forecasting
 - Creation of a WSU Advancement strategic retention and recruitment program, and
 - Deployment of an internal strategy to effectively communicate the impact and ROI that philanthropy makes possible at WSU every day.
- The next meetings of the WSU Foundation Trustees and the Board of Directors will be May 16-17, 2019, in Blaine, Washington. The WSU Foundation's Fall Meeting of the Trustees will be September 19-20, 2019, in Pullman, Washington.

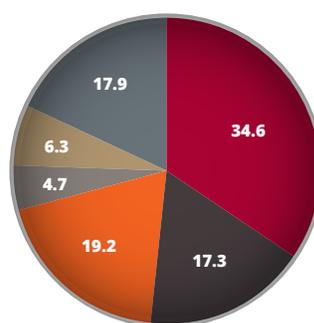
WASHINGTON STATE UNIVERSITY FOUNDATION
YEAR-TO-DATE PROGRESS REPORT
 July 1, 2018 - March 31, 2019

Fiscal Year-to-Date	3/31/2019	3/31/2018
Gift Totals	\$43,388,512	\$43,999,681
Private Grants	\$21,181,774	\$17,021,372
Sub Total, Gifts & Grants	\$64,570,286	\$61,021,053
Pledge Balance	\$10,718,267	\$7,599,962
Sub Total Gifts, Grants & Pledges	\$75,288,553	\$68,621,015
Revocable Gifts	\$11,051,830	\$17,424,002
Annual Fundraising Totals	\$86,340,383	\$86,045,017
Other Contributions	\$5,795,385	\$9,303,462
Annual Total	\$92,135,768	\$95,348,479

Note: These figures are unaudited



MARCH 2019



MARCH 2018

FISCAL YEAR CONTRIBUTIONS BY SOURCE
(AS A PERCENTAGE)



Month Ending	3/31/2019	3/31/2018
Gift Totals	\$4,118,202	\$4,042,331
Private Grants	\$897,717	\$3,059,190
Sub Total, Gifts & Grants	\$5,015,919	\$7,101,521
Pledge Balance	\$381,819	-\$24,687
Sub Total Gifts, Grants & Pledges	\$5,397,738	\$7,076,834
Revocable Gifts	\$959,666	\$2,585,000
Other Contributions	\$60,627	\$0
Monthly Total	\$6,418,031	\$9,661,834

Endowment Summary	8 Months Ended 2/28/2019	8 Months Ended 2/28/2018
Endowment, Beginning 6/30	\$502,262,759	\$466,147,989
Gifts and Other Additions	15,283,849	18,197,364
Investment Gains (Losses)	6,075,389	36,836,581
Distributions to WSU and Endowment Advc. Assessment	-13,084,916	-12,154,287
Endowment, Ending	510,537,080	\$509,027,647
Investment Return FY-To-Date (July 1-June 30)	1.30%	7.90%
1-year Return	1.50%	12.60%
3-year Return	8.90%	6.40%
5-year Return	5.50%	7.70%
10-year Return	8.30%	4.90%

KEY STATISTICS	3/31/2019	3/31/2018
Alumni of Record Available for solicitation	191,235	185,054
Alumni Participation Rate	8.0%	8.3%
Total Number of FY Donors	37,964	38,533
Total FY Gifts, Grants, Pledges, Revocable Commitments	78,190	77,148

Date: May 3, 2019

To: Members of the Board of Regents

Subject: Faculty Senate Report

Submitted by: Jeannette Mageo, Chair of the Faculty Senate

1. I would like to commend senate committees and committee chairs for their participation in shared governance. Several large changes this year include:
 - a. Research and Arts Committee/CILs Task Force (Tammy Barry & Babu John Maridoss)
 - b. Faculty Affairs Committee/Tracks and Appointments (Denise Yost)
 - c. Academic Affairs Committee/Rule 53 & 56 (Kasee Hildenbrand & Debbie Handy)
 - d. Campus and Community Health Task Force (Tammy Barry & Kasee Hildenbrand)
2. WSU Bookie Board authorized the expansion of the First Day program for fall 2019 to continue providing course materials cost savings to students. First Day was initiated by the senate/provost Course Materials Value and Effectiveness Committee.
3. The Faculty Senate has updated the Educational Policy and Procedure Manual (EPPM) and incorporated the current system-wide policy on inclement weather. Also, the Senate has created a policy that provides a route for incorporating academic Memoranda of Understanding into the manual, including a revision and sunset pathway. Finally, the senate has adopted a process where the EPPM will be maintained and updated each year.
4. *Vision WSU* is a new faculty-led academic working group exploring the near future of higher education, with a focus toward meeting the needs of Washington State employers and embracing emerging technology-driven changes to curriculum and instruction, especially in the context of anticipated explosive advances in computation, data science, and artificial intelligence. Our first meeting was held March 14th in Pullman where a team from Microsoft led a group of faculty through an initial brainstorming session. A follow-up Idea-a-thon will be scheduled in August 2019 and will focus on alternate and competency-based system-wide entry pathways, including stackable certificates.
5. The Faculty Senate elected David Turnbull as Chair-elect beginning August 2019. Dave was chair of the Faculty Senate during the 2011/2012 year and has broad service experience. Dave serves as Senate Parliamentarian. More information is found at <https://facsen.wsu.edu/chair-elect-2019-2020/>
6. On April 25th the Faculty Senate held a Town Hall to access research infrastructure issues. Eventually we hope to produce a report that identifies challenges and provides remedies with timeframes.
7. The CSW-AFW salary group continues to meet to discuss new approaches to accessing salary equity to be used in the coming year.
8. The Honorary Degree Committee has forwarded recommendations for a 2019 awardee to the President's office.

May 3, 2019

TO: ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: ASWSUHS Report

SUBMITTED BY: Johanna Pantig, President

On behalf of the Associated Students of Washington State University Health Sciences, I would like to thank you for your support and report the following:

Goal #1: To work at the university, local, state and national level on issues that directly affect WSU Health Sciences students and interprofessional education and access

- HB 1726 Concerning services provided by health care professional students: A student-led bill that will allow for interprofessional preceptor supervision of health sciences students at volunteer health events. Through the efforts of ASWSUHS, events were created to encourage students to contact their state representatives and senators in support of HB 1726. Students provided testimonies speaking on behalf of the need for more interprofessional education and the barriers current legislation poses on increasing these efforts. On April 15, 2019, the bill passed the state legislature and we are waiting for a signing date from the Governor.

Goal #2: To build relationships and maintain physical presence on both health science campuses

- Spokane: Members of the executive team attended RSO meetings providing them information on the resources available to them on campus. In collaboration with the Office of Community Engagement, we organized our third annual WSU Health Sciences Interprofessional Health Fair for the East Central Community at Sheridan Elementary and expanded to a second location for the first year at North Central High School. Planning involved RSOs from all three colleges and a team consisting of medical, speech and hearing, nursing, and pharmacy students performed health assessments collaboratively. ASWSUHS held a meet and greet with President Kirk Schulz and its first town hall meeting discussing issues such as space and parking.
- Yakima: ASWSUHS established our first Director of Yakima Relations executive position. It was created to maintain communication amongst the WSU College of Nursing located at the Yakima Valley Community College campus, WSU College of Pharmacy and Pharmaceutical Sciences located at the Pacific Northwest University of Health Sciences campus, and the ASWSUHS executive team located in Spokane. The ASWSUHS Executive Team traveled to Yakima in the fall for a meet and greet. This allowed students an opportunity to speak with their student leaders about their concerns as an "extension" campus and in regards to both programs being located on different ends of the city.

Goal #3: To seek feedback and meet student space needs – create an all student lounge on the Spokane campus

- Student lounge: Three years ago, when our Student Diversity Center was built, the only student lounge space was converted for the project and no additional space was allocated for a lounge. Over these last two years ASWSUHS has gathered student feedback and used that feedback to collaborate with top WSU Spokane administration in finding space. At the end of this spring semester a new student lounge will be installed in front of Student Affairs to provide more space for students to study, relax, and charge their electronics.
- Space Management Committee: The first student representative was appointed to the Space Management Committee this year. This is the deciding body for the utilization of space on both the Spokane and Yakima campuses. As space is a high concern on our campus, having a student sit on the committee is a great accomplishment and allows for student advocacy in regards to important issues.

Date: May 3, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: GPSA Board of Regents Report

SUBMITTED BY: Amir Gilmore

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

GPSA Execs Meeting Senator Patty Murray: On Tuesday, April 16th, 2019, the GPSA incoming and outgoing Executive Officers got to meet Senator Patty Murray at the Foley Institute. Not only was it a fantastic opportunity to meet the Senator, but we had the opportunity as graduate and professional students to tell her our opinions about graduate education in regard to the re-writing of the Higher Education Act. GPSA looks forward to Senator Murray taking our concerns back to Washington D.C. Moreover, John Culton, the Eastern Washington Director for Senator Murray, would love to have follow-up meetings with us. This something that I believe that the new GPSA Executive team will take on.

Research & Extension Center Senate Seat: Graduate and professional student advocacy will always be a priority for GPSA. This year we made it our goal to expand the representation of our Pullman graduate students on the Research and Extension Centers of Prosser, Wenatchee, Mount Vernon, and Puyallup. On April 22, 2019, GPSA voted in favor of adding an additional seat to the Senate body for Research and Extension graduate students. Currently the seat is temporary during the 2019-2020 academic year but will be converted to a permanent seat during the 2020-2021 academic year. This opportunity will allow R&E students have a larger voice in the senate in regarding to voting power as well budgetary power. Hopefully with time, GPSA will continue to add additional seating for R&E students.

GPSA Professional Development Initiative: GPSA is thankful for the partnership that we have between the President's Office and the Graduate School. President Schulz and Dean Gloss have been fantastic in elevating the voices and visibility of graduate and professional students. This is the third full year of PDI and it has been another successful year of providing graduate and professional students the tools that they need to succeed and obtain jobs inside and outside the academy. This year we provided nearly 40 events and we had over 900 people attend in person and another 400 people attend online. Two goals that we have next year with PDI is (1) to continue to growth PDI on the other WSU campuses through our online capabilities and (2) rank our PDI program in comparison to our peer institutions across the country.

May 3, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Administrative Professional Advisory Council Report

SUBMITTED BY: Stephanie Rink, Chair

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

1. Global Campus has identified the Employee Presidential Scholarship as their WSU CougsGive campaign. On April 10th the CougsGive campaign raised \$630 for the scholarship.
2. APAC continues to work on the Professional Development Initiative. We have scheduled our spring speaker for May 22, Jake French, a motivational speaker who is the living example of what is possible when the right attitude, mindset, and strategies are in place. He will present in partnership with the Carson College of Business on *Leadership without Limits* and *Anyone can be a Leader; How to Gently Lead your Leadership*.
3. APAC will host forums on the Spokane and Tri-Cities campuses. The forum on the Spokane campus is scheduled for April 18th and on the Tri-Cities campus on April 23rd. APAC will again provide an avenue for constituents at these campuses to send questions anonymously.
4. On April 11th APAC held a special election meeting in which nine (9) APs were appointed to the council. A special note that for the first time APAC received applications from extension sites and we will have representation from Wenatchee and Bremerton and two other extension sites in Tri-Cities and Spokane.
5. Following our April 11th special election meeting APAC appointed Stephanie Rink as Chair and Sue Gilchrist as Vice-Chair. Treasurer remains vacant at this time and will be an agenda item at our May meeting.
6. APAC continues monthly council meetings where all APs are encouraged to attend and VPs and upper administration are asked to present on initiatives and updates throughout the year. APAC Executive Leadership will continue to meet with President Schulz monthly.

May 3, 2019

TO: ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: WSU Alumni Association Progress Report

SUBMITTED BY: Ashley MacMillan, WSUAA President 2018-19

Keeping New Grads Connected with WSU

For the first time, the WSUAA is providing a three-year membership to all May WSU graduates...free of charge. The Alumni Association worked with each campus to communicate the gift to our newest alumni and gratefully acknowledges the assistance of the Registrar's Office in ensuring that every graduating undergraduate and graduate student will receive a complimentary membership for three years.

This new-grad membership pilot program is aimed at making the transition from classroom to career a bit easier for WSU's newest alumni. Benefits like networking events, online career coaching, extended learning plans, and continuing education discounts allow this new graduating class of Cougs to best prepare for their future. With 31 chapters, 16 clubs, 4 multicultural chapters, and 5 special-interest groups, the WSUAA offers ways for new grads to connect with fellow Cougs wherever they might call home. Important for WSU, the program also enables the University to remain connected with the most recent graduating class at an important stage of their lives.

As the University focuses on building sustainable and growing philanthropy, membership represents an important way to engage alumni and maintain current contact information for each individual. The University's focus on expanding philanthropic support hinges on building mutually beneficial relationships with its graduates. The WSUAA is proud to play a vital role in that effort.

The Carson College of Business and WSUAA Join Forces to Offer MBA Discount to Members
The WSUAA knows that continued learning is a priority for Cougs. Last year, we announced the launch of the Alumni Learning Network, which allows members to take college courses for personal enrichment in an inviting environment through the WSU Global Campus.

Starting June 1, Life and Platinum Life Members will receive discounted tuition to the Carson College of Business Online MBA and Executive MBA programs. This 10% discount will provide a huge savings for Cougs looking to further their education.

Impactful Volunteer Leader Training

The Spring Leadership Conference and Board Meeting, held March 21-23, educated and energized 63 volunteer leaders that departed ready to bring a piece of WSU back to their areas. Highlights of the conference included a networking event and training with volunteers and current students, a Tri-Cities campus update, a panel discussion with current student athletes, and a Foundation priorities briefing from Lisa Calvert.

Introducing WSUAA Officers 2019-20

Following Commencement on May 4, WSUAA officers will transition to their new leadership roles:

- President Jane Yung '93 of Bellevue, Director, UW Medicine
- President-Elect Doug Willcox '65 of Palouse, retired engineer and farmer
- Vice President Bertha Clayton '07 of Walla Walla, Associate Attorney, Hernandez Immigration Law
- Immediate Past President Ashley MacMillan '05 of Beaverton, Senior Regional Planning Manager, Columbia Sportswear

ACTION ITEM #1

Election of Officers (Ron Sims)

May 3, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Election of Officers

PROPOSED: That Marty Dickinson be elected to serve as Vice Chair of the WSU Board of Regents for the year beginning July 1, 2019, 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: Ron Sims, Chair, Board of Regents

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

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

ACTION ITEM #2
Clarification of Delegation of Authority
to Commence Litigation
(Danielle Hess)

May 3, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Clarification of Delegation of Authority to Commence Litigation

PROPOSED: That the Board of Regents adopt the proposed resolution amending the Delegation of Authority to Commence Litigation. The amendments are a housekeeping matter intended to clarify that the President or designee has authority to issue suit authorizations for the purpose of collection of delinquent University accounts in cases when all normal collection efforts have been exhausted.

SUBMITTED BY: Danielle A. Hess, Division Chief
WSU Division of the Attorney General's Office

**SUPPORTING
INFORMATION:** See attached

ATTACHMENTS: Resolution #190503-599 - Delegation of Authority to Commence Litigation with proposed changes tracked

BOARD OF REGENTS
Delegation of Authority to Commence Litigation

Resolution #190503-599

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 President has been delegated authority to act in matters relating to the general business and financial affairs of WSU; and

WHEREAS, the need to commence litigation or to file notice of appeal may arise at a time when it is not feasible for the Board of Regents to meet;

NOW, THEREFORE, BE IT RESOLVED that the Board of Regents hereby confirms and continues prior delegations of authority to the President or designee to commence litigation or other legal action in any court or tribunal having jurisdiction; to file claims, cross claims, or third-party complaints in existing litigation; and to file notices of appeal or otherwise seek review of a court decision;

PROVIDED, HOWEVER, that no new legal action in a court of law shall be initiated in which WSU is the plaintiff and complaining party without prior approval of the Chair of the Board of Regents, or in the absence of the Chair, the Vice Chair of the Board of Regents. PROVIDED FURTHER, that the President or designee may initiate a new legal action in a court of law without the prior approval of the Chair or Vice Chair for the purpose of collection of delinquent university accounts in cases where all normal collection efforts have been exhausted.

DATED this 3rd day of May, 2019.

Chair, Board of Regents

Secretary, Board of Regents

Vice Chair, Board of Regents

ACTION ITEM #1

Rename the Department of Educational Leadership Sport Studies and Educational/Counseling Psychology to the Department of Kinesiology and Educational Psychology; and create the Department of Educational Leadership and Sport Management
(Daniel J. Bernardo)

May 3, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Rename the Department of Educational Leadership Sport Studies and Educational/Counseling Psychology to the Department of Kinesiology and Educational Psychology; and create the Department of Educational Leadership and Sport Management

PROPOSED: That the Board of Regents rename the Department of Educational Leadership Sport Studies and Educational/Counseling Psychology to the Department of Kinesiology and Educational Psychology; and create the Department of Educational Leadership and Sport Management

SUBMITTED BY: Daniel J. Bernardo, Provost and Executive Vice President

SUPPORTING INFORMATION: The College of Education is requesting the opportunity to rename the Department of Educational Leadership Sport Studies and Educational/Counseling Psychology to the Department of Kinesiology and Educational Psychology; and create the Department of Educational Leadership and Sport Management.

The Department of Educational Leadership, Sport Studies, and Educational/Counseling Psychology (ELSSECP) houses four distinct disciplines: (1) Educational Leadership, (2) Sport Management, (3) Kinesiology [includes sport science and athletic training], and (4) Educational Psychology. These four disciplines are administratively located in a single department as a consequence of downsizing within the college and across the university over many years. The disciplines are somewhat disparate and don't share a common educational mission, pedagogy, or research foci.

The current college administrative structure includes one department chair and program coordinators for all disciplines. The challenge with this structure is twofold. One, faculty don't feel fully represented by a

department chair that does not affiliate with their discipline. Two, it is an extremely difficult challenge for a single faculty member to serve as the department chair in a manner that properly supports each of the faculty groups. To learn the history, background, current trends, and disciplinary nuances is simply too great a task for one individual to do well. Moreover, the size of the current department means that the department chair is focused on personnel matters more than would ordinarily be the case. This in turn takes the chair away from their own scholarship. These challenges are common knowledge among faculty and as a consequence, faculty who could be considered for the chair position are simply unwilling to do it, given the current structure.

The College of Education is proposing a new department, Department of Educational Leadership and Sport Management, while maintaining ELSSECP. The new department would house Educational Leadership and Sport Management while the current department, ELSSECP, would house Kinesiology and Educational Psychology.

The college anticipates that the chair will have their disciplinary affiliation from one of the two programs in the department. This will be true for both departments. In addition, the college will eliminate lead program coordinators for all four programs across both of these departments. Instead, for the program with a department chair that is not from their discipline and program, an assistant chair will be created. The assistant chair position will be maintained in both departments and both assistant chairs will be members of the college leadership team. In the event that no faculty member is available from either program within a department, an individual outside of the department will be sought to fill the chair role. In addition, both programs will have assistant chairs.

The advantages are fourfold:

- One, faculty will feel better represented.
- Two, the department chair will have a more reasonable administrative workload.
- Three, the department chair will be able to maintain their scholarly program.
- Four, the two departments will be in a position to generate some intellectual innovation. Sport Management and Educational Leadership share organizational theory as a major component of the curriculum. For the other department, Kinesiology and Educational Psychology share similar research models, methods, and processes. The new departmental arrangement will allow for greater collaborative efforts, which heretofore, have been lost in a large department in which individual faculty have been left to vie for their own position and resources.

The Counseling Psychology program also exists within the department but is being phased out so was not included in the list above. Counseling Psychology would stay within the current department with Kinesiology and Educational Psychology until complete phaseout, August 2021.

The attached proposal was reviewed carefully and has support from the Provost's Office. This recommendation was passed by the Faculty Senate on January 24, 2019.

ATTACHMENT: Attachment A – Memorandum of Understanding

**Memorandum of Understanding (MOU) between the Provost and the Faculty Senate
regarding the Creation, Movement, Renaming or Elimination of Academic Programs,
Departments, and Colleges**

Background

The present MOU was formulated because the University has no policies that directly govern the creation, movement, renaming or elimination of colleges, departments, or programs. Recent restructuring of colleges, departments, and academic programs has revealed that such policies would be useful when administrative units are changed. Although the structure of administrative units does not fall within the Faculty Senate's formal jurisdiction, the faculty will be consulted because it has an interest in changes in such units.

This MOU describes a process of consultation between the faculty and the Provost that can be used for creating, moving, renaming or eliminating an academic program, department, or college. The process described here applies only to changes in administrative structure. It does not apply to curricular changes. Curricular issues related to changes in administrative structure will go through the normal Faculty Senate approval process. Throughout this document, the term "department" means "department and/or school," following the usage in the *Faculty Manual*, and an "academic program" is defined by the *Faculty Manual* as an interdepartmental set of faculty that have an individual budget, an administrative officer, and a set of courses that lead to a degree.

This MOU was originally agreed to by the Faculty Senate as a whole on 30 January 2014. This revision has been made to include creation of and changes to academic programs.

Process for Creation of a New Academic Program, Department, or College

The process for creating a new academic program, department, or college begins with obtaining pre-approval from the Provost. This request for pre-approval should emanate from the dean of the college proposing the new academic program or department. Next, a Notice of Intent to create such a unit should be filed with the Provost's Office. A form, attached to this MOU, contains a set of questions that should be addressed in this Notice of Intent.

If the Provost decides that the Notice is not worthy of consideration, the process stops and the Provost informs those who submitted the Notice of his or her decision. If the Provost decides that the Notice is worthy of consideration, (s)he sends that Notice to the Executive Secretary of the Faculty Senate. The Provost, in consultation with the Faculty Senate Executive Committee, will then decide whether the Notice should receive full consideration by the Faculty Senate.

If the decision is positive, the proposal will be examined by, at least, the Faculty Senate Steering Committee and the Faculty Affairs Committee. Other Faculty Senate committees and, potentially, the entire Faculty Senate and/or the entire faculty, may be involved as determined by the Faculty Senate Steering Committee. The Faculty Senate Executive Committee will summarize the results of the Faculty Senate deliberations and will send recommendations concerning the creation of the unit to the Provost by the last day of the semester following the semester in which the Faculty Senate received the Notice.

The Notice of Intent to Create a Department includes the question of whether the department should also serve as a tenure unit. A tenure unit is the unit within which tenure is held by tenured faculty members at the University. Inclusion of this question and a requirement for justification recognizes that some, but probably not all, newly formed departments should also serve as tenure units.

Process for Movement of an Academic Program, Department, or College across Campuses or Administrative Structures

This process is identical to that for creation of an academic program, department, or college except that the questions involved in the Notice of Intent differ somewhat from those involved in the Notice of Intent to Create an Academic Program, Department, or College (see the attached form).

Process for Renaming an Academic Program, Department, or College

This process is identical to that for creation of an academic program, department, or college except that the questions involved in the Notice of Intent differ somewhat from those involved in the Notice of Intent to Create an Academic Program, Department, or College (see the attached form).

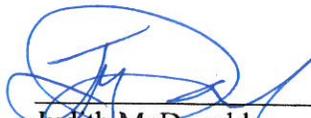
Process for Eliminating an Academic Program, Department, or College

Because it has been effective in the past, the description of unit discontinuation in Section III.E.3.b of the *Faculty Manual* will be used as the process for eliminating a program, department, or college with the further stipulation that this process will begin as described under "Process for Creation of a New Program, Department, or College" [i.e., with pre-approval by the Provost and then a filing of a Notice of Intent to Eliminate an Academic Program, Department, or College with the Provost's Office (see the attached form)].

Conclusion

This MOU may be terminated by a vote of the Faculty Senate or by the Provost. Both parties are required to provide 60 calendar days' notice (excluding the period between the end of the Spring semester and the beginning of the Fall semester) before termination is effective. Notice by the Provost must be given to the Executive Secretary of the Faculty Senate.

Signatures,



Judith McDonald
Chair, Faculty Senate

8/14/18
Date



Daniel J. Bernardo
Provost and Executive Vice President

August 13, 2018
Date

Notice of Intent to Create an Academic Program, Department, or College

Proposed name of unit

Department of Educational Leadership and Sport Management

Proposed campus(es)

WSU Pullman

Unit Type (select one)

Academic Program

Department

College

If academic program or department, where will unit be housed?

College of Education

Justification for new unit. If a department, indicate whether it will serve as a tenure unit, and justify

The Department of Educational Leadership,

List of existing units that will be eliminated if unit is created. If none, enter "None"

None

If academic program or department, list faculty who will be members of the unit. If college, list academic units that will be members of the college

Calderone, Shannon

Describe process used to consult faculty affected by creation of the proposed new unit

The department has had a series of meetings

Describe process used to consult other academic units affected by creation of the proposed new unit

The topic of creating another department was

List any and all objections raised during consultations to creation of the proposed new unit, and provide responses to each

No objections were raised.

Proposed budget

\$1,109,800 excl state funded fringe benefits

Describe impact on Libraries. If none, enter "None"

None. This is a budget neutral change. Given

Desired start date (semester, calendar year)

Fall 2019

Name of person submitting this Notice

Michael S. Trevisan

Date submitted

9/10/18

If program, electronic signature of head of
sponsoring department

Date signed

If academic program or department, electronic
signature of dean of sponsoring college

Date signed

Michael S. Trevisan

9/10/18

Submit completed form to Office of the Provost and Executive Vice President at
provost.deg.changes@wsu.edu .

Notice of Intent to Rename an Academic Program, Department, or College

Name of unit

Department of Educational Leadership, Sport

Proposed new name of unit

Department of Kinesiology and Educational Psych

Justification for proposed name change

To accurately reflect remaining departmental

Describe process used to arrive at new name, including consultations with faculty and other potentially affected units

1. Anonymous survey of rating of names,

List any and all objections raised during consultations to proposed new name, and provide responses to each. If none, enter "None"

No objections were raised.

Desired effective date (semester, calendar year)

Fall 2019

Name of person submitting this Notice

Michael S. Trevisan

Date submitted

9/10/18

Electronic signature of dean of sponsoring college

Michael S. Trevisan

Date signed

9/10/18

Submit completed form to Office of the Provost and Executive Vice President at provost.deg.changes@wsu.edu .

Proposed Departments	Discipline	Programs	Degrees	Faculty
Kinesiology and Educational Psychology	Educational Psychology	1. Educational Psychology	1. MA in Educational Psychology 2. PhD in Educational Psychology	Sola Adesope Kira Carbonneau Shenghai Dai Robert Dainelson Brian French Chad Gotch Jennifer Lebeau Zoe Higheagle Strong Mike Trevisan
	Kinesiology	1. Sport Science 2. Athletic Training	1. BS in Kinesiology, Major in Sport Science 2. BS in Sports Medicine (part of the MAT degree) 3. Master's in Athletic Training	Robert Catena Christopher Connolly Anne Cox Tami Goetz Kasee Hildenbrand Kimberly Holmstrom Phillip Morgan Katy Pietz Judy Schultz Sarah Ullrich-French
	Counseling Psychology (Will phase out by 8/2021)	1. Counseling Psychology	1. Ph.D. in Counseling Psychology	Brian McNeill Phyllis Erdman Hsin-Ya Liao
Educational Leadership and Sport Management	Educational Leadership	1. Educational Leadership	1. Ed. M in Educational Leadership 2. MA in Educational Leadership 3. EdD in Educational Leadership 4. PhD in Educational Leadership	Shannon Calderone Kathleen Cowin Glenys Hill Kristin Huggins Sharon Kruse Teena McDonald Tom Opstad Paul Pitre Katherine Rodela
	Sport Management	1. Sport Management	1. BA in Sport Management 2. MA in Sport Management	Tammy Crawford Hank Evans Scott Jedlicka Tae Ho Kim Chris Lebens Simon Licen Yong Chae Ree John Wong

ACTION ITEM #2

Establish the Center for Arts and Humanities (Daniel J. Bernardo)

May 3, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Establishment of the Center for Arts and Humanities

PROPOSED: That the Board of Regents establish the Center for Arts and Humanities

SUBMITTED BY: Daniel J. Bernardo, Provost and Executive Vice President

SUPPORTING
INFORMATION:

The Center for the Arts and Humanities will serve as an organizing point for creative and scholarly activity (research) and public engagement (service) in the arts and humanities, with the further potential to support innovative teaching at both the undergraduate and graduate levels. Its work and contributions are expected to engage not only those faculty and students formally associated with arts and humanities units but also those faculty who independently express artistic and/ or humanistic interests. Given this integrated range of aims and its particularly outward-facing and collaborative emphasis, a center is the most appropriate designation for this proposed unit.

By creating a Center for the Arts and Humanities WSU will catalyze new patterns of inquiry among current arts and humanities faculty, providing a framework for more collaborative and outward-facing work. In particular it will concentrate on larger-scale interdisciplinary interest areas that draw upon but necessarily extend beyond the scope of individual departments. Its establishment will confirm WSU's commitment to the arts and humanities as areas of serious intellectual inquiry, one that is consonant with our continuing obligation as a land-grant institution to the creation and extension of new knowledge to the wider public.

Nationwide more than 120 institutions have some form of arts/humanities center or institute. More importantly, such centers are characteristic of high-performing comprehensive research universities. Of the 42 public universities identified as "Top 25" in the Arizona State University's Measuring University Performance list (a key source of "Drive to 25" Metrics), 70% have such a center. Of the actual top 25, 80% have such a center, and those that do not are most frequently

more specialized technical institutions. More immediately, in the PAC-12, 9 of 12 PAC-12 universities have formal arts/humanities centers. Two that do not-Arizona and UCLA-have a stand-alone College of Humanities that coordinates several arts- or humanities-based centers. WSU is the only PAC-12 institution to have neither an arts/humanities center nor an independent college of the arts and humanities.

By themselves, of course, the presence of these centers at other institutions does not necessarily oblige the creation of a similar center at WSU. Such centers do testify compellingly, however, to the widespread recognition among our aspirational peers that today's greatest challenges are not simply scientific nor technical. Rather, they are also questions of values, beliefs, history, aesthetics, and culture, all of which are fundamentally artistic and humanistic areas of inquiry. A failure to invest appropriately in the arts and humanities thus threatens the capacity of any institution-WSU included-to effectively understand, engage, and solve our world's most pressing and complex problems.

At its core, the Center proposes to pursue a fundamental transformation of arts and humanities research at WSU. Working in concert with academic departments, which will remain centers of more specialized, field-specific inquiry, the Center will advance a broader agenda, one that crosses traditional scholarly boundaries, encourages innovation, and advocates for the vital contribution of the arts and humanities to the public good.

With this commitment serving as its guiding principle, the Center will pursue the following primary goals:

- Expand WSU's capacity for foundational research in the arts and humanities
- Nurture cross- and interdisciplinary connection and collaboration
- Increase the public visibility and outreach of WSU arts and humanities faculty
- Advance WSU's commitment to diversity, inclusion, and community engagement
- Catalyze WSU's engagement with emergent fields of humanistic and artistic knowledge

The complete proposal for the Center for the Arts and Humanities is attached. This proposal was reviewed carefully and has support from the Provost's Office. This recommendation was passed by the Faculty Senate on January 24, 2019.

ATTACHMENT: Attachment A – WSU Center for the Arts and Humanities (Proposal)

WSU Center for the Arts and Humanities (Proposal)

Submitted by Todd Butler, Associate Professor and Chair (English)
on behalf of the Center for the Arts and Humanities Planning Group
butlert@wsu.edu, 335-2639

[Note: This Center was provisionally approved by the Research and Arts Committee on April 23, 2018. This submission represents the full proposal required under that process within 90 days of approval.]

Rationale

The Center for the Arts and Humanities will serve as an organizing point for creative and scholarly activity (research) and public engagement (service) in the arts and humanities, with the further potential to support innovative teaching at both the undergraduate and graduate levels. Its work and contributions are expected to engage not only those faculty and students formally associated with arts and humanities units but also those faculty who independently express artistic and/or humanistic interests. Given this integrated range of aims and its particularly outward-facing and collaborative emphasis, a center is the most appropriate designation for this proposed unit.

Benefit

By creating a Center for the Arts and Humanities WSU will catalyze new patterns of inquiry among current arts and humanities faculty, providing a framework for more collaborative and outward-facing work. In particular it will concentrate on larger-scale interdisciplinary interest areas that draw upon but necessarily extend beyond the scope of individual departments. Its establishment will confirm WSU's commitment to the arts and humanities as areas of serious intellectual inquiry, one that is consonant with our continuing obligation as a land-grant institution to the creation and extension of new knowledge to the wider public.

Nationwide more than 120 institutions have some form of arts/humanities center or institute. More importantly, such centers are characteristic of high-performing comprehensive research universities. Of the 42 public universities identified as "Top 25" in the Arizona State University's Measuring University Performance list (a key source of "Drive to 25" Metrics), 70% have such a center. Of the actual top 25, 80% have such a center, and those that do not are most frequently more specialized technical institutions. More immediately, in the PAC-12, 9 of 12 PAC-12 universities have formal arts/humanities centers. Two that do not—Arizona and UCLA—have a stand-alone College of Humanities that coordinates several arts- or humanities-based centers. **WSU is the only PAC-12 institution to have neither an arts/humanities center nor an independent college of the arts and humanities.**

By themselves, of course, the presence of these centers at other institutions does not necessarily oblige the creation of a similar center at WSU. Such centers do testify compellingly, however, to the widespread recognition among our aspirational peers that today's greatest challenges are not simply scientific nor technical. Rather, they are also questions of values, beliefs, history, aesthetics, and culture, all of which are fundamentally artistic and humanistic areas of inquiry. A failure to invest appropriately in the arts and humanities thus threatens the capacity of any institution—WSU included—to effectively understand, engage, and solve our world's most pressing and complex problems.

Mission, Purpose and Goals

At its core, the Center proposes to pursue a fundamental transformation of arts and humanities research at WSU. Working in concert with academic departments, which will remain centers of more specialized, field-specific inquiry, the Center will advance a broader agenda, one that crosses traditional scholarly boundaries, encourages innovation, and advocates for the vital contribution of the arts and humanities to the public good.

With this commitment serving as its guiding principle, the Center will pursue the following primary goals:

- Expand WSU's capacity for foundational research in the arts and humanities
- Nurture cross- and interdisciplinary connection and collaboration
- Increase the public visibility and outreach of WSU arts and humanities faculty
- Advance WSU's commitment to diversity, inclusion, and community engagement
- Catalyze WSU's engagement with emergent fields of humanistic and artistic knowledge

Nature and Scope of Activity

As the above goals suggest, the CAH's primary focus, especially in its initial stages of development, will be to increase the scholarly and creative preeminence of WSU faculty initiatives in the arts and humanities. At the same time, we will foster greater connections between interested faculty in order to create new networks of activities that extend beyond current department "silos."

Pursuing all these goals within the diversity of fields and methodologies in the arts and humanities requires a support model that is **targeted, flexible, and accessible** to a wide range of faculty. In addition, when taken as a whole, the support model should assist faculty in moving from initial inquiry into increasingly complex and long-term projects.

The Center will thus pursue an "incubator approach" to catalyzing scholarship, creativity, and engagement, one which encourages an initially wide base of supported projects while at the same time identifying and advancing the most promising and impactful work. Doing so offers the greatest potential for promoting and sustaining work that can generate significant professional recognition, public impact, and, where appropriate, external funding from individual donors and private, state, and federal agencies.

The Center incubator is envisioned at present as a multi-stage model, one in which each stage offers opportunity for further development tied to the achievement of specific benchmarks:

- **Catalyst Grants:** The Center will make available on a rolling basis a series of small-scale Catalyst Grants designed to encourage and support networks of faculty and students who gather for reading, planning, or study around a particular theme or area of interest. Catalyst Grants may also support symposia, visiting artists or scholars, or other one-time faculty initiatives that offer the opportunity to develop new nodes of discussion and collaboration. Supplemental funds will be made available for networks that integrate community or public partners.

- **Cluster Initiatives:** Competitive, larger-scale funding will enable the expansion of faculty networks into concentrated creative and scholarly initiatives. Centered on a multi-disciplinary area of inquiry such as environmental humanities or race and social justice, these initiatives will bring faculty together for sustained, collaborative work in key areas of the arts and humanities. Particular attention will be paid to supporting “proof of concept” efforts designed to generate either foundational partnerships with external constituencies or the baseline research necessary to develop competitive external funding applications.
- **Individual Fellowships:** Recognizing that much work in the arts and humanities remains highly individualized, the Center will also provide competitive individual fellowships for faculty projects possessing significant scholarly, creative, or public impact. This support will be aligned with a work plan leading directly to the completion of a major scholarly/creative project or high-level external grants and engagement. These fellowships will also extend the collaborative and outward-facing commitments of the Center through monthly fellows meetings and the expectation of a public lecture.

Staging support in this fashion will help develop a **culture of collaboration** while preserving more significant funding for those projects that have demonstrated the leadership and intellectual potential necessary for achieving significant impact. By supporting multiple stages of discovery and providing a scaffold for development, this model will also encourage the pursuit of more complex, projects whose ambition could yield WSU an **increase in AAU-recognized prestigious awards**.

Working with both academic departments and the Graduate School, the Center will also **advance graduate and undergraduate research and education**. The Center will provide complementary support and in its later stages coordinate training opportunities that will cross disciplinary boundaries and encourage a public-service mindset within the next generation of researchers, scholars, and practitioners in the arts and humanities. Again, foundational work in this area has already begun. In a recent proposal to the NEH’s “NextGen Ph.D.” program, Dr. Todd Butler (English) has identified the Center as an organizing entity for a multi-unit initiative that will bring together humanities faculty with counterparts in CAHNRS/Extension, the Medical School, and the Graduate School, as well as current graduate students and alumni, for discussions aimed at developing a national model for a “21st-century land grant Humanities Ph.D.” that would offer graduate students opportunities to engage directly with underserved communities state-wide.

In addition to the potential for students to be integrated into this and other Center-sponsored projects, the CAH will offer more immediate opportunities that will directly support graduate training and research:

- **Summer Support:** While WSU graduate students are generally supported via academic-year assistantships, the lack of summer funding remains a serious barrier to timely academic progress. The Center thus plans to offer a series of competitive summer fellowships designed to advance cutting-edge projects through targeted travel, research, and stipendiary support. One fellowship—the “Public Humanities Fellow”—will be reserved for students pursuing work that envisions the direct engagement with or application to non-academic audiences.
- **“In-Ac” Assistantship:** Administrative and outreach support for the Center will initially be provided through the work of a graduate assistant, who will coordinate speakers, events, and

publicity. Serving in this role will offer students the opportunity to connect with WSU and visiting faculty, expand their own skill sets, and envision and pursue non-faculty positions within the academy.

As the Center develops, it may also serve as the locus for graduate training in areas such as writing for publication, team-teaching (perhaps via a Center-sponsored graduate seminar), or qualitative statistics that would be either difficult or redundant for academic departments to offer independently. With its emphasis on interdisciplinary and public work, the Center will also be **particularly well-positioned to support new models of graduate and undergraduate education** such as certificates and interdisciplinary programs.

Relationship to Existing Centers and Related Units

While the majority of WSU's existing centers are focused primarily (if not exclusively) on the sciences or social sciences, two units will serve as important partners for the CAH. The ultimate aim would be to foster a differentiated yet integrated ecosystem for arts and humanities support across WSU's campuses.

The Center for Digital Scholarship and Curation (CDSC), a joint project of the WSU Libraries and the College of Arts and Sciences, possesses extensive expertise in creating digital tools, projects, public programming, and educational opportunities both WSU and the publics it serves. The availability of this expertise will enable participating CAH faculty to discover, learn, and produce new outlets for their work. During AY18-19, for example, one faculty member submitted a six-figure grant proposal to the NEH's "Dialogues on War" program that envisioned working with both the CAH and CDSC to develop a state-wide program of guided public conversations regarding the experience of women veterans both during their service and their reintegration into civilian life. Though unfunded in this initial submission, recently-received internal support will enable the faculty member to develop this work further and likely submit it again (a fact that also demonstrates the necessity of the Center's incubator role).

As this project suggests, the CDSC offers technical facilities (such as high-end workstations) and training resources (such as faculty/student workshops in digital technologies) that the CAH does not seek to duplicate but rather to support and help grow. In particular, we foresee that our collaboration, as well as the research funding the CAH can provide, will encourage a greater number of faculty—some of whom might not initially be "digitally inclined"—to connect with the resources and expertise offered by the CDSC.

The WSU Museum of Art similarly offers a opportunities for mutually beneficial partnerships, especially in the areas of education and public outreach. In addition to being a locus for the Fine Arts on the Pullman campus, the Museum has strong local and state-wide partnerships that could help faculty pursue more outward-facing approaches to their scholarship. At the same time, the Museum may provide an ideal locus for more public programming (such as exhibits, speakers, or symposia) that faculty might integrate into CAH-supported work.

Review and Assessment

Demonstrating return on investment requires a **rigorous and sustained assessment plan** concentrating on not only individual programs but also the Center's overall operations. This plan will include both qualitative

and quantitative metrics, as well as evaluations of both traditional scholarship and creative activity and broader indices of public impact. In addition to initial work plans, all recipients of significant Center support will be required to submit final and, in the case of multi-year clusters, intermediate progress reports. Overall Center assessment efforts will also consider the following sources and categories of data:

Productivity: Center staff will maintain records of scholarly and creative output of participating faculty, paying particular attention to the number of publications, shows, and grant applications as well as the national and/or international visibility of this work.

Routes to Impact: Especially in the formative stages of a project, impact (whether scholarly or public) can be difficult to predict. Retrospective assessment can be similarly challenging in the case of longer-term projects. To manage these challenges, faculty will work with Center staff to develop “Routes to Impact” plans, building into each project at the outset a conscious consideration of how their research and creative work will extend into both the academy and the wider community.

Public Engagement: Center staff will also track measures of public engagement, including attendance, print and social media presence, and where appropriate changes in the capacity of target populations to participate in and support other arts and humanities-related projects.

The Center director will report to internal stakeholders the results of these activities and assessment efforts on an annual basis. As the Center develops, this reporting process will also provide the basis for externally-focused annual reports which themselves will become fundraising mechanisms. In year four (or at another mutually agreed upon point) the Center will undergo an external review led by individuals from similar centers at peer institutions.

Administration and Membership

Operational and planning activities will be supervised by a center director in coordination with members of the CAH Faculty Board. Fiscal administration will be handled by CAS fiscal personnel in coordination with the Office of Research, while day-to-day administrative tasks—which should be limited in the start-up period—will be handled by the graduate assistant detailed above.

Meeting at least once a semester, and more frequently as appropriate, the Faculty Board will evaluate funding proposals, plan programming, and monitor the overall administration of the Center. The board will be comprised of representatives appointed by chairs of WSU’s primary arts and humanities schools/departments (English; Fine Arts; History; Languages, Race, and Culture [DFLC/CCGRS]; Music; and PPPA [Philosophy]). Approximately three seats will be held open for any individual faculty member—including those from non-arts/humanities units—expressing an interest in supporting the work of the CAH. These members will be selected by the departmentally-appointed members identified above. Representatives from the WSU Libraries and the Office of Research will similarly serve in *ex officio* capacities. Faculty members will serve two-year staggered terms, and particular attention will be paid to ensuring representation from WSU’s multiple campuses.

As a joint project of the College of Arts and Sciences and the Office of Research, the CAH's director will be selected by the Dean of CAS after consultation with the Vice President of Research. The CAH Director, who will serve a renewable three-year term, is expected to be a tenured faculty member in a CAS arts or humanities department who possesses a record of creative and/or scholarly accomplishment, administrative leadership, and interdisciplinary activity at WSU. The Dean of CAS and VP of Research have proposed that the initial Director will be Dr. Todd Butler, Associate Professor of English.

Additional key faculty who have actively participated in the most recent design of the CAH and will continue in an advisory capacity until the CAH and its board structure is formally approved include the following (CVs attached):

School of Design and Construction: Ayad Rahmani

Education: A. G. Rud

English: William Hamlin

Fine Arts: Squeak Meisel

History: Sue Peabody (Vancouver), Jesse Spohnholz, Matthew Sutton

Libraries: Trevor Bond

Music: Dean Luethi, Lori Wiest

Office of Research: Geeta Dutta, Becky James

Financial Support and University Resources

Testifying to the broad support for the Center's vision and activities, this proposal is accompanied by letters of commitment from CAS, the Office of Research, the Graduate School, the Libraries, and the President's Office. These are multi-year commitments designed to sustain a significant pace of activity during the initial three years of the Center's existence.

A Note on Fiscal Responsibility

Recognizing that its initial years will run parallel to a general budgetary retrenchment at WSU, the Center will operate on a lean resource and staffing model. The bulk of the financial commitments below represent either 17A/gift funds not subject to budget reductions or, in the case of funding from the Office of Research, the redirection of funds already having been sequestered for arts and humanities use. By committing these funds to the management of the CAH, the Office of Research will continue its support of individual faculty while simultaneously boosting a more ambitious vision for the arts and humanities. The proposed director (Butler) has also agreed in the initial year to waive any stipend and course release from CAS. Together these measures will ensure that the bulk of the Center's resources will flow directly to faculty and programming across WSU rather than be consumed by administrative expenses.

Budgetary Support

While the specific distribution of some research elements (such as the ratio of small-scale collaborative grants to larger projects) will depend in part on the number and type of faculty applications, the following represents a general overview of the projected annual budget and sources:

October 19, 2017

To the Humanities Planning Group,

Thank you for your continuing efforts to develop a Center for the Arts and Humanities at Washington State University. Having reviewed your revised proposal, I find it well worth the College of Arts and Sciences' continuing support. In particular, your renewed focus on the university's land-grant mission, as well as your emphasis on collaborative and transformative work, will help make the Center a vital locus for scholarship and creative activity at WSU.

On behalf of the College, I am thus willing to commit the following resources to support the proposed center, each beginning in AY18-19 and extending for an additional two academic years after that. The College of Arts and Sciences will provide a summer stipend of \$8000 to the director to support the year-round leadership of the Center, and where appropriate will provide funding to the director's home department to accommodate the shifts in workload expectations that will necessarily accompany this leadership role. At the same time, I am committed to working with you to identify additional resources to support diversity-related and public-engagement initiatives. I will also direct the College's Development team to provide lead assistance in any pursuit of philanthropic support for the Center.

This support is contingent upon formal approval of your proposal by the Faculty Senate. I also expect that—as detailed in your proposal—the Center will continue to operate as a partnership between CAS and the Office of Research, with the Center's director being nominated by the Dean of the College of Arts and Sciences in conjunction with the Vice President of Research. For this initial period, after consultation with the Office of Research, I would request that Dr. Todd Butler (English) continue his leadership of your group as Director.

Thank you again for your continued efforts—I look forward to continued success in the years to come.

Sincerely,

Daryll B. DeWald

Daryll B. DeWald, Dean
College of Arts and Sciences



Office of
Research

March 9, 2018

To the Humanities Planning Group,

Thank you for your continuing efforts to develop a Center for the Arts and Humanities at Washington State University. On behalf of the Office of Research (OR) I am happy to continue our commitment to this shared initiative, as its aim of advancing the scholarly and creative activity of WSU faculty and graduate students is at the core of our mission.

As such, beginning in AY18-19 the Office of Research will assign to the Center the responsibility for directing the \$75,000 in research support funding currently allocated to Arts & Humanities Grant Program. These funds will support the Center's Catalyst Grants, Cluster Initiatives, and Arts & Humanities Fellowship. Presuming that the Center continues working with OR to support faculty research consonant with our shared missions, this funding will also be extended for an additional two academic years following that date.

While day-to-day management of these funds will be handled by the College of Arts and Sciences (CAS), we expect that—as detailed in your proposal—the Center will continue to operate as a partnership between CAS and the Office of Research. As such, we would request that Dr. Geeta Dutta, Director, Office of Research Advancement and Partnerships, serve as our formal liaison to the Center, and that you continue to work with other staff as appropriate.

We look forward to working with you to make the Center a sustained success.

Sincerely,

A handwritten signature in black ink, appearing to read "Christopher J. Keane".

Dr. Christopher J. Keane
Vice President for Research

July 2, 2018

TO: Dr. Butler, Associate Professor and Chair

FROM: Dr. Lisa M. Gloss, Interim Dean of the Graduate School



RE: Center for the Arts and Humanities

COMMITMENT#: 562

Dear Dr. Butler,

Thank you for sharing your proposal for a Center for the Arts and Humanities. I am genuinely excited about the possibilities of the proposal, especially the focus on interdisciplinary research and scholarship, and I am happy to provide support.

As interim Dean of the Graduate School, I am particularly excited by the possible impacts on graduate education opportunities. Your willingness to support the next generation of arts and humanities scholars and artists is commendable, as is your goal to integrate graduate students into the programming and administration of the Center. This vision matches the Graduate School's commitment to ensuring that all WSU students are well-prepared to make an impact on their academic fields as well as the wider public we serve.

I am happy to commit to the following elements of support, beginning in AY18-19 and extending for an additional two academic years after that.

- Based on a 50/50 match from the Center, we will provide scholarship funds to support the summer "Public Humanities Fellow" identified in your proposal. Specifically, the Graduate School will provide a \$1500 scholarship from the Glenn Terrell Presidential Graduate Fellowship fund. Applications for these scholarships should be sent directly to the Graduate School for review and approval. To be eligible for this scholarship, the student must be currently enrolled and in good academic standing in a graduate program in the arts, humanities and social sciences. Students with a cumulative GPA of ≥ 3.5 will be given preference.

- The Graduate School will entertain one nomination from the Center for the following scholarships, to provide summer support for a Center fellow:
 - Richard R. and Constance M. Albreth Scholarship (\$1,500)
 - Charles Allen Master's Thesis Award (\$1,000)
 - Arnold and Julia Greenwell Memorial Scholarship for Social Sciences and Humanities (\$1,000)

Generally, nominations for these scholarships are vetted and submitted via the academic colleges. This support allows the Center to submit a nomination for a Center fellow directly to the Graduate School, independent of the competition within a given college. The nominated student must meet all of the eligibility criteria of the scholarships, as detailed at:

<https://gradschool.wsu.edu/scholarships-fellowships-awards/>

The nominees from the Center will compete for the scholarship against all other students nominated by the colleges.

- The Graduate School will provide an annual tuition waiver (Fall and Spring semesters only) for the Center's graduate assistant. This waiver will provide flexibility to the Center with respect to the funding sources that are identified to support this GA during the academic year.

As the Center grows, the Graduate School is willing to consider extension of this commitment beyond the initial three-year period, as well as work with the Center to identify other modes of support. This extension or expansion of support is dependent on the completion and review of the program assessment you have outlined in your proposal.

I look forward to a productive partnership between the Graduate School and the Center for the Arts and Humanities in the advancement of graduate education at WSU.

Sincerely,



Dr. Lisa M. Gloss

Interim Dean of the Graduate School

March 12, 2018

Dear Dr. Butler,

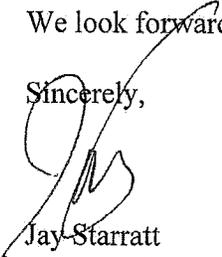
Thank you for meeting with us recently to discuss the proposed Center for the Arts and Humanities. As one of Washington State University's central resources for scholarly and creative work in the arts and humanities, the Libraries is pleased to support your efforts.

In particular, we are willing to provide initial space within Holland/Terrell Library for the Center's scholarly functions and fellows meetings. We are also willing to contribute \$5,000 per year for the next three years to support the Center's effort to bring highly visible and engaged arts and humanities programming to the WSU community.

Expenditure of these funds should be coordinated with WSU Libraries via Dr. Trevor Bond, Associate Dean for Digital Initiatives and Special Collections. We appreciate your willingness to involve Dr. Bond in your initial conversations and to provide him with a continuing role in developing the Center and its activities. We also appreciate your continuing willingness to work in partnership with existing Libraries initiatives such as the Center for Digital Scholarship and Curation and to support the CDSC's role as one of WSU's primary outlets for digital scholarship and public engagement.

We look forward to working with you in the years to come.

Sincerely,



Jay Starratt
Dean of Libraries

May 14, 2018

Dr. Todd Butler
Associate Professor and Chair
English Department
Avery 202E
Pullman, WA 99164-5020

Dear Dr. Butler,

Thank you for your group's continuing efforts to develop a Center for the Arts and Humanities at Washington State University. WSU's "Drive to 25" requires a comprehensive effort to advance scholarly and creative work across our institution, and the Center offers a significant opportunity to move us forward this while at the same time extending this commitment to the wider public.

To support the proposed Center I am thus willing to commit a total of \$25,000 annually for a three-year period beginning in AY18-19. As we have discussed, I expect that the majority of this funding will be paired with the Graduate School's tuition waiver to support the graduate assistantship that will assist the Center's operations. The remainder may be used for any public programming that will help advance the profile of the arts and humanities at WSU.

The continuance of this support is contingent upon its appropriate use, as well as your efforts to secure provisional and formal approval for the Center. I appreciate in particular the proposal's willingness to regularly assess the Center's productivity, and I would welcome the regular submission of such assessments to my office.

Thank you again for your continued efforts—I look forward to continued success in the years to come.

Sincerely,


Dr. Kirk Schulz
President

ACTION ITEM #1

Services and Activities Fee Rate Changes for Academic Year 2019-2020 (Stacy Pearson)

May 3, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Services and Activities (S&A) Fee Rate Changes for Academic Year 2019-2020

PROPOSED: That the Washington State University Board of Regents authorize rate changes in campus Services and Activities Fees for the academic year 2019-2020.

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

SUPPORTING INFORMATION: By law, the Board of Regents may increase Services and Activities (S&A) Fees annually by amounts that shall not exceed four percent. There is no such control on rate decreases.

All WSU campuses have an S&A Fee committee that make a recommendation to the Board of Regents, through President Schulz, concerning the amount of any S&A fee rate changes, as well as the allocations of S&A revenues to student groups. The campus committees may independently choose to recommend an increase/decrease in the S&A Fee rate, and the rate can vary among campuses.

Each campus retains 100% of its own S&A fees and is able to choose a rate increase or decrease for the campus. The S&A Fee committee on each campus is student led, with a majority of votes assigned to students from that campus. S&A fees are self-assessed and controlled locally.

The S&A Fees rate recommendations by campus are listed below:

	<u>Current</u> <u>AY 19</u>	<u>Proposed</u> <u>AY 20</u>	<u>%</u> <u>Change</u>	<u>\$</u> <u>Change</u>
S&A Fees- -Everett	\$512	\$527	+3%	\$15
S&A Fees-Global Campus (per credit hour)	\$20.75	\$20.75	0%	\$ 0
S&A Fees–Pullman	\$537	\$558	+4%	\$21
S&A Fees–Spokane	\$582	\$582	0%	\$ 0
S&A Fees–Tri-Cities	\$512	\$512	0%	\$ 0
S&A Fees–Vancouver	\$559	\$559	0%	\$ 0

ATTACHMENT: Attachment A



Office of the
President

MEMORANDUM

TO: Paul Pitre
Chancellor, WSU Everett

FROM: Kirk H. Schulz 
President

Date: April 11, 2019

Subject: WSU Everett S&A Fees Recommendations for FY 2020

I have reviewed and support the WSU Everett S&A Committee's FY 2020 budget allocation recommendations. I also support the recommendation to implement an increase of a 3% to the Everett S&A Fee rate for FY 2020.

I will submit the Committee's recommendations to the Board of Regents for approval at the Board's May 2019 meeting.

Thank for your service and leadership on this committee.

cc: Budget Office

MEMORANDUM

TO: Kirk Schulz
President, Washington State University

FROM: Paul Pitre
Chancellor, WSU Everett 

DATE: April 4, 2019

RE: WSU Everett Services and Activities Fees Recommendation

I have reviewed and support the WSU Everett Services and Activities Fees Committee FY19-20 budget allocation recommendations. I request your support of the committee recommendations and your submittal of the budget to the Board of Regents for approval at the May 2019 meeting.

I have also received and support the recommendation made by the WSU Everett S&A Fees Committee, by majority vote, to implement an S&A Fee increase of 3% effective fall 2019.

	Committee Allocation Recommendation (Academic)	% of Allocation (based on estimated budget)
ASWSUE	\$51,003	46.79045%
WSU Engineering Club	\$13,000	11.92627%
Institute of Electrical and Electronic Engineers (IEEE)	\$13,000	11.92627%
Society of Women Engineers (SWE)	\$13,000	11.92627%
Association for Computing Machinery (ACM)	\$9,500	8.71535%
Sigma Iota	\$8,500	7.79795%

Association of Women in Communication (AWC)	\$1,000	.917405%
Total Allocation	\$109,003	99.99%

Estimated Reserve (cumulative unallocated revenue) \$1,864

Estimated allocation FY19: \$110,867

cc: *Cathy Wright, Erin Armstrong, Kari Mikesell, Josiah Ethington, Haylie Murray, Michael Edwards, Anthony Preston*

MEMORANDUM

TO: Paul Pitre
Chancellor, WSU Everett

FROM: Michael Edwards 
Chair, WSU Everett Services and Activities Fees Committee

DATE: March 29, 2019

RE: WSU Everett Services and Activities Fees Recommendations

The Services and Activities Fees Committee met on March 22, 2019 to discuss and recommend budget allocations for academic year 2019-2020, following the established guidelines.

Groups that have an estimated carry forward or unspent S&A fee balances at the end of the academic year must request the use of that funding in subsequent years. These carry forward or unspent balances are considered by the S&A fee committee during their deliberations. The approval letters to requesting groups include specific amounts for the academic year and any carry forward balances. Approval of the carry forward balances has been noted as necessary by Internal Audit.

As Chair, I request your support of the committee recommendations and your submittal of the budget to the Board of Regents for approval at the May 2019, meeting.

The S&A Fees Committee, by unanimous vote, recommends an S&A Fee increase of (3%) effective fall 2019.

The WSU Everett S&A Fees Committee unanimously recommends the following budget allocations:

	Committee Allocation Recommendation (Academic)	% of Allocation (based on estimated budget)
ASWSUE	\$51,003	46.79045%
WSU Engineering Club	\$13,000	11.92627%
Institute of Electrical and Electronic Engineers (IEEE)	\$13,000	11.92627%
Society of Women Engineers (SWE)	\$13,000	11.92627%
Association for Computing Machinery (ACM)	\$9,500	8.71535%
Sigma Iota	\$8,500	7.79795%

Association of Women in Communication (AWC)	\$1,000	.917405%
Total Allocation	\$109,003	99.99%

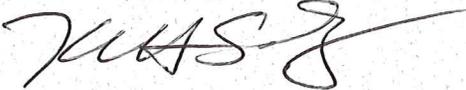
Estimated Reserve (cumulative unallocated revenue) \$1,864

Estimated allocation FY19: \$110,867

cc: *Cathy Wright, Erin Armstrong, Kari Mikesell, Josiah Ethington, Haylie Murray, Michael Edwards, Anthony Preston*

MEMORANDUM

TO: David Cillay
Vice President for Academic Outreach and Innovation

FROM: Kirk H. Schulz 
President

Date: April 11, 2019

Subject: WSU Global Campus S&A Fees Recommendations for FY 2020

I have reviewed and support the WSU Global Campus S&A Committee's FY 2020 budget allocation recommendations. I also support the recommendation of no changes changes to the Global Campus S&A Fee rate; the rate will remain at \$20.75/credit for Fall 2020.

I will submit the Committee's recommendations to the Board of Regents for approval at the Board's May 2019 meeting.

Thank for your service and leadership on this committee.

cc: Budget Office



Academic Outreach & Innovation

WASHINGTON STATE UNIVERSITY

MEMORANDUM

To: Kirk Schulz, Ph.D.
President, Washington State University

From: David Cillay, Ph.D. 
Vice President for Academic Outreach and Innovation

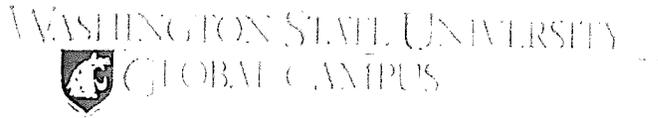
Date: April 3, 2019

RE: WSU Global Campus S&A Fees Recommendations for FY 2020

I have reviewed and support WSU Global Campus S&A Committee's FY 2020 budget allocation recommendations. I request your support of the committee recommendations and your submittal of the budget to the Board of Regents for approval at the May 2-3, 2019 meeting.

I have also received and support the recommendation by the committee, by majority vote, of no changes to the Global Campus S&A Fee rate. The rate will remain at \$20.75/credit effective Fall 2019.

cc: Nicole Romero, Emily Chandler, Kaitlynn Deatherage, Sheridan Ingalls, Laurie Marcum, Heather McKnight, Leslie Thompson, Maggie McFadden, Kelley Westhoff



MEMORANDUM

TO: David R. Cillay, Ph.D.
Vice President, Academic Outreach and Innovation

From: Nicole Romero 
Chair, WSU Global Services & Activities Fees Committee

Date: March 27, 2019

RE: WSU Global Services and Activities Fee Allocation

The WSU Global Services and Activities Fees Committee met on March 27, 2019 to discuss and recommend budget allocations for Fiscal Year 2020 following the established guidelines. As chair, I request your support of the committee recommendations and your submittal of the budget to the Board of Regents for approval at the May 2-3, 2019 meeting.

The WSU Global S&A Fees Committee recommended no changes to the Global Campus S&A Fee rate. The rate will remain at \$20.75/credit.

WSU Global S&A Fees Committee recommends the following budget allocations:

Group	
Virtual Mentor Program	\$ 132,332
Wellbeing Online	\$ 87,090
Center for Civic Engagement	\$ 121,927
Student Involvement-Student Support	\$ 258,176
Global Connections	\$ 208,783
ASWSU Global Campus	<u>\$ 554,262</u>
Total	\$1,362,570

cc: Emily Chandler, Kaitlynn Deatherage, Sheridan Ingalls, Laurie Marcum, Heather McKnight, Leslie Thompson, Maggie McFadden, Kelley Westhoff

MEMORANDUM

TO: Rick Flores
Chair, WSU Pullman Services and Activities Fee Committee

FROM: Kirk H. Schulz, President 

Date: April 11, 2019

Subject: Services and Activities Fee – Fiscal Year 2020 Recommendations

I have reviewed and support the WSU Pullman Services and Activities Fee Committee Summer 2019, and academic year 2019-2020 budget allocation recommendations. I also support the recommendation for a 4% increase in the WSU Pullman Services and Activities Fee for FY 2020.

I will submit the Committee's recommendations to the Board of Regents for approval at the Board's May 2019 meeting.

Thank you for your services and leadership on this committee.

cc: Budget Office

MEMORANDUM

TO: Kirk Schulz, President

FROM: Rick Flores
Chair, WSU Pullman Services and Activities Fee Committee

Date: April 11, 2019

Subject: Services and Activities Fee – Fiscal Year 2020 Recommendations

The WSU Pullman Services and Activities Fees Committee met on April 4, 2019, to discuss and recommend budget allocations for summer 2019 and academic year 2019-2020 in accordance with state and university guidelines.

Groups that have a carry forward or unspent S&A fee balances at the end of the academic year must request the use of that funding in subsequent years. These carry forward or unspent balances are considered by the S&A Fee Committee during their deliberations. Each group has been notified that all carry forward from the 2018-2019 academic year must be returned to the S&A fund; any group with a negative balance must cover that by using other non-S&A operational fund.

As Chair, I request your support of the committee recommendations and your submittal of the budget to the Board of Regents for approval at the May 2019 meeting.

The S&A Fee Committee, by unanimous vote recommends a 4% Services and Activities Fee increase for FY2020. This equates to change from a \$537 to \$558 per year per full-time student.

The WSU Pullman S&A Fee Committee, by majority vote, recommends the following budget allocations:

Pullman S&A Fee Committee Recommended Allocations		Recommended Rate Increase		4.0%
		Recommended Amount Increase		\$ 21.00
2019-2020 Approved Allocations				
S&A Groups Requesting Funding	Base Requests	One-time Request	Facilities/ Capital	Total Request*
Disability Awareness (Access Center)	19,000	-	-	19,000
CATS/ Cougar Accessible Transportation Services	68,824	-	-	68,824
ASWSU - Administration/Executives	262,539	15,000	-	277,539
ASWSU - Senate	118,575	-	-	118,575
ASWSU - Senate Programming	379,328	-	-	379,328
Athletics	-	600,000	-	600,000
Center for Civic Engagement	340,169	-	-	340,169
Children's Center	404,516	-	-	404,516
Coalition of Women Students	188,955	-	-	188,955
Compton Union Building (CUB)	1,661,773	-	-	1,661,773
Cougar Marching Band	203,500	65,000	-	268,500
GPSA	576,690	-	-	576,690
Cougar Health Services/ Health & Wellness Services	307,790	-	-	307,790
Student Entertainment Board (SEB)	455,808	-	-	455,808
Student Involvement	933,778	-	-	933,778
Student Media	248,882	-	-	248,882
Transit	522,922	-	-	522,922
UREC	1,555,222	-	-	1,555,222
Long-Term Debt Payments	-	-	1,198,800	1,198,800
PULLMAN GRAND TOTAL	8,248,271	680,000	1,198,800	10,127,071

cc: Amir Gilmore
Rhea Gonzaga
Mary Jo Gonzales
Matt Hudelson

Debbie Majano
Maggie McFadden
Tyler Parchem
Lana Redman

Stacy Pearson
Savannah Rogers
Alec Solemslie
Joseph Taylor

Kelley Westhoff



MEMORANDUM

TO: Daryll DeWald
Chancellor, WSU Spokane

FROM: Kirk H. Schulz 
President

Date: April 11, 2019

Subject: WSU Spokane S&A Fees Recommendations for FY 2020

I have reviewed and support the WSU Spokane S&A Committee's FY 2020 budget allocation recommendations. I also support the recommendation to not implement a rate change to the Spokane S&A Fee rate.

I will submit the Committee's recommendations to the Board of Regents for approval at the Board's May 2019 meeting.

Thank for your service and leadership on this committee.

cc: Budget Office



Office of the Chancellor

April 9, 2019

President Kirk Schulz
PO Box 641048
Pullman, WA 99164-1048

Dear President Schulz:

The Services and Activities Fee Committee met on March 20, 2019 to discuss and recommend budget allocations for summer 2019 and academic year 2019-2020, following the established guidelines. I request your support of the committee recommendations and your submittal of the budget to the Board of Regents for approval at the May 2019 meeting. In addition to expected S&A revenue, this year's committee has chosen to utilize reserve funds.

The WSU Spokane S&A Fee Committee recommends the following budget allocations: \$1,093,614.00

Group	Allocation
ASWSU	\$282,205
AINS Yakima	\$12,687
Campus Pantry	\$12,930
Student Success Center	\$174,494
Information Technology	\$11,822
Student Affairs Yakima	\$44,035
Student Involvement	\$166,822
Spokane Diversity Center	\$146,188
Community Engagement	\$54,035
Intercollegiate Athletics	\$7,500
Student Entertainment Board	\$64,118
Yakima Student Pharmacy Assoc.	\$13,900
RSO Funding	\$45,000
Facilities Reserve	\$57,878

Sincerely,

A handwritten signature in blue ink that reads "Daryll B. DeWald".

Daryll B. DeWald, Chancellor
WSU Health Sciences Spokane

TO: Chancellor Daryll DeWald
Washington State University Health Sciences Spokane

FROM: Skylar Banka
Chair, Services and Activities Fee Committee

DATE: March 28, 2019

RE: Spokane Campus S&A Fee Allocation Recommendations

Daryll B. DeWald

The Services and Activities Fee Committee met on March 20, 2019 to discuss and recommend budget allocations for summer 2019 and academic year 2019-2020, following the established guidelines. I request your support of the committee recommendations and your submittal of the budget to the Board of Regents for approval at the May 2019 meeting. In addition to expected S&A revenue, this year's committee has chosen to utilize reserve funds.

The WSU Spokane S&A Fee Committee recommends the following budget allocations: \$1,093,614.00

Group	Allocation
ASWSU	\$282,205
AINS Yakima	\$12,687
Campus Pantry	\$12,930
Student Success Center	\$174,494
Information Technology	\$11,822
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Spokane Diversity Center	\$146,188
Community Engagement	\$54,035
Intercollegiate Athletics	\$7,500
Student Entertainment Board	\$64,118
Yakima Student Pharmacy Assoc.	\$13,900
RSO Funding	\$45,000
Facilities Reserve	\$57,878

CC: Saad Saif, Tiana Stephenson, Ana Vergara, Inderbir Bains, Taylor Trevino, Debbie Li, Haleigh Gibson, Laura Wintersteen, Gretchen Eaker, Jim Mohr

MEMORANDUM

TO: Sandra Haynes
Chancellor, WSU Tri-Cities

FROM: Kirk H. Schulz 
President

Date: April 11, 2019

Subject: WSU Tri-Cities S&A Fees Recommendations for FY 2020

I have reviewed and support the WSU Tri-Cities S&A Committee's FY 2020 budget allocation recommendations. I also support the recommendation to not implement a rate change to the Tri-Cities S&A Fee rate.

I will submit the Committee's recommendations to the Board of Regents for approval at the Board's May 2019 meeting.

Thank for your service and leadership on this committee.

cc: Budget Office

Memorandum

Date: April 8, 2019
To: Kirk Schulz, Ph.D., President
From: Sandra Haynes, Ph.D., Chancellor 
Cc: Robin Kovis, WSU Tri-Cities Services and Activities Fee Committee Chair
Subject: WSU Tri-Cities Services and Activities Fees Recommendation

I have reviewed the Washington State University Tri-Cities Services and Activities Fees Committee FY 19-20 budget allocation recommendations. I support the students' recommendations. If you also approve, please proceed by forwarding your support to the Board of Regents for approval at the May 3, 2019 meeting.

I have also received and support the recommendations made by the Tri-Cities S&A Fees Committee, by majority vote, to not implement an S&A fee Increase for academic year 2019/2020.

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

Encl: S&A Budget Allocation Recommendations

To: Sandra Haynes, Ph.D.
Chancellor, Washington State University Tri-Cities

From: Robin Kovis
WSU Tri-Cities S&A Fees Committee Chair

Date: March 26, 2019

RE: Tri-Cities Campus Services and Activities Fees Recommendation

The Services and Activities Fees Committee met on March 26, 2019, for final discussion and recommendation of budget allocations for Academic Year 2019-20 following the established guidelines. As Chair, I request your support of the committee recommendations and your submittal of the budget to the President and Board of Regents for approval.

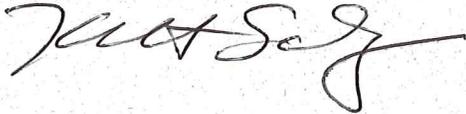
The S&A Fees Committee recommends an S&A Fee increase of 0% for Fall 2019.

The S&A Fee Committee recommends the following budget allocations:

Department/Org	Requested	Approved	Allocated from Reserve	Total
ASWSUTC	\$168,768.20	\$157,299.68	\$8,093.15	\$165,392.84
*Club Funding	\$40,000	\$38,042.68	\$1,957.32	\$40,000
Campus Recreation and Club Sports	\$61,776.97	\$54,058.65	\$2,781.35	\$56,840
Office of Student Life	\$248,594.90	\$231,701.82	\$11,921.19	\$243,623
SEB	\$105,540.72	\$74,563.66	\$3,836.34	\$78,400
Student Support Services	\$145,296.22	\$121,165.95	\$6,234.05	\$127,400
IT	\$17,346.32	\$16,167.56	\$831.83	\$16,999.39
Total	\$787,323.33	\$693,000	\$35,655.23	\$728,655.23

MEMORANDUM

TO: Mel Netzhammer
Chancellor, WSU Vancouver

FROM: Kirk H. Schulz 
President

Date: April 11, 2019

Subject: WSU Vancouver S&A Fees Recommendations for FY 2020

I have reviewed and support the WSU Vancouver S&A Committee's FY 2020 budget allocation recommendations. I also support the recommendation to not implement a rate change to the Vancouver S&A Fee rate.

I will submit the Committee's recommendations to the Board of Regents for approval at the Board's May 2019 meeting.

Thank for your service and leadership on this committee.

cc: Budget Office

MEMORANDUM

TO: Kirk Schulz
President, Washington State University

FROM: Mel Netzhammer, Chancellor 

DATE: April 3, 2019

SUBJECT: Vancouver Services and Activities Fees Recommendation

I have reviewed and support the Vancouver Services and Activities Fees Committee FY2020 budget allocation recommendations. I request your support of the committee recommendations and your submittal of the budget to the Board of Regents for approval at the May 2019 meeting.

The Vancouver S&A Fees Committee has recommended no S&A Fee increase for the upcoming fiscal year.

Cc: Andrea Grande
Chair, Services and Activities Fees Committee

Enc: Budget Allocation Recommendations

MEMORANDUM

TO: Mel Netzhammer
 Chancellor, Washington State University Vancouver

FROM: Andrea Grande 
 Chair, Services and Activities Fees Committee

DATE: April 1, 2019

RE: Services and Activities Fees Allocation

The Services and Activities Fees Committee met on April 1, 2019 to discuss and recommend budget allocations for the Academic Year 2019–2020, following the established guidelines. As Chair, I request your support of the committee recommendations and your submittal of the budget to the Board of Regents for approval at the May 2019 meeting.

The S&A Fee Committee recommends no increase of the S&A Fees.

The S&A Fee Committee recommends the following budget allocations:

Group	
American Democracy Project	\$6,529
Athletics	\$1,500
ASWSUV	\$255,112
Career Services	\$16,550
Child Development Program	\$55,333
Financial Literacy – Cougar Center	\$6,565
Club Operating Budget	\$60,000
Contingency Fund	\$18,000
Cougar Food Pantry	\$39,400
CougSync/Engage	\$6,145
Counseling Services	\$250,780
Development and Alumni Relations	\$9,234
Graduate Travel Grant	\$25,000*

Health Services	\$114,296
KOUG Radio	\$38,000
New Student Programs	\$5,000
Office of Student Involvement	\$500,000
Salmon Creek Journal	\$37,865
Self Defense Classes	\$6,477
Student Activities Board	\$111,985
Student Diversity Center	\$164,527
Students Helping Students - IT	\$20,000
Student Life Building	\$300,000
Student Media	\$27,338
Undergraduate Travel Grant	\$18,000
VanCoug Journey	\$10,000
The VanCougar	\$78,000
Veteran's Center	\$3,600
Water Refill Stations	\$10,500

*Use of carry forward funds from FY19 approved

cc: Matthew Leeper Aemri Marks Andrew Nevue Terresa Watson
 Gunjan Gakhar Summer Henricksen Vicente Chavez Nancy Youlden

ACTION ITEM #2

Services and Activities Fees Committee Allocations for Summer 2019 and Academic Year 2019-2020 (Stacy Pearson)

May 3, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Services and Activities Fees Committee Allocations for Summer 2019 and Academic Year 2019-2020

PROPOSED: That the Washington State University Board of Regents approve the allocation of Services & Activities Fees for Summer 2019 and Academic Year 2019-2020, as recommended by the Services and Activities Fee committees representing each campus of Washington State University.

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

SUPPORTING INFORMATION: Services and Activities (S&A) fees are used to fund student activities, programs and student buildings. S&A fees are charged to all students registering at any WSU campus, including the Global Campus.

Each campus retains 100% of its own S&A fees and is able to recommend a rate increase or decrease. The S&A fee committee on each campus is student led, with a majority of votes assigned to students from that campus. S&A fees are self-assessed and controlled locally.

The committees listed below have concluded their consideration processes. Their allocation recommendations have been submitted for approval to President Schulz and are presented here for approval. The recommendations are developed following guidelines governing the establishment and funding of student programs set forth in RCW 28B.15.045.

Information about S&A Fees may be found at:
<https://studentfees.wsu.edu/home/>

Services & Activities Fee Committee - Everett
Services & Activities Fee Committee - Global Campus
Services & Activities Fee Committee - Pullman
Services & Activities Fee Committee - Spokane

Services & Activities Fee Committee - Tri-Cities
Services & Activities Fee Committee - Vancouver

ATTACHMENT: Attachment A



Office of the
President

MEMORANDUM

TO: Paul Pitre
Chancellor, WSU Everett

FROM: Kirk H. Schulz 
President

Date: April 11, 2019

Subject: WSU Everett S&A Fees Recommendations for FY 2020

I have reviewed and support the WSU Everett S&A Committee's FY 2020 budget allocation recommendations. I also support the recommendation to implement an increase of a 3% to the Everett S&A Fee rate for FY 2020.

I will submit the Committee's recommendations to the Board of Regents for approval at the Board's May 2019 meeting.

Thank for your service and leadership on this committee.

cc: Budget Office

MEMORANDUM

TO: Kirk Schulz
President, Washington State University

FROM: Paul Pitre
Chancellor, WSU Everett 

DATE: April 4, 2019

RE: WSU Everett Services and Activities Fees Recommendation

I have reviewed and support the WSU Everett Services and Activities Fees Committee FY19-20 budget allocation recommendations. I request your support of the committee recommendations and your submittal of the budget to the Board of Regents for approval at the May 2019 meeting.

I have also received and support the recommendation made by the WSU Everett S&A Fees Committee, by majority vote, to implement an S&A Fee increase of 3% effective fall 2019.

	Committee Allocation Recommendation (Academic)	% of Allocation (based on estimated budget)
ASWSUE	\$51,003	46.79045%
WSU Engineering Club	\$13,000	11.92627%
Institute of Electrical and Electronic Engineers (IEEE)	\$13,000	11.92627%
Society of Women Engineers (SWE)	\$13,000	11.92627%
Association for Computing Machinery (ACM)	\$9,500	8.71535%
Sigma Iota	\$8,500	7.79795%

Association of Women in Communication (AWC)	\$1,000	.917405%
Total Allocation	\$109,003	99.99%

Estimated Reserve (cumulative unallocated revenue) \$1,864

Estimated allocation FY19: \$110,867

cc: *Cathy Wright, Erin Armstrong, Kari Mikesell, Josiah Ethington, Haylie Murray, Michael Edwards, Anthony Preston*

MEMORANDUM

TO: Paul Pitre
Chancellor, WSU Everett

FROM: Michael Edwards 
Chair, WSU Everett Services and Activities Fees Committee

DATE: March 29, 2019

RE: WSU Everett Services and Activities Fees Recommendations

The Services and Activities Fees Committee met on March 22, 2019 to discuss and recommend budget allocations for academic year 2019-2020, following the established guidelines.

Groups that have an estimated carry forward or unspent S&A fee balances at the end of the academic year must request the use of that funding in subsequent years. These carry forward or unspent balances are considered by the S&A fee committee during their deliberations. The approval letters to requesting groups include specific amounts for the academic year and any carry forward balances. Approval of the carry forward balances has been noted as necessary by Internal Audit.

As Chair, I request your support of the committee recommendations and your submittal of the budget to the Board of Regents for approval at the May 2019, meeting.

The S&A Fees Committee, by unanimous vote, recommends an S&A Fee increase of (3%) effective fall 2019.

The WSU Everett S&A Fees Committee unanimously recommends the following budget allocations:

	Committee Allocation Recommendation (Academic)	% of Allocation (based on estimated budget)
ASWSUE	\$51,003	46.79045%
WSU Engineering Club	\$13,000	11.92627%
Institute of Electrical and Electronic Engineers (IEEE)	\$13,000	11.92627%
Society of Women Engineers (SWE)	\$13,000	11.92627%
Association for Computing Machinery (ACM)	\$9,500	8.71535%
Sigma Iota	\$8,500	7.79795%

Association of Women in Communication (AWC)	\$1,000	.917405%
Total Allocation	\$109,003	99.99%

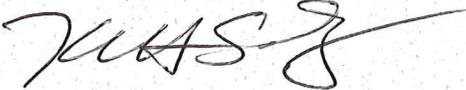
Estimated Reserve (cumulative unallocated revenue) \$1,864

Estimated allocation FY19: \$110,867

cc: *Cathy Wright, Erin Armstrong, Kari Mikesell, Josiah Ethington, Haylie Murray, Michael Edwards, Anthony Preston*

MEMORANDUM

TO: David Cillay
Vice President for Academic Outreach and Innovation

FROM: Kirk H. Schulz 
President

Date: April 11, 2019

Subject: WSU Global Campus S&A Fees Recommendations for FY 2020

I have reviewed and support the WSU Global Campus S&A Committee's FY 2020 budget allocation recommendations. I also support the recommendation of no changes changes to the Global Campus S&A Fee rate; the rate will remain at \$20.75/credit for Fall 2020.

I will submit the Committee's recommendations to the Board of Regents for approval at the Board's May 2019 meeting.

Thank for your service and leadership on this committee.

cc: Budget Office

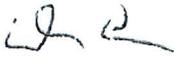


Academic Outreach & Innovation

WASHINGTON STATE UNIVERSITY

MEMORANDUM

To: Kirk Schulz, Ph.D.
President, Washington State University

From: David Cillay, Ph.D. 
Vice President for Academic Outreach and Innovation

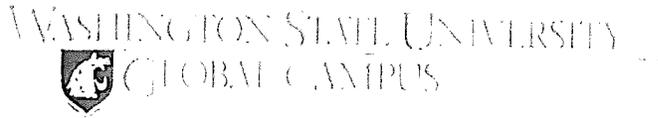
Date: April 3, 2019

RE: WSU Global Campus S&A Fees Recommendations for FY 2020

I have reviewed and support WSU Global Campus S&A Committee's FY 2020 budget allocation recommendations. I request your support of the committee recommendations and your submittal of the budget to the Board of Regents for approval at the May 2-3, 2019 meeting.

I have also received and support the recommendation by the committee, by majority vote, of no changes to the Global Campus S&A Fee rate. The rate will remain at \$20.75/credit effective Fall 2019.

cc: Nicole Romero, Emily Chandler, Kaitlynn Deatherage, Sheridan Ingalls, Laurie Marcum, Heather McKnight, Leslie Thompson, Maggie McFadden, Kelley Westhoff



MEMORANDUM

TO: David R. Cillay, Ph.D.
Vice President, Academic Outreach and Innovation

From: Nicole Romero 
Chair, WSU Global Services & Activities Fees Committee

Date: March 27, 2019

RE: WSU Global Services and Activities Fee Allocation

The WSU Global Services and Activities Fees Committee met on March 27, 2019 to discuss and recommend budget allocations for Fiscal Year 2020 following the established guidelines. As chair, I request your support of the committee recommendations and your submittal of the budget to the Board of Regents for approval at the May 2-3, 2019 meeting.

The WSU Global S&A Fees Committee recommended no changes to the Global Campus S&A Fee rate. The rate will remain at \$20.75/credit.

WSU Global S&A Fees Committee recommends the following budget allocations:

Group	
Virtual Mentor Program	\$ 132,332
Wellbeing Online	\$ 87,090
Center for Civic Engagement	\$ 121,927
Student Involvement-Student Support	\$ 258,176
Global Connections	\$ 208,783
ASWSU Global Campus	<u>\$ 554,262</u>
Total	\$1,362,570

cc: Emily Chandler, Kaitlynn Deatherage, Sheridan Ingalls, Laurie Marcum, Heather McKnight, Leslie Thompson, Maggie McFadden, Kelley Westhoff

MEMORANDUM

TO: Rick Flores
Chair, WSU Pullman Services and Activities Fee Committee

FROM: Kirk H. Schulz, President 

Date: April 11, 2019

Subject: Services and Activities Fee – Fiscal Year 2020 Recommendations

I have reviewed and support the WSU Pullman Services and Activities Fee Committee Summer 2019, and academic year 2019-2020 budget allocation recommendations. I also support the recommendation for a 4% increase in the WSU Pullman Services and Activities Fee for FY 2020.

I will submit the Committee's recommendations to the Board of Regents for approval at the Board's May 2019 meeting.

Thank you for your services and leadership on this committee.

cc: Budget Office

MEMORANDUM

TO: Kirk Schulz, President

FROM: Rick Flores
Chair, WSU Pullman Services and Activities Fee Committee

Date: April 11, 2019

Subject: Services and Activities Fee – Fiscal Year 2020 Recommendations

The WSU Pullman Services and Activities Fees Committee met on April 4, 2019, to discuss and recommend budget allocations for summer 2019 and academic year 2019-2020 in accordance with state and university guidelines.

Groups that have a carry forward or unspent S&A fee balances at the end of the academic year must request the use of that funding in subsequent years. These carry forward or unspent balances are considered by the S&A Fee Committee during their deliberations. Each group has been notified that all carry forward from the 2018-2019 academic year must be returned to the S&A fund; any group with a negative balance must cover that by using other non-S&A operational fund.

As Chair, I request your support of the committee recommendations and your submittal of the budget to the Board of Regents for approval at the May 2019 meeting.

The S&A Fee Committee, by unanimous vote recommends a 4% Services and Activities Fee increase for FY2020. This equates to change from a \$537 to \$558 per year per full-time student.

The WSU Pullman S&A Fee Committee, by majority vote, recommends the following budget allocations:

Pullman S&A Fee Committee Recommended Allocations		Recommended Rate Increase		4.0%
		Recommended Amount Increase		\$ 21.00
2019-2020 Approved Allocations				
S&A Groups Requesting Funding	Base Requests	One-time Request	Facilities/ Capital	Total Request*
Disability Awareness (Access Center)	19,000	-	-	19,000
CATS/ Cougar Accessible Transportation Services	68,824	-	-	68,824
ASWSU - Administration/Executives	262,539	15,000	-	277,539
ASWSU - Senate	118,575	-	-	118,575
ASWSU - Senate Programming	379,328	-	-	379,328
Athletics	-	600,000	-	600,000
Center for Civic Engagement	340,169	-	-	340,169
Children's Center	404,516	-	-	404,516
Coalition of Women Students	188,955	-	-	188,955
Compton Union Building (CUB)	1,661,773	-	-	1,661,773
Cougar Marching Band	203,500	65,000	-	268,500
GPSA	576,690	-	-	576,690
Cougar Health Services/ Health & Wellness Services	307,790	-	-	307,790
Student Entertainment Board (SEB)	455,808	-	-	455,808
Student Involvement	933,778	-	-	933,778
Student Media	248,882	-	-	248,882
Transit	522,922	-	-	522,922
UREC	1,555,222	-	-	1,555,222
Long-Term Debt Payments	-	-	1,198,800	1,198,800
PULLMAN GRAND TOTAL	8,248,271	680,000	1,198,800	10,127,071

cc: Amir Gilmore
Rhea Gonzaga
Mary Jo Gonzales
Matt Hudelson

Debbie Majano
Maggie McFadden
Tyler Parchem
Lana Redman

Stacy Pearson
Savannah Rogers
Alec Solemslie
Joseph Taylor

Kelley Westhoff



MEMORANDUM

TO: Daryll DeWald
Chancellor, WSU Spokane

FROM: Kirk H. Schulz 
President

Date: April 11, 2019

Subject: WSU Spokane S&A Fees Recommendations for FY 2020

I have reviewed and support the WSU Spokane S&A Committee's FY 2020 budget allocation recommendations. I also support the recommendation to not implement a rate change to the Spokane S&A Fee rate.

I will submit the Committee's recommendations to the Board of Regents for approval at the Board's May 2019 meeting.

Thank for your service and leadership on this committee.

cc: Budget Office

April 9, 2019

President Kirk Schulz
PO Box 641048
Pullman, WA 99164-1048

Dear President Schulz:

The Services and Activities Fee Committee met on March 20, 2019 to discuss and recommend budget allocations for summer 2019 and academic year 2019-2020, following the established guidelines. I request your support of the committee recommendations and your submittal of the budget to the Board of Regents for approval at the May 2019 meeting. In addition to expected S&A revenue, this year's committee has chosen to utilize reserve funds.

The WSU Spokane S&A Fee Committee recommends the following budget allocations: \$1,093,614.00

Group	Allocation
ASWSU	\$282,205
AINS Yakima	\$12,687
Campus Pantry	\$12,930
Student Success Center	\$174,494
Information Technology	\$11,822
Student Affairs Yakima	\$44,035
Student Involvement	\$166,822
Spokane Diversity Center	\$146,188
Community Engagement	\$54,035
Intercollegiate Athletics	\$7,500
Student Entertainment Board	\$64,118
Yakima Student Pharmacy Assoc.	\$13,900
RSO Funding	\$45,000
Facilities Reserve	\$57,878

Sincerely,

Daryll B. DeWald

Daryll B. DeWald, Chancellor
WSU Health Sciences Spokane

TO: Chancellor Daryll DeWald
Washington State University Health Sciences Spokane

FROM: Skylar Banka
Chair, Services and Activities Fee Committee

DATE: March 28, 2019

RE: Spokane Campus S&A Fee Allocation Recommendations

Daryll B. DeWald

The Services and Activities Fee Committee met on March 20, 2019 to discuss and recommend budget allocations for summer 2019 and academic year 2019-2020, following the established guidelines. I request your support of the committee recommendations and your submittal of the budget to the Board of Regents for approval at the May 2019 meeting. In addition to expected S&A revenue, this year's committee has chosen to utilize reserve funds.

The WSU Spokane S&A Fee Committee recommends the following budget allocations: \$1,093,614.00

Group	Allocation
ASWSU	\$282,205
AINS Yakima	\$12,687
Campus Pantry	\$12,930
Student Success Center	\$174,494
Information Technology	\$11,822
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Student Involvement	\$166,822
Spokane Diversity Center	\$146,188
Community Engagement	\$54,035
Intercollegiate Athletics	\$7,500
Student Entertainment Board	\$64,118
Yakima Student Pharmacy Assoc.	\$13,900
RSO Funding	\$45,000
Facilities Reserve	\$57,878

CC: Saad Saif, Tiana Stephenson, Ana Vergara, Inderbir Bains, Taylor Trevino, Debbie Li, Haleigh Gibson, Laura Wintersteen, Gretchen Eaker, Jim Mohr

MEMORANDUM

TO: Sandra Haynes
Chancellor, WSU Tri-Cities

FROM: Kirk H. Schulz 
President

Date: April 11, 2019

Subject: WSU Tri-Cities S&A Fees Recommendations for FY 2020

I have reviewed and support the WSU Tri-Cities S&A Committee's FY 2020 budget allocation recommendations. I also support the recommendation to not implement a rate change to the Tri-Cities S&A Fee rate.

I will submit the Committee's recommendations to the Board of Regents for approval at the Board's May 2019 meeting.

Thank for your service and leadership on this committee.

cc: Budget Office

Memorandum

Date: April 8, 2019
To: Kirk Schulz, Ph.D., President
From: Sandra Haynes, Ph.D., Chancellor 
Cc: Robin Kovis, WSU Tri-Cities Services and Activities Fee Committee Chair
Subject: WSU Tri-Cities Services and Activities Fees Recommendation

I have reviewed the Washington State University Tri-Cities Services and Activities Fees Committee FY 19-20 budget allocation recommendations. I support the students' recommendations. If you also approve, please proceed by forwarding your support to the Board of Regents for approval at the May 3, 2019 meeting.

I have also received and support the recommendations made by the Tri-Cities S&A Fees Committee, by majority vote, to not implement an S&A fee Increase for academic year 2019/2020.

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

Encl: S&A Budget Allocation Recommendations

To: Sandra Haynes, Ph.D.
Chancellor, Washington State University Tri-Cities

From: Robin Kovis
WSU Tri-Cities S&A Fees Committee Chair

Date: March 26, 2019

RE: Tri-Cities Campus Services and Activities Fees Recommendation

The Services and Activities Fees Committee met on March 26, 2019, for final discussion and recommendation of budget allocations for Academic Year 2019-20 following the established guidelines. As Chair, I request your support of the committee recommendations and your submittal of the budget to the President and Board of Regents for approval.

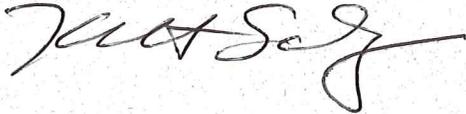
The S&A Fees Committee recommends an S&A Fee increase of 0% for Fall 2019.

The S&A Fee Committee recommends the following budget allocations:

Department/Org	Requested	Approved	Allocated from Reserve	Total
ASWSUTC	\$168,768.20	\$157,299.68	\$8,093.15	\$165,392.84
*Club Funding	\$40,000	\$38,042.68	\$1,957.32	\$40,000
Campus Recreation and Club Sports	\$61,776.97	\$54,058.65	\$2,781.35	\$56,840
Office of Student Life	\$248,594.90	\$231,701.82	\$11,921.19	\$243,623
SEB	\$105,540.72	\$74,563.66	\$3,836.34	\$78,400
Student Support Services	\$145,296.22	\$121,165.95	\$6,234.05	\$127,400
IT	\$17,346.32	\$16,167.56	\$831.83	\$16,999.39
Total	\$787,323.33	\$693,000	\$35,655.23	\$728,655.23

MEMORANDUM

TO: Mel Netzhammer
Chancellor, WSU Vancouver

FROM: Kirk H. Schulz 
President

Date: April 11, 2019

Subject: WSU Vancouver S&A Fees Recommendations for FY 2020

I have reviewed and support the WSU Vancouver S&A Committee's FY 2020 budget allocation recommendations. I also support the recommendation to not implement a rate change to the Vancouver S&A Fee rate.

I will submit the Committee's recommendations to the Board of Regents for approval at the Board's May 2019 meeting.

Thank for your service and leadership on this committee.

cc: Budget Office

MEMORANDUM

TO: Kirk Schulz
President, Washington State University

FROM: Mel Netzhammer, Chancellor 

DATE: April 3, 2019

SUBJECT: Vancouver Services and Activities Fees Recommendation

I have reviewed and support the Vancouver Services and Activities Fees Committee FY2020 budget allocation recommendations. I request your support of the committee recommendations and your submittal of the budget to the Board of Regents for approval at the May 2019 meeting.

The Vancouver S&A Fees Committee has recommended no S&A Fee increase for the upcoming fiscal year.

Cc: Andrea Grande
Chair, Services and Activities Fees Committee

Enc: Budget Allocation Recommendations

MEMORANDUM

TO: Mel Netzhammer
 Chancellor, Washington State University Vancouver

FROM: Andrea Grande 
 Chair, Services and Activities Fees Committee

DATE: April 1, 2019

RE: Services and Activities Fees Allocation

The Services and Activities Fees Committee met on April 1, 2019 to discuss and recommend budget allocations for the Academic Year 2019–2020, following the established guidelines. As Chair, I request your support of the committee recommendations and your submittal of the budget to the Board of Regents for approval at the May 2019 meeting.

The S&A Fee Committee recommends no increase of the S&A Fees.

The S&A Fee Committee recommends the following budget allocations:

Group	
American Democracy Project	\$6,529
Athletics	\$1,500
ASWSUV	\$255,112
Career Services	\$16,550
Child Development Program	\$55,333
Financial Literacy – Cougar Center	\$6,565
Club Operating Budget	\$60,000
Contingency Fund	\$18,000
Cougar Food Pantry	\$39,400
CougSync/Engage	\$6,145
Counseling Services	\$250,780
Development and Alumni Relations	\$9,234
Graduate Travel Grant	\$25,000*

Health Services	\$114,296
KOUG Radio	\$38,000
New Student Programs	\$5,000
Office of Student Involvement	\$500,000
Salmon Creek Journal	\$37,865
Self Defense Classes	\$6,477
Student Activities Board	\$111,985
Student Diversity Center	\$164,527
Students Helping Students - IT	\$20,000
Student Life Building	\$300,000
Student Media	\$27,338
Undergraduate Travel Grant	\$18,000
VanCoug Journey	\$10,000
The VanCougar	\$78,000
Veteran's Center	\$3,600
Water Refill Stations	\$10,500

*Use of carry forward funds from FY19 approved

cc: Matthew Leeper Aemri Marks Andrew Nevue Terresa Watson
 Gunjan Gakhar Summer Henricksen Vicente Chavez Nancy Youlden

ACTION ITEM #3

WSU Pullman, Undergraduate Technology Fee Committee Allocations for Academic Year 2019-2020 (Stacy Pearson)

May 3, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: WSU Pullman Student Technology Fee Committee Allocations for Academic Year 2019-2020.

PROPOSED: That the Washington State University Board of Regents approve the Academic Year 2019-2020 allocation from the Student Technology Fee Committee.

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

**SUPPORTING
INFORMATION:**

In Spring 2015, the ASWSU Pullman Senate approved a \$20/semester student technology fee for undergraduate students effective Fall semester 2017. This fee is authorized by RCW 28B.15.051, which states that the revenue generated by the technology fee "shall be used exclusively for technology resources for general student use". Technology fees of varying amounts are charged by the other research and regional universities in Washington. Both the Pullman and Vancouver campuses have a \$20 technology fee, and the WSU fees are the lowest among the group.

The Student Technology Fee Committee has concluded its deliberative process and presents its recommendation for approval.

ATTACHMENTS: Student Technology Fee Allocation Recommendations
President's Memo of Support

MEMORANDUM

TO: Hannah Martian
Chair, WSU Pullman Technology Fee Committee

FROM: Kirk H. Schulz 
President

Date: April 11, 2019

Subject: WSU Pullman Student Technology Fee Recommendations for FY 2020

I have reviewed and support the WSU Pullman Student Technology Fee FY 2020 budget allocation recommendations, as approved by the ASWSU-Pullman Senate March 27, 2019.

I will submit the Committee's recommendations to the Board of Regents for approval at their May 2019 meeting.

Thank for your service and leadership on this committee.

cc: Budget Office

MEMORANDUM

TO: Kirk Schulz, President

FROM: Hannah Martian 
Chair, WSU Pullman Technology Fee Committee

Date: April 11, 2019

Subject: Student Technology Fee – Fiscal Year 2020 Recommendations

The ASWSU-Pullman Senate met on March 27, 2019 to review the allocation recommendations for academic year 2019-2020 from the Student Technology Fee Committee. The recommendations were approved by a unanimous vote of 9-0-0.

We request your support of the following allocation recommendations and submittal to the Board of Regents for approval at the May 2019 meeting.

REQUEST TITLE	REQUEST AMT	APPROVED AMT
CREATIVE CORRIDOR	\$157,134	\$157,134
STUDENT PRINTING PLAN	\$260,000	\$180,000
AMAZON WORKPLACES	\$12,000	\$12,000
SUPPORT EQUIPMENT for SENIOR DESIGN	\$45,143	\$45,143
SLOAN HALL & EEME BLDG WIRELESS DEPLOYMENT	\$273,395	\$180,000
AVERY MICROCOMPUTER LAB	\$43,387	\$43,388
KIMBROUGH MODERN INITIATIVE	\$71,280	\$71,280
PROJECT CARBON	\$13,454	\$13,454
JEWETT OBSERVATORY	\$21,844	\$15,604
SLOAN 32 - INFORMED LEARNING/STUDENT COLLAB SPACE	\$19,811	\$6,000
McCOY 202 TECH UPGRADE	\$23,000	\$23,000
CHINOOK 25 GAMING SPACE	\$37,292	\$37,292
DIMENSIONS LAB AUDIO RECORDING STUDIO	\$61,893	\$71,894
TOTAL	\$1,039,632	\$856,189

ACTION ITEM #4

WSU Vancouver, Technology Fee Committee Allocations for Academic Year 2019-2020 (Stacy Pearson)

May 3, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: WSU Vancouver Student Technology Fee Committee Allocations for Academic Year 2019-2020.

PROPOSED: That the Washington State University Board of Regents approve the Academic Year 2019-2020 allocations from the Student Technology Fee Committee

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

SUPPORTING INFORMATION: In Spring 2017, the ASWSU Vancouver Senate approved a \$20/semester student technology fee for undergraduate and graduate students effective Fall Semester 2017. This fee is authorized by RCW 28B.15.051, which states that the revenue generated by the technology fee "shall be used exclusively for technology resources for general student use". Technology fees of varying amounts are charged by the other research and regional universities in Washington. Both the Pullman and Vancouver campuses have a \$20 technology fee, and the WSU fees are the lowest among the group.

The Student Technology Fee Committee has concluded its deliberative process and presents its recommendation for approval.

ATTACHMENTS: Student Technology Fee Allocation Recommendations
President's Memo of Support

MEMORANDUM

TO: Mel Netzhammer
Chancellor, WSU Vancouver

FROM: Kirk H. Schulz 
President

Date: April 11, 2019

Subject: WSU Vancouver Student Technology Fee Recommendations for FY 2020

I have reviewed and support the WSU Vancouver Student Technology Fee FY 2020 budget allocation recommendations, as approved by the ASWSU-Vancouver Senate March 29, 2019.

I will submit the Committee's recommendations to the Board of Regents for approval at their May 2019 meeting.

Thank for your service and leadership on this committee.

cc: Budget Office

MEMORANDUM

TO: Kirk Schulz
President, Washington State University

FROM: Emile C. Netzhammer, Chancellor 

DATE: April 1, 2019

SUBJECT: Vancouver Student Technology Fee Committee Recommendation

I have reviewed and support the Vancouver Student Technology Fee Committee FY2020 budget allocation recommendations. I request your support of the committee recommendations and your submittal of the budget to the Board of Regents for approval at the May 2019 meeting.

The Vancouver Student Technology Fee Committee has recommended to allocate \$125,969 including:

- \$8,619 to support and expand the Student Loaner Laptop program
- \$76,816 to improve the student WiFi experience
- \$27,100 to pilot a virtual/anywhere student computing experience
- \$13,434 to provide students a \$2 printing credit (prorated for part-time) during fall and spring semesters with a recommended implementation (if feasible) allowing students to opt-in for the credit

Enc: Budget Allocation Recommendations



STUDENT GOVERNMENT

14204 NE Salmon Creek Ave. Vancouver, WA 98686 | phone: 360.546.9520 | web: www.aswsuv.com

MEMORANDUM

TO: Mel Netzhammer, Chancellor

FROM: Holly Ta, ASWSUV Vice President

DATE: March 29, 2019

SUBJECT: Student Technology Fee Allocations – FY20

The ASWSU Vancouver Senate met on March 29, 2019, to review the allocation recommendations for FY20 from the Student Technology Fee Committee. The recommendations were approved unanimously, by a vote of 11-0.

Per the discussions of the Technology Fee Committee, the Senate has approved recommendations to allocate \$125,969 including

- \$8,619 to support and expand the Student Loaner Laptop program
- \$76,816 to improve the student WiFi experience
- \$27,100 to pilot a virtual/anywhere student computing experience
- \$13,434 to provide students a \$2 printing credit (prorated for part-time) during fall and spring semesters with a recommended implementation (if feasible) allowing students to opt-in for the credit.

Considering the limited amount of funding that the Student Technology Fee Committee has to allocate, they ask for institutional support from WSU Vancouver IT, the WSU Vancouver Library, and other departments at WSU towards the successful use of these funds on behalf of WSU Vancouver students.

We request your support of the allocation recommendations and submittal to the Board of Regents for approval at the May 2019 meeting.

cc: Brian Kirika
Naffisatou Sise
Ashley Fryer
Michael Stamper
David Hill



Holly Ta
ASWSUV Vice President



Matthew Leeper
ASWSUV Pro-Tempore

ACTION ITEM #5

Proposed changes to WSU Health Sciences Spokane Parking System Rates (Stacy Pearson/Daryll DeWald)

May 3, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Proposed Changes to WSU Health Sciences Spokane Parking System Rates

PROPOSED: That the WSU Board of Regents authorize proposed changes to The WSU Health Sciences Spokane parking rates for fall 2019.

SUBMITTED BY: Daryll DeWald, Chancellor

SUPPORTING INFORMATION:

As the WSU Health Sciences Spokane campus has grown substantially over the last several years, available parking inventory has declined, and maintenance needs have increased. Additional forecasted campus growth will continue to exacerbate available campus parking inventory. Therefore, the campus seeks approval to increase multiple parking rates for approval.

The WSU Spokane campus established a Parking Advisory Board to provide an open, campus-wide process for the consideration of the parking system's improvements and ongoing maintenance and to propose changes to parking rates to fund these improvements. In order to facilitate open communication and "face-to-face" feedback, the proposed changes to parking rates were presented to the Associated Students of WSU Health Sciences (ASWSUHS Senate and Town Hall open forum meetings and student body email communication) and faculty and staff (including email communication, an open forum, informational website, and anonymous feedback submittal via website form).

The WSU Spokane administration plans to propose multi-year rate increases for all current term, daily, and hourly parking permits starting in fall 2019.

Proposed parking permit prices for 2019-2022 are as follows:

Term Permit Type	Current Annual Rate	Rate 19-20	Rate 20-21	Rate 21-22
Annual Orange	\$471	\$542	\$613	\$684
Annual Green	\$343	\$395	\$447	\$499
Fall Semester Orange	\$218	\$251	\$284	\$317
Fall Semester Green	\$158	\$182	\$206	\$230
Fall Quarter Orange	\$152	\$175	\$198	\$221
Fall Quarter Green	\$111	\$128	\$145	\$162
Spring Semester Orange	\$218	\$251	\$284	\$317
Spring Semester Green	\$158	\$182	\$206	\$230
Winter Quarter Orange	\$152	\$175	\$198	\$221
Winter Quarter Green	\$111	\$128	\$145	\$162
Spring Quarter Orange	\$152	\$175	\$198	\$221
Spring Quarter Green	\$111	\$128	\$145	\$162
Summer Quarter Orange	\$152	\$175	\$198	\$221
Summer Quarter Green	\$111	\$128	\$145	\$162
Note: Daily and hourly parking rates are proposed to increase only for Academic Year 2019-2020:				
Daily Permit Type	Current Daily Rate	Daily Rate 19-20	Current Hourly Rate	Hourly Rate 19-20
Orange	\$6	\$7	\$1	\$2
Green	\$4	\$5	\$1	\$2
Student Weekend Orange and Green Permits (unchanged)	\$3.00 per day \$5.00 for Both Days	\$3.00 per day \$5.00 for Both Days		

These proposal increases will provide needed funding for major capital projects and maintenance including, but not limited to;

- 1) capital improvements for the Green 5 parking lot adding two new ingress and egress access points and partnering with Spokane Transit Authority (STA) to provide two new bus stations in the center of campus (stations are funded by STA),
- 2) capital improvements for the Green 5 parking lot adding new parking spaces to partially accommodate campus growth,
- 3) capital improvements for the Green 5 parking lot adding new pedestrian campus connectivity to the City of Spokane's University Gateway bridge for pedestrian and bicycle access and improved safety,

- 4) needed pavement preservation resurfacing and surface repair maintenance in almost all of the 11 parking lots on campus; extending each lot's base-surface life up to seven years,
- 5) ongoing annual parking lot maintenance,
- 6) three vehicle rental-fleet replacements used by internal customers,
- 7) replacement of 14 parking permit vending machines,
- 8) base funding support to finance future growth-driven parking improvements.

The WSU Spokane campus administration has been fully engaged in the promotion and facilitation of alternative commute modes for the campus population, and employees who continue to choose parking remain eligible for savings from the Pre-Tax Parking Fee Deduction.

Parking rates were last increased on the Spokane campus between 2013 and 2015. This last increase was part of a three-year rate increase of 10% each year. In addition, parking zones were revised in both 2015 and 2016.

ACTION ITEM #6

Proposed Changes to Summer Session Tuition Policy (Stacy Pearson)

May 3, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Revisions to Executive Policy #10 – Summer Session Tuition Policy

PROPOSED: That the Washington State University Board of Regents approve revisions to Executive Policy #10 regarding *Summer Session Tuition and Services and Activities Fee Policy*.

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

SUPPORTING INFORMATION: State law authorizes the governing boards of the four-year higher education institutions to establish tuition and fees for all students attending summer session.

This action will modify Executive Policy #10 to add the following clarifying language:

1. The maximum undergraduate and graduate per credit hour charge for summer session is based on the part-time rate for the Pullman campus.
2. The maximum per credit rate for professional programs is based on the part-time rate for the particular program.
3. The per credit hour rate is the same for all campuses.

The proportion of the per credit hour rate attributed to S&A fees may vary by campus.

Summer session 2019 rates by campus would be:

	UNDERGRADUATE		
	Tuition	S&A Fee	Summer Session per credit hour rate
Pullman	\$ 486	\$ 27	\$ 513
Spokane	\$ 484	\$ 29	\$ 513
Tri-Cities	\$ 487	\$ 26	\$ 513
Vancouver	\$ 485	\$ 28	\$ 513
Global	\$ 492	\$ 21	\$ 513
Everett	\$ 487	\$ 26	\$ 513
	GRADUATE		
	Tuition	S&A Fee	Summer Session per credit hour rate
Pullman	\$ 561	\$ 27	\$ 588
Spokane	\$ 559	\$ 29	\$ 588
Tri-Cities	\$ 562	\$ 26	\$ 588
Vancouver	\$ 560	\$ 28	\$ 588
Global	\$ 567	\$ 21	\$ 588
Everett	\$ 562	\$ 26	\$ 588

Beginning in AY2014 campuses adopted differential S&A fee rates, and in practice, the proportion of summer tuition attributed to S&A fee is based on each campuses' rate. This action codifies that practice in the summer session policy. Further, because of the differential S&A fee rates at the campuses, it is necessary to specify which campus the total summer tuition and S&A fee rate would be based on.

ATTACHMENT: 2020 Summer Rates Redline Document

ACTION ITEM #7

Initiative for Research and Education to Advance Community Health (IREACH), Extension of Office Lease (Stacy Pearson/Daryll DeWald)

May 3, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: IREACH Seattle, Extension of Existing Office Lease

PROPOSED: That the WSU Board of Regents authorize a five (5) year extension of IREACH's existing Office Lease in Seattle, WA, and delegate authority to the President or his designee to enter into any and all documents necessary to complete the extension of IREACH's Office Lease.

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

**SUPPORTING
INFORMATION:**

IREACH is currently leasing approximately 8,700 sq. ft. of office space in the Metropolitan Park West building located at 1100 Olive Way, Seattle, WA. The Office Lease is set to expire on July 31, 2019, and IREACH would like to extend the term of the Office Lease for an additional five (5) years. Final negotiations with the Landlord are ongoing, but the total amount of rent to be paid by IREACH over the additional five-year term will be approximately \$2,100,000.

The Real Estate Office did evaluate the potential of relocating IREACH into a new location in the Seattle area, but all such locations had a similar rent structure, and would have required a longer-term commitment from IREACH (7-10 years at a minimum). IREACH would also incur moving expenses and the interruption of its operation if it were to relocate into a different office building. In order to maintain flexibility for the future, IREACH prefers to remain in its existing location for an additional five (5) years.

BOARD OF REGENTS

Initiative for Research and Education to Advance Community Health
(IREACH), Extension of Office Lease

Resolution #190503-607

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 authorize a five (5) year extension of IREACH's existing Office Lease in Seattle, WA, and delegate authority to the President or his designee to enter into any and all documents necessary to complete the extension of IREACH's Office Lease.

Dated this 3rd day of May, 2019.

Chair, Board of Regents

Secretary, Board of Regents

ACTION ITEM #8
Richland 24.79 Acres
Sale of Real Property
(Stacy Pearson/Sandra Haynes)

May 3, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Sale of Real Property located in Richland, WA

PROPOSED: That the WSU Board of Regents authorize the sale of a parcel of vacant land in Richland, Washington totaling 24.79 acres, identified as Benton County Parcel No. 1-2608-200-0001-004 (the "Property"), and delegate authority to the President or his designee to select the best offer and to enter into any and all documents necessary to complete this sale.

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

**SUPPORTING
INFORMATION:**

The Property was conveyed to the University by the City of Richland (the "City") in October 1993 with the intent to encourage growth of the Tri-Cities Campus. An illustration of the Property is attached in Exhibit "A". The Quit Claim Deed (the "Deed") provided that the Property was being conveyed to the University as part of the college campus and to be used for educational, scientific and research purposes related thereto. The Deed also contained a reversionary condition that provided that if the Property was ever transferred or sold to a private entity, without the City's prior written consent, the Property would revert back to the City.

The Property is located off of George Washington Way, approximately one (1) mile to the southwest of the University's Tri-Cities Campus. An illustration of the Property in relation to the Tri-Cities Campus is attached in Exhibit "B". The Property is zoned Commercial-Limited Business (C-LB), and is surrounded by apartments, three commercial buildings and single family residences. Given the Property's separation from the Tri-Cities Campus, and its location within a mixed commercial and residential neighborhood, the Property is not well suited for the future growth

and development of the Tri-Cities Campus. The Tri-Cities Campus supports the sale of the Property, and will have the opportunity to use the net proceeds from the sale of the Property for future improvements to and development of its Campus.

On April 2, 2019, the City adopted Resolution No. 42-19 in which the City provided its written consent for the University to move forward with the sale of the Property. In keeping with the City's conveyance of the Property to the University, the City's consent provides that the net proceeds from the sale of the Property will be reinvested into the University's Tri-Cities Campus. A copy of the City's Resolution is set forth in Attachment "C".

The Real Estate Office obtained an appraisal on the Property on February 4, 2019 that valued the Property at \$2,160,000. It is our intent to list the Property for sale in the spring of 2019 in order to maximize market exposure during the spring and early summer.

ATTACHMENTS: Exhibit A, B, and C

Exhibit "A"

Illustration of Property
(Richland 24.79 Acres - Outlined in Red)

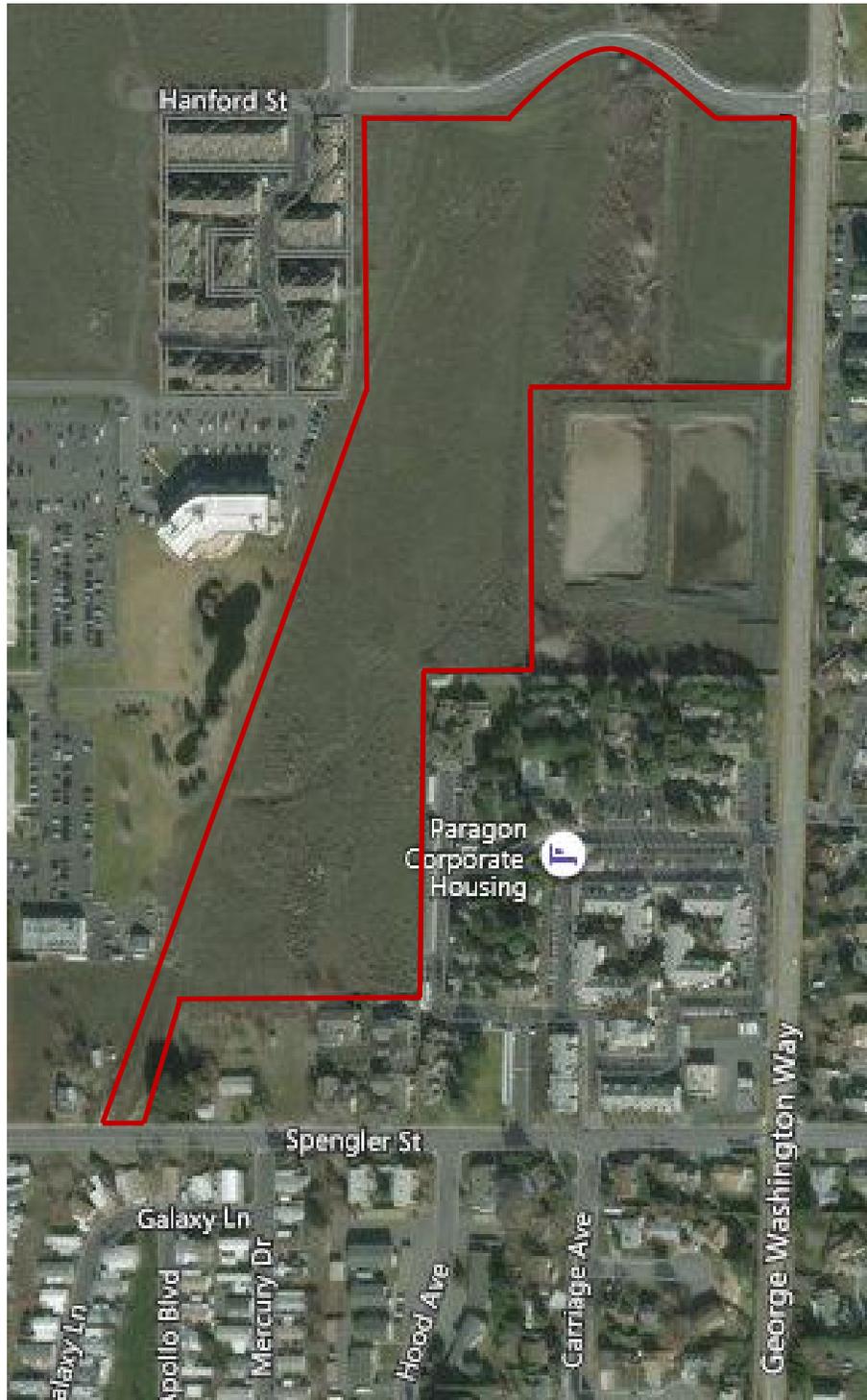


Exhibit "B"

Illustration of Property in relation to WSU Tri-Cities Campus



Exhibit "C"

RESOLUTION NO. 42-19

A RESOLUTION of the City of Richland consenting to Washington State University's request to sell property previously gifted by the City of Richland.

WHEREAS, in 1993, the City of Richland gifted to Washington State University (WSU) a 24.79-acre parcel of property located west of George Washington Way and south of Hanford Road to be used as part of the college campus and for educational, scientific and research purposes related thereto; and

WHEREAS, the quitclaim deed conveying the property to WSU contains a deed restriction that requires City consent for any future sale of the property by WSU; and

WHEREAS, in 2009, City Council consented to WSU's sale of a portion of the parcel, but the sale did not take place; and

WHEREAS, in January 2019, WSU again contacted the City of Richland seeking consent to sell the parcel gifted in 1993. WSU advises that proceeds from the sale will be reinvested in the WSU-TC campus in the form of capital improvements; and

WHEREAS, the City benefits from private development of currently undeveloped land in the heart of North Richland in the form of tax revenues, increased population density, and additional recreational amenities.

NOW, THEREFORE, BE IT RESOLVED by the City Council of the City of Richland that consent is hereby given to WSU to sell the property gifted by the City under Quitclaim Deed AF No. 1993-033373 on the condition that proceeds from the sale are reinvested into the WSU-TC campus.

BE IT FURTHER RESOLVED that the City Manager is authorized to sign and execute all documents necessary to facilitate the sale by WSU, including but not limited to any documentation necessary to remove the existing deed restriction upon conveyance.

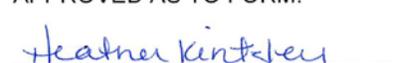
BE IT FURTHER RESOLVED that this resolution shall take effect immediately.

ADOPTED by the City Council of the City of Richland, Washington, at a regular meeting on the 2nd day of April, 2019.


ROBERT J. THOMPSON
Mayor

ATTEST:

DEBBY BARHAM, Deputy City Clerk

APPROVED AS TO FORM:

HEATHER KINTZLEY, City Attorney

Adopted 04/02/2019

Resolution No. 42-19

BOARD OF REGENTS

Sale of Real Property (24.79 Acres) located in Richland, WA

Resolution #190503-608

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 authorize the sale of a parcel of vacant land in Richland, Washington totaling 24.79 acres, identified as Benton County Parcel No. 1-2608-200-0001-004 (the "Property"), and delegate authority to the President or his designee to select the best offer and to enter into any and all documents necessary to complete this sale.

Dated this 3rd day of May, 2019.

Chair, Board of Regents

Secretary, Board of Regents

ACTION ITEM #9

WSU Tri-Cities

9+/- Acre Land Swap with the Richland School District and
Athletic Fields Agreement
(Stacy Pearson/Sandra Haynes)

May 3, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: WSU Tri-Cities ("WSUTC"), 9+/- Acre Land Swap with the Richland School District and Athletic Fields Agreement

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

PROPOSED: That the Board of Regents approve a land swap with the Richland School District (the "District") pertaining to approximately 9 acres of land located on the WSUTC Campus that would be swapped for approximately 9 acres of land located on the District's Hanford High School Campus, and further delegate authority to the President or his designee to enter into any and all documents necessary to complete this land swap.

BACKGROUND INFORMATION:

In 1993, the District deeded to the University approximately 30 acres of land adjacent to the south side of the WSUTC Campus. A copy of the WSUTC Campus Master Plan is illustrated in Attachment A and the 30-acre property is outlined in red. This was one of the incentives provided to the University by the Tri-Cities to locate a campus in Richland. At the time of the deed, the District had a baseball field, track and field complex, football field and bleacher seating on the land that was used by the adjacent Hanford High School. The 30-acre property was deeded to the University pursuant to a "Disposition Agreement" that provided continued use by the District of its athletic facilities until such time that the land was needed by the University for its campus facilities. Under the Disposition Agreement, if the land was ever needed for WSUTC facilities, WSUTC would have to relocate the District's original facilities to other property owned by the District, at WSUTC's expense.

In 2006, the District and WSUTC entered into an Interagency Agreement whereby the District was permitted to improve and

supplement its athletic facilities on the land with the provision that any required relocation of the new improvements would be at the District's expense. Since the 1993 Disposition Agreement, the District has maintained the entire 30-acre property and has paid all costs of operating the athletic facilities thereon. In 2014, the District and WSUTC also entered into an agreement whereby WSUTC obtained the right to use certain District athletic facilities on the 30 acres.

The District now desires to substantially improve its athletic facilities on a portion of the 30-acre property owned by WSUTC, and has obtained approval from its voters to issue bonds for that purpose. Such improvements will include, but not be limited to, new bleacher seating (2,000 seats), restroom facilities, a concession area, artificial field turf and resurfacing of the existing track. The District's improvements will cost in excess of \$6,000,000 and the District does not want to make the improvements on WSUTC's property in light of the 2006 Interagency Agreement between the parties, which could require the District to relocate such improvements, at the District's expense.

As a result of the foregoing, the District originally proposed to lease 15 of the 30 acres from WSUTC under a long-term ground lease, which we presented to the Board of Regents as a Future Action Item in March 2018. After that meeting, the District's Board (with community input and support), decided that the District should not build its proposed improvements on land that it does not own, and elected not to proceed with the ground lease. The District has now proposed the possibility of "swapping" a portion of WSUTC's 30-acre property for a similarly sized portion of Hanford High School's property.

The terms of this proposed land swap are currently being negotiated, although the District has agreed to the following key terms:

- WSUTC's land to be swapped with the District will be limited to approximately 9 acres. In doing so, WSUTC will retain approximately 6 acres of property on George Washington Way, to the west of the proposed 9 acres to be swapped with the District, and approximately 21 acres to the east of the proposed 9 acres. An illustration of the 21 acres to be retained by WSUTC is provided in Attachment "B". The District's 9-acre property to be swapped with WSUTC is also illustrated in Attachment "B", and includes Hanford High School's existing varsity soccer field and related

improvements, such as bleacher seating and field lighting. The District's 9-acre property is located immediately to the south of, and adjacent to, WSUTC's property.

- All existing agreements between WSUTC and the District will terminate as they have become outdated (particularly upon completion of the land swap). WSUTC and the District will enter into new agreements to accurately reflect the relationship between the parties and their properties. For example, the parties will execute a new Interagency Agreement to exclude the 9 acres where the District will build its athletic facilities, as this property will then be owned by the District. The new Interagency Agreement will only pertain to the remaining 21 acres on WSUTC's property where the District's existing baseball fields are located. The new Interagency Agreement will accurately reflect that WSUTC has the right to require the District to relocate the baseball fields at any time, at the District's sole cost and expense. It will also reflect that WSUTC has the right to use the fields for its exclusive use if it ever elected to do so. In the meantime, the District and WSUTC will share the rights to use the baseball fields, and the District will continue to be responsible for maintaining them.
- WSUTC and the District will create and execute a new Athletic Fields Agreement (or similar document) to formalize the parties' agreement to co-brand the District's new athletic facilities. WSUTC will have priority rights to use such facilities for its commencement ceremonies, and will have second priority rights to use the facilities after the District for other activities.
- The District will continue to maintain the soccer fields on the 9-acre property that WSUTC will receive for ten (10) years after the land swap is complete.
- The District will be responsible for all fees and expenses associated with the land swap, including the surveying and civil engineering fees to create the two new 9+/- acre parcels, and any attorney's fees necessary to complete the swap.

WSUTC is in need of athletic facilities for use by its students and this proposed transaction would satisfy that need for the foreseeable future. WSUTC is in favor of moving forward with this proposed land swap.

ATTACHMENTS: Attachment A - WSUTC Campus Master Plan. The 30-acre property deeded to WSUTC by the District in 1993 is outlined in red.

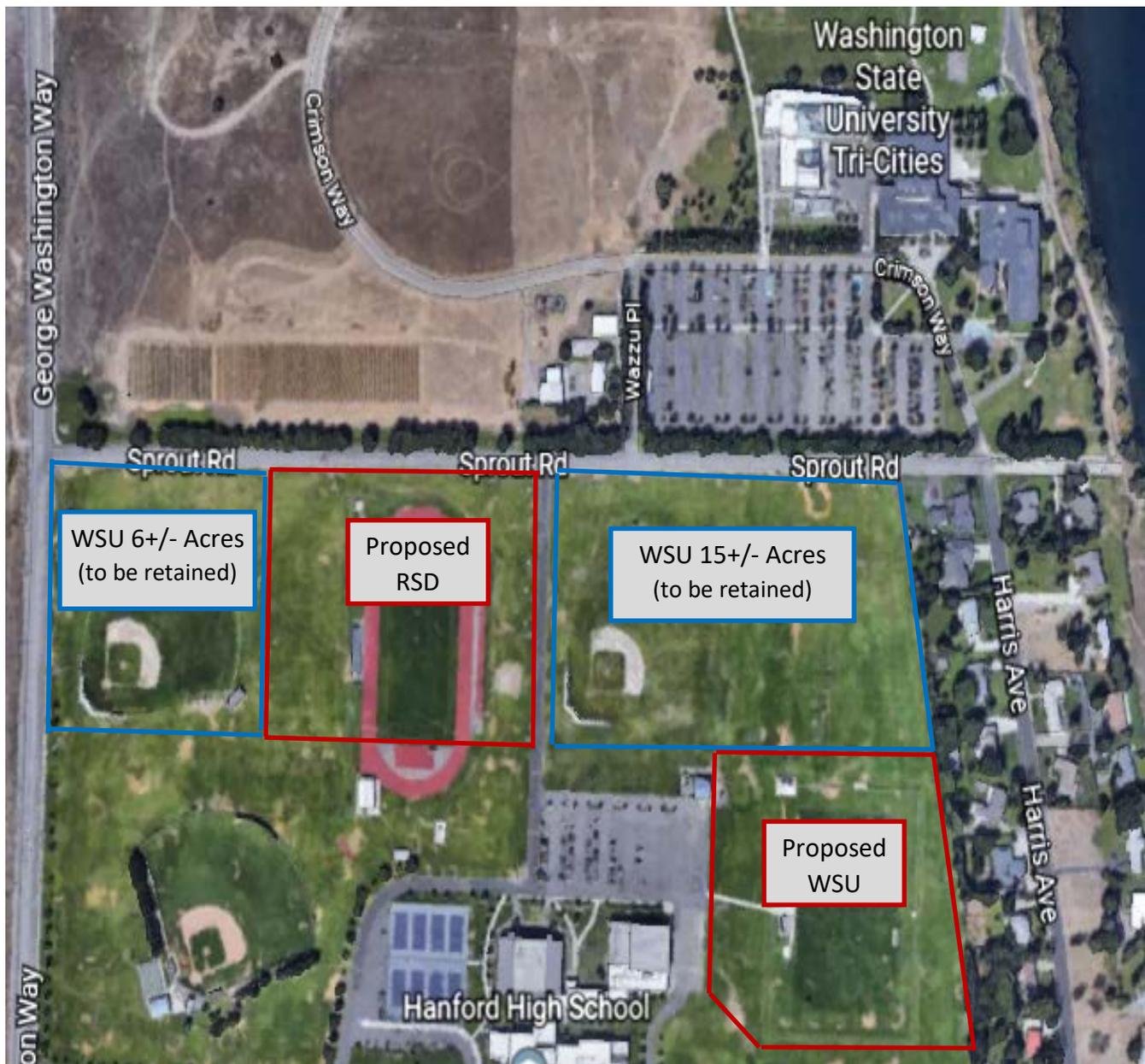
Attachment B – the proposed 9 acres of WSUTC’s land that will be subject to the land swap is outlined in outlined in red, as is the District’s proposed 9 acres that will be subject to the land swap. The remaining 21 acres to be retained by WSUTC is outlined in blue.

"Attachment A"
 WSUTC Campus Master Plan



"Attachment B"

Proposed 9 acre land swap



BOARD OF REGENTS

9+/- Acre Land Swap with the Richland School District and Athletic Fields Agreement

Resolution #190503-609

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 authorize a land swap with the Richland School District (the "District") pertaining to approximately 9 acres of land located on the WSUTC Campus that would be swapped for approximately 9 acres of land located on the District's Hanford High School, and further delegate authority to the President or his designee to enter into any and all documents necessary to complete this land swap.

Dated this 3rd day of May, 2019.

Chair, Board of Regents

Secretary, Board of Regents

ACTION ITEM #10
WSU Tri-Cities, Academic Building
Schematic Design and Construction Phase Approval
(Stacy Pearson/Olivia Yang)

May 3, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: WSU Tri-Cities, Academic Building, Schematic Design and Construction Phase Approval

PROPOSED: That the Board of Regents approve the WSU Tri-Cities, Academic Building with a total budget not to exceed \$30,400,000, authorize the project to proceed to design and construction using the Design-Build (DB) process pursuant to RCW 39.10, and further delegate authority to the President or his designee to enter into any and all contracts necessary to complete the project, within the budgeted amount.

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

SUPPORTING INFORMATION: The 40,000 gsf Academic Building will facilitate future growth in STEM-focused high demand bachelor's degrees in Biology, Chemistry, and Education with STEM content area endorsements. This will allow for the expansion of new degree offerings in other disciplines as existing classroom space becomes available. The facility will include eight laboratories supporting Physics, two labs for Biology, two labs for Chemistry, Anatomy/Physiology and two 96 seat active learning classrooms. A central gathering area in the main entry will employ stadium style stairs to allow for large group presentations and community events.

A major focus will be on interdisciplinary programming and enhanced collaborations between the campus and adjacent research facilities within the Tri-Cities Research District including those at the Pacific Northwest National Laboratory (PNNL). WSUTC plans to offer the hands-on educational experiences that will lead to career opportunities and help meet the employment needs of Hanford

contractors and other STEM industries. The existing laboratory space for teaching and training does not meet current standards for state-of-the-art instruction in the life and physical sciences.

The Academic Building will be located directly west of the Consolidated Information Center (CIC) building.

The Board of Regents approved \$400,000 for pre-design in the FY2015-17 and \$3,000,000 for the design and pre-construction in the FY2017-19 state capital budgets. The University has requested construction funding for the FY2019-21 State capital request. The project budget total will reflect final amount of construction funding as appropriated by Legislature.

Project Schedule:

Regents Approval of Design and Construction	May 2019
Design	Jan 2019 – Dec 2019
Construction	Nov 2019 – Feb 2021

Project Budget:

Construction (incl. contingency & sales tax)	\$ 27,000,000
Professional Services	\$ 928,000
Project Management	\$ 956,000
Moveable Equipment/Furnishings	\$ 958,000
Other	<u>\$ 558,000</u>

Total Project Budget \$ 30,400,000

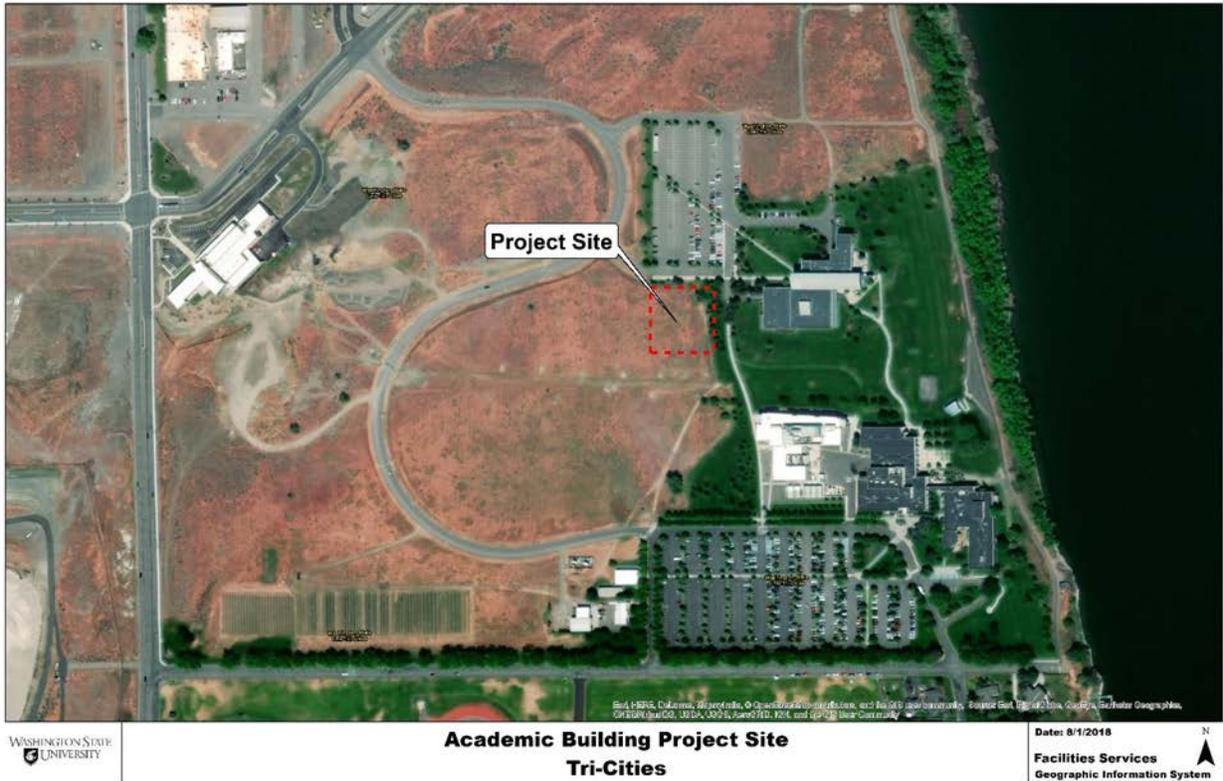
Source of Funds:

FY2015-2017 State Funds	\$ 400,000
FY2017-2019 State Funds	\$ 3,000,000
FY2019-2021 State Funds	<u>\$ 27,000,000</u>

Total Source of Funds \$ 30,400,000

ATTACHMENTS: Attachment A - Aerial site map
Attachment B - Design Presentation

Attachment A



BOARD OF REGENTS
WSU Tri-Cities, Academic Building
Schematic Design and Construction Phase Approval

Resolution #190503-606

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 WSU Tri-Cities, Academic Building with a total budget not to exceed \$30,400,000, authorize the project to proceed to design and construction using the Design-Build (DB) process pursuant to RCW 39.10, and further delegate authority to the President or his designee to enter into any and all contracts necessary to complete the project, within the budgeted amount.

Dated this 3rd day of May, 2019.

Chair, Board of Regents

Secretary, Board of Regents

WSU Tri-Cities Academic Building

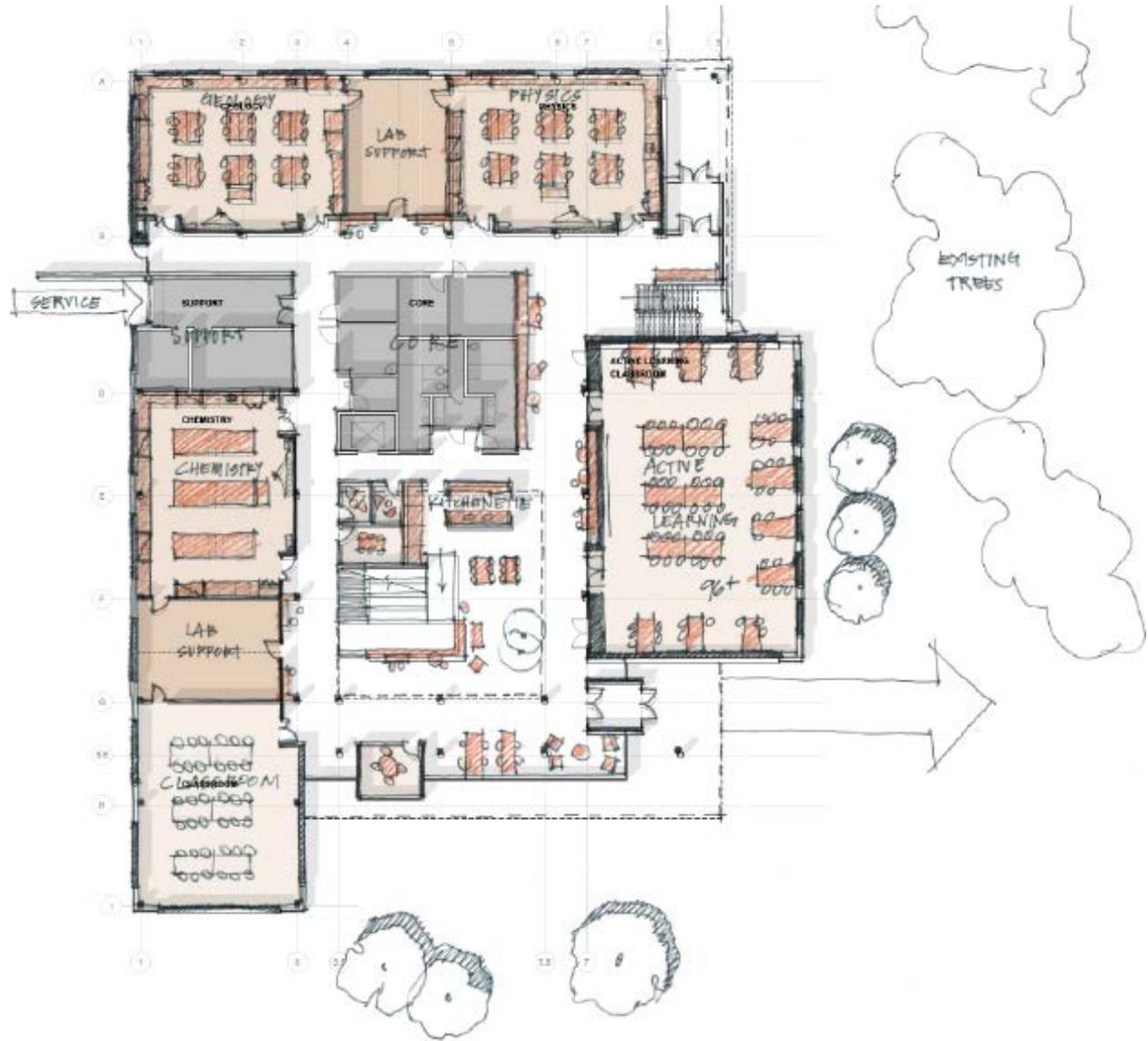
Board of Regents Meeting

May 2, 2019

Tri-Cities Academic Building Site Plan



Tri-Cities Academic Building Level 01



LEVEL 01 PLAN

Tri-Cities Academic Building Level 02



LEVEL 02 PLAN

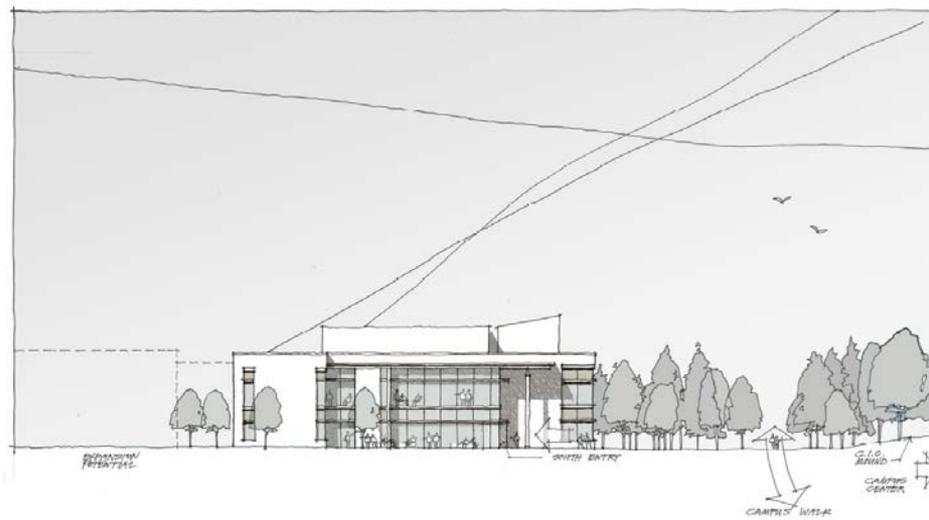
Tri-Cities Academic Building Perspectives



SE View



NE View



WSU TRI-CITIES NEW ACADEMIC BUILDING

S View

ACTION ITEM #11
WSU Pullman, Baseball Clubhouse
Schematic Design Approval
(Stacy Pearson/Olivia Yang)

May 3, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: WSU Pullman, Baseball Clubhouse, Schematic Design Approval

PROPOSED: That the WSU Board of Regents approve the schematic design for the WSU Pullman, Baseball Clubhouse project.

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

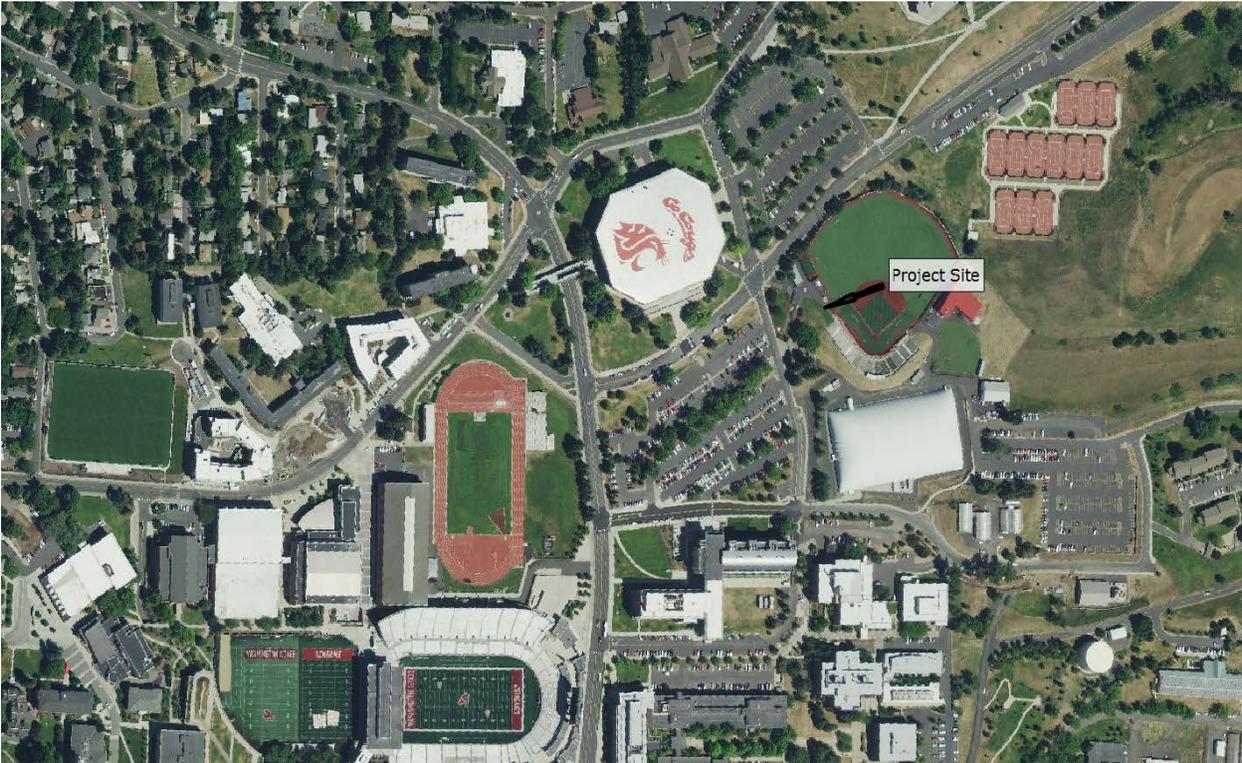
**SUPPORTING
INFORMATION:**

The new baseball clubhouse will provide a home for the Cougar baseball program as well as a new front door to Bailey-Brayton Field. This state-of-the-art facility will accommodate the daily needs of the baseball program and include a locker room, weight and cardio room, academic area, team meeting room, and areas for Cougar equipment and athletic medicine. In addition, the facility will enhance the game day experience for players, coaches and fans and provide improved ingress and egress along with new public restrooms and concessions.

The Board of Regents approved the design and construction for the project within the budgeted amount of \$10,000,000 at the January 2019 meeting.

ATTACHMENTS: Attachment A: Aerial Site
Attachment B: Design Presentation

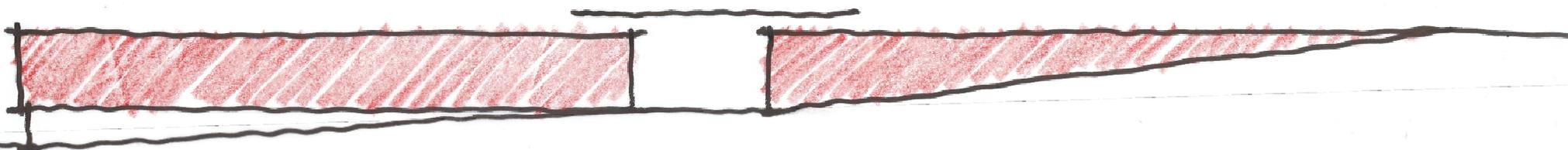
Attachment A



WASHINGTON STATE

B A S E B A L L

BACK TO OMAHA



SITE PLAN



BOARD OF REGENTS PRESENTATION APRIL 10 2019



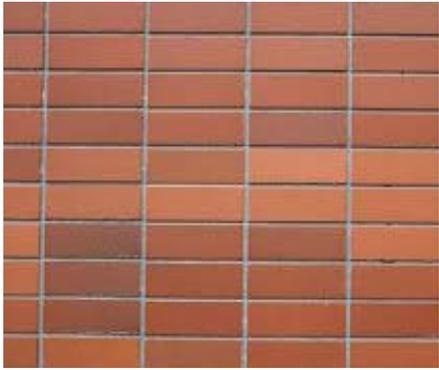
FLOOR PLAN



BOARD OF REGENTS PRESENTATION APRIL 10 2019



BUILDING MATERIALS



BRICK



FLAT METAL PANEL



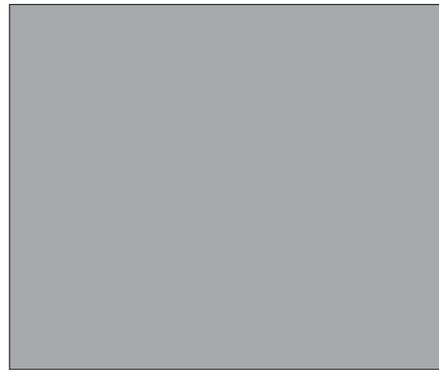
CORRUGATED METAL PANEL



CONCRETE



METAL PANEL COLOR 1



METAL PANEL COLOR 2



ENTRY WINDOWS



EXTERIOR VIEWS



NORTHWEST VIEW



BOARD OF REGENTS PRESENTATION APRIL 10 2019





WEST APPROACH



BOARD OF REGENTS PRESENTATION APRIL 10 2019





PLAZA VIEW



BOARD OF REGENTS PRESENTATION APRIL 10 2019





BAILEY BRAY

COUGAR BASEBALL



PLAZA VIEW HIGH



BOARD OF REGENTS PRESENTATION APRIL 10 2019



ACTION ITEM #12
Refunding of Trust and Building Fee Revenue Bonds, 2009B
(Stacy Pearson/Matt Skinner)

May 3, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Refunding of Trust and Building Fee Revenue Bonds, 2009B
(Pearson/Skinner)

PROPOSED: That the Board of Regents approve a Trust and Building Fee Revenue Bond Refunding Resolution to authorize the issuance and sale of bonds to be used for refunding of Trust and Building Fee Revenue Bonds, 2009B (Refunded Bonds), with a maximum par amount not to exceed \$83,850,000; with a maximum term not to exceed the term of the Refunded Bonds, and a minimum savings threshold of 4.0% net present value savings; and delegate authority to the President or his designee to sell bonds including determining the final bond size, maturity schedule, redemption provisions and timing of sale.

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

SUPPORTING INFORMATION: The Board of Regents Policy #5 (Attachment A) and the corresponding General Revenue Refunding Bond Resolutions (GRB Refunding Resolutions) delegate authority for the Vice President for Finance and Administration to refund University debt when debt service savings can be achieved. At least annually, the Vice President for Finance and Administration provides a report to the Regents detailing activities within the University debt portfolio, including the results of refunding activities.

The University has the opportunity to refund the Trust and Building Fee Revenue Bonds, 2009B for estimated net present value savings of approximately \$7.3 million or 9.3% with no change to the term of the existing bonds.

However, since GRB Refunding Resolutions and delegation to the Vice President for Finance and Administration provide for the refunding of bonds that will be payable solely from general revenues,

it is necessary to seek this delegation via a separate resolution to refund the Trust and Building Fee Revenue Bonds, 2009B. The refunding bonds will be payable solely from Trust Land revenues and Building Fee Revenue.

History of the Trust and Building Fee Revenue Bonds, 2009B (Taxable Build America Bonds – Direct Payment)

In December 2009, the University issued the Trust and Building Fee Revenue Bonds, 2009B (Taxable Build America Bonds – Direct Payment) to finance multiple projects including: construction of a Veterinary Medical Research Building on the Pullman campus, a portion of the costs of construction of Applied Technology Classrooms on the Vancouver campus, and a portion of the costs of construction of the Global Animal Health – Phase 1 research building on the Pullman campus. Debt service payments on these bonds are secured by trust land revenues and building fee revenue, as provided for in the State capital budget.

Trust land revenues are revenues from lease, rental, timber sales and other income derived from the Land Grant of the 1889 Enabling Act. Building fee revenue is received from the Building fee component of tuition. Building fees are set at different levels for different categories of students, and are pro-rated for full-time and part-time students enrolled during the academic year.

RCW 28B.30.760 empowers the Board of Regents to issue refunding bonds for the purpose of refunding any or all outstanding Trust and Building Fee bonds, meaning the University does not have to seek additional State authorization to issue refunding bonds.

Financial Impacts to the University

In the current market, the refunding transaction is estimated to result in \$7.3 million or 9.3% net present value savings over the remaining term of the bonds. Trust Land and Building Fee revenues are restricted for capital purposes only. Thus, the estimated annual savings of approximately \$670,000 would accrue back to the trust and building fee revenue accounts.

Additionally, the Trust and Building Fee Revenue Bonds, 2009B are taxable “Build America Bonds” for which the University receives an interest subsidy from the Federal Government. This interest subsidy is subject to Federal sequestration or reduction. By undertaking this refunding, the University will issue tax-exempt bonds and no longer

face risk of potential reductions in the Federal interest subsidy in the future.

ATTACHMENTS: ATTACHMENT A: Board of Regents Policy #5, Debt Management Policy
 ATTACHMENT B: Bond Resolution Legal Document

BOARD OF REGENTS

Refunding of Trust and Building Fee Revenue Bonds, 2009B

Resolution #190503-603

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 a Trust and Building Fee Revenue Bond Resolution to authorize the issuance and sale of bonds to be used for refunding of Trust and Building Fee Revenue Bonds, 2009B, with a maximum par amount not to exceed \$83,850,000; with a maximum term not to exceed the term of the Refunded Bonds, and a minimum savings threshold of 4.0% net present value savings; and delegate authority to the President or his designee to sell bonds, or other obligations including determining the final bond size, maturity schedule, redemption provisions and timing of sale.

Dated this 3rd day of May, 2019.

Chair, Board of Regents

Secretary, Board of Regents

WASHINGTON STATE UNIVERSITY
TRUST AND BUILDING FEE REVENUE REFUNDING BONDS

RESOLUTION NO. 190503-603

A RESOLUTION OF THE BOARD OF REGENTS OF WASHINGTON STATE UNIVERSITY AUTHORIZING AND PROVIDING FOR THE ISSUANCE OF TRUST AND BUILDING FEE REVENUE REFUNDING BONDS IN AN AGGREGATE PRINCIPAL AMOUNT NOT TO EXCEED \$83,850,000 FOR THE PURPOSE OF REFUNDING CERTAIN OUTSTANDING TRUST AND BUILDING FEE REVENUE BONDS OF THE UNIVERSITY AND PAYING THE COSTS OF ISSUANCE OF SUCH BONDS; AUTHORIZING AN OFFICIAL STATEMENT; AND DELEGATING AUTHORITY TO THE DESIGNATED UNIVERSITY REPRESENTATIVE TO DETERMINE THE MANNER OF SALE OF THE BONDS, APPROVE THE NUMBER OF SERIES, THE SERIES DESIGNATION, FINAL PRINCIPAL AMOUNT, DATE OF THE BONDS, DENOMINATIONS, INTEREST RATES, PAYMENT DATES, REDEMPTION PROVISIONS, AND MATURITY DATES FOR THE BONDS, TO DETERMINE THE FUNDING OF THE RESERVE REQUIREMENT, IF ANY, AND TO NEGOTIATE AN AGREEMENT FOR CONTINUING DISCLOSURE UNDER THE TERMS AND CONDITIONS SET FORTH HEREIN.

ADOPTED: May 3, 2019

Prepared by:

K&L GATES LLP
Seattle, Washington

WASHINGTON STATE UNIVERSITY

RESOLUTION NO. 190503-603

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Exhibit A: Escrow Deposit Agreement

Exhibit B: Costs of Issuance Agreement

* This Table of Contents and the Cover Page are for convenience of reference and are not intended to be a part of this resolution.

BOARD OF REGENTS
WASHINGTON STATE UNIVERSITY

RESOLUTION NO. 190503-603

A RESOLUTION OF THE BOARD OF REGENTS OF WASHINGTON STATE UNIVERSITY AUTHORIZING AND PROVIDING FOR THE ISSUANCE OF TRUST AND BUILDING FEE REVENUE REFUNDING BONDS IN AN AGGREGATE PRINCIPAL AMOUNT NOT TO EXCEED \$83,850,000 FOR THE PURPOSE OF REFUNDING CERTAIN OUTSTANDING TRUST AND BUILDING FEE REVENUE BONDS OF THE UNIVERSITY AND PAYING THE COSTS OF ISSUANCE OF SUCH BONDS; AUTHORIZING AN OFFICIAL STATEMENT; AND DELEGATING AUTHORITY TO THE DESIGNATED UNIVERSITY REPRESENTATIVE TO DETERMINE THE MANNER OF SALE OF THE BONDS, APPROVE THE NUMBER OF SERIES, THE SERIES DESIGNATION, FINAL PRINCIPAL AMOUNT, DATE OF THE BONDS, DENOMINATIONS, INTEREST RATES, PAYMENT DATES, REDEMPTION PROVISIONS, AND MATURITY DATES FOR THE BONDS, TO DETERMINE THE FUNDING OF THE RESERVE REQUIREMENT, IF ANY, AND TO NEGOTIATE AN AGREEMENT FOR CONTINUING DISCLOSURE UNDER THE TERMS AND CONDITIONS SET FORTH HEREIN.

WHEREAS, the Washington State Legislature, pursuant to the Bond Act and the Trust Land and Building Fee Revenue Bond Act (as each is hereinafter defined) has authorized the Board of Regents of Washington State University (the “University”) to sell and issue revenue bonds to finance or refinance the acquisition, construction, and equipping of University facilities; and

WHEREAS, the University currently has outstanding its trust and building fee revenue bonds, as follows:

Authorizing Resolution Numbers	Date of Bonds	Original Principal Amount	Principal Amount Outstanding (5/1/2019)	Final Maturity Dates
091009-367	12/01/2009	\$ 111,665,000	\$ 82,745,000	10/01/2034
120504-436	08/15/2012	27,355,000	22,080,000	04/01/2037
131004-462	02/13/2014	18,130,000 ⁽¹⁾	16,055,000	04/01/2039

⁽¹⁾ The bonds were issued as part of series that were designated as general revenue bonds, however, a portion of the general revenue bonds were also secured by Trust Land Revenues and Building Fees (as each is hereinafter defined).

(the “Outstanding Trust and Building Fee Revenue Bonds”); and

WHEREAS, the University’s Trust and Building Fee Revenue Bonds, 2009B (Taxable Build America Bonds – Direct Payment), issued under date of December 1, 2009, pursuant to Resolution No. 091009-367 approved by the Board of Regents on October 9, 2009 (the “2009 Resolution”), remain outstanding as follows:

Maturity Dates (October 1)	Principal Amounts	Interest Rates
2019	\$ 3,795,000	4.933%
2020	3,925,000	5.183
2021	4,060,000	5.283
2029*	39,090,000	6.314
2034*	31,875,000	6.414

* Term Bonds

(the “2009 Bonds”); and

WHEREAS, the 2009 Bonds maturing on and after October 1, 2020, are subject to optional redemption at the option of the University in whole or in part on any date on or after October 1, 2019, at a price of par plus accrued interest to the date of redemption; and

WHEREAS, the 2009 Bonds were issued as Taxable Build America Bonds—Direct Payment (“Build America Bonds”); and

WHEREAS, the 2019 maturity of the 2009 Bonds may be defeased as provided in the 2009 Resolution, and the callable maturities of the 2009 Bonds may be defeased and redeemed prior to their maturities as described above (collectively, the “Refunding Candidates”); and

WHEREAS, upon the defeasance of 2009 Bonds in accordance with the 2009 Resolution, the 2009 Bonds will no longer qualify as Build America Bonds, the University will no longer be able to collect federal interest payment subsidies in connection with the 2009 Bonds, and the defeased 2009 Bonds will be taxable obligations eligible for advance refunding on a tax-exempt basis; and

WHEREAS, the University has been advised that debt service savings may be obtained by refunding some or all of the Refunding Candidates through the issuance of one or more series of trust and building fee revenue refunding bonds in the aggregate principal amount of not to exceed \$83,850,000 (the “Bonds”); and

WHEREAS, the Board of Regents wishes to delegate authority to the President of the University or his designee (hereinafter defined as the “Designated University Representative”) to approve the manner of sale of such Bonds, number of series, series designation, the final principal amounts of the Bonds, date of the Bonds, denominations, interest rates, payment dates, date of the Bonds, principal maturities, redemption provisions, and the true interest cost of such Bonds to be fixed under such terms and conditions as are approved by this resolution;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF REGENTS OF WASHINGTON STATE UNIVERSITY, as follows:

Section 1. Definitions. The terms defined in this Section 1 shall, for all purposes of this resolution (including the recitals) and of any resolution supplemental hereto, have the following meanings:

Acquired Obligations means the Government Obligations acquired by the University under the terms of this resolution and an Escrow Agreement to effect the defeasance and refunding of Refunding Candidates.

Additional Bonds means one or more series of additional obligations of the University issued on a parity of lien with the Bonds in accordance with Section 14 of Resolution No. 091009-367 and Section 15 of Resolution Nos. 120504-436 and 131004-462.

Annual Debt Service means, for any specified Fiscal Year, the sum of the amounts required to be paid in such Fiscal Year, to pay (a) the interest due in such Fiscal Year on all outstanding Parity Bonds, excluding interest to be paid from the proceeds of the sale of bonds, (b) the principal of all outstanding Serial Bonds due in such Fiscal Year, and (c) the sinking fund requirement, if any, for Term Bonds for such Fiscal Year. For purposes of the Additional Bonds test in Section 16, and computing the Reserve Requirement, with respect to Parity Bonds bearing variable rates of interest, an amount for any period equal to the amount which would have been payable for principal and interest on such Parity Bonds during such period computed on the assumption that the amount of Parity Bonds Outstanding as of the date of such computation would be amortized (i) in accordance with the mandatory redemption provisions, if any, set forth in the resolution authorizing the issuance of such Parity Bonds, or if mandatory redemption provisions are not provided, during a period commencing on the date of computation and ending on the date 30 years after the date of issuance; (ii) at an interest rate determined as follows: (A) if the Parity Bonds have been Outstanding for at least twelve (12) months, assume that the Parity Bonds bear interest at the higher of the actual rate borne by the Parity Bonds on the date of calculation or the average rate borne by the Parity Bonds over the twelve (12) months immediately preceding the date of calculation, and (B) if the Parity Bonds have been Outstanding for less than twelve (12) months or are not yet Outstanding, assume that the Parity Bonds bear interest at the higher of the actual rate borne by the Parity Bonds on the date of calculation or (X) if interest on the Parity Bonds is excludable from gross income under the applicable provisions of the Code, the average rate set forth on the Securities Industry and Financial Markets Association Municipal Swap Index over the twelve (12) months immediately preceding the date of calculation, or (Y) if interest is not so excludable, the average rate on Federal Securities with maturities comparable to the rate reset period; and (iii) to provide for essentially level annual debt service of principal and interest over such period.

Approved Bid means the winning bid submitted for a series of the Bonds if such series is sold by Competitive Sale.

Beneficial Owner means any person that has or shares the power, directly or indirectly, to make investment decisions concerning ownership of any Bond (including persons holding Bonds through nominees, depositories or other intermediary).

Board means the Board of Regents of the University, which exists and functions pursuant to chapter 28B.30 RCW, as heretofore and hereafter amended.

Bond Act means RCW 28B.30.700 through RCW 28B.30.780, inclusive, as heretofore or hereafter amended.

Bond Counsel means an attorney or firm of attorneys whose opinion is accepted in the national governmental bonds capital markets as to the issuance and validity of municipal securities, which attorney or firm has been approved by, selected by or retained by the University from time to time.

Bond Purchase Contract means, with respect to a series of Bonds sold by Negotiated Sale, the purchase contract or approved term sheet relating to the Bonds between the University and the Underwriter.

Bond Register means the registration records for the Bonds maintained by the Registrar.

Bond Year means each one-year period that ends on the date selected by the University. The first and last Bond Years may be short periods. If no day is selected by the University before the earlier of the final maturity date of the Bonds or the date that is five years after the date of issuance of the Bonds, Bond Years end on each anniversary of the date of issue and on the final maturity date of the Bonds.

Bonds means the Washington State University Trust and Building Fee Revenue Refunding Bonds, [year of issuance][series designation], authorized to be issued by this resolution.

Building Account means Fund 062 Washington State University Building Account established pursuant to RCW 43.79.335.

Build America Bonds means bonds issued under authority of Section 54AA of the Code, enacted by the American Recovery and Reinvestment Act of 2009.

Building Fees means the building fee component of tuition (established pursuant to RCW 28B.15.025).

Business Day means a day which is not a Saturday, Sunday or other day on which commercial banks in the cities of Seattle, Washington and New York, New York, are authorized or required by law to close.

Call Date means the date determined by the Designated University Representative as the date of redemption of the Refunded Bonds.

Capital Budget means the State of Washington's Biennial Capital Budget ESHB 1216 (Chapter 497, Laws of 2009).

Closing means the date and time when the Bonds are delivered to the Underwriter in exchange for payment in full therefor.

Code means the Internal Revenue Code of 1986, as heretofore or hereafter amended, together with all corresponding and applicable final, temporary or proposed regulations and revenue rulings as issued or amended with respect thereto by the United States Treasury Department or the Internal Revenue Service to the extent applicable to the Bonds.

Competitive Sale means the process by which the Bonds (or a portion of them) are sold through the public solicitation of bids from underwriting firms.

Cost of Issuance Agreement means the agreement of that name, to be entered into by the University and the Escrow Agent, providing for the payment of certain costs of issuance with respect to the issuance of the Bonds, substantially in the form attached hereto as Exhibit B.

Credit Facility means a policy of municipal bond insurance, a letter of credit, surety bond, guarantee or other financial instrument or any combination of the foregoing, which obligates a third party to make payment or provide funds for the payment of financial obligations of the University, including but not limited to payment of the scheduled principal of and interest on Parity Bonds.

Credit Facility Issuer means the issuer of any Credit Facility.

Designated University Representative means, for purposes of this resolution, the President of the University or the designee appointed by the President of the University in writing.

DTC means The Depository Trust Company of New York, as depository for the Bonds, or any successor or substitute depository for the Bonds pursuant to Section 6 hereof.

Escrow Agent means any escrow agent selected by the Designated University Representative in accordance with this resolution.

Escrow Agreement means an Escrow Deposit Agreement to be dated as of the date of closing and delivery of the Bonds, substantially in the form attached hereto as Exhibit B.

Federal Tax Certificate means the certification of the University executed and delivered in connection with the issuance of Bonds that are Tax-Exempt Bonds.

Fiscal Year means the University's duly adopted fiscal year.

Fully Funded means, with respect to the Reserve Subaccount, when the value of the money and investments on deposit therein, together with the amount available for drawing under any Reserve Subaccount Credit Facility, equals the Reserve Requirement.

Fund means any special fund created by this resolution and pledged as security for the Parity Bonds pursuant to this resolution.

Fund 347 Bond Retirement Account means the Washington State University bond retirement fund established pursuant to RCW 28B.30.740.

Government Obligations has the meaning given to such term in RCW Chapter 39.53, as the same may be amended from time to time, provided that such obligations are noncallable and are obligations issued or unconditionally guaranteed by the United States of America.

Letter of Representation means the Blanket Issuer Letter of Representations from the University to DTC.

Moody's means Moody's Investors Service, a corporation duly organized and existing under and by virtue of the laws of the State of Delaware, and its successors and assigns, except that if such corporation shall be dissolved or liquidated or shall no longer perform the functions of a securities rating agency, then the term "Moody's" shall be deemed to refer to any other nationally recognized securities rating agency (other than S&P) selected by the Designated University Representative.

Negotiated Sale means the process by which the Bonds (or a portion of them) are sold by negotiation to one or more underwriting firms selected by the Designated University Representative.

Net Proceeds, when used with reference to Bonds, means the principal amount of such Bonds, plus accrued interest and original issue premium, if any, and less original issue discount, if any, and proceeds, if any, deposited in the Reserve Subaccount.

Official Notice of Sale means, if the Bonds shall be sold by Competitive Sale, the notice of bond sale authorized to be given in Section 9 of this resolution.

Official Statement means the Official Statement of the University pertaining to the sale of the Bonds, in either preliminary or final form.

Opinion of Bond Counsel means an opinion in writing of Bond Counsel.

Opinion of Counsel means an opinion in writing of a lawyer admitted to practice in the State.

Outstanding, when used as of a particular time with reference to the Bonds, means all Bonds delivered hereunder except:

- (a) Bonds canceled by the Registrar or surrendered to the Registrar for cancellation;
- (b) Bonds paid or deemed to have been paid within the meaning of this resolution; and

(c) Bonds in lieu of or in substitution for which replacement Bonds shall have been executed by the University and delivered by the Registrar hereunder.

Outstanding Trust and Building Fee Revenue Bond Resolutions mean Resolution Nos. 091009-367, 120504-436 and 131004-462 of the Board.

Outstanding Trust and Building Fee Revenue Bonds mean the outstanding Trust and Building Fee Revenue Bonds issued under the dates and in the principal amounts identified in the table in the recitals hereto.

Parity Bonds means the Outstanding Trust and Building Fee Revenue Bonds, the Bonds and any Additional Bonds.

Person means any natural person, firm, joint venture, association, partnership, business trust, corporation, public body, agency or political subdivision thereof or any other similar entity.

Private Person means any natural person engaged in a trade or business or any trust, estate, partnership, association, company or corporation.

Private Person Use means the use of property in a trade or business by a Private Person if such use is other than as a member of the general public. Private Person Use includes ownership of the property by the Private Person as well as other arrangements that transfer to the Private Person the actual or beneficial use of the property (such as a lease, management or incentive payment contract or other special arrangement) in such a manner as to set the Private Person apart from the general public. Use of property as a member of the general public includes attendance by the Private Person at municipal meetings or business rental of property to the Private Person on a day-to-day basis if the rental paid by such Private Person is the same as the rental paid by any Private Person who desires to rent the property. Use of property by nonprofit community groups or community recreational groups is not treated as Private Person Use if such use is incidental to the governmental uses of property, the property is made available for such use by all such community groups on an equal basis and such community groups are charged only a *de minimis* fee to cover custodial expenses.

Qualified Insurance means any noncancellable municipal bond insurance policy or surety bond issued by any insurance company licensed to conduct an insurance business in any state of the United States (or by a service corporation acting on behalf of one or more such insurance companies) (A) which insurance company or companies, as of the time of issuance of such policy or surety bond, are rated in one of the two highest Rating Categories by the Rating Agency for unsecured debt or insurance underwriting or claims paying ability or (B) by issuing its policies causes obligations insured thereby to be rated in one of the two highest Rating Categories.

Qualified Letter of Credit means any irrevocable letter of credit issued by a financial institution, which institution maintains an office, agency or branch in the United States and as of the time of issuance of such letter of credit, is rated in one of the two highest Rating Categories by the Rating Agency.

Rating Agency means Moody's and S&P (or, in each case, any nationally recognized ratings agency selected by the Designated University Representative).

Rating Category means the generic rating categories of the Rating Agency, without regard to any refinement or gradation of such rating category by a numerical modifier or otherwise.

Record Date means the close of business on the 15th day of the month prior to each interest payment date for the Bonds of a series.

RCW means the Revised Code of Washington, as now in existence or hereafter amended, or any successor codification of the laws of the State.

Refunded Bonds means the 2009 Bonds that are Refunding Candidates and are designated by the Designated University Representative pursuant to Section 9 of this resolution.

Refunding Candidates has the meaning given in the recitals to this resolution.

Registered Owner of any Bond means the person named as the Registered Owner of such Bond on the Bond Register.

Registrar means at the option of the Designated University Representative, the University or the fiscal agent of the State of Washington, whose duties include registering and authenticating the Bonds, maintaining the Bond Register, transferring ownership of the Bonds, and paying the principal of and interest on the Bonds.

Reserve Assets means, collectively, (a) the money and investments on deposit in the Reserve Subaccount, and (b) the stated amount available under any Reserve Subaccount Credit Facility provided in lieu thereof as permitted herein.

Reserve Requirement means, with respect to the Bonds, the dollar amount or formula calculated and approved by the Designated University Representative pursuant to Section 9, which amount may be zero and, with respect to any Additional Bonds, the amount, if any, established in the proceedings for the sale and issuance of such Additional Bonds. No Reserve Requirement has been established for any of the Outstanding Trust and Building Fee Revenue Bonds.

Reserve Subaccount means a subaccount of that name in the Fund 347 Bond Retirement Account, which subaccount may be created pursuant to Section 10 hereof.

Reserve Subaccount Credit Facility means an irrevocable and unconditional letter of credit, insurance policy or surety bond, issued by a bank, insurance company or other financial institution, having a long-term credit rating in one of the two highest rating categories, as determined by each Rating Agency then rating the Bonds, which credit facility names the University as the beneficiary thereunder; provided, that any such credit facility must, at a minimum, (a) if of a term shorter than the final maturity of the Bonds, be renewable or extendable on an annual basis; (b) have a combined initial and reimbursement term of not fewer

than five years; (c) provide that the bank or insurance company or other financial institution providing such credit facility must notify the University no fewer than 180 days in advance of the expiration of the credit facility of its intention not to renew or extend such credit facility; (d) permit the University to make a drawing thereunder to fund the Reserve Subaccount no later than the last Business Day prior to the earliest of (1) the expiration date of such credit facility and (2) the date the proceeds of such drawing will be needed to fund the Reserve Subaccount.

Resolution means this resolution of the Board and all supplements or amendments hereto made in conformity herewith.

Revenues mean (a) Building Fees, (b) Trust Land Revenues and (c) any additional fees and revenues hereinafter pledged by the University for payment of debt service on one or more series of Parity Bonds. Subsidy payments received from the federal government for payment of debt service on Parity Bonds, including any interest subsidy for Parity Bonds that are Build America Bonds, shall be included as Revenues.

Rule means Rule 15c2-12 adopted by the Securities and Exchange Commission under the Securities Exchange Act of 1934, as the same may be amended from time to time.

Savings Target means a dollar amount equal to at least four percent (4%) of the outstanding principal of the 2009 Bonds being refunded.

S&P means S&P Global Ratings, a Standard & Poor's Financial Services LLC business, a New York corporation and its successors and assigns, except that if such corporation or division shall be dissolved or liquidated or shall no longer perform the functions of a securities rating agency, then the term "S&P" shall be deemed to refer to any other nationally recognized securities rating agency (other than Moody's) selected by the University.

Serial Bonds means those Bonds identified as "Serial Bonds" in the Bond Purchase Contract for such Bonds and shall include any Parity Bonds that were identified as Serial Bonds in the proceedings authorizing their issuance.

State means the State of Washington.

Tax-Exempt Bonds means the Bonds issued on a federally tax-exempt basis.

Term Bonds means the portion of the Bonds, if any, designated as "Term Bonds" in the Bond Purchase Contract or Approved Bid for such Bonds.

Trust Land Revenues mean (a) pursuant to RCW 28B.30.741, all moneys received from the lease or rental on account of the trust lands set apart by the enabling act for a scientific school, all interest or income arising from the proceeds of the sale of such lands or of the timber, fallen timber, stone, gravel or other valuable material thereon, except for investment income derived pursuant to RCW 43.84.080 and, less the allocation to the State investment board expense account pursuant to RCW 43.33A.160 and all moneys received as interest on deferred payments on contracts for the sale of such lands, and (b) pursuant to RCW 28B.30.742, all moneys received from the lease or rental of lands set apart by the enabling act, pursuant to

federal law, for an agricultural college, all interest or income arising from the proceeds of the sale of such lands or of the timber, fallen timber, stone, gravel or other valuable material thereon, except for investment income derived pursuant to RCW 43.84.080 and, less the allocation to the state investment board expense account pursuant to RCW 43.33A.160; and all moneys received as interest on deferred payments on contracts for the sale of such lands, and identified as the Washington State University Agricultural School Trust and the Washington State University Scientific School Trust.

2009 Bonds has the meaning given in the recitals to this resolution.

2009 Resolution has the meaning given in the recitals to this resolution.

Underwriter means the underwriter(s) of the Bonds selected by the Designated University Representative if the Bonds are sold by public Negotiated Sale, the financial institution if the Bonds are sold by a private Negotiated Sale or the successful bidder submitting the Approved Bid if the Bonds are sold by Competitive Sale.

University means Washington State University, a higher educational institution of the State, co-located in Pullman and Spokane, Washington, with additional campuses in Everett, Richland and Vancouver.

Valuation Date means, with respect to any Reserve Subaccount, the last Business Day of each Fiscal Year; and any day on which the University transfers funds from the Reserve Subaccount to the Fund 347 Bond Retirement Account because funds therein are insufficient to pay debt service on Parity Bonds when due.

Rules of Interpretation. In this resolution, unless the context otherwise requires:

(a) The terms “hereby,” “hereof,” “hereto,” “herein,” “hereunder” and any similar terms, as used in this resolution, refer to this resolution as a whole and not to any particular article, section, subdivision or clause hereof, and the term “hereafter” shall mean after, and the term “heretofore” shall mean before, the date of this resolution;

(b) Words of the masculine gender shall mean and include correlative words of the feminine and neuter genders and words importing the singular number shall mean and include the plural number and vice versa;

(c) Words importing persons shall include firms, associations, partnerships (including limited partnerships), trusts, corporations and other legal entities, including public bodies, as well as natural persons;

(d) Any headings preceding the text of the several articles and sections of this resolution, and any table of contents or marginal notes appended to copies hereof, shall be solely for convenience of reference and shall not constitute a part of this resolution, nor shall they affect its meaning, construction or effect;

(e) All references herein to “articles,” “sections” and other subdivisions or clauses are to the corresponding articles, sections, subdivisions or clauses hereof;

(f) Whenever any consent or direction is required to be given by the University, such consent or direction shall be deemed given when given by a Designated University Representative or his or her designee; and

(g) Whenever any transfer is required or permitted to be made to or from a Fund under this resolution, such transfer may be authorized by a Designated University Representative or his or her designee.

Section 2. Findings; Compliance with Certain Parity Conditions. The University has reserved the right pursuant to the Outstanding Trust and Building Fee Revenue Bond Resolutions to issue Additional Bonds upon compliance with certain conditions set forth therein. The University hereby finds and determines, as required by Section 14 of Resolution No. 091009-367 and Section 15 of Resolution Nos. 120504-436 and 131004-462 as follows:

First, the University has not been in default of its any of its covenants and undertakings in connection with the Outstanding Trust and Building Fee Revenue Bonds; and

Second, the University will have on file, prior to the issuance of Bonds a certificate of the Designated University Representative to the effect that Trust and Building Fee Revenues will be sufficient to pay debt service on all Parity Bonds to be outstanding following the date of issuance of such Bonds.

The limitations contained and the conditions provided in the Outstanding Trust and Building Fee Revenue Bond Resolutions having been complied with or assured, the payments required herein to be made out of the Trust Land and Building Fee Revenues pledged to pay and secure the principal of and interest on the Bonds shall constitute a lien and charge upon such Trust Land and Building Fee Revenues equal in rank to the lien and charge thereon of the Outstanding Trust and Building Fee Revenue Bonds.

Section 3. Authorization and Purpose of Bonds. For the purpose of refunding all or a portion of the costs of refunding the Refunded Bonds, paying costs of issuing the Bonds, and providing funding for the Reserve Subaccount, if approved by the Designated University Representative, the Board hereby authorizes the sale and issuance of revenue refunding bonds (the “Bonds”) to refund the 2009 Bonds that financed capital projects authorized and approved by the Capital Budget. The University may issue the Bonds in one or more series. The latest maturity for any series of Bonds shall not be later than October 1, 2034. The aggregate principal amount of the Bonds to be issued for each series and the maximum term for any series of Bonds under this resolution shall be determined by the Designated University Representative, pursuant to the authority granted in Section 9. The principal amount of all Bonds to be issued under this resolution shall not exceed \$83,850,000.

Section 4. Bond Details. The Bonds shall be designated as the “Washington State University Trust and Building Fee Revenue Refunding Bonds, [year of issuance]” with additional series designation if the Bonds are issued in more than one series. The Bonds shall be

issued in fully registered form in the denomination of \$5,000 within a series or in integral multiples of \$5,000 within a maturity as approved by the Designated University Representative, provided no Bond shall represent more than one maturity, and shall be numbered separately in the manner and with such additional designation as the Registrar deems necessary for purposes of identification, shall be designated, by series, dated and bear interest at the per annum rates, payable on the dates and maturing in principal amounts set forth in the Bond Purchase Contract or Approved Bid, pursuant to Section 9. The Bonds shall be obligations only of the Fund 347 Bond Retirement Account and shall be payable and secured as provided herein. The Bonds are not general obligations of the University. The Bonds shall not constitute an indebtedness of the University within the meaning of the constitutional provisions and limitations of the State of Washington.

Section 5. Redemption and Purchase.

(a) *Optional or Extraordinary Redemption.* The Bonds shall be subject to optional and/or extraordinary redemption on the dates, at the prices and under the terms set forth in the Bond Purchase Contract or Official Notice of Sale and Approved Bid, approved by the Designated University Representative pursuant to Section 9.

(b) *Mandatory Redemption.* The Bonds shall be subject to mandatory redemption to the extent, if any, set forth in the Bond Purchase Contract or Official Notice of Sale and Approved Bid, and as approved by the Designated University Representative pursuant to Section 9.

(c) *Purchase of Bonds for Retirement.* The University reserves the right to use at any time any surplus Revenue available after providing for the payments required by Section 12 and Section 10(a) of this resolution to purchase for retirement any of the Bonds offered to the University at any price deemed reasonable to the Designated University Representative.

(d) *Effect of Optional Redemption/Purchase.* To the extent that the University shall have optionally redeemed or purchased any Term Bonds prior to the scheduled mandatory redemption of such Term Bonds, the University may reduce the principal amount of the Term Bonds to be redeemed in like aggregate principal amount. Such reduction may be applied in the year specified by the Designated University Representative.

(e) *Selection of Bonds for Redemption.* If the Bonds are called for optional redemption, the series and maturities of the Bonds to be redeemed shall be selected as provided in the Bond Purchase Contract or Official Notice of Sale and Approved Bid.

(f) *Notice of Redemption.* Unless otherwise provided in the Bond Purchase Contract or Approved Bid (in which case, notice shall be given in accordance with the Sale Contract or Approved Bid) or waived by any owner of Registered Bonds to be redeemed, official notice of any such redemption (which notice, in the case of an optional redemption, may be conditional and also shall state that redemption is conditioned by the Registrar on the receipt of sufficient funds for redemption) shall be given by the Registrar on behalf of the University by mailing a copy of an official redemption notice by first class mail at least 20 days and not more than 60 days prior to the date fixed for redemption to each Registered Owner of the Bonds to be

redeemed at the address shown on the Bond Register or at such other address as is furnished in writing by such Registered Owner to the Registrar.

All official notices of redemption shall be dated and shall state:

- (1) the redemption date,
- (2) the redemption price,
- (3) if fewer than all outstanding Bonds of a series are to be redeemed, the identification by maturity (and, in the case of partial redemption, the respective principal amounts) of the Bonds of a series to be redeemed,
- (4) that on the redemption date, provided that in the case of optional redemption the full amount of the redemption price is on deposit therefor, the redemption price will become due and payable upon each such Bond or portion thereof called for redemption, and that interest thereon shall cease to accrue from and after said date, and
- (5) the place where such Bonds are to be surrendered for payment of the redemption price, which place of payment shall be the principal office of the Registrar.

Unless the University has revoked a notice of redemption in the case of an optional redemption, on or prior to any redemption date, the University shall deposit with the Registrar an amount of money sufficient to pay the redemption price of all the Bonds or portions of Bonds which are to be redeemed on that date.

Failure to give notice as to redemption of any Bond or any defect in such notice shall not invalidate redemption of any other Bond.

Notwithstanding the foregoing, if the Bonds are then held in book-entry only form, notice of redemption shall be given only in accordance with the operational arrangements then in effect at DTC but not less than 20 days prior to the date of redemption.

(g) *Effect of Notice; Bonds Due.* Unless otherwise provided in the Bond Purchase Contract or Approved Bid (in which case, notice shall be given in accordance with the Bond Purchase Contract or Approved Bid) or unless the University has revoked a notice of redemption (or unless the University provided a conditional notice and the conditions for redemption set forth therein are not satisfied), official notice of redemption having been given as aforesaid, the Bonds or portions of Bonds so to be redeemed shall, on the redemption date (unless in the case of optional redemption the University shall default in the payment of the redemption price), become due and payable at the redemption price therein specified, and from and after such date such Bonds or portions of Bonds shall cease to bear interest. Upon surrender of such Bonds for redemption in accordance with said notice, such Bonds shall be paid by the Registrar at the redemption price. Installments of interest due on or prior to a mandatory redemption date shall be payable as herein provided for payment of interest. Upon surrender for any partial redemption of any Bond, there shall be prepared for the Registered Owner a new Bond of the

same maturity and series in the aggregate amount of the unpaid principal. All Bonds which have been redeemed shall be canceled and destroyed by the Registrar and shall not be reissued.

(h) *Additional Notice.* Unless otherwise provided in the Bond Purchase Contract or Approved Bid (in which case, notice shall be given in accordance with the Bond Purchase Contract or Approved Bid) or unless in addition to the foregoing notice, further notice shall be given by the University as set out below, but no defect in said further notice nor any failure to give all or any portion of such further notice shall in any manner defeat the effectiveness of a call for redemption if notice thereof is given as above prescribed. Each further notice of redemption given hereunder shall contain the information required above for an official notice of redemption plus (i) the CUSIP numbers of all Bonds being redeemed; (ii) the date of issue of the Bonds as originally issued; (iii) the rate of interest borne by each Bond being redeemed; (iv) the maturity date of each Bond being redeemed; and (v) any other descriptive information needed to identify accurately the Bonds being redeemed. Each further notice of redemption may be sent at least 20 days before the redemption date to each party entitled to receive notice pursuant to Section 24 of this resolution under agreements for continuing disclosure information, and to the Underwriter or to its business successors, if any, and with such additional information as the Registrar deem appropriate, but such mailings shall not be a condition precedent to the redemption of such Bonds.

(i) *Use of CUSIP Numbers.* Upon the payment of the redemption price of Bonds being redeemed, each check or other transfer of funds issued for such purpose shall bear the CUSIP number identifying, by maturity, the Bonds being redeemed with the proceeds of such check or other transfer.

(j) *Amendment of Notice Provisions.* The foregoing notice provisions of this Section 5, including but not limited to the information to be included in redemption notices and the persons designated to receive notices, may be amended without the consent of any Registered Owners of Bonds by additions, deletions and changes in order to maintain compliance with duly promulgated regulations and recommendations regarding notices of redemption of municipal securities.

Section 6. Registration, Exchange and Payments.

(a) *Registrar/Bond Register.* If the Bonds are sold by public sale, the University will utilize the system of registration approved by the Washington State Finance Committee, which utilizes the fiscal agent of the State of Washington, as registrar, authenticating agent, paying agent and transfer agent (collectively, the "Registrar"). The Registrar shall keep, or cause to be kept, at its principal corporate trust office, sufficient records for the registration and transfer of the Bonds (the "Bond Register"), which shall be open to inspection by the University. The Registrar is authorized, on behalf of the University, to authenticate and deliver Bonds transferred or exchanged in accordance with the provisions of such Bonds and this resolution and to carry out all of the Registrar's powers and duties under this resolution. The Registrar shall be responsible for its representations contained in the Certificate of Authentication on the Bonds.

(b) *Registered Ownership.* The University and the Registrar may deem and treat the Registered Owner of each Bond as the absolute owner for all purposes, and neither the

University nor the Registrar shall be affected by any notice to the contrary. Payment of any such Bond shall be made only as described in Section 6(h) hereof, but such registration may be transferred as herein provided. All such payments made as described in Section 6(h) shall be valid and shall satisfy the liability of the University upon such Bond to the extent of the amount or amounts so paid.

(c) *DTC Acceptance/Letter of Representations.* If the Bonds are sold by public sale, the Bonds shall initially be held in fully immobilized form by DTC acting as depository. To induce DTC to accept the Bonds as eligible for deposit at DTC, the University has heretofore executed and delivered to DTC the Letter of Representations.

Neither the University nor the Registrar will have any responsibility or obligation to DTC participants or the persons for whom they act as nominees with respect to the Bonds for the accuracy of any records maintained by DTC or any DTC participant, the payment by DTC or any DTC participant of any amount in respect of the principal of or interest on Bonds, any notice that is permitted or required to be given to Registered Owners under this resolution (except such notices as shall be required to be given by the University to the Registrar or to DTC), the selection by DTC or any DTC participant of any person to receive payment in the event of a partial redemption of the Bonds, or any consent given or other action taken by DTC as the Registered Owner. For so long as any Bonds are held in fully immobilized form hereunder, DTC or its successor depository shall be deemed to be the Registered Owner for all purposes, and all references in this resolution to the Registered Owners shall mean DTC or its nominee and shall not mean the Beneficial Owners.

(d) *Use of Depository.*

(1) If the Bonds are sold by public sale, the Bonds shall be registered initially in the name of CEDE & Co., as nominee of DTC, with a single Bond for each maturity of a series in a denomination equal to the total principal amount of such maturity. Registered ownership of such immobilized Bonds, or any portions thereof, may not thereafter be transferred except (A) to any successor of DTC or its nominee, provided that any such successor shall be qualified under any applicable laws to provide the service proposed to be provided by it; (B) to any substitute depository appointed by the Designated University Representative pursuant to subsection (2) below or such substitute depository's successor; or (C) to any person as provided in subsection (4) below.

(2) Upon the resignation of DTC or its successor (or any substitute depository or its successor) from its functions as depository or a determination by the University to discontinue the system of book-entry transfers through DTC or its successor (or any substitute depository or its successor), the Designated University Representative may appoint a substitute depository. Any such substitute depository shall be qualified under any applicable laws to provide the services proposed to be provided by it.

(3) In the case of any transfer pursuant to clause (A) or (B) of subsection (1) above, the Registrar shall, upon receipt of all outstanding Bonds, together with a written request on behalf of the University, issue a single new Bond for each maturity of a series then

outstanding, registered in the name of such successor or substitute depository, or its nominee, all as specified in such written request of the University.

(4) In the event that (A) DTC or its successor (or substitute depository or its successor) resigns from its functions as depository, and no substitute depository can be obtained, or (B) the Designated University Representative determines that it is in the best interest of the Beneficial Owners of the Bonds that the Bonds be provided in certificated form, the ownership of such Bonds may then be transferred to any person or entity as herein provided, and shall no longer be held in fully immobilized form. The Designated University Representative shall deliver a written request to the Registrar, together with a supply of definitive Bonds in certificated form, to issue Bonds in any authorized denomination. Upon receipt by the Registrar of all then outstanding Bonds, together with a written request on behalf of the University to the Registrar, new Bonds of each series shall be issued in the appropriate denominations and registered in the names of such persons as are provided in such written request.

(e) *Transfer or Exchange of Registered Ownership; Change in Denominations.* The registered ownership of any Bond may be transferred or exchanged, but no transfer of any Bond shall be valid unless it is surrendered to the Registrar with the assignment form appearing on such Bond duly executed by the Registered Owner or such Registered Owner's duly authorized agent in a manner satisfactory to the Registrar. Upon such surrender, the Registrar shall cancel the surrendered Bond and shall authenticate and deliver, without charge to the Registered Owner or transferee, a new Bond (or Bonds at the option of the new Registered Owner) of the same date, series, maturity and interest rate and for the same aggregate principal amount in any authorized denomination, naming as Registered Owner the person or persons listed as the assignee on the assignment form appearing on the surrendered Bond, in exchange for such surrendered and canceled Bond. Any Bond may be surrendered to the Registrar and exchanged, without charge, for an equal aggregate principal amount of Bonds of the same date, series, maturity and interest rate, in any authorized denomination. The Registrar shall not be obligated to transfer or exchange any Bond after the mailing of notice of the call of such Bonds for redemption.

(f) *Registrar's Ownership of Bonds.* The Registrar may become the Registered Owner or Beneficial Owner of any Bond with the same rights it would have if it were not the Registrar, and to the extent permitted by law, may act as depository for and permit any of its officers or directors to act as member of, or in any other capacity with respect to, any committee formed to protect the rights of the Registered Owners of the Bonds.

(g) *Registration Covenant.* The University covenants that, until all Tax-Exempt Bonds have been surrendered and canceled, it will maintain a system for recording the ownership of each Bond that complies with the provisions of Section 149 of the Code.

(h) *Place and Medium of Payment.* Both principal of and interest on the Bonds shall be payable in lawful money of the United States of America. For so long as all Bonds are in fully immobilized form, payments of principal and interest shall be made as provided in accordance with the operational arrangements of DTC referred to in the Letter of Representations. In the event that the Bonds are no longer in fully immobilized form, interest on the Bonds shall be paid by check or draft mailed to the Registered Owners at the addresses for

such Registered Owners appearing on the Bond Register as of the Record Date, and principal of the Bonds shall be payable upon presentation and surrender of such Bonds by the Registered Owners at the principal office of the Registrar; provided, however, that if so requested in writing by the Registered Owner of at least \$1,000,000 principal amount of Bonds of a series, interest will be paid by wire transfer on the date due to an account with a bank located within the United States.

Section 7. Form of Bonds and Registration Certificate. Each series of the Bonds shall be in substantially the following form, with appropriate or necessary insertions or series designation, depending upon the omissions and variations as permitted or required hereby. If the Bonds are no longer held in fully-immobilized form, the form of Bonds will be changed to reflect the changes required in connection with the preparation of certificated Bonds.

UNITED STATES OF AMERICA

NO. _____

\$ _____

STATE OF WASHINGTON
WASHINGTON STATE UNIVERSITY
TRUST AND BUILDING FEE REVENUE REFUNDING
BONDS, [year of issuance][series designation]

INTEREST RATE: %

MATURITY DATE:

CUSIP NO.:

REGISTERED OWNER:

PRINCIPAL AMOUNT:

WASHINGTON STATE UNIVERSITY (the “University”), a state university organized and existing under and by virtue of the laws of the State of Washington (the “State”), promises to pay to the Registered Owner identified above, or registered assigns, on the Maturity Date identified above, solely from the special fund of the University known as the “Fund 347 – Washington State University Bond Retirement Fund” (the “Fund 347 Bond Retirement Account”) maintained by the State and Revenues to be deposited therein pursuant to a Resolution adopted by the Board of Regents on May 3, 2019 (the “Bond Resolution”) the Principal Amount indicated above and to pay interest thereon from the Fund 347 Bond Retirement Account from _____, 20__, or the most recent date to which interest has been paid or duly provided for or until payment of this bond at the Interest Rate set forth above, payable on _____, 20__, and semiannually thereafter on the first days of each _____ and _____. Both principal of and interest on this bond are payable in lawful money of the United States of America. Principal shall be paid to the Registered Owner or assigns upon presentation and surrender of this bond at the principal office of the fiscal agent of the State of Washington (the “Registrar”). For so long as the bonds of this issue are held in fully immobilized form, payments of principal and interest thereon shall be made as provided in accordance with the operational arrangements of The Depository Trust Company (“DTC”) referred to in the Blanket Issuer Letter of Representations (the “Letter of Representations”) from the University to DTC. The fiscal agent of the State is acting as the registrar, authenticating agent and paying agent for the bonds of this issue (the “Bond Registrar”). Capitalized terms used in this bond which are not specifically defined have the meanings given such terms in the Bond Resolution. Reference is made to the Bond Resolution for other covenants of the University and other terms and conditions upon

which this bond has been issued, which terms and conditions are made a part hereof by this reference. The University irrevocably and unconditionally covenants that it will keep and perform all of the covenants of this bond and of the Bond Resolution.

This bond is one of an issue of bonds of the University of like date, tenor and effect, except as to number, amount, rate of interest and date of maturity and is issued pursuant to the Bond Resolution to refund certain outstanding bonds of the University and to pay costs of issuance.

The bonds of this issue are subject to redemption prior to their scheduled maturity under the terms of the [Bond Purchase Contract][Official Notice of Sale and Approved Bid].

[The bonds of this issue are not private activity bonds. The bonds of this issue have [not] been designated by the University as “qualified tax-exempt obligations” for investment by financial institutions under Section 265(b) of the Internal Revenue Code of 1986, as amended.] [The University has taken no action to cause the interest on this bond to be exempt from federal income taxation.]

The bonds of this issue are payable solely from the Fund 347 Bond Retirement Account. The University has irrevocably obligated and bound itself to cause Revenues to be deposited into the Fund 347 Bond Retirement Account or from such other money as may be provided for such purpose certain amounts necessary to pay and secure the payment of the principal and interest on such bonds.

To the extent more particularly provided by the Bond Resolution, the amounts of Revenues so pledged to be paid into the Fund 347 Bond Retirement Account to pay and secure the payment of the principal of and interest on the bonds of this issue shall be a lien and charge thereon equal in rank to the lien and charge upon such Revenues of the amounts required to pay and secure the payment of the Outstanding Trust and Building Fee Revenue Bonds and any revenue bonds hereafter issued on a parity with the Outstanding Trust and Building Fee Revenue Bonds and the bonds of this issue and superior to all other liens and charges of any kind or nature.

This bond is a special limited obligation of the University and is not an obligation of the State of Washington or any political subdivision thereof other than the University, and neither the full faith and credit nor the taxing power of the University or the State of Washington is pledged to the payment of this bond.

This bond shall not be valid or become obligatory for any purpose or be entitled to any security or benefit under the Bond Resolution until the Certificate of Authentication hereon shall have been manually signed by or on behalf of the Registrar.

It is hereby certified and declared that this bond and the bonds of this issue are issued pursuant to and in strict compliance with the Constitution and laws of the State of Washington and resolutions of the Board of Regents of the University and that all acts, conditions and things required to be done precedent to and in the issuance of this bond have happened, been done and performed.

IN WITNESS WHEREOF, Washington State University has caused this bond to be executed by the manual or facsimile signatures of the Chair and Secretary of the Board of Regents, and a facsimile corporate seal of the University to be imprinted hereon as of the _____ day of _____, 20__.

[SEAL]

WASHINGTON STATE UNIVERSITY

By _____/s/_____
Chair, Board of Regents

ATTEST:

_____/s/_____
Secretary, Board of Regents

The Registrar's Certificate of Authentication on the Bonds shall be in substantially the following form:

CERTIFICATE OF AUTHENTICATION

This bond is one of the bonds described in the within mentioned Bond Resolution and is one of the Trust and Building Fee Revenue Refunding Bonds, [year of issuance][series designation] of Washington State University, dated _____, 20__.

WASHINGTON STATE FISCAL AGENT,
Registrar

By _____
Authorized Signer

Section 8. Execution. The Bonds of each series shall be executed on behalf of the University with the manual or facsimile signature of the Chair of the Board of Regents, shall be attested by the manual or facsimile signature of the Secretary of the Board of Regents and shall have the seal of the University impressed or a facsimile thereof imprinted thereon.

Only such Bonds as shall bear thereon a Certificate of Authentication in the form hereinbefore recited, manually executed by the Registrar, shall be valid or obligatory for any purpose or entitled to the benefits of this resolution. Such Certificate of Authentication shall be conclusive evidence that the Bonds so authenticated have been duly executed, authenticated and delivered hereunder and are entitled to the benefits of this resolution.

In case either of the officers of the University who shall have executed the Bonds shall cease to be such officer or officers of the University before the Bonds so signed shall have been authenticated or delivered by the Registrar, or issued by the University, such Bonds may nevertheless be authenticated, delivered and issued and upon such authentication, delivery and issuance, shall be as binding upon the University as though those who signed the same had continued to be such officers of the University. Any Bond may also be signed and attested on

behalf of the University by such persons as at the actual date of execution of such Bond shall be the proper officers of the University although at the original date of such Bond any such person shall not have been such officer.

Section 9. Designation of Refunded Bonds; Sale of Bonds.

(a) *Designation of Refunded Bonds.* As outlined in the recitals and Section 3 of this resolution, the Refunding Candidates may be called for redemption prior to their scheduled maturities. All or some of the Refunding Candidates may be refunded with the proceeds of the Bonds authorized by this resolution. The Board of Regents has determined that it would be in the best interest of the University to delegate to the Designated University Representative the authority to approve the number of series and series designation, to approve the manner of sale, the final principal amounts of the Bonds (within the parameters required to achieve the Savings Target) and aggregate principal amounts for each series, date of the Bonds, interest rates, maturity dates, payment dates, redemption provisions (provided that the Bonds issued to refund the Refunding Candidates shall not be subject to optional redemption in less than 5 years from the date of issue), and Reserve Requirement, if any, and other terms and conditions of the Bonds in the manner provided hereafter so long as:

- (1) the aggregate principal amount of the Bonds does not exceed \$83,850,000;
- (2) the final maturity of the Bonds is not later than October 1, 2034; and
- (3) the net present value aggregate savings with respect to Refunded Bonds to be realized as a result of the refunding of the Refunded Bonds, after payment of all costs of issuance, is at least equal to the Savings Target.

In determining the designation of the Refunded Bonds, manner of sale, number of series, the taxable or tax-exempt status of each series, the series designation, the final principal amounts of the Bonds (within the parameters required to achieve the Savings Target), date of the Bonds, interest rates, payment dates, the Reserve Requirement, if any, redemption provisions (provided that the Bonds issued to refund the Refunding Candidates shall not be subject to optional redemption in less than 5 years from the date of issue), and maturity dates of such Bonds, the Designated University Representative, in consultation with University staff and the University's financial advisor, shall take into account those factors that, in his judgment, will result in the lowest true interest cost on the applicable series of the Bonds to their maturity, including, but not limited to current financial market conditions and current interest rates for obligations comparable in tenor and quality to the applicable series of the Bonds.

(b) *Bond Sale.* The Designated University Representative is hereby authorized to determine whether the Bonds shall be sold by Negotiated Sale or by Competitive Sale. Upon the selection of one or more underwriters, the Designated University Representative shall negotiate the terms of sale for the Bonds, including the terms described in this section, in a contract of sale (the "Bond Purchase Contract"). If the Bonds are sold by Competitive Sale, sealed bids will be received by the Designated University Representative or the Competitive Sale will be undertaken by electronic means, in the manner and on such date and time as the Designated University Representative hereafter shall determine. The Designated University Representative will

approve the bid offering to purchase the Bonds at the lowest true interest cost to the University at such price as shall be determined at the time of sale by the Designated University Representative, plus accrued interest to the date of delivery, on all the terms and conditions set out in the applicable Official Notice of Sale.

All bids submitted for the purchase the Bonds shall be as set forth in the applicable Official Notice of Sale or otherwise as established by the Designated University Representative which will be furnished upon request made to the Designated University Representative. Such bids shall be accompanied by surety bond or a cashier's or certified check, as a good faith deposit, made payable to the order of the University, in an amount not less than one percent of the par amount of the Bonds. The good faith deposit of the successful bidder shall be security for the performance of its bid and shall be held as liquidated damages in case the successful bidder fails to take up and pay for the applicable series of the Bonds within 45 days if tendered for delivery. All bids submitted shall be opened (but not read publicly) by the University. The University reserves the right to reject any and all bids and to waive any irregularity or informality in any bid.

Subject to the terms and conditions set forth in this Section 9, the Designated University Representative is hereby authorized to accept an Approved Bid in a Competitive Sale and/or execute the final form of a Bond Purchase Contract in a Negotiated Sale, upon his approval of the number of series, the series designation, the final principal amounts of the Bonds (within the parameters required to achieve the Savings Target), date of the Bonds, interest rates, payment dates, redemption provisions (provided that the Bonds issued to refund the Refunding Candidates shall not be subject to optional redemption in less than 5 years from the date of issue), and maturity dates of such bonds set forth therein. Following each sale of the Bonds, the Designated University Representative shall provide a report to the Board of Regents, describing the final terms of each series of the Bonds approved pursuant to the authority delegated in this section.

(c) *Delivery; Documentation.* Upon the adoption of this resolution, the proper officials of the University including the Designated University Representative, are authorized and directed to undertake all other actions necessary for the prompt sale, execution and delivery of the Bonds and further to execute all closing certificates and documents required to effect the closing and delivery of the Bonds in accordance with the terms of the Bond Purchase Contract or Official Notice of Sale and Approved Bid. In furtherance of the foregoing, the Designated University Representative is authorized to approve and enter into agreements for the payment of costs of issuance, including Underwriter's discount, the fees and expenses specified in the Bond Purchase Contract, including fees and expenses of Underwriter and other retained services, including Bond Counsel, rating agencies, fiscal agent, and other expenses customarily incurred in connection with issuance and sale of bonds. The disbursement of Bond proceeds to pay certain costs of issuance shall be made by the Escrow Agent under the terms set forth in the Cost of Issuance Agreement substantially in the form attached to this Resolution as Exhibit B.

(d) *Official Statement.* The Designated University Representative is authorized to ratify and to approve for purposes of the Rule, on behalf of the University, an Official Statement for each series (and any Preliminary Official Statement) and any supplement thereto relating to the issuance and sale of each series of the Bonds and the distribution of each series of the Bonds pursuant thereto with such changes, if any, as may be deemed by him/her to be appropriate.

(e) *Term of Authority.* The authority granted by this section shall remain in effect until June 30, 2020.

Section 10. Revenues; Building Account.

(a) The University maintains the Fund 062 Washington State University Building Account pursuant to RCW 43.79.335 (the “Building Account”).

(1) *Deposits into Building Account.* The University will make the following deposits into the Building Account:

(A) Building Fees, as authorized by RCW 28B.15.310;

(B) Funds transferred by the University from Fund 347 Bond Retirement Account pursuant to Section 10(b)(2)(D); and

(C) All investment income derived from the investment thereof.

(2) *Disbursements from Building Account.* Money on hand in the Building Account shall be disbursed by the University as follows:

(A) For transfer to Fund 347 Bond Retirement Account pursuant to RCW 28B.30.730 in the event there is ever an insufficient amount of money in Fund 347 Bond Retirement Account to pay any installment of interest or principal and interest coming due on any Parity Bonds, as required by Section 10(b)(1)(D); and

(B) To pay, finance or refinance the costs of major construction and minor capital projects at the University, including payments for reimbursement of debt service on bonds issued by the State for University capital projects as approved by the Legislature and specified to be paid from the Building Account.

(b) *Flow of Funds; Priorities.* The Fund 347 Bond Retirement Account is maintained by the State pursuant to RCW 28B.30.740.

(1) Deposits to Fund 347 Bond Retirement Account. The following Revenues shall be paid into Fund 347 Bond Retirement Account:

(A) All Trust Land Revenues shall be paid into Fund 347 Bond Retirement Account pursuant to RCW 28B.30.741;

(B) One half of all Building Fees or such larger portion as may be necessary to prevent default with respect to Parity Bonds;

(C) Any grants which may be made, or may become available, for the purpose of furthering the construction of any authorized projects of the University, or for the repayment of the costs thereof;

(D) Money transferred from the Building Account, which transfer is hereby covenanted to be made pursuant to RCW 28B.30.730(8)(c), in the event there is ever an insufficient amount of money in Fund 347 Bond Retirement Account to pay any installment of interest or principal and interest coming due on any Parity Bonds;

(E) Additional Revenues hereinafter pledged by the University;

(F) Such additional funds as the Legislature may provide; and

(G) Interest earnings on amounts held in Fund 347 Bond Retirement Account not otherwise required by statute to be transferred otherwise.

(2) Withdrawals from Fund 347 Bond Retirement Account. The following amounts shall be withdrawn from the Fund 347 Bond Retirement Account:

(A) On or prior to each date on which a payment of principal of, premium, if any, and interest on Parity Bonds is due, the amount of such principal, premium and interest shall be withdrawn and used to pay such principal, premium and interest;

(B) For payment to the provider of any Reserve Subaccount Credit Facility, within the time frames required thereby or by any Reserve Subaccount Credit Facility related thereto, amounts necessary to reimburse such provider for draws made thereunder and any interest accrued on such draws, at such times and in such places as may be necessary to permit such issuer to reinstate such Reserve Subaccount Credit Facility in a timely manner.

(C) For transfers to the Reserve Subaccount necessary to maintain the Reserve Requirement therein, if any; and

(D) For transfers to the Building Account provided that the balance in Fund 347 Bond Retirement Account shall be the greater of (i) the amount required to be maintained therein by State law (currently RCW 28B.30.750) and (ii) the amount required for payment of debt service on Parity Bonds in the then current fiscal year.

(c) *Transfers to Reserve Subaccount.* If a Reserve Requirement has been established for the Bonds, the University further covenants to transfer to the Reserve Subaccount, from money and investments in the Fund 347 Bond Retirement Account, the following:

(1) If the University chooses to satisfy the Reserve Requirement over a period of five years pursuant to a determination made under subsection (c) hereof, within one year of the date of closing, beginning in 2020, and continuing annually thereafter until the Reserve Subaccount is Fully Funded, an amount equal to not less than 20% of the Reserve Requirement; and

(2) If the value of the Reserve Assets is less than the Reserve Requirement on any Valuation Date, within 90 days thereafter, the amount necessary to restore the value of the Reserve Assets to the Reserve Requirement (if the Reserve Subaccount is then required to be Fully Funded) or to the pro rata portion of the Reserve Requirement then required to be on

deposit in the Reserve Subaccount pursuant to Section 10(d) hereof (if such date occurs before the Reserve Subaccount is Fully Funded).

(d) *Reserve Subaccount.*

(1) If the Designated University Representative determines that the funding of the Reserve Subaccount is necessary or beneficial for the marketing of the Bonds, the University covenants to establish such Subaccount and deposit into the Reserve Subaccount the amounts required to be transferred into the Reserve Subaccount pursuant to Section 10(c) hereof, if any, the net income earned on investments in the Reserve Subaccount and all other amounts required to be transferred to the Reserve Subaccount pursuant to this resolution. Each Reserve Requirement may be funded annually over a five-year period or through a Reserve Subaccount Credit Facility. In the event the Designated University Representative elects to fund the Reserve Requirement over a five-year period, the University shall not be in default of its obligation hereunder as long as the annual deposits are made on a timely basis.

(2) The University pledges and covenants to use the money and investments or proceeds of draws on any Reserve Subaccount Credit Facility in the Reserve Subaccount solely for the following purposes (in order of priority):

(A) For transfer to the Fund 347 Bond Retirement Account whenever funds therein are insufficient to make any required payment of principal of or interest on any Outstanding Bonds; *provided, that* such transfer shall be made, first, from any available cash or the proceeds from the liquidation of any available investments in the Reserve Subaccount and, second, from the proceeds of any draw under any Reserve Subaccount Credit Facility; and provided further, that the University shall give the provider of the Reserve Subaccount Credit Facility prompt notice of any withdrawals from the Reserve Subaccount to pay principal of or interest on any Bonds; and

(B) If the value of the Reserve Assets exceeds the Reserve Requirement on any Valuation Date, for transfer of the excess to pay rebatable arbitrage and second, to the Fund 347 Bond Retirement Account.

(C) The Reserve Requirement may be met either with cash deposits/balances or with a Reserve Subaccount Credit Facility. The Designated University Representative reserves the right, to be exercised in his sole discretion, to substitute a Reserve Subaccount Credit Facility for any Reserve Subaccount Credit Facility previously provided or for money and investments in the Reserve Subaccount equal to the stated amount available under such Reserve Subaccount Credit Facility upon satisfaction of the following conditions precedent:

(i) The University shall have received an Opinion of Counsel approving the due authorization, execution, delivery and enforceability of the Reserve Subaccount Credit Facility in accordance with its terms, subject to applicable laws affecting creditors' rights generally, and, in the event the issuer of the Reserve Subaccount Credit Facility is not a domestic entity, an opinion of foreign counsel to the same effect in form and substance satisfactory to the University;

(ii) The University shall have received an Opinion of Bond Counsel to the effect that substitution of such Reserve Subaccount Credit Facility will not cause the interest on the Bonds to become includable in gross income for federal income taxation purposes;

(iii) The obligation of the University to reimburse the issuer of the Reserve Subaccount Credit Facility for any fees or expenses or claims or drawings under such Reserve Subaccount Credit Facility shall be subordinate to the payment of debt service on any Outstanding Parity Bonds;

(iv) The issuer of such Reserve Subaccount Credit Facility must have a rating at least equal to the underlying rating then in effect with respect to the Bonds, but in any event not lower than one of the two highest rating categories of each Rating Agency then maintaining a rating on the Bonds; and

(v) The aggregate value of the Reserve Subaccount must equal the Reserve Requirement immediately upon such substitution.

(D) The University covenants that it will not terminate any Reserve Subaccount Credit Facility unless, prior to such termination, either (1) it provides in lieu thereof a Reserve Subaccount Credit Facility, or (2) it deposits in the Reserve Subaccount money and investments equal to the Reserve Requirement. In the event that the provider of a Reserve Subaccount Credit Facility notifies the University that it will not renew or extend such credit facility, the University shall deposit in the Reserve Subaccount the money and investments necessary to equal the Reserve Requirement on the date that the Reserve Subaccount Credit Facility terminates.

Section 11. Application of Bond Proceeds; Refunding Procedures.

(a) *Application of Bond Proceeds.* The net proceeds of sale of the Bonds shall be remitted to the Escrow Agent and shall be used immediately upon receipt thereof to defease the Refunded Bonds and, at the option of the Designated University Representative, to pay related costs of issuance. The Escrow Agent shall purchase certain Government Obligations (which obligations so purchased, are herein called “Acquired Obligations”), bearing such interest and maturing as to principal and interest in such amounts and at such times which, together with any necessary beginning cash balance, will provide for the payment of:

(1) Interest on the Refunded Bonds as such become due on and prior to the Call Date; and

(2) The redemption price (100% of par) of the Refunded Bonds on the Call Date.

(b) *Escrow Agent, Escrow Agreement and Costs of Issuance Agreement.* The Designated University Representative is hereby requested and directed to select a financial institution to serve as the Escrow Agent for the Refunded Bonds (the “Escrow Agent”). A beginning cash balance, if any, and Acquired Obligations shall be deposited irrevocably with the Escrow Agent in an amount sufficient to defease the Refunded Bonds. The proceeds of the

Bonds remaining after acquisition of the Acquired Obligations and provision for the necessary beginning cash balance shall be utilized to pay expenses of the acquisition and safekeeping of the Acquired Obligations and expenses of the issuance of the Bonds. The Designated University Representative is authorized and directed to execute and deliver to the Escrow Agent an Escrow Deposit Agreement and a Costs of Issuance Agreement substantially in the forms attached to this resolution as Exhibit A and Exhibit B, respectively, with such changes or modifications as the Designated University Representative, with the advice of bond counsel to the University, consider necessary or advisable.

(c) *Redemption.* The University hereby irrevocably sets aside sufficient funds out of the purchase of Acquired Obligations from proceeds of the Bonds to make the payments described in subsection (a) of this section.

The University hereby irrevocably calls the Refunded Bonds for redemption on their Call Date in accordance with the provisions of the 2009 Resolution, authorizing the redemption and retirement of the Refunded Bonds prior to their fixed maturities. Said defeasance and call for redemption of the Refunded Bonds shall be irrevocable after the issuance of the Bonds and delivery of the Acquired Obligations to the Escrow Agent.

The Escrow Agent is hereby authorized and directed to provide for the giving of notices of the defeasance and the redemption of the Refunded Bonds in accordance with the applicable provisions of the 2009 Resolution. The Designated University Representative is authorized and requested to provide whatever assistance is necessary to accomplish such redemption and the giving of notices therefore. The costs of publication of such notices shall be an expense of the University.

The University will take such actions as are found necessary to see that all necessary and proper fees, compensation and expenses of the Escrow Agent for the Refunded Bonds shall be paid when due.

The University hereby irrevocably sets aside for and pledges to the payment of the Refunded Bonds the moneys and obligations to be deposited with the Escrow Agent pursuant to the Escrow Agreement to accomplish the plan of refunding and defeasance of the Refunded Bonds set forth herein and in the Escrow Agreement. When all of the Refunded Bonds shall have been redeemed and retired, the University may cause any remaining money to be transferred to the Bond Fund for the purposes set forth above.

(d) *Termination of Subsidy.* The University hereby further covenants that from and after the issuance of the Refunded Bonds, the University shall no longer apply for, collect or retain any federal subsidy with respect to the Refunded Bonds.

Section 12. Defeasance. In the event that money and/or noncallable Government Obligations, which are direct obligations of the United States or obligations unconditionally guaranteed by the United States, maturing or having guaranteed redemption prices at the option of the owner at such time or times and bearing interest to be earned thereon in amounts (together with such money, if any) sufficient to redeem and retire part or all of the Bonds in accordance with their terms, are hereafter irrevocably set aside in a special account and pledged to effect such redemption and retirement, and, if the Bonds are to be redeemed prior to maturity,

irrevocable notice, or irrevocable instructions to give notice of such redemption has been delivered to the Registrar, then no further payments need be made into the Fund 347 Bond Retirement Account or any account therein for the payment of the principal of, premium, if any, and interest on the Bonds so provided for and such Bonds shall then cease to be entitled to any lien, benefit or security of this resolution, except the right to receive the funds so set aside and pledged and such notices of redemption, if any, and such Bonds shall no longer be deemed to be Outstanding hereunder, under this resolution or under any resolution authorizing the issuance of bonds or other indebtedness of the University.

Within 20 days after any defeasance of Bonds, the University shall provide notice of defeasance of Bonds to Registered Owners of Bonds being defeased and to each party entitled to receive notice under agreements for continuing disclosure entered into pursuant to Section 24.

Section 13. Investment of Funds. The University covenants to invest and reinvest money deposited in the Fund 347 Bond Retirement Account only in those investments in which agencies of the State are authorized to invest pursuant to State law.

Section 14. Establishment of Additional Accounts and Subaccounts. The University reserves the right, to be exercised in its sole discretion, to establish such additional accounts within the funds established pursuant to this resolution, and subaccounts within such accounts, as it deems necessary or useful for the purpose of identifying more precisely the sources of payments herein and disbursements therefrom; provided that the establishment of any such account or subaccount does not alter or modify any of the requirements of this resolution with respect to a deposit or use of money or result in commingling of funds not permitted hereunder.

Section 15. Source of Repayment and Security for Bonds.

(a) The Bonds shall be special revenue fund obligations of the University, payable solely from Revenues and the money and investments deposited into the Fund 347 Bond Retirement Account. The Bonds shall not constitute an obligation, neither general, special or moral, of the State, nor a general or moral obligation of the University. The Registered Owners of the Bonds shall have no right to require the State, nor has the State any obligation or legal authorization, to levy any taxes or appropriate or expend any of its funds for the payment of the principal thereof or the interest or any premium thereon. The University has no taxing power.

(b) The Bonds shall be equally and ratably secured, without preference, priority or distinction because of date of issue or otherwise by liens, hereby created, against and pledge of the money and investments in the Fund 347 Bond Retirement Account. Said liens shall be immediately valid and binding against the money and investments in the Fund 347 Bond Retirement Account without filing or recording.

Section 16. Additional Bonds.

(a) The University shall have the right to issue one or more series of Additional Bonds to finance the planning for, permitting, acquisition, construction, repair, renovation, alteration or betterment of University capital projects or to refund or advance refund any Parity Bonds, if:

(1) The University is not in default of any of its covenants and undertakings in connection with all Outstanding Bonds; and

(2) The University has on file a certificate of the Designated University Representative to the effect that Revenues will be sufficient to pay debt service on all Parity Bonds to be outstanding following the date of issuance of such Additional Bonds.

Upon compliance with the conditions set forth in this Section 16, such Additional Bonds shall be Parity Bonds, such Additional Bonds, the payments required therein to be made out of the Trust Land and Building Fee Revenues shall constitute a lien and charge upon such Trust Land and Building Fee Revenues equal in rank to the lien and charge thereon of all then outstanding Parity Bonds.

(b) Nothing herein shall prevent the University from granting a lien or liens which are junior and subordinate to the lien of any Outstanding Bonds against the Trust Land Revenues and Building Fees and the money and investments in the Fund 347 Bond Retirement Account.

Section 17. Additional Covenants of the University. So long as any Bonds are Outstanding, the University makes the following covenants.

(a) *Payment of Debt Service.* The University shall pay or cause to be paid the principal of and the interest on all Outstanding Bonds on the dates, at the places, from the sources of funds and in the manner, all as provided herein.

(b) *Maintenance of the Building Fees.* The Board shall charge and collect Building Fees and cause same to be deposited into Fund 347 Bond Retirement Account in amounts which, together with other amounts therein and legally available for the payment of debt service, will be sufficient to pay the principal of and interest on all Parity Bonds. In any event, no less than 50% of all Building Fee collections shall be deposited into Fund 347 Bond Retirement Account, as collected.

(c) *Deposit of Trust Land Revenues.* The University will deposit Trust Land Revenues into the Fund 347 Bond Retirement Account, to be used as provided by State law and this resolution.

Section 18. Covenants Regarding Tax Exemption. With regard to Bonds that are Tax-Exempt Bonds, the University covenants and agrees that:

(a) *General Covenant.* It will not make any use of the proceeds from the sale of the Tax-Exempt Bonds or any other funds of the University which may be deemed to be proceeds of

such Tax-Exempt Bonds pursuant to Section 148 of the Code and the applicable regulations thereunder which will cause the Tax-Exempt Bonds to be “arbitrage bonds” within the meaning of Section 148 and said regulations. The University will comply with the applicable requirements of Section 148 of the Code (or any successor provision thereof applicable to the Tax-Exempt Bonds) and the applicable regulations thereunder throughout the term of the Tax-Exempt Bonds.

(b) *Bank Qualification.* The Designated University Representative is authorized to determine whether the series of the Tax-Exempt Bonds may be qualified under Section 265(b) of the Code and to designate the series of the Tax-Exempt Bonds as “qualified tax-exempt obligations” pursuant to Section 265(b) of the Code for investment by financial institutions.

(c) *Private Use/Private Payments.* The University will not permit:

(1) More than 10% of the Net Proceeds of the Bonds to be used for any Private Person Use; and

(2) More than 10% of the principal or interest payments on the Bonds in a Bond Year to be directly or indirectly: (A) secured by any interest in property used or to be used for any Private Person Use or secured by payments in respect of property used or to be used for any Private Person Use, or (B) derived from payments (whether or not made to the University) in respect of property, or borrowed money, used or to be used for any Private Person Use.

The University further covenants that, if:

(3) More than five percent of the Net Proceeds of the Bonds are to be used for any Private Person Use; and

(4) More than five percent of the principal or interest payments on the Bonds in a Bond Year are (under the terms of this resolution or any underlying arrangement) directly or indirectly: (A) secured by any interest in property used or to be used for any Private Person Use or secured by payments in respect of property used or to be used for any Private Person Use, or (B) derived from payments (whether or not made to the University) in respect of property, or borrowed money, used or to be used for any Private Person Use, then, (i) any Private Person Use of the projects described in subsection (3) hereof or Private Person Use payments described in subsection (iv) hereof that is in excess of the five percent limitations described in such subsections (iii) or (iv) will be for a Private Person Use that is related to the state or local governmental use of the projects financed with bond proceeds, and (ii) any Private Person Use will not exceed the amount of Net Proceeds of the Bonds used for the state or local governmental use portion of the projects to which the Private Person Use of such portion of such projects relates. The University further covenants that it will comply with any limitations on the use of the projects by other than state and local governmental users that are necessary, in the opinion of its bond counsel, to preserve the tax exemption of the interest on the Bonds. The covenants of this section are specified solely to assure the continued exemption from regular income taxation of the interest on the Bonds.

(d) It will not take any action or permit any action to be taken that would cause the Bonds to constitute “private activity bonds” under Section 141 of the Code.

Section 19. Lost, Stolen or Destroyed Bonds. In case any Bond or Bonds shall be lost, stolen or destroyed, the Registrar may execute and deliver a new Bond or Bonds of like date, series, number and tenor to the Registered Owner thereof upon the owner’s paying the expenses and charges of the Registrar and the University in connection therewith and upon his filing with the Registrar evidence satisfactory to the Registrar that such Bond was actually lost, stolen or destroyed and of his ownership thereof, and upon furnishing the Registrar and the University with indemnity satisfactory to the Registrar and the University.

Section 20. No Recourse Against Individuals. No Registered Owner shall have any recourse for the payment of any part of the principal or redemption price, if any, of or interest on the Bonds, or for the satisfaction of any liability arising from, founded upon, or existing by reason of, the issuance or ownership of such Bonds against the officers of the University or officers or members of the Board in their individual capacities.

Section 21. Amendment of Resolution. (a) *Amendment Without Consent.* This resolution may be amended or supplemented from time to time, without the consent of the Registered Owners by a resolution or resolutions amendatory or supplemental to this resolution adopted by the Board for one or more of the following purposes:

(1) to add additional covenants of the Board or to surrender any right or power herein conferred upon the University; provided that such additional covenants and agreements are not contrary to or inconsistent with the covenants and agreements of the University contained in this resolution;

(2) to confirm as further assurance any pledge or provision for payment of the Parity Bonds under and the subjection to any lien, claim or pledge created or to be created by the provisions of this resolution of Revenues or of any other moneys, securities or funds;

(3) to cure any ambiguity or to cure, correct or supplement any defective (whether because of any inconsistency with any other provision hereof or otherwise) provision of this resolution in such manner as shall not be inconsistent with this resolution or to make any other provisions with respect to matters or questions arising under this resolution, provided such action shall not impair the security hereof or materially and adversely affect the interests of the Registered Owners; or

(4) to prescribe further limitations and restrictions upon the issuance of Parity Bonds and the incurring of indebtedness by the University payable from the Revenues which are not contrary to or inconsistent with the limitations and restrictions thereon theretofore in effect;

(5) to provide or modify procedures permitting Registered Owners to utilize a certificated system of registration for Bonds; or

(6) to modify, alter, amend, supplement or restate this resolution in any and all respects necessary, desirable or appropriate in connection with the delivery of a Credit Facility or other security or liquidity arrangement; or

(7) to modify, alter, amend, supplement or restate this resolution in any and all respects necessary, desirable or appropriate in order to satisfy the requirements of any Rating Agency which may from time to time provide a rating on the Bonds, or to obtain or retain such rating on any Parity Bonds as is deemed necessary by the University; or

(8) to qualify this resolution under the Trust Indenture Act of 1939, as amended; or

(9) to modify any of the provisions of this resolution in any other respects; provided that such modifications shall not materially and adversely affect the rights of any Parity Bondowners or that such modifications shall not take effect until all then Outstanding Parity Bonds are no longer Outstanding.

Notwithstanding anything in this Section 21 to the contrary, without the specific consent of the Registered Owners of each Parity Bond, no such resolution amending or supplementing the provisions hereof shall reduce the percentage of Parity Bonds, the Registered Owners of which are required to consent to any such resolution amending or supplementing the provisions hereof; or give to any Parity Bond or Parity Bonds any preference over any other Parity Bond or Parity Bonds secured hereby. No resolution amending or supplementing the provisions hereof shall change the date of payment of the principal of any Parity Bond, or reduce the principal amount of any Parity Bond, or change the rate or extend the time of payment of interest thereof, or reduce any premium payable upon the redemption or prepayment thereof, or advance the date upon which any Parity Bond may first be called for redemption prior to its fixed maturity date without the specific consent of the Registered Owner of that Parity Bond; and no such amendment shall change or modify any of the rights or obligations of any paying agent or other agent for a series of Parity Bonds without its written assent thereto.

(b) *Amendments With Registered Owners' Consent.* This resolution may be amended from time to time by a supplemental resolution approved by the Registered Owners of a majority in aggregate principal amount of the Parity Bonds then Outstanding; provided, that (1) no amendment shall be made which affects the rights of some but fewer than all of the Registered Owners of the Outstanding Parity Bonds without the consent of the Registered Owners of a majority in aggregate principal amount of the Parity Bonds so affected, and (2) except as expressly authorized hereunder, no amendment that alters the interest rates on any Parity Bonds, the maturity date, interest payment dates, purchase upon tender or redemption provisions of any Parity Bonds, this Section 21 without the consent of the Registered Owners of all Outstanding Parity Bonds affected thereby. For the purpose of consenting to amendments under this Section 21(b) except for amendments that alter the interest rate on any Parity Bonds, the maturity date, interest payment dates, the Credit Facility Issuer shall be deemed to be the sole Registered Owner of the Parity Bonds that are payable from such Credit Facility and that are then Outstanding.

Section 22. Concerning the Registered Owners.

(a) *Form of Consent of Registered Owners.* Any request, direction, consent or other written instrument required by this resolution to be signed or executed by the Registered Owners may be in any number of concurrent written instruments of similar tenor and may be signed or executed by such Registered Owners in person or by an agent or agents duly appointed by a

written instrument. For purposes of compliance with this section, the issuer of an irrevocable letter of credit securing the repayment of the Bonds or an issuer of a policy of municipal bond insurance insuring the payment of the Bonds shall be deemed to be the Registered Owner of the Bonds. Proof of the execution of any such written instrument and of the ownership of the Bonds shall be sufficient for any purpose of this resolution and shall be conclusive in favor of the University, and/or the Registered Owners with regard to any action taken under such instrument, if made in the following manner:

(1) the fact and date of the execution by any Registered Owner of any such instrument may be proved by the certificate of any officer in any jurisdiction who, by the laws thereof, has power to take acknowledgments of deeds to be recorded within such jurisdiction, to the effect that the Registered Owner signing such instrument acknowledged to him or her the execution thereof, or by an affidavit of a witness to such execution; and

(2) the ownership of Bonds shall be proved by the Bond Register maintained by the Registrar.

Nothing contained in this Section 22(a) shall be construed as limiting the University to the proof above specified, it being intended that the University may accept any other evidence of the matters herein stated to which it may seem sufficient.

(b) *Waiver of Form.* Except as otherwise provided herein, any notice or other communication required by this resolution to be given by delivery, publication or otherwise to the Registered Owners or any one or more thereof may be waived, at any time before such notice or communication is so required to be given, by written waivers mailed or delivered to the University by the Registered Owners of all Bonds of a series entitled to such notice or communication.

(c) *Revocation; Conclusive Action.* At any time prior to (but not after) the evidencing to the University of the taking of any action by the Registered Owners of the percentage in aggregate principal amount of Outstanding Bonds of a series specified in this resolution in connection with such action, any Registered Owner may, by filing written notice with the University, revoke any consent given by such Registered Owner or the predecessor Registered Owner of such Bond. Except as aforesaid, any such consent given by the Registered Owner of any Bond shall be conclusive and binding upon such Registered Owner and upon all future Registered Owners of such Bond and of any Bond issued in exchange therefor or in lieu thereof, irrespective of whether or not any notation in regard thereto is made upon such Bond. Any action taken by the Registered Owners of the percentage in aggregate principal amount of a series of Outstanding Bonds specified in this resolution in connection with such action shall be conclusively binding upon the University and the Registered Owners of all Outstanding Bonds.

Section 23. Determination of Registered Owners' Concurrence. In determining whether the Registered Owners of the requisite aggregate principal amount of Outstanding Bonds have concurred in any demand, request, direction, consent or waiver under this resolution, Bonds which are owned by or held in the name of the University shall be disregarded and deemed not to be Outstanding for the purpose of any such determination. Bonds so owned which have been pledged in good faith may be regarded as Outstanding for the purposes of this

Section 23 if the pledgee shall establish to the satisfaction of the University the pledgee's right to vote such Bonds and that the pledgee is not the University.

Section 24. Undertaking to Provide Ongoing Disclosure. The Designated University Representative is authorized to, in his discretion, execute and deliver a certificate regarding continuing disclosure with respect to each series of the Bonds in order to assist the Underwriter for each series of Bonds in complying with Section (b)(5) of the Rule.

Section 25. Resolution a Contract with Bondowners. This resolution is adopted under the authority of and in full compliance with the Constitution and laws of the State of Washington. In consideration of the purchase and acceptance of the Bonds by those who shall hold the same from time to time, the provisions of this resolution shall constitute a contract with the owner or owners of each Bond and the coupons, if any, appurtenant thereto, and the obligations of the University and its Board under said laws and under this resolution shall be enforceable by any court of competent jurisdiction; and the covenants and agreements herein set forth to be performed on behalf of the University shall be for the equal benefit, protection and security of the owners of any and all of the Bonds and the coupons, if any, appurtenant thereto.

Section 26. Contract-Savings Clause. The covenants contained in this resolution, the Bonds and the provisions of the Bond Act shall constitute a contract between the University and the Registered Owners of the Bonds and shall be construed in accordance with and controlled by the laws of the State. If any one or more of the covenants or agreements provided in this resolution to be performed on the part of the University shall be declared by any court of competent jurisdiction and final appeal, if any appeal be taken, to be contrary to law, then such covenant or covenants, agreement or agreements shall be null and void and shall be deemed separable from the remaining covenants and agreements in this resolution and shall in no way affect the validity of the other provisions of this resolution or of the Bonds.

Section 27. No Benefits to Outside Parties. Nothing in this resolution, express or implied, is intended or shall be construed to confer upon or to give to any person, other than the University, the Registrar, any provider of a Reserve Subaccount Credit Facility and the Registered Owners of Bonds, any right, remedy or claim under or by reason of this resolution; and the covenants, stipulations and agreements in this resolution are and shall be for sole and exclusive benefit of the University, the Registrar, any provider of a Reserve Subaccount Credit Facility and the Registered Owners of Bonds, their successors and assigns.

Section 28. Immediate Effect. This resolution shall take effect immediately upon its adoption.

ADOPTED AND APPROVED by the Board of Regents of Washington State University, by a regular meeting of the Board held this 3rd day of May, 2019.

WASHINGTON STATE UNIVERSITY

Chair, Board of Regents

ATTEST:

Secretary, Board of Regents

EXHIBIT A

ESCROW DEPOSIT AGREEMENT

**WASHINGTON STATE UNIVERSITY
TRUST AND BUILDING FEE REVENUE REFUNDING
BONDS, [YEAR OF ISSUANCE][SERIES DESIGNATION]**

THIS ESCROW AGREEMENT, dated as of _____, 20__ (herein, together with any amendments or supplements hereto, called the “Agreement”) is entered into by and between Washington State University (herein called the “University”) and _____, _____, _____ as escrow agent (herein, together with any successor in such capacity, called the “Escrow Agent”). The notice addresses of the University and the Escrow Agent are shown on Exhibit A attached hereto and made a part hereof.

WITNESSETH:

WHEREAS, the University has issued and there presently remain outstanding the obligations described in Exhibit B (the “Refunded Bonds”); and

WHEREAS, pursuant to Resolution No. 190503-603, adopted on May 3, 2019 (the “Resolution”), the University has determined to issue its Washington State University Trust and Building Fee Revenue Refunding Bonds, [year of issuance][series designation] (the “Refunding Bonds”). A portion of the Refunding Bonds are being used for the purpose of providing funds to pay the costs of refunding the Refunded Bonds; and

WHEREAS, the Escrow Agent has reviewed this Agreement, and is willing to serve as Escrow Agent; and

[**WHEREAS**, _____, Certified Public Accountants, of _____, _____, have prepared a verification report which is dated _____, 20__ (the “Verification Report”) relating to the source and use of funds available to accomplish the refunding of the Refunded Bonds, the investment of such funds and the adequacy of such funds and investments to provide for the payment of the debt service due on the Refunded Bonds; and]

WHEREAS, pursuant to the Resolution, the Refunded Bonds have been designated for defeasance and/or redemption prior to their scheduled maturity dates and, after provision is made for such defeasance and/or redemption, the Refunded Bonds will come due in such years, bear interest at such rates, and be payable at such times and in such amounts as are set forth in Exhibit C; and

WHEREAS, when Escrowed Securities have been deposited with the Escrow Agent for the payment of all principal and interest of the Refunded Bonds when due, then the Refunded Bonds shall no longer be regarded as outstanding except for the purpose of receiving payment from the funds provided for such purpose; and

WHEREAS, the Refunding Bonds have been duly authorized to be issued, sold, and delivered for the purpose of obtaining the funds required to provide for the payment of the principal of, interest on and redemption premium (if any) on the Refunded Bonds when due as shown on Exhibit C; and

WHEREAS, the University desires that, concurrently with the delivery of the Refunding Bonds to the purchasers, the proceeds of the Refunding Bonds, together with certain other available funds of the University, shall be applied to purchase certain direct obligations of the United States of America hereinafter defined as the “Escrowed Securities” for deposit to the credit of the Escrow Fund and to establish a beginning cash balance (if needed) in the Escrow Fund; and

WHEREAS, the Escrowed Securities shall mature and the interest thereon shall be payable at such times and in such amounts so as to provide money which, together with cash balances from time to time on deposit in the Escrow Fund, will be sufficient to pay interest on the Refunded Bonds as it accrues and becomes payable and the principal of the Refunded Bonds as it becomes due and payable; and

WHEREAS, to facilitate the receipt and transfer of proceeds of the Escrowed Securities, particularly those in book-entry form, the University desires to establish the Escrow Fund at the principal corporate trust office of the Escrow Agent; and

WHEREAS, the Escrow Agent is a party to this Agreement to acknowledge its acceptance of the terms and provisions hereof; and

WHEREAS, simultaneously herewith, the University is entering into a Cost of Issuance Agreement with the Escrow Agent to provide for the payment of costs of issuance relating to the Bonds;

NOW, THEREFORE, in consideration of the mutual undertakings, promises and agreements herein contained, the sufficiency of which hereby are acknowledged, and to secure the full and timely payment of principal of and the interest on the Refunded Bonds, the University and the Escrow Agent mutually undertake, promise and agree for themselves and their respective representatives and successors, as follows:

Article 1.

Section 1.1. Definitions.

Unless the context clearly indicates otherwise, the following terms shall have the meanings assigned to them below when they are used in this Agreement:

Acquired Obligations mean the Government Obligations acquired by the University under the terms of the resolution and this Escrow Agreement to effect the defeasance and refunding of the Refunded Bonds.

Escrow Agent means _____, _____, _____.

Escrow Fund means the fund created by this Agreement to be established, held and administered by the Escrow Agent pursuant to the provisions of this Agreement.

Escrowed Securities mean the noncallable Government Obligations described in Exhibit D, or cash or other noncallable obligations substituted therefor pursuant to Section 4.2 of this Agreement.

Government Obligations mean direct, noncallable (a) United States Treasury Obligations, (b) United States Treasury Obligations — State and Local Government Series, (c) non-prepayable obligations which are unconditionally guaranteed as to full and timely payment of principal and interest by the United States of America or (d) REFCORP debt obligations unconditionally guaranteed by the United States.

Paying Agent means the fiscal agent of the State of Washington, as the paying agent for the Refunded Bonds.

Refunded Bonds mean \$_____ of the University's Trust and Building Fee Revenue Bonds, 2009B (Taxable Build America Bonds — Direct Payment), maturing [on and] after October 1, 2019.

Section 1.2. Other Definitions.

The terms “Agreement,” “University,” “Escrow Agent,” “Resolution,” “Verification Report,” “Refunded Bonds,” and “Refunding Bonds” when they are used in this Agreement, shall have the meanings assigned to them in the preamble to this Agreement.

Section 1.3. Interpretations.

The titles and headings of the articles and sections of this Agreement have been inserted for convenience and reference only and are not to be considered a part hereof and shall not in any way modify or restrict the terms hereof. This Agreement and all of the terms and provisions hereof shall be liberally construed to effectuate the purposes set forth herein and to achieve the intended purpose of providing for the refunding of the Refunded Bonds in accordance with applicable law.

Article 2. Deposit of Funds and Escrowed Securities

Section 2.1. Deposits in the Escrow Fund.

Concurrently with the sale and delivery of the Refunding Bonds the University shall deposit, or cause to be deposited, with the Escrow Agent, for deposit in the Escrow Fund, the funds sufficient to purchase the Escrowed Securities described in Exhibit D, and the Escrow Agent shall, upon the receipt thereof, acknowledge such receipt to the University in writing.

Article 3. Creation and Operation of Escrow Fund

Section 3.1. Escrow Fund.

The Escrow Agent has created on its books a special trust fund and irrevocable escrow to be known as the Escrow Fund (the “Escrow Fund”). The Escrow Agent agrees that upon receipt it will deposit to the credit of the Escrow Fund the funds and the Escrowed Securities described in Exhibit D. Such deposit, all proceeds therefrom, and all cash balances on deposit therein (a) shall be the property of the Escrow Fund, (b) shall be applied only in strict conformity with the terms and conditions of this Agreement, and (c) are hereby irrevocably pledged to the payment of the principal of and interest on the Refunded Bonds on October 1, 2019 (the “Call Date”), which payment shall be made by timely transfer of such amounts as are provided for in Section 3.2. When the final transfer have been made for the payment of such principal of and interest on the Refunded Bonds, any balance then remaining in the Escrow Fund shall be transferred to the University, and the Escrow Agent shall thereupon be discharged from any further duties hereunder.

Section 3.2. Payment of Principal and Interest.

The Escrow Agent is hereby irrevocably instructed to transfer to the Paying Agent from the cash balances on deposit in the Escrow Fund, the amounts required to pay the principal of the Refunded Bonds and interest thereon to the Call Date as shown in Exhibit C.

Section 3.3. Sufficiency of Escrow Fund.

The University represents that, based upon the information provided in the Verification Report, the successive receipts of the principal of and interest on the Escrowed Securities will assure that the cash balance on deposit in the Escrow Fund will be at all times sufficient to provide money for transfer to the Paying Agent on the Call Date and in the amounts required to pay the interest on the Refunded Bonds coming due on the Call Date and the principal of the Refunded Bonds on the Call Date, all as more fully set forth in Exhibit E. If, for any reason, at any time, the cash balances on deposit or scheduled to be on deposit in the Escrow Fund shall be insufficient to transfer the amounts required by the Paying Agent to make the payments set forth in Section 3.2., the University shall timely deposit in the Escrow Fund, from any funds that are lawfully available therefor, additional funds in the amounts required to make such payments. Notice of any such insufficiency shall be given promptly as hereinafter provided, but the Escrow Agent shall not in any manner be responsible for any insufficiency of funds in the Escrow Fund or the University’s failure to make additional deposits.

Section 3.4. Trust Fund.

The Escrow Agent shall hold at all times the Escrow Fund, the Escrowed Securities and all other assets of the Escrow Fund, wholly segregated from all other funds and securities on deposit with the Escrow Agent; it shall never allow the Escrowed Securities or any other assets of the Escrow Fund to be commingled with any other funds or securities of the Escrow Agent; and it shall hold and dispose of the assets of the Escrow Fund only as set forth herein. The Escrowed Securities and other assets of the Escrow Fund shall always be maintained by the

Escrow Agent as trust funds for the benefit of the owners of the Refunded Bonds; and a special account shall at all times be maintained on the books of the Escrow Agent. The owners of the Refunded Bonds shall be entitled to the same preferred claim and first lien upon the Escrowed Securities, the proceeds thereof, and all other assets of the Escrow Fund to which they are entitled as owners of the Refunded Bonds. The amounts received by the Escrow Agent under this Agreement shall not be considered as a banking deposit by the University, and the Escrow Agent shall have no right to title with respect thereto except as a trustee and Escrow Agent under the terms of this Agreement. The amounts received by the Escrow Agent under this Agreement shall not be subject to warrants, drafts or checks drawn by the University or, except to the extent expressly herein provided, by the Paying Agent.

Article 4. Limitation on Investments

Section 4.1. Investments.

Except for the initial investment in the Escrowed Securities, the Escrow Agent shall not have any power or duty to invest or reinvest any money held hereunder, or to make substitutions of the Escrowed Securities, or to sell, transfer, or otherwise dispose of the Escrowed Securities.

Article 5. Application of Cash Balances

Section 5.1. In General.

Except as provided in Sections 2.1 and 3.2, no withdrawals, transfers or reinvestment shall be made of cash balances in the Escrow Fund. Cash balances shall be held by the Escrow Agent in United States currency and shall not be reinvested by the Escrow Agent, except as directed or authorized herein.

Article 6. Redemption of Refunded Bonds

Section 6.1. Call for Redemption.

The University hereby irrevocably calls the Refunded Bonds for redemption on their earliest redemption dates, as shown [in the Verification Report and] on Appendix A attached hereto.

Section 6.2. Notice of Redemption/Notice of Defeasance.

The Escrow Agent agrees to give a notice of defeasance and a notice of the redemption of the Refunded Bonds pursuant to the terms of the Refunded Bonds and in substantially the forms attached as and as described in Appendices A and B to the Paying Agent for distribution as described therein. The notice of defeasance shall be given immediately following the execution of this Agreement, and the notice of redemption shall be given in accordance with the resolution authorizing the Refunded Bonds. The Escrow Agent hereby certifies that provision satisfactory and acceptable to the Escrow Agent has been made for the giving of notice of redemption of the Refunded Bonds.

Article 7. Records and Reports

Section 7.1. Records.

The Escrow Agent will keep books of record and account in which complete and accurate entries shall be made of all transactions relating to the receipts, disbursements, allocations and application of the money and Escrowed Securities deposited to the Escrow Fund and all proceeds thereof, and such books shall be available for inspection during business hours and after reasonable notice.

Section 7.2. Reports.

While this Agreement remains in effect, the Escrow Agent annually shall prepare and send to the University a written report summarizing all transactions relating to the Escrow Fund during the preceding year, including, without limitation, credits to the Escrow Fund as a result of interest payments on or maturities of the Escrowed Securities and transfers from the Escrow Fund for payments on the Refunded Bonds or otherwise, together with a detailed statement of all Escrowed Securities and the cash balance on deposit in the Escrow Fund as of the end of such period.

Article 8. Concerning the Paying Agent and Escrow Agent

Section 8.1. Representations.

The Escrow Agent hereby represents that it has all necessary power and authority to enter into this Agreement and undertake the obligations and responsibilities imposed upon it herein, and that it will carry out all of its obligations hereunder.

Section 8.2. Limitation on Liability.

The liability of the Escrow Agent to transfer funds for the payment of the principal of and interest on the Refunded Bonds shall be limited to the proceeds of the Escrowed Securities and the cash balances from time to time on deposit in the Escrow Fund. Notwithstanding any provision contained herein to the contrary, the Escrow Agent shall have no liability whatsoever for the insufficiency of funds from time to time in the Escrow Fund or any failure of the obligors of the Escrowed Securities to make timely payment thereon, except for the obligation to notify the University promptly of any such occurrence.

The recitals herein and in the proceedings authorizing the Refunding Bonds shall be taken as the statements of the University and shall not be considered as made by, or imposing any obligation or liability upon, the Escrow Agent.

The Escrow Agent is not a party to the proceedings authorizing the Refunding Bonds or the Refunded Bonds and is not responsible for nor bound by any of the provisions thereof (except to the extent that the Escrow Agent may be a place of payment and paying agent and/or a

paying agent/registrars therefor). In its capacity as Escrow Agent, it is agreed that the Escrow Agent need look only to the terms and provisions of this Agreement.

The Escrow Agent makes no representations as to the value, conditions or sufficiency of the Escrow Fund, or any part thereof, or as to the title of the University thereto, or as to the security afforded thereby or hereby, and the Escrow Agent shall not incur any liability or responsibility in respect to any of such matters.

It is the intention of the parties that the Escrow Agent shall never be required to use or advance its own funds or otherwise incur personal financial liability in the performance of any of its duties or the exercise of any of its rights and powers hereunder.

The Escrow Agent shall not be liable for any action taken or neglected to be taken by it in good faith in any exercise of reasonable care and believed by it to be within the discretion or power conferred upon it by this Agreement, nor shall the Escrow Agent be responsible for the consequences of any error of judgment; and the Escrow Agent shall not be answerable except for its own action, neglect or default, nor for any loss unless the same shall have been through its negligence or want of good faith.

Unless it is specifically otherwise provided herein, the Escrow Agent has no duty to determine or inquire into the happening or occurrence of any event or contingency or the performance or failure of performance of the University with respect to arrangements or contracts with others, with the Escrow Agent's sole duty hereunder being to safeguard the Escrow Fund, to dispose of and deliver the same in accordance with this Agreement. If, however, the Escrow Agent is called upon by the terms of this Agreement to determine the occurrence of any event or contingency, the Escrow Agent shall be obligated, in making such determination, only to exercise reasonable care and diligence, and in event of error in making such determination the Escrow Agent shall be liable only for its own misconduct or its negligence. In determining the occurrence of any such event or contingency the Escrow Agent may request from the University or any other person such reasonable additional evidence as the Escrow Agent in its discretion may deem necessary to determine any fact relating to the occurrence of such event or contingency, and in this connection may make inquiries of, and consult with, among others, the University at any time.

Section 8.3. Successor Escrow Agents.

If at any time the Escrow Agent or its legal successor or successors should become unable, through operation of law or otherwise, to act as escrow agent hereunder, or if its property and affairs shall be taken under the control of any state or federal court or administrative body because of insolvency or bankruptcy or for any other reason, a vacancy shall forthwith exist in the office of Escrow Agent hereunder. In such event and upon receipt of notice of such event by the University, the University, by appropriate action, promptly shall appoint an Escrow Agent to fill such vacancy. If no successor Escrow Agent shall have been appointed by the University within 60 days, a successor may be appointed by the owners of a majority in principal amount of the Refunded Bonds then outstanding by an instrument or instruments in writing filed with the University, signed by such owners or by their duly authorized attorneys-in-fact. If, in a proper case, no appointment of a successor Escrow Agent shall be made pursuant to the foregoing

provisions of this section within three months after a vacancy shall have occurred, the owner of any Refunded Bond may apply to any court of competent jurisdiction to appoint a successor Escrow Agent. Such court may thereupon, after such notice, if any, as it may deem proper, prescribe and appoint a successor Escrow Agent.

Any successor Escrow Agent shall be a corporation organized and doing business under the laws of the United States or any state, authorized under such laws to exercise corporate trust powers, having a combined capital and surplus of at least \$100,000,000 and subject to the supervision or examination by federal or state authority.

Any successor Escrow Agent shall execute, acknowledge and deliver to the University and the Escrow Agent an instrument accepting such appointment hereunder, and the Escrow Agent shall execute and deliver an instrument transferring to such successor Escrow Agent, subject to the terms of this Agreement, all the rights, powers and trusts of the Escrow Agent hereunder. Upon the request of any such successor Escrow Agent, the University shall execute any and all instruments in writing for more fully and certainly vesting in and confirming to such successor Escrow Agent all such rights, powers and duties.

The obligations assumed by the Escrow Agent pursuant to this Agreement may be transferred by the Escrow Agent to a successor Escrow Agent if (a) the requirements of this Section 8.4 are satisfied; (b) the successor Escrow Agent has assumed all the obligations of the Escrow Agent under this Agreement; and (c) all of the Escrowed Securities and money held by the Escrow Agent pursuant to this Agreement have been duly transferred to such successor Escrow Agent.

Article 9. Miscellaneous

Section 9.1. Notice.

Any notice, authorization, request, or demand required or permitted to be given hereunder shall be in writing and shall be deemed to have been duly given when mailed by registered or certified mail, postage prepaid addressed to the University or the Escrow Agent at the address shown on Exhibit A attached hereto. The United States Post Office registered or certified mail receipt showing delivery of the aforesaid shall be conclusive evidence of the date and fact of delivery. Any party hereto may change the address to which notices are to be delivered by giving to the other parties not less than ten days prior notice thereof.

Section 9.2. Termination of Responsibilities.

Upon the taking of all the actions as described herein by the Escrow Agent, the Escrow Agent shall have no further obligations or responsibilities hereunder to the University, the owners of the Refunded Bonds or to any other person or persons in connection with this Agreement.

Section 9.3. Binding Agreement.

This Agreement shall be binding upon the University and the Escrow Agent and their respective successors and legal representatives, and shall inure solely to the benefit of the owners of the Refunded Bonds, the University, the Escrow Agent and their respective successors and legal representatives.

Section 9.4. Severability.

In case any one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal or unenforceable in any respect, such invalidity, illegality or unenforceability shall not affect any other provisions of this Agreement, but this Agreement shall be construed as if such invalid or illegal or unenforceable provision had never been contained herein.

Section 9.5. Washington Law Governs.

This Agreement shall be governed exclusively by the provisions hereof and by the applicable laws of the State of Washington.

Section 9.6. Time of the Essence.

Time shall be of the essence in the performance of obligations from time to time imposed upon the Escrow Agent by this Agreement.

Section 9.7. Notice to Moody's and S&P.

In the event that this agreement or any provision thereof is severed, amended or revoked, the University shall provide written notice of such severance, amendment or revocation to Moody's Investors Service at 7 World Trade Center, 250 Greenwich Street, New York, New York, 10007, Attention: Public Finance Rating Desk/Refunded Bonds and to S&P Global Ratings, 55 Water Street, New York, New York 10041, Attention: Refunded Bonds Municipal Bond Department.

Section 9.8. Amendments.

This Agreement shall not be amended except to cure any ambiguity or formal defect or omission in this Agreement. No amendment shall be effective unless the same shall be in writing and signed by the parties thereto. No such amendment shall adversely affect the rights of the holders of the Refunded Bonds. No such amendment shall be made without first receiving written confirmation from the rating agencies, (if any) which have rated the Refunded Bonds that such amendment will not result in a withdrawal or reduction of its rating then assigned to the Refunded Bonds. If this Agreement is amended, prior written notice and copies of the proposed changes shall be given to the rating agencies which have rated the Refunded Bonds.

EXECUTED as of the date first written above.

WASHINGTON STATE UNIVERSITY

Title: _____

[ESCROW AGENT]

Title: _____

- Exhibit A — Addresses of the University and the Escrow Agent
- Exhibit B — Description of the Refunded Bonds
- Exhibit C — Schedule of Debt Service on Refunded Bonds
- Exhibit D — Description of Beginning Cash Deposit (if any) and Escrowed Securities
- Exhibit E — Escrow Fund Cash Flow
- Appendix A — Notice of Redemption — 2009 Bonds
- Appendix B — Notice of Defeasance — 2009 Bonds

EXHIBIT A
Addresses of the University and Escrow Agent

University: Washington State University
Office of Business and Finance
432 French Administration Building
P.O. Box 641045
Pullman, Washington 99164-1045
Attention: Vice President of Finance and Administration

Escrow Agent: _____

Attention: Corporate Trust Services

EXHIBIT B
Description of the Defeased and Refunded Bonds ⁽¹⁾

Washington State University
Trust and Building Fee Revenue Bonds, 2009B
(Taxable Build America Bonds — Direct Payment)
(“Refunded Bonds”)

Maturities (October 1)	Principal Amounts	Interest Rates
2019	\$ 3,795,000	4.933%
2020	3,925,000	5.183
2021	4,060,000	5.283
2029*	39,090,000	6.314
2034*	31,875,000	6.414

* Term Bonds

⁽¹⁾ Any or all of the 2009B Bonds as selected by the Designated University Representative.

EXHIBIT C
Schedule of Debt Service on Refunded Bonds

<u>Date</u>	<u>Interest</u>	<u>Principal/ Redemption Price</u>	<u>Total</u>
[Month, Date, Year]	\$	\$	\$[Total Amount]
Total	<u>\$[Total Amount]</u>	<u>\$[Total Amount]</u>	<u>\$[Total Amount]</u>

EXHIBIT D
Escrow Deposit

I. Cash: \$_____

II. Other Obligations

<u>Description</u>	<u>Maturity Date</u>	<u>Principal Amount</u>	<u>Interest Rate</u>	<u>Total Cost</u>
[SLG, TNOTE]	[Month, Date, Year]	\$	[Rate]%	\$
		<u> </u>		<u> </u>
		<u>\$[Total Amount]</u>		<u>\$[Total Amount]</u>

EXHIBIT E
Escrow Fund Cash Flow

<u>Date</u>	<u>Escrow Requirement</u>	<u>Net Escrow Receipts</u>	<u>Excess Receipts</u>	<u>Cash Balance</u>
[Month, Date, Year]	\$	\$	\$	\$
	<u>\$(Total Amount)</u>	<u>\$(Total Amount)</u>	<u>\$</u>	

APPENDIX A
Notice of Redemption*
Washington State University
Trust and Building Fee Revenue Bonds, 2009B
(Taxable Build America Bonds – Direct Payment)

NOTICE IS HEREBY GIVEN that the University has called for redemption on _____, its then outstanding Trust and Building Fee Revenue Bonds, 2009B (Taxable Build America Bonds – Direct Payment) (the “Bonds”).

The Bonds will be redeemed at a price of 100% of their principal amount, plus interest accrued to _____. The redemption price of the Bonds is payable on presentation and surrender of the Bonds at the office of:

U.S. Bank National Association
Global Corporate Trust Services
111 Fillmore Ave E
St. Paul, MN 55107

Interest on all Bonds or portions thereof which are redeemed shall cease to accrue on _____.

The following Bonds are being redeemed:

Washington State University
Trust and Building Fee Revenue Bonds, 2009B
(Taxable Build America Bonds – Direct Payment)
(Dated December 1, 2009)

Maturity Date (October 1)	Par Amount Defeased	Interest Rate	CUSIP No.
2020	\$ 3,925,000	5.183%	940093Z26
2021	4,060,000	5.283	940093Z34
2029*	39,090,000	6.314	940093Z42
2034*	31,875,000	6.414	940093Z59

* Term Bonds

By Order of Washington State University

*To conform with notice provisions of Refunded Bonds. This notice shall be given not more than 60 nor less than 30 days prior to the Call Date by first class mail to each registered owner of the Refunded Bonds. In addition notice shall be mailed at least 35 days prior to the Call Date to The Depository Trust Company of New York, New York; Wells Fargo Securities, LLC, Denver, Colorado; Moody’s Investors Service; Standard & Poor’s Ratings Services; and to the Municipal Securities Rulemaking Board.

U.S. Bank National Association, as Paying Agent

Dated: _____.

Withholding of 28% of gross redemption proceeds of any payment made within the United States may be required by the Jobs and Growth Tax Relief Reconciliation Act of 2003 (the "Act") unless the Paying Agent has the correct taxpayer identification number (social security or employer identification number) or exemption certificate of the payee. Please furnish a properly completed Form W-9 or exemption certificate or equivalent when presenting your Bonds.

APPENDIX B
Notice of Defeasance*
Washington State University
(Taxable Build America Bonds – Direct Payment)
Trust and Building Fee Revenue Bonds, 2009B

NOTICE IS HEREBY GIVEN to the owners of that portion of the above captioned bonds with respect to which, pursuant to an Escrow Agreement dated _____, by and between Washington State University (the “University”) and _____ (the “Escrow Agent”), the University has deposited into an escrow account, held by the Escrow Agent, cash and non-callable direct obligations of the United States of America, the principal of and interest on which, when due, will provide money to pay each year, to and including the respective maturity or redemption dates of such bonds so provided for, the principal thereof and interest thereon (the “Defeased Bonds”). Such Defeased Bonds are therefore deemed to be no longer outstanding pursuant to Section 11 of Resolution No. 091009-367, adopted on October 9, 2009, of the University authorizing the Defeased Bonds, but will be paid by application of the assets in such escrow.

The Defeased Bonds are described as follows:

Washington State University
Trust and Building Fee Revenue Bonds, 2009B
(Taxable Build America Bonds – Direct Payment)
(Dated December 1, 2009)

Maturity Date (October 1)	Par Amount Defeased	Interest Rate	Call Date	CUSIP No.
2019	\$ 3,795,000	4.933%	Maturity	940093Y92
2020	3,925,000	5.183	October 1, 2019	940093Z26
2021	4,060,000	5.283	October 1, 2019	940093Z34
2029*	39,090,000	6.314	October 1, 2019	940093Z42
2034*	31,875,000	6.414	October 1, 2019	940093Z59

* Term Bonds

* This notice shall be given immediately by first class mail to each registered owner of the Defeased Bonds and to the Municipal Securities Rulemaking Board.

[Bond Numbers of 2009B Defeased Bonds

Information for Individual Registered Owner

The addressee of this notice is the registered owner of Bond Certificate No. _____ of the Defeased Bonds described above, which certificate is in the principal amount of \$_____. Of that principal amount, \$_____ has been defeased as described above.

[Date]

_____, as Escrow Agent]

EXHIBIT B

COSTS OF ISSUANCE AGREEMENT

WASHINGTON STATE UNIVERSITY
TRUST AND BUILDING FEE REVENUE REFUNDING
BONDS, [YEAR OF ISSUANCE][SERIES DESIGNATION]

THIS COSTS OF ISSUANCE AGREEMENT, dated as of _____, _____ (herein, together with any amendments or supplements hereto, called the “Agreement”), is entered into by and between the WASHINGTON STATE UNIVERSITY, (herein called the “University”) and _____, _____, _____ as Escrow Agent (herein, together with any successor in such capacity, called the “Escrow Agent”).

WITNESSETH:

WHEREAS, pursuant to Resolution No. 190503-603, adopted on May 3, 2019 (the “Resolution”), the University has determined to issue its Trust and Building Fee Revenue Refunding Bonds, [year of issuance][series designation] (the “Bonds”). A portion of the Bonds are being used for the purpose of providing funds to pay the costs of refunding certain outstanding bonds of the University; and

WHEREAS, simultaneously herewith, the University is entering into an Escrow Deposit Agreement, dated _____ under which the Escrow Agent will hold invested proceeds of the Bonds in order to pay and defease and redeem the refunded bonds under the terms set forth therein; and

WHEREAS, certain proceeds of the Bonds will be delivered to the Escrow Agent on the date of issuance of the Bonds that are required to be disbursed to pay costs of issuance of the Bonds; and

WHEREAS, the Escrow Agent has agreed, without additional compensation to disburse the Bond proceeds received to pay costs of issuance under the terms of this Agreement;

Section 1. Deposit in the Costs of Issuance Fund.

The Escrow Agent has created on its books a special trust fund and escrow fund to be known as the Costs of Issuance Fund. The Escrow Agent agrees that upon receipt it will deposit to the credit of the Costs of Issuance Fund Account the sum of \$_____ to pay those costs of issuance set forth on Exhibit A. Such deposit, all proceeds therefrom, and all cash balances on deposit therein shall be the property of the Costs of Issuance Fund to pay those costs of issuance set forth on Exhibit A upon receipt of invoices. If any of the \$_____ deposit allocated for costs of issuance for the Bonds remains unspent on _____, the Escrow Agent shall transfer such unspent amount to the University, and this Agreement shall be deemed fully performed and terminated.

Section 2. Investments.

The Escrow Agent shall not have any power or duty to invest or reinvest any money held hereunder.

Section 3. Limitation on Liability.

The liability of the Escrow Agent to transfer funds for the payment of the costs of issuance identified herein shall be limited to the proceeds of the Bonds delivered to the Escrow Agent.

Section 4. Compensation.

The University shall pay to the Escrow Agent fees for performing the services hereunder and under the Escrow Agreement for the expenses incurred or to be incurred by the Escrow Agent in the administration of this Agreement and the Escrow Agreement pursuant to the terms of the Fee Schedule attached as Exhibit B. The Escrow Agent hereby agrees that in no event shall it ever assert any claim or lien against funds held under the Escrow Agreement for any fees for its services, whether regular or extraordinary, as Escrow Agent, or in any other capacity, or for reimbursement for any of its expenses as Escrow Agent or in any other capacity.

Section 5. Notice.

Any notice, authorization, request, or demand required or permitted to be given hereunder shall be in writing and shall be deemed to have been duly given when mailed by registered or certified mail, postage prepaid addressed to the University or the Escrow Agent at the address shown on Exhibit A to the Escrow Agreement.

Section 6. Washington Law Governs.

This Agreement shall be governed exclusively by the provisions hereof and by the applicable laws of the state of Washington.

EXECUTED as of the date first written above.

WASHINGTON STATE UNIVERSITY

Title: _____

[ESCROW AGENT]

Title: _____

Exhibit A - Costs of Issuance Schedule
Exhibit B - Fee Schedule

EXHIBIT A

Costs of Issuance [as applicable]

Escrow Agent Fee (_____)	\$
Bond Counsel Fee (K&L Gates LLP)	
[Escrow Verification Fee ([Escrow Verification])]	
OS Printing and Mailing Costs (_____)	
Rating Agency ([Rating Agency(ies)])	_____
 TOTAL:	 \$ _____

EXHIBIT B

FEE SCHEDULE OF ESCROW AGENT

CERTIFICATE

I, the undersigned, Secretary of the Board of Regents (“Board”) of Washington State University (the “University”), DO HEREBY CERTIFY:

1. That the attached Resolution (the “Resolution”) is a true and correct copy of a resolution of the University, as finally adopted at a regular meeting of the Board of Regents held on the 3rd day of May, 2019, and duly recorded in my office.

2. That said meeting was duly convened and held in all respects in accordance with law, and to the extent required by law, due and proper notice of such meeting was given; that a quorum of the Board was present throughout the meeting and a legally sufficient number of members of the Board voted in the proper manner for the adoption of said Resolution; that all other requirements and proceedings incident to the proper adoption of said Resolution have been duly fulfilled, carried out and otherwise observed, and that I am authorized to execute this certificate.

IN WITNESS WHEREOF, I have hereunto set my hand this 3rd day of May, 2019.

Secretary

ACTION ITEM #1

Centers, Institutes, and Laboratories (CIL) Task Force Recommendations (Chris Keane)

May 3, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Centers, Institutes, and Laboratories (CIL) Task Force Recommendations

PROPOSED: That the Board of Regents approve the proposed CIL Task Force Recommendations and delegate authority to the President or designee to have final approval of Centers, Institutes, and Laboratories, previously approved by the Board.

SUBMITTED BY: Chris Keane, Vice President for Research

**SUPPORTING
INFORMATION:**

A task force was convened in November 2017 at the request of the Vice President for Research and the Faculty Senate to review policies and procedures associated with defining, creating, reviewing, and renewing centers, institutes, and laboratories at WSU. The final recommendations were approved at the Faculty Senate meeting on February 7, 2019, including this proposed delegation.

Because the Board of Regents meets on a limited basis throughout the year, delegating final approval of CILs to the University President will reduce the time of application to final approval from approximately one year to approximately eight weeks.

BOARD OF REGENTS

Delegation of Authority to Approve University Centers, Institutes, and Laboratories

Resolution # 190503-604

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;

NOW, THEREFORE, BE IT RESOLVED that the Board of Regents hereby delegates authority to the President or designee to officially approve University Centers, Institutes, and Laboratories.

Dated this 3rd day of May, 2019.

Chair, Board of Regents

Secretary, Board of Regents

MINUTES
Board of Regents
June 7, 2019

The Board of Regents of Washington State University (WSU) met pursuant to call in Open Meeting at 7:30 a.m., Friday, June 7, 2019, at the WSU Wine Science Center, Richland, Washington.

Present: Regent Ron Sims, Chair; Regents Ted Baseler, Brett Blankenship, Scott Carson, Marty Dickinson, Jordan Frost, Lura Powell, Lisa Schauer and Mike Worthy. Others present were WSU Faculty Representative to the Board Judith McDonald, President Kirk Schulz, incoming Provost and Executive Vice President Mitzi Montoya, WSU Health Sciences Spokane Chancellor Daryll DeWald, WSU Tri-Cities Chancellor Sandra Haynes, WSU Vancouver Chancellor Mel Netzhammer, Vice President for Finance and Administration Stacy Pearson, Vice President for Research Chris Keane, Vice President for Marketing and Communications Phil Weiler, Vice President for Academic Outreach and Innovation Dave Cillay, Vice President for Information Technology Services and CIO Sasi Pillay, Vice President for External Affairs and Government Relations & Chief Legislative Officer Colleen Kerr, Associate Vice President and Chief Human Resource Officer Theresa Elliot-Cheslek, Vice President for International Programs Asif Chaudhry, Athletic Director Pat Chun, Vice President for Advancement and CEO of the WSU Foundation Lisa Calvert, Senior Assistant Attorney General Danielle Hess, Chief of Staff Christine Hoyt, and Executive Assistant to the Board of Regents Desiree Jacobsen.

Chair Ron Sims and President Kirk Schulz opened the meeting and provided welcoming remarks.

Vice President for Finance and Administration Stacy Pearson submitted the following three Action Items for Regents' consideration:

Action Item 1: Academic Year 2019-2020 Tuition Rates. Following Board discussion, it was moved and seconded that the Board of Regents set tuition for the academic year 2019-2020 as proposed. Carried. *(Exhibit A)*

Action Item 2: Fiscal Year 2020 Athletics Budget Approval. Chair Sims noted for the record this item was being presented as an Action Item rather than a Future Action Item, in accordance with Board of Regents Bylaw II.12.B. Following Board discussion, it was moved and seconded that the Board of Regents approve the FY2020 WSU Athletics budget, approve the plan for reducing the Athletics operating deficit in future fiscal years, and approve transfers necessary at FY2019 year-end to cover the deficit balance as proposed. Carried. *(Exhibit B)*

Action Item 3: Purchase of Real Property (48.12 Acres) Located in Othello, Washington. Chair Sims noted for the record this item was being presented as an Action Item rather than a Future Action Item, in accordance with Board of Regents Bylaw II.12.B. Following Board discussion, it was moved and seconded that the Board of Regents adopt resolution #190607-610 and authorize the purchase of an improved parcel of land in Othello, Washington, totaling 48.12 acres, identified as Adams County Parcel No. 2100461112577 (the "Property"), for \$2,500,000, plus reasonable closing and due

diligence costs, and delegate authority to the President or his designee to enter into any and all documents necessary to complete this acquisition as proposed. Carried. (*Exhibit C*)

President Kirk Schulz submitted the following Action Item for the Regents consideration:

Action Item 4: Honorary Doctoral Degree. Following Board discussion, it was moved and seconded that on the recommendations of the Honorary Doctoral Degree Committee and the Faculty Senate Steering Committee, the Board of Regents select and approve the award of an Honorary Doctorate Degree from Washington State University to Mark C. Pigott and Dr. Ralph G. Yount as proposed. Carried. (*Exhibit D*)

At the conclusion of discussions and voting on Action Items, the following presentations were given:

- WSU Health Sciences Spokane – Research Strategic Planning and Collaboration provided by Chancellor Daryll DeWald
- Enhancing the Environment for Scholarly Research – Strategy to Meet the Drive to 25 Research Goals provided by Vice President for Research Chris Keane
- Graduate Student and Growing Doctoral Programs – Professional Development Initiative provided by Graduate School Dean Lisa Gloss
- Innovation and Entrepreneurship at WSU presented by Assistant Vice President, Innovation and Research Engagement Brian Kraft
- Governance, Risk and Compliance – Policy and Structure presented by Vice President for Finance and Administration Stacy Pearson
- President Schulz – 2019-2020 Goals and Objectives presented by President Schulz

Public Comment: No public comments were made.

The meeting adjourned at 2:30 pm.

Approved by the Board of Regents at its meeting held September 20, 2019, at Pullman, Washington.

Chair, Board of Regents

Secretary, Board of Regents

ACTION ITEM #1
Academic Year 2019-2020 Tuition Rates
(Stacy Pearson)

June 7, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Academic Year 2019-2020 Tuition Rates

PROPOSED: That the Washington State University Board of Regents set tuition for the academic year 2019-2020.

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

SUPPORTING INFORMATION: State law authorizes the governing boards of the four-year higher education institutions to establish tuition fees for all student categories except resident undergraduates.

Current legislation allows resident undergraduate tuition to increase by no more than the average annual percentage growth rate in the median hourly wage for Washington for the previous fourteen years. Based on recently released data resident undergraduate tuition for the 2019-20 academic year may increase by no more than 2.4 percent.

WSU proposes to increase both resident and nonresident tuition by 2.4 percent. On May 14, 2019, these proposals were presented to the WSU Student Government Council to include all campuses and global student leaders (Attachment A). The proposed increases were also publicized via the WSU Insider and released to the media on Friday, May 16, 2019. Students and the public were invited to submit comments and these will be presented to the Regents.

The current full-time annual rates for 2018-2019 are shown below along with the proposed changes for academic year 2019-2020.

Tuition Rates	Current	Proposed	Change	% Change
Undergraduate Resident	\$9,720	\$9,953	\$233	2.4%
Undergraduate Non-Resident	\$23,956	\$24,531	\$575	2.4%
Undergraduate Resident Global Campus	\$9,720	\$9,953	\$233	2.4%
Undergraduate Non-Resident Global Campus	\$10,874	\$11,135	\$261	2.4%
Graduate Resident	\$11,224	\$11,493	\$269	2.4%
Graduate Non-Resident	\$24,656	\$25,248	\$592	2.4%
Graduate – Global Campus	\$11,224	\$11,493	\$269	2.4%
Master of Nursing Resident	\$17,234	\$17,234	\$0	0%
Master of Nursing Non-Resident	\$32,256	\$32,256	\$0	0%
PharmD Resident	\$21,990	\$21,990	\$0	0%
PharmD Non-Resident	\$38,644	\$38,644	\$0	0%
DVM Resident (Attachment A)	\$24,994	\$25,744	\$750	3%
DVM Non-Resident (Attachment A)	\$60,550	\$61,156	\$606	1%
ESF College of Medicine Resident (Attachment B)	\$37,240	\$38,357	\$1,117	3%
Masters in Athletic Training - Resident (Attachment C)	\$11,224	\$13,074	\$1,850	16%
Masters in Athletic Training – Non-Res (Attachment C)	\$24,656	\$26,506	\$1,850	7%

The MBA programs are self-sustaining programs and as such charge a per credit hour tuition rate. The current per credit rates for 2018-2019 are shown below along with the proposed changes for academic year 2019-2020.

Online MBA (per credit) (Attachment D)	\$813	\$834	\$21	2.5%
Online MBA – Military Rate (per credit) (Attachment D)	\$714	\$732	\$18	2.5%
Executive MBA (per credit) (Attachment D)	\$1,233	\$1,264	\$31	2.5%

REQUEST: The College of Veterinary Medicine requests that professional DVM student tuition (operating fee + building fee) be increased in AY 2019-2020 by

- 3% for residents (\$750 per year, from \$24,994 to \$25,744), and
- 1% for non-residents (\$606 per year, from \$60,550 to \$61,156)

according to the following detail:

	Current Rates			Incr %	Proposed Rates			Increase over Current Rate
	Building Fee	Operating Fee	Total Tuition		Building Fee	Operating Fee	Total Tuition	
Resident -DVM	1,164	23,830	24,994	3%	1,199	24,545	25,744	\$ 750
Non-Resident -DVM	1,698	58,852	60,550	1%	1,715	59,441	61,156	\$ 606

Based on the typical mix of student enrollments from WA residents, residents of contract/partner states, and non-residents, these increases would generate ~\$330,000 in additional revenue for FY20 (of this, ~\$142,000 would flow to the “central” budget). This request follows on 7% tuition increases for both resident and non-resident DVM students approved the last two years.

BACKGROUND AND JUSTIFICATION: Like many WSU units recovering from the Great Recession in the face of rising expenses and unanticipated additional budget reductions/reallocations, the College of Veterinary Medicine (CVM) is struggling to keep pace with needed investments in educational and research programs, and hospital and diagnostic lab “business” functions. Rising costs, even for fixed-level operations, have not been offset by increases across revenue sources, especially with respect to tuition because over the 4-year period FY2014-FY2017, DVM student tuition did not increase. The cumulative, compounded loss of revenue caused by this, compared to the previous norm of 7% per year, was nearly \$1.7M annually.

For 8 years, from FY2002 – FY2009, DVM tuition at WSU’s CVM rose 7% each year. When the “Great Recession” occurred and WSU undergraduate tuition rose precipitously, we worked with university leadership to hold DVM tuition growth lower than the undergraduate tuition raises of 14%, 14%, 16%, and 16%, from FY10-FY13, and “only” increased DVM student tuition by 7% in each of those 4 years. DVM tuition was more than double undergraduate tuition, and increases of 14-16% were out of the question.

Subsequent to that period, over the 4 years from FY14-FY17, DVM student tuition was not increased, for both residents and non-residents. This matched the policy for undergraduate tuition in FY14 and FY15. For FY16 and FY17 we again held DVM tuition flat; for these two years the Washington legislature lowered undergraduate tuition 5% and 10% by appropriating a backfill of the reduced tuition revenue – however, this backfill was not provided for graduate and professional student tuition. Even though our limiting of tuition increases, including flat tuition for two years prior to FY16, were starting to erode revenue in relation to expenses that continued to increase, we felt we could not increase DVM student tuition in a climate where undergraduate tuition was decreasing. Thus, we also kept it flat for those two years. Subsequently, for FY18 and FY19, tuition for both resident and non-resident DVM students returned to the previous norm of 7% increases per year. This 20-year tuition history through FY19 is shown in **Attachment A**, as is a comparable history of median tuition across all US vet colleges.

7% per year is not sustainable given the compounding over many years contributing to growing educational debt, particularly for non-resident tuition. Accordingly, our request this year for a smaller increase of 3% in resident DVM tuition recognizes this and keeps our request more in line with the Higher Education Price Index (HEPI), which was 3.3% for FY17 and 2.8% for FY18 (**Attachment B**). Given that non-resident tuition is ~2.5 fold greater than resident tuition, we seek only a 1% increase, so that the absolute increase is comparable to that of the 3% increase in resident tuition.

Attachment C shows that our current resident DVM tuition is 11th lowest out of our 30 US peers. Our resident tuition has always been in the lower one-half to one-third of peer tuition

comparisons, and has drifted further down in that range because of our flat tuition from FY14-FY17. Comparatively, because Washington allows true (i.e., not supported by their home state) non-resident DVM students to convert to WA residency, our 4-year tuition total for non-resident DVM students is 3rd lowest among the 30 US schools. ([This tool](#) allows the accredited veterinary colleges to be compared and is the source of the data in Attachment C.)

Attachment C also shows the total 4-year cost estimated by the Association of American Veterinary Medical Colleges (AAVMC) for both resident and non-resident students across the 30 US colleges, based on its annual Comparative Data Report across the member colleges. Total cost as defined by the AAVMC is the sum of tuition/fees, estimated cost of living provided for FAFSA purposes, and imputed interest on the average student debt accrued during vet school (student educational debt interest accrues during all 4 years of study toward the DVM). These data show that the WSU CVM's total cost for resident DVM students is 8th lowest among the 30 US colleges and 2nd lowest for non-resident students, in general. The exception to this is the cohort of ~10 non-residents students per class that are admitted to our regional program (WIMU), and who start at Utah State University. Because these students spend time at both USU and WSU, our agreement with USU is that these students do not convert to residency of either state during their 4 years of study. Their tuition is discounted (currently by \$10,600 per year) so as to keep it near the mid-point of the US market for 4-year total non-resident tuition. Their total 4-year cost of education is however ~\$70,000 higher than for other true non-residents in our program, and this approximate cost is shown on the chart in **Attachment C**.

High total educational debt for DVM graduates is a national problem in the veterinary profession because it leads to debt loads that are considered unwise. The average educational debt of DVM graduates nationally is about \$146,000 for those graduating in 2018. At WSU, it was about \$86,000. Our graduates typically have lower debt because our resident tuition is lower than the national average and also because such a high proportion of our students pay resident tuition (i.e., those from our contract states of Idaho, Montana, Utah, and other WICHE states, and because most non-residents can convert to WA residency after their 1st year). In 2018, as a result, WSU DVM graduates had the 2nd lowest educational debt among the 30 US colleges (2 of the schools listed below us in the chart shown in **Attachment C** are foreign schools (University of Prince Edward Island (The Atlantic Veterinary College) and University of Edinburgh).

Although our graduates are thus relatively advantaged compared to most of their peers nationally this is still a large educational debt load, and we have taken pride in trying to keep our tuition down to help address this issue within the profession and for our students.

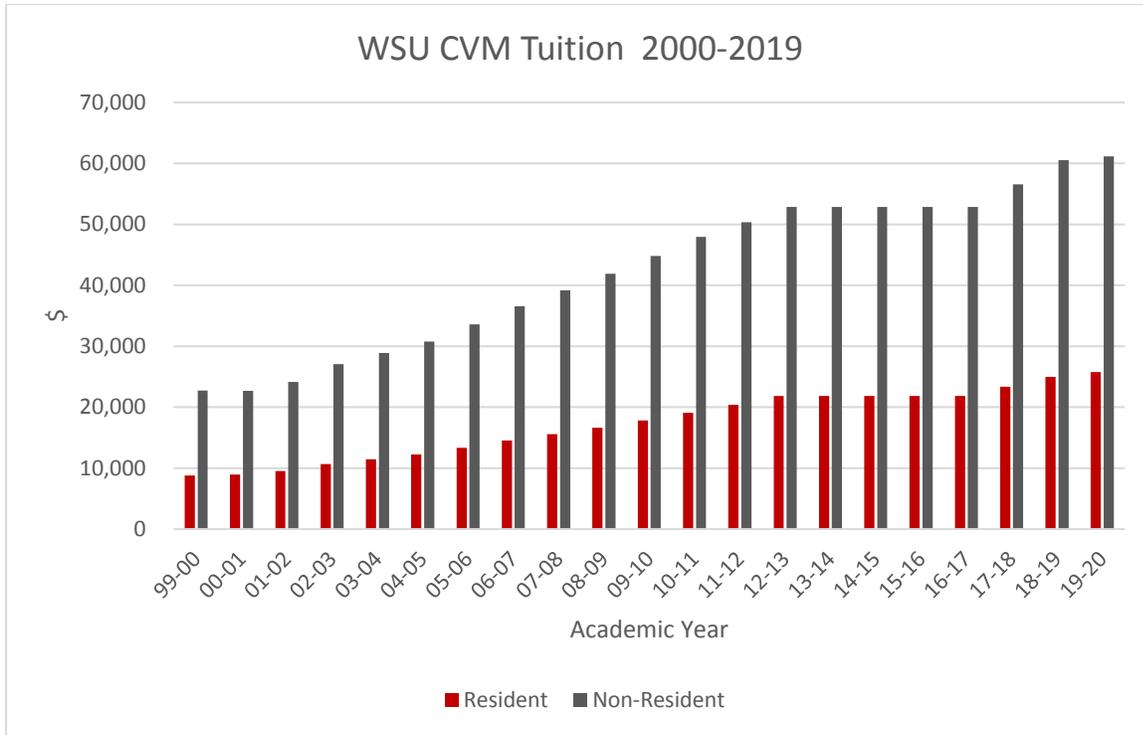
However, as expenses have risen over the past few years, and as state appropriations continue to lag the university's needs coming out of the recession, we must rely increasingly on non-state sources of revenue. We have been regularly increasing fees in our Veterinary Teaching Hospital and the Washington Animal Disease Diagnostic Laboratory (WADDL), and we will continue to do so as our regional markets will allow. However, our opportunity to do so is somewhat limited given our location in Pullman, well away from centers of population, and what the veterinary services market will bear. Given the overall situation, regular tuition increases must now also be a part of our portfolio of revenue increases as we try to keep pace with increasing costs.

However, to balance that need with the realities of the high cost of veterinary medical education, we propose lower increases, more in line with inflation, and not the 7% of the last two years.

In summary, no tuition increase is welcome, but they are needed because of our lagging tuition revenue over the past several years in relation to limits on how much we can grow other revenue (for example, Veterinary Teaching Hospital and Animal Disease Diagnostic Lab fees), and the erosion of state appropriations in relation to ever-growing expenses.

Although perhaps cold comfort, the reality is that even with the proposed increase WSU's College of Veterinary Medicine will remain among the U.S. schools with the lowest costs, and thus will remain near the bottom in educational debt given our overall set of circumstances.

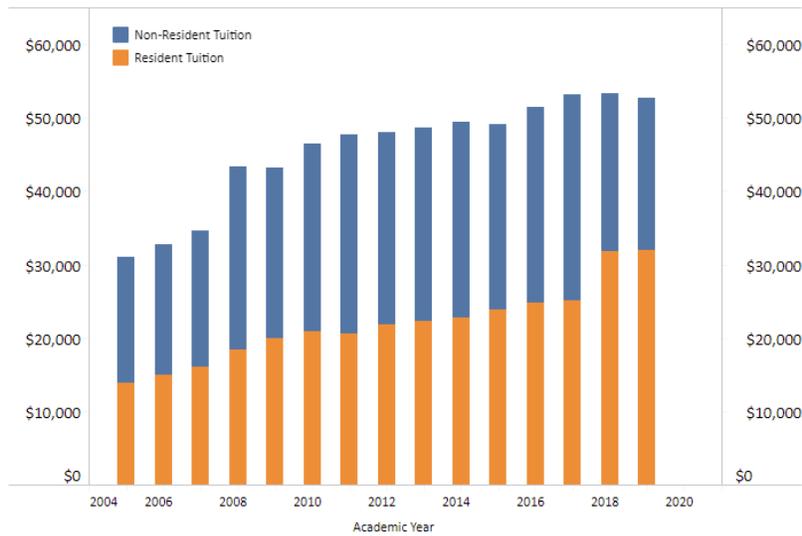
Attachment A



Values for 19-20 are those proposed



**Median Tuition & Fees
at U.S. Colleges of Veterinary Medicine
Internal AAVMC Data Reports
2019**



Historical data has been adjusted for inflation.

Attachment B - Higher Education Price Index (HEPI)
(the full text can be accessed here)

Contact:

Kate Sylvester
Prosek Partners
646-818-9127
ksylvester@prosek.com

Inflation for U.S. higher education institutions

rises 2.8% in fiscal 2018

WILTON, CT, December 10, 2018 – Data from the annual Commonfund Higher Education Price Index (HEPI) show that inflation for U.S. colleges and universities rose 2.8 percent in fiscal year 2018, a decline from last fiscal year's 3.3¹ percent rate but higher than the average of 2.4 percent for the preceding five fiscal years. Of the past 10 years, FY2018 HEPI was the third highest rate of inflation, trailing only FY2017 and FY2014. (Fiscal year 2018 covers the period from July 1, 2017, to June 30, 2018, and coincides with the budget year of most institutions of higher education.)

FY2018 costs rose in all eight components tracked by HEPI compared with last year when costs rose in seven of the eight. Differentiating this year from last, in FY2018 no single cost rose as much as 2017's 14.5 percent increase in utility costs and 4.1 percent in fringe benefits; instead, cost increases this year were in a tighter range of 1.7 percent (for utilities) to 3.4 percent (for service employee costs).

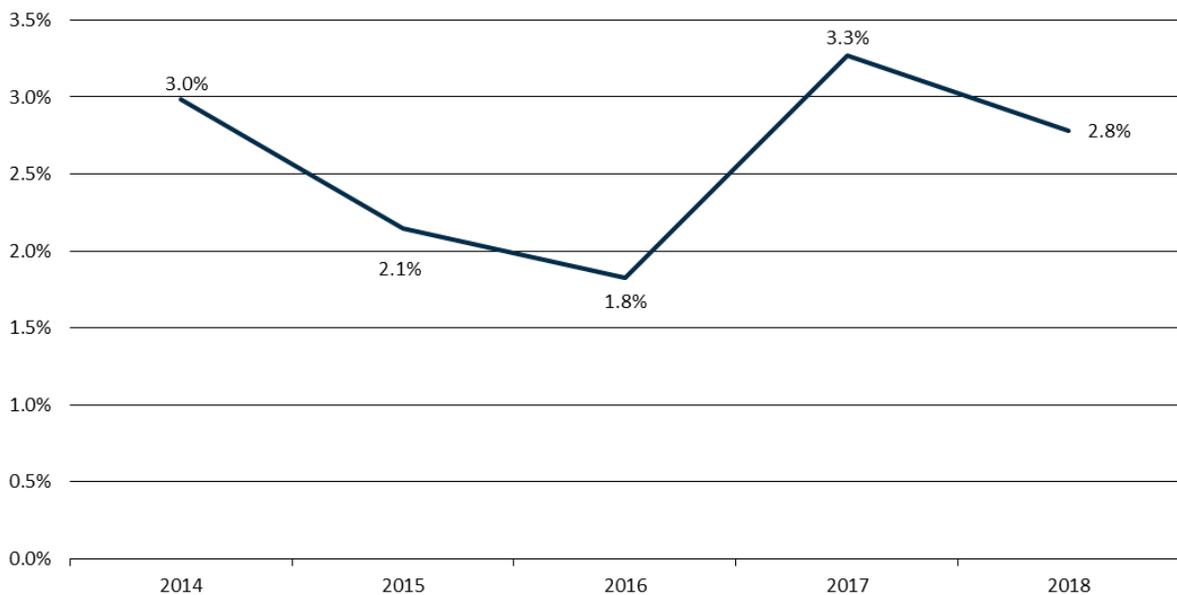
Faculty salaries—the most heavily-weighted HEPI component at 35 percent of the index—increased by 3.2 percent in FY2018. The second-largest component—clerical costs, at 18 percent of the index—rose 2.9 percent. Fringe benefits, accounting for 13 percent of the index, rose 2.3 percent, while administrative salaries, representing 11 percent of the index increased 2.2 percent. Service employee costs, at 8 percent of the index, increased 3.4 percent, as noted. The other three

¹ In 2015, the American Association of University Professors (AAUP) began using a new methodology that was not directly comparable with the past; therefore, data on faculty salaries and fringe benefits, as well as information by region and type of institution, was excluded from the 2016 and 2017 HEPI reports. The conversion has been completed and the 2018 report once again includes these data points. We have used what we believe are reasonable estimates for changes in these two components. Additionally, due to the modification mentioned above, last year's FY2017 HEPI number has been restated to 3.3 percent.

components of the index are: supplies & materials, 2.8 percent; miscellaneous services, 2.4 percent; and utilities, 1.7 percent.²

FY2017's 3.3 percent was the highest rate of inflation in recent years and the highest since 5.0 percent in FY2008. FY2018's 2.8 percent was, nevertheless, considerably higher than the 1.8 percent reported for FY2016 and FY2015's 2.1 percent. Looking at specific components of the index, utility costs have been highly volatile in recent years, as they declined 20.2 percent in FY2016 and 13.1 percent in FY2015 before rising 14.5 percent in FY2017. Service employee costs, the largest increase this year, was the third highest rate of increase last year. The increase in costs for supplies and materials was only the second time in the past six years that this component has risen. Figure 1 tracks annual changes in HEPI over the last five fiscal years.

FIGURE 1: THE HIGHER EDUCATION PRICE INDEX, FISCAL YEARS 2014 – 2018

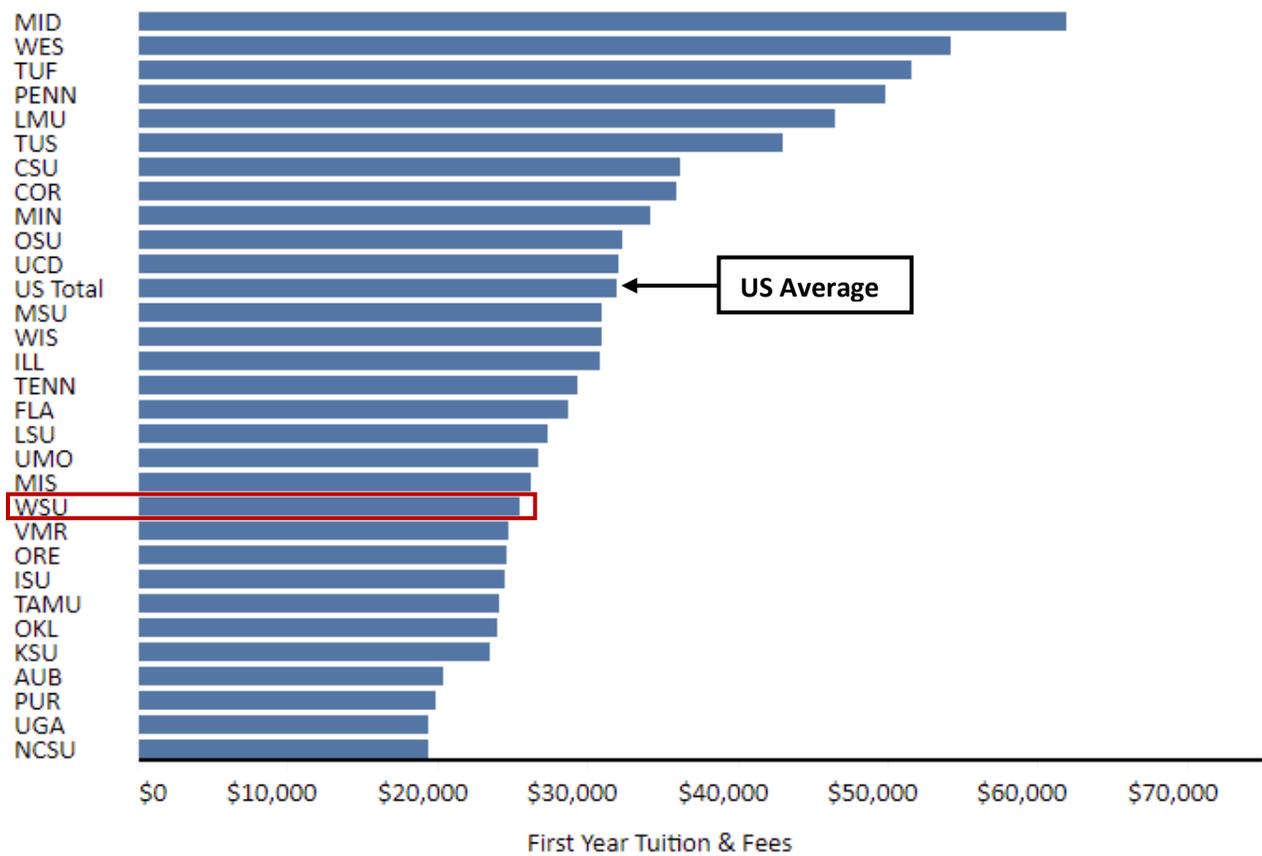


² In 2015, the American Association of University Professors (AAUP) began using a new methodology that was not directly comparable with the past; therefore, data on faculty salaries and fringe benefits, as well as information by region and type of institution, was excluded from the 2016 and 2017 HEPI reports. The conversion has been completed and the 2018 report once again includes these data points. We have used what we believe are reasonable estimates for changes in these two components. Additionally, due to the modification mentioned above, last year's FY2017 HEPI number has been restated to 3.3 percent.

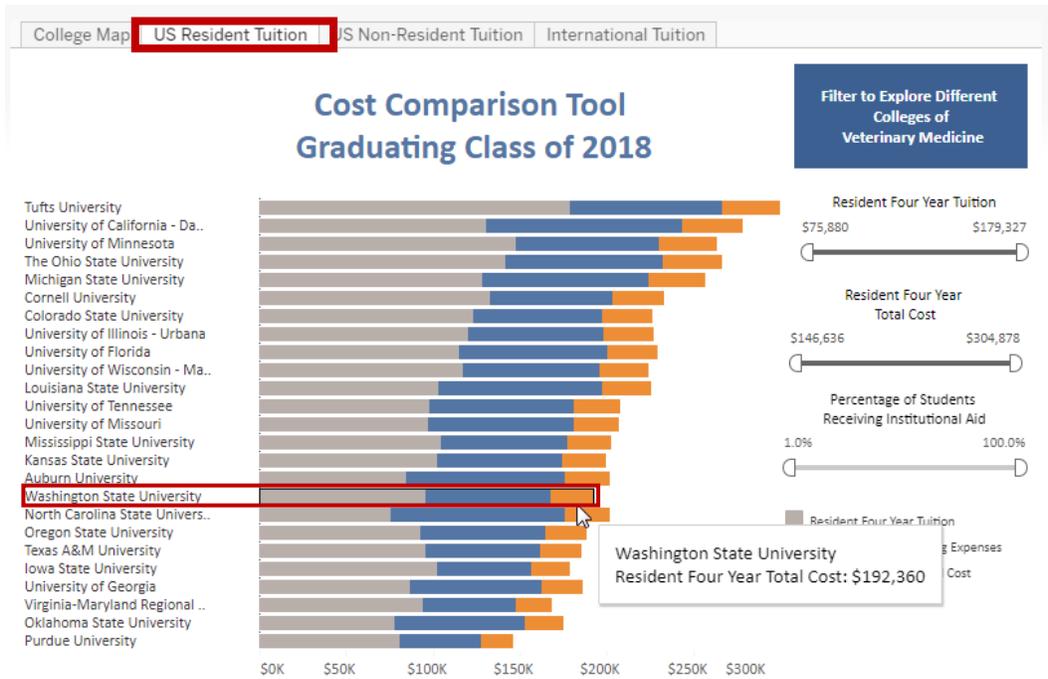
Attachment C



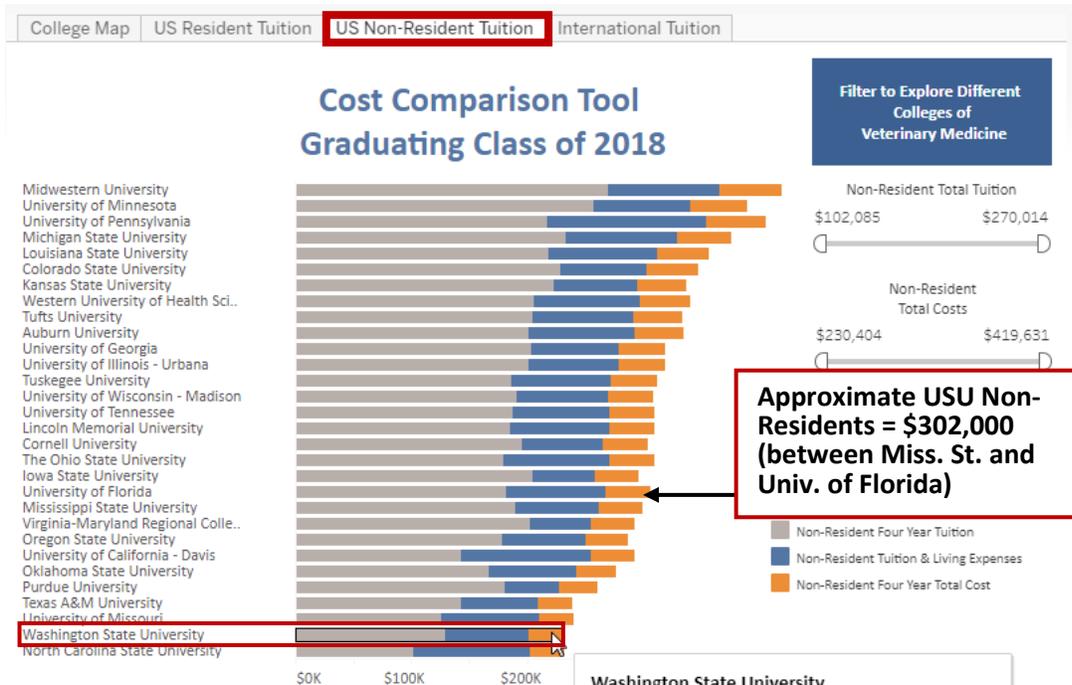
First Year Resident Tuition & Fees at U.S. Colleges of Veterinary Medicine Internal AAVMC Data Reports 2019



Data below do not reflect any scholarship offsets.



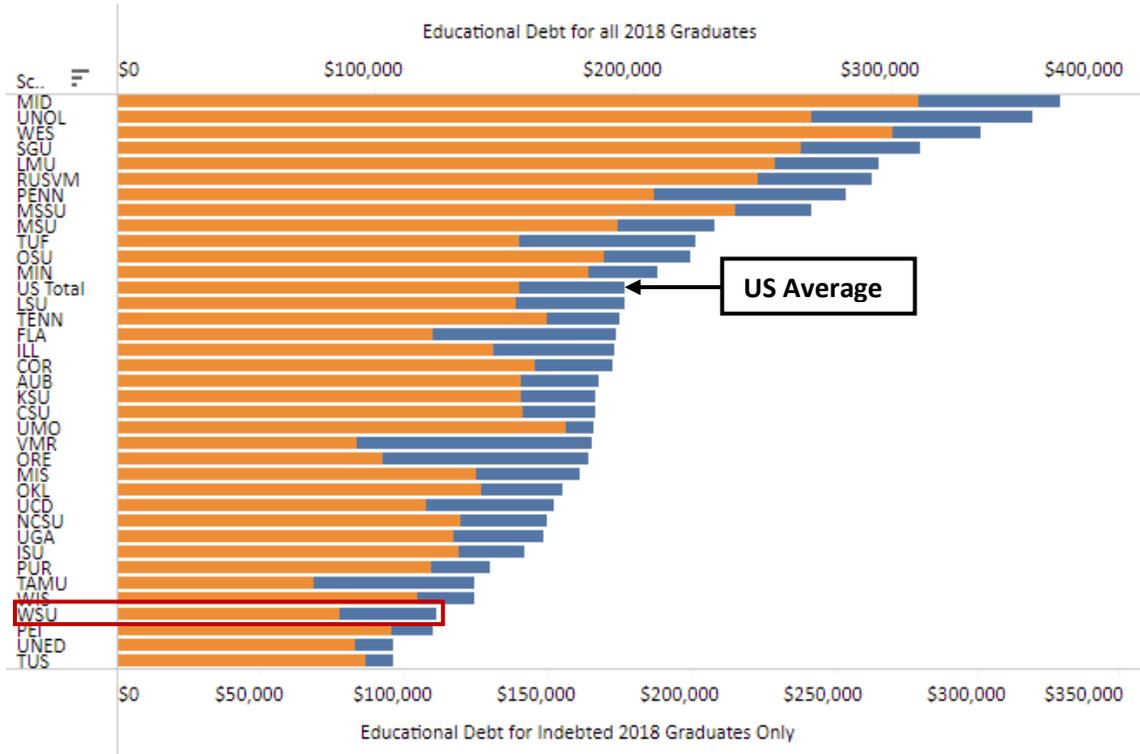
Figures for tuition, fees and cost of attendance/living are derived and calculated from AAVMC internal data reports with data collected in the fall of 2017. Users should anticipate continued escalations in the overall cost of education. Non-resident tuition figures include adjustments based on eligibility to establish residency during the first year of the program at certain publicly supported institutions. Estimated loan interest assumes the use of Federal Stafford loans to fully finance the cost of the DVM education at a rate of 6%. This cost is included in the Total Cost of Attendance. Data on the amount of average institutional scholarship aid awarded to students is derived from an AAVMC survey of its member institution on net tuition, conducted in 2017. Institutional aid is understood to be college-funded scholarship, fellowship, or grant aid awarded to students.



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Median Institutional Indebtedness for 2018 Graduates at AAVMC Member Institutions Internal AAVMC Data Reports 2019



AAVMC International Members indebtedness data represents 2018 U.S. graduates only.

■ Educational Debt for all 2018 Graduates
■ Educational Debt of Indebted 2018 Graduates Only

Note the above includes data from US citizens attending foreign vet schools (two of those below WSU are foreign (PEI (Prince Edward Island – the Atlantic Veterinary College in Canada) and UNED (Univ. of Edinburgh in Scotland))).



Elson S. Floyd College of Medicine

MEMORANDUM

TO: Stacy Pearson, Vice President Finance and Administration and CFO

FROM: John Tomkowiak, Founding Dean 

DATE: April 8, 2019

RE: Tuition Increase for Resident Students Attending the WSU Elson S. Floyd College of Medicine for AY-19,20

The WSU Elson S. Floyd College of Medicine requests a tuition increase of 3.0% for resident students for AY 2019-2020. All College of Medicine students are resident students. This is an increase of \$1,117 per year and is in keeping with the original proforma financial plan of the College. Annual increases in future years are projected to be 3% per year.

Washington State University ESF College of Medicine

	Building	Operating	Tuition
Current Resident rate	\$1,107	\$36,133	\$37,240
New Resident rate	\$1,140	\$37,217	\$38,357
Increase			\$1,117

According to the Association of American Medical Colleges' 2018-19 Tuition and Fees Survey, the median resident first-year tuition of the 150 medical schools in the U.S. is \$39,291.

Case Western Reserve School of Medicine in Cleveland, OH has the highest first-year tuition at \$63,262, while UC Riverside School of Medicine has the lowest at \$11,442. The ESF College of Medicine's first-year tuition ranks 81st highest of the 150 medical schools.

It is important to note that many medical schools charge tuition rates for third- and fourth-year students (typical clinical years) that are much *higher* than the school's rate for first- and second-year students. The ESF College of Medicine does not.

On a first-year total cost of attendance basis, the WSU Elson S. Floyd College of Medicine for AY-18,2019 is \$58,983 compared to the Public Schools Average of \$61,412.

ATTACHMENT C

PROPOSAL FOR A DIFFERENTIAL TUITION RATE FOR THE ATHLETIC TRAINING HEALTH CARE PROFESSIONAL PROGRAM

In June of 2017, the WSU Board of Regents approved the Master’s in Athletic Training program. This master’s degree allows students to sit for the national Board of Certification exam to become a certified athletic trainer. Passing this national exam allows them to gain licensure as a health care provider in the state they reside.

Request:

The College of Education Athletic Training program requests a differential graduate tuition rate of \$13,074 annually for resident students and \$26,506 annually for non-residents. These rates are \$1,850 per year higher than WSU’s standard graduate rates. When at full capacity this rate will be charged to approximately 20 students with a declared Master’s in Athletic Training degree and will generate an additional \$37,000 in annual tuition.

Justification:

The differential tuition is necessary to cover the cost of the professional requirements and accreditation standards associated with the program. The fee will cover professional development and inter-professional education experiences for the students, plus certifications in therapy techniques including myokinesthetics, positional release therapy, Mulligan techniques, kinesio taping, and tecnica gavilan, evaluation fees, and uniforms.

As required by accreditation standards the students are made aware of the differential tuition. This information is posted on the Athletic Training web site, included in the student policies and procedures handbook, and articulated during recruitment and the interview for acceptance process. The students are aware of the benefits they will receive by paying the differential rate.

The requested tuition is consistent with differentials associated with other regional health care programs with Montana State charging \$925 per semester and the University of Montana charging \$1,020.

Proposed Fee:	Current	Proposed	Change
Semester Amounts			
Resident Athletic Training	\$ 5,612	\$ 6,537	\$ 925
Non-Resident Athletic Training	\$12,328	\$13,253	\$ 925
Annual Amounts			
Resident Athletic Training	\$11,224	\$13,074	\$1,850
Non-Resident Athletic Training	\$24,656	\$26,506	\$1,850

**CARSON COLLEGE OF BUSINESS
MBA TUITION PROPOSAL FOR FY 2020**

REQUEST:

The Carson College of Business requests tuition increases of 2.50% for the Online Masters of Business Administration (OMBA) and Online Executive Masters of Business Administration (OEMBA) for AY 2019-2020. Based on anticipated enrollments this would increase overall gross revenue by approximately \$242,000 for FY20. This change will continue our progress towards an eventual sustainable price commensurate with our brand and costs.

These self-sustaining programs are delivered entirely online, and there is no differentiation between resident and non-resident tuition for these programs. This request follows the 5% increase implemented in the current year. As we study the impact of these incremental increases, we will consider further tuition adjustments to accompany a major program redesign targeted to launch in Fall 2020 (FY21).

EXECUTIVE SUMMARY:

- The FY20 increase would be the 3rd tuition increase since the program's inception in 2008.
- The Carson College proposes to implement a modest 2.5% increase for the 2019-2020 AY for all our students and to continue to study this increase, the competitive landscape, and our own brand reputation and capabilities in preparation for future adjustments.
- Costs to provide instruction and other program costs have risen significantly over the last decade. The proposed 2.5% increase is a step toward covering those increases. There continues to be a need for providing investment in the program given the competitive landscape. This increase will be a move in the right direction but will not be sufficient for long term investment.
- Analysis of the competitive landscape indicates that the tuition is at present 25% less than competitors with similar product offerings and reputation.
- The Carson College OMBA and OEMBA remain "value-priced," delivering high quality with relatively low tuition rates relative to competitive programs.

Background: the MBA market

The overall demand among prospective students for face-to-face, full-time MBA education is not as strong as it was a decade ago. Decline in interest is particularly acute among prospective domestic students with significant work experience and strong educational backgrounds. Early in the face of this decline, and in the context of the challenges posed by attracting significant numbers of tuition-paying students to the Pullman MBA, the Carson College began in 2008 to offer MBA degrees online.

The Carson College decision to launch the online MBA was prescient; leading MBA programs, especially at state universities, continue to struggle with the economics of the MBA market. The most visible ranking schemes for programs (e.g. *Business Week*, *US News*) highlight face-to-face programs at flagship campuses, these rankings depend substantially on the qualifications of incoming students, and student recruitment in turn depends on rankings. The result has been intense competition for strong students (through financial aid), such that many face-to-face programs operate at small scale and at significant

financial loss. The trend reached an extreme point in 2015, when Arizona State University announced that its entire MBA entering class of 2016 – up to 120 students – would receive full-tuition scholarships. The University of Iowa has chosen a different approach, eliminating its face to face MBA program entirely. The Carson College had until recently offered opportunities to earn face-to-face degrees at Pullman, Vancouver, and Tri-Cities campuses. All of these campuses have now stopped enrolling new MBA students; each is redirecting efforts toward undergraduate and online programs and considering new graduate programs that are more in step with the current market.

The Carson College Online MBA

While fewer students are seeking fulltime, face-to-face MBA programs, the demand for part-time programs that require no career interruption of work to enter or to complete remains strong. Face-to-face part-time MBA programs, online MBA programs, and hybrid programs combining live and online instruction have proliferated. The Carson College opened an Executive MBA Program in Spokane in 2007; this program struggled to attract students and the college migrated the EMBA to its current OEMBA version in 2010. The College established its OMBA in 2008.

The online MBA and Executive MBA programs have built solid, stable enrollment profiles, based on delivering high quality instruction at an attractive price point. Enrollment grew very quickly in the OMBA subsequent to the program's No. 1 ranking among online MBA programs by *U.S. News and World Report* in 2013. The 2019 ranking by *U.S. News* places WSU at No. 13 overall out of a field of 285 online MBA programs nationwide and recognizes the Carson College as among the best online graduate business programs for veterans.

Many more universities have begun to offer these programs recently including the University of Washington with a 90% online MBA. The Carson College OMBA continues to be ranked in the top tier of programs. While there was a small decline in students as the initial effect of the 2013 #1 ranking eroded, and more options emerged, enrollments have returned to nearly peak levels and signs are positive with respect to sustainability. The Carson College remains one of a relatively small number of AACSB-accredited schools of business offering fully online degrees, and leading research universities have been relatively reluctant to enter this market. Those in more urban locations are more likely to offer hybrid degrees, for example. The fully online niche therefore remains an attractive one for the College. Further, the WSU and College reputations are especially strong in the Pacific Northwest, and a majority of the students have some combination of residential, career, and family ties to the region.

Relatively low tuition rates have been part of the student value proposition for each of the two online MBA programs. Per-credit online tuition rates have only increased 8.3% since the programs' inception. The OMBA program can be completed in as few as 36 credits by students who have prior business education and are able to waive foundation courses and as many as 52 for students with little or no business education. The duration of the OMBA program is 22-29 months. The EMBA program is 44 credits over 18 months.

Tuition increases

Over the past decade, the underlying costs to provide the online MBA program did not increase concurrently with the cost of living or other cost increases in higher-education. As the program grew rapidly, costs per student decreased: online programs can be delivered efficiently at large scale. Instructional costs do not necessarily rise proportionally to the number of students and extra students do not require additional physical facilities. Well-designed course delivery models such as those used by the Carson College combine the leadership of a "master teacher" (typically, a member of the research faculty) with small-section facilitators who are the first point of student contact. Additional students

require additional facilitators but master teachers can typically teach sections of up to 100 students while maintaining program quality.

However, the Carson College, though achieving efficient and sustainable scale in its online programs, is experiencing cost pressures. In order to maintain the quality of the program, the Carson College strives to ensure that a majority of the courses are led by participating members of the college faculty (this is also strongly preferred by the accrediting body). Over the decade since the program was introduced, salaries required to attract research faculty across the main disciplines of business education have increased by about 30%, for example. Further, continued growth of the program will require continued investment in marketing and communication, program innovation, faculty training, and student services.

As the market of solely online MBA program becomes more saturated, we need to ensure we continue investing resources into our programs. As expected, the tuition increases in the last two AY did not fully capture increased costs. Our initial 3.3% increase in AY 2017-2018 was a first step in a strategic consideration of the level of tuition that will cover costs and provide funds for continued investment, signal our quality and reputation, and be perceived and experienced as an affordable, accessible degree program. As we intended, we studied the responses of current and prospective students' responses to higher tuition. Our 5% increase to new students in the current year, was an effort to be able to invest in staffing and services to support students in the program.

We have not experienced any observable decline in enrollment with the new tuition level this year; our enrollments continue to grow steadily. We expect this tuition adjustment will have similar results; increasing our revenues while helping us to cover increased programs costs. Mechanisms are in place to charge and waive off portions of tuition for retention and corporate relation strategies and we will employ those mechanisms. As we consider further adjustments, we will also study the effects of these waivers and our success in student retention moving forward.

The Carson College of Business, consistent with our mission and in support of members of our armed services, has maintained an Online MBA military tuition rate of \$714 per credit for service members and veterans of the United States Armed Forces. Fully online MBA programs are especially attractive to active members who may be redeployed while they are students; we see this as a market advantage relative to hybrid programs. We also seek to increase this rate by 2.5% to \$732 per credit.

Carson College MBAs continue to occupy a "sweet spot" in the market for the combination of price and quality in online degrees. While a number of programs claim to be "online" many continue to require campus residencies from 1-3 days per year, and in some cases per term. However, the space continues to be highly competitive. For example, the University of Illinois Urbana-Champaign recently introduced an entirely online MBA program (in partnership with Coursera) for just under \$22,000.

Next steps

We expect to propose a similar tuition increase for new students for FY21, subject to modification based on what we learn from our three consecutive years of tuition adjustments. We have recently, undertaken significant redesign of each of our two online MBA programs, with the intention of implementing the redesigned programs in full by Fall 2020. Simultaneous with the redesign we will be undertaking a deeper study of our brand reputation (for example, our low cost may be signaling to students lower quality than we actually provide relative to competitors). We aim to introduce the redesign and propose a comprehensive tuition/pricing strategy for Fall 2020.

Table 1

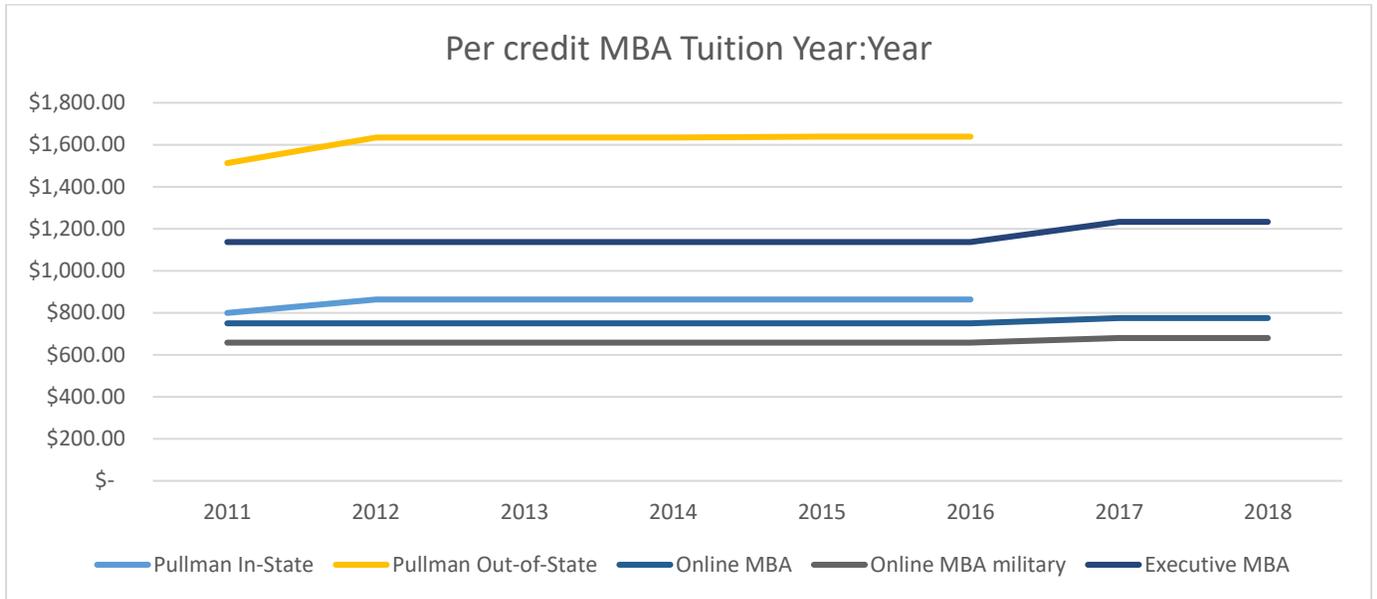
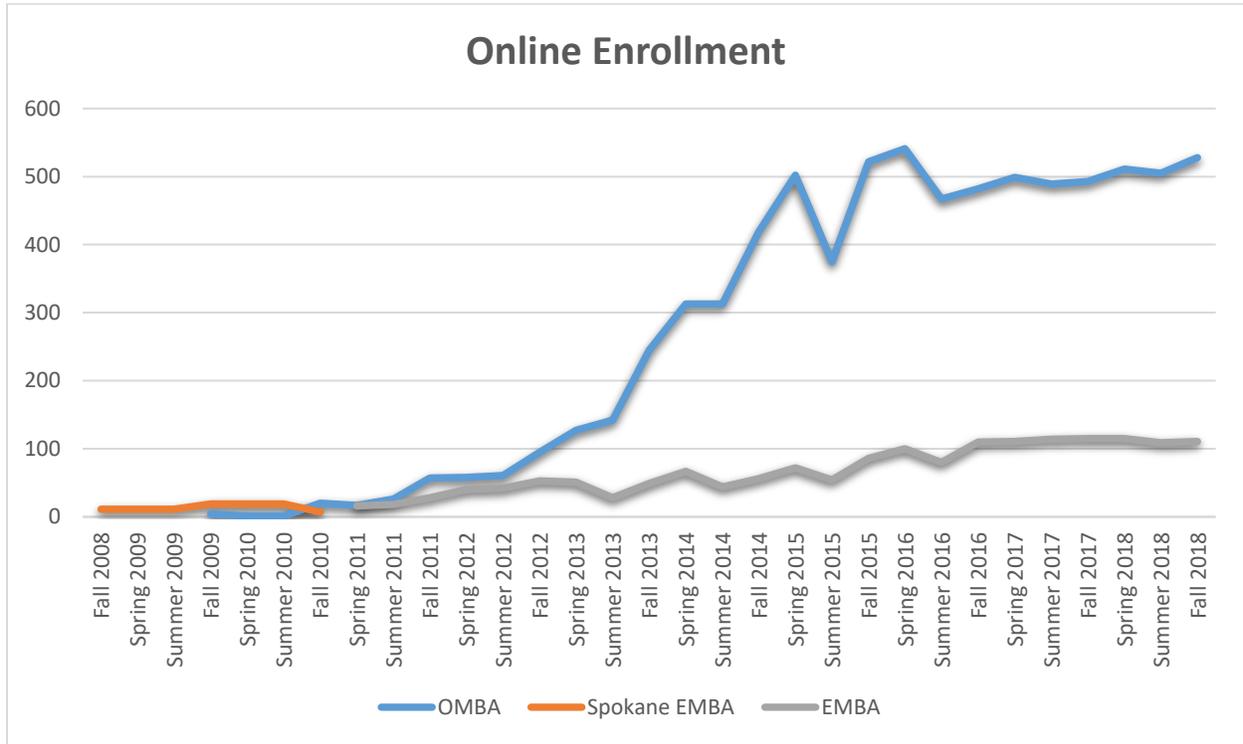


Table 2

Program	Current Tuition per credit	Total Cost of completion (without "Foundation" courses)	Total Cost of completion with Foundation courses
OMBA current	\$813	\$29,268	\$42,276
OMBA proposed	\$834	\$29,988	\$43,368
OMBA current (military rate)	\$714	\$25,704	\$37,128
OMBA proposed (military rate)	\$732	\$26,352	\$38,064
EMBA current	\$1,233	NA	\$54,262
EMBA proposed	\$1,264	NA	\$55,616

Table 3



ACTION ITEM #2 (Revised 6/5/19)
Fiscal Year 2020 Athletics Budget Approval (Stacy
Pearson/Pat Chun)

June 7, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Fiscal Year (FY) 2020 Athletic Budget Approval

PROPOSED: That the Washington State University Board of Regents:
(1) Approve the FY2020 WSU Athletics budget; (2) Approve the plan for reducing the Athletics operating deficit in future fiscal years; and (3) Approve transfers necessary at FY2019 year-end to cover the deficit balance.

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

SUPPORTING INFORMATION: Washington State University has implemented a 3-year fiscal health restoration plan and has nearly completed the second year of the plan, ahead of target. As a part of the University's plan, WSU Athletics has developed a targeted plan to ensure that it will return to an operating breakeven position by FY2023. The Athletics plan also ensures that WSU is fully compliant with [RCW 28B.15.120](#) (Board of trustees or regents—annual budget requirements), which requires certain actions of state college and university boards related to the budgets of intercollegiate athletics programs.

The statute requires that the WSU Board of Regents specifically approve, in an open public meeting, (1) the annual budget for the Athletics program; (2) the plan for reducing the Athletics operating deficit in future fiscal years, and (3) any transfers necessary at FY19 year-end to cover the deficit balance. In addition, the statute requires the Board to conspicuously post to the University's website the financial statements of the Athletic program for the three prior fiscal years, as well as the plan for reducing the Athletics operating deficit in future fiscal years.

ATTACHMENTS: Attachment A: Athletics Operating Results FY2016-2018
Attachment B: Current FY2019 Projected Results
Future Budget Projections FY2019 - FY2024
Attachment C: FY2018 Estimated Fiscal Year End Transfers to Cover the Athletics Accumulated Deficit

Attachment A Washington State University Athletics Actual FY2016 through FY2018			
	FY2016	Actual FY2017	FY2018
REVENUES:			
01 - Ticket Sales	5.5	7.7	8.4
02 - Direct State/Gov Support	-	-	-
03 - Student Fees	0.8	1.6	1.6
04 - Direct Inst. Support	3.7	3.3	3.5
05 - Less Xfer to Inst.	-	-	-
06 - Indirect Inst. Support	0.4	0.4	0.3
06A - Debt Service, Lease, Rentals	-	-	-
07 - Guarantee Revenue	0.3	0.3	-
08 - Contributions	7.6	8.1	9.1
09 - In-Kind	0.1	0.1	0.2
10 - 3rd Party Compensation	-	-	-
11 - Media Rights	17.9	18.8	19.8
12 - NCAA Distribution	1.3	3.2	1.4
13 - Conference Distribution	9.4	10.7	10.7
14 - Program/Concessions etc.	0.2	0.9	1.0
15 - Royalties/Advert. etc.	6.3	4.4	4.4
16 - Sport Camp Revenue	0.4	0.4	0.3
17 - Endowments	0.6	0.6	0.7
18 - Other Revenue	2.1	1.4	1.2
19 - Bowl Revenue	1.9	2.4	2.4
Total Revenue	58.8	64.3	65.1
EXPENSES:			
20 - Athletic Aid	11.0	10.7	10.8
21 - Guarantee Expense	1.7	1.6	1.7
22 - Coaches Comp: WSU	11.7	11.8	12.8
23 - Coaches Comp: 3rd Party	-	-	-
24 - Admin Comp: WSU	12.8	13.4	13.3
25 - Admin Comp: 3rd Party	-	-	-
26 - Severance	0.0	0.1	1.1
27 - Recruiting	1.1	1.2	1.3
28 - Team Travel	4.0	4.1	4.1
29 - Equipment	3.0	2.0	2.2
30 - Game Expenses	1.6	1.8	2.0
31 - Fund Raising/Marketing	2.4	2.2	2.0
32 - Sport Camp Expense	0.3	0.3	0.3
33 - Spirit Groups	0.2	0.2	0.2
34 - Facilities: Debt/Lease/Rental	9.7	9.3	9.2
35 - Direct Admin Expense	2.3	2.4	2.0
36 - Indirect Inst. Support	0.4	0.4	0.3
37 - Medical/Insurance	1.0	0.8	0.8
38 - Dues & Memberships	1.8	1.7	2.1
39 - Student-Athlete meals	0.8	1.0	1.1
40 - Other Expense	4.1	4.9	4.6
41 - Bowl Expenses	1.7	1.9	1.5
41A - Coaches Bowl Bonuses	-	-	0.4
Total Expenses	71.7	71.8	73.8
Net Income from Operations	(12.9)	(7.5)	(8.7)
56-Capitalized Expenses		1.0	2.7
Net Income after Capitalized Expenses		(8.5)	(11.4)
Accumulated Deficit	(49.4)	(57.9)	(69.3)

Attachment B Washington State University Athletics Budget FY2019 through FY2024						
	Estimated FY2019	FY2020	FY2021	Projected FY2022	FY2023	FY2024
REVENUES:						
01 - Ticket Sales	9.4	8.6	10.7	11.0	12.0	11.1
02 - Direct State/Gov Support	-	-	-	-	-	-
03 - Student Fees	1.5	1.5	1.4	1.4	1.4	1.3
04 - Direct Inst. Support	3.7	3.7	3.8	3.9	4.0	4.1
05 - Less Xfer to Inst.	-	-	-	-	-	-
06 - Indirect Inst. Support	0.4	0.4	0.4	0.4	0.4	0.5
06A - Debt Service, Lease, Rentals	-	-	-	-	-	-
07 - Guarantee Revenue	0.3	0.1	0.2	-	0.3	0.3
08 - Contributions	8.7	10.7	11.3	11.1	11.6	11.2
09 - In-Kind	1.6	1.6	1.6	1.6	1.6	1.6
10 - 3rd Party Compensation	-	-	-	-	-	-
11 - Media Rights	20.8	21.9	23.0	24.2	25.5	26.7
12 - NCAA Distribution	1.4	1.5	1.6	1.6	1.7	1.7
13 - Conference Distribution	12.0	12.1	12.1	12.8	13.0	13.3
14 - Program/Concessions etc.	1.1	1.1	1.5	1.6	1.7	1.8
15 - Royalties/Advert. etc.	3.1	3.2	4.5	5.0	5.2	5.3
16 - Sport Camp Revenue	0.3	0.3	0.3	0.3	0.3	0.3
17 - Endowments	0.6	0.6	0.7	0.7	0.7	0.7
18 - Other Revenue	1.6	2.0	2.5	2.5	2.6	2.5
19 - Bowl Revenue	2.5	2.6	2.7	2.8	2.9	3.0
Total Revenue	69.1	72.1	78.6	81.0	84.9	85.5
	-	-	-	-	-	-
EXPENSES:						
20 - Athletic Aid	11.1	11.0	11.7	12.0	12.3	12.6
21 - Guarantee Expense	1.7	1.8	1.3	1.8	1.6	1.5
22 - Coaches Comp: WSU	13.8	14.3	15.4	14.8	14.9	14.9
23 - Coaches Comp: 3rd Party	-	-	-	-	-	-
24 - Admin Comp: WSU	14.4	14.9	15.0	15.2	15.5	15.7
25 - Admin Comp: 3rd Party	-	-	-	-	-	-
26 - Severance	0.5	1.7	1.5	1.1	-	-
27 - Recruiting	1.5	1.6	1.6	1.6	1.7	1.7
28 - Team Travel	4.4	4.7	4.7	4.8	4.9	5.2
29 - Equipment	2.0	2.2	2.2	2.3	2.5	2.7
30 - Game Expenses	2.5	2.5	2.7	2.7	2.8	2.6
31 - Fund Raising/Marketing	2.5	2.4	2.5	2.6	2.6	2.7
32 - Sport Camp Expense	0.3	0.3	0.3	0.3	0.3	-
33 - Spirit Groups	0.2	0.2	0.2	0.2	0.2	0.2
34 - Facilities: Debt/Lease/Rental	9.2	9.6	10.0	10.0	10.0	10.0
35 - Direct Admin Expense	1.7	2.0	2.1	2.1	2.2	2.2
36 - Indirect Inst. Support	0.4	0.4	0.4	0.4	0.4	-
37 - Medical/Insurance	0.9	0.9	0.9	0.9	1.0	1.0
38 - Dues & Memberships	2.3	2.4	2.5	2.6	2.7	2.8
39 - Student-Athlete meals	1.0	1.0	1.0	1.0	1.0	1.1
40 - Other Expense	4.5	4.9	4.8	4.9	5.1	5.2
41 - Bowl Expenses	2.3	2.1	2.2	2.3	2.4	2.5
41A - Coaches Bowl Bonuses	0.5	0.5	0.5	0.5	0.5	0.5
Total Expenses	77.7	81.4	83.5	84.3	84.7	85.2
	-	-	-	-	-	-
Net Income from Operations	(8.6)	(9.3)	(5.0)	(3.2)	0.3	0.3
56-Capitalized Expenses	0.6	6.7	0.3	0.0	-	-
Net Income after Capitalized Expenses	(9.2)	(16.0)	(5.3)	(3.3)	0.3	0.3
Accumulated Deficit	(78.4)	(94.4)	(99.7)	(103.0)	(102.7)	(102.5)

Washington State University

Athletics Transfers at Year End

Attachment C

	FY2015	FY2016	ACTUAL FY2017	FY2018	Cash balance as of 4/30/2019
Cumulative Athletics operating deficit before transfers	(38.9)	(51.5)	(59.0)	(69.9)	(98.6)

Note: Additional revenues and expenses are expected before the end of the fiscal year. These may change the FY19 results significantly. Three possible scenarios are shown below, along with sources of funds that would be transferred to cover the year end deficit.

	Projection 1 Best Case	Projection 2 Midpoint	Projection 3 Worst Case
Cash Balance as of April 30, 2019	(98.6)	(98.6)	(98.6)
Possible range of additional revenue through June 30, 2019	29.7	29.2	28.6
Possible range of anticipated expenses through June 30, 2019	(9.1)	(9.7)	(10.9)
Anticipated Ending Balance June 30, 2019	(78.0)	(79.1)	(80.9)
Transfers to offset deficit as of June 30, 2019			
Housing and Dining	(59.0)	(59.0)	(59.0)
Parking & Transportation	(7.4)	(7.4)	(7.4)
Creamery Building Reserve	(2.6)	(2.6)	(2.6)
Misc. Auxiliaries and Self-Sustaining Activities	(9.0)	(9.4)	(9.4)
Real Estate Management	-	(0.7)	(2.5)
Total Transfers	(78.0)	(79.1)	(80.9)

ACTION ITEM #3

Othello Purchase of Real Property (Stacy Pearson/Dr. André-Denis Wright)

June 7, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Purchase of Real Property located in Othello, WA

PROPOSED: That the WSU Board of Regents authorize the purchase of an improved parcel of land in Othello, Washington totaling 48.12 acres, identified as Adams County Parcel No. 2100461112577 (the "Property"), for \$2,500,000, plus closing and due diligence costs, and delegate authority to the President or his designee to enter into any and all documents necessary to complete this acquisition.

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

SUPPORTING INFORMATION: The Property located at 1485 W. Cunningham Road in Othello, WA is currently owned by Monsanto Company ("Monsanto"), which utilized the Property for its research and corn growing operation. Monsanto constructed several improvements on the Property including a 15,400 sq. ft. Breeding Building that contains warehouse space, a conference room, break room, a seed lab and a wet lab and a cold room. It also constructed a 15,552 sq. ft. Greenhouse Building with three (3) zones (5,000 sq. ft. each) and a 750,000 gallon irrigation pond. An aerial photograph is provided in Attachment A that illustrates the general outline of the Property and the layout of the buildings and improvements located thereon. The aerial photo shows that the Property also includes approximately 26 acres of irrigated farmland. A detailed site plan of the Property and the floor plans of the buildings are provided in Attachment B. Some of Monsanto's personal property and equipment will also be included within the sale of the Property, such as miscellaneous office equipment and furniture, fume hoods, the dust collection system in the building and the irrigation system on the Property.

Monsanto is selling the Property due to their acquisition by Bayer in 2018, at which time Bayer determined that Monsanto's operations should be relocated to other Bayer properties. Monsanto hired a

broker to list the Property for sale at \$2,700,000 based on the broker's "low end" opinion of value. The Assessed Value of the Property in 2018 totaled \$4,275,500 (See Adams County's Parcel Information Sheet in Attachment C). Prior to formally listing the Property for sale, Monsanto offered it to the University's College of Agricultural, Human and Natural Resource Sciences ("CAHNRS") at the further discounted price of \$2,500,000 based on their desire to maintain a strong relationship with the University.

CAHNRS would like to move forward with acquisition of the Property, which is ideal for the expansion of its honeybee and pollinator research and education program. University scientists, administrators, key stakeholders and donors have visited the Property numerous times and have carefully considered the advantages and disadvantages of the buildings and improvements and the location of the Property for the honeybee and pollinator program. A Memorandum dated May 24, 2019 from Laura Lavine, Professor and Chair of the Department of Entomology is provided in Attachment D, which provides a detailed explanation of how CAHNRS will utilize the Property and its rationale for purchasing the Property.

In summary, the Property will allow CAHNRS' honey bee and pollinator research and education program to: (1) continue its innovative honey bee breeding program and supply better bees to commercial beekeepers through improved genetics; (2) expand the program on honey bee colony health and nutrition; (3) conduct research at the same scale as beekeepers; and (4) provide an all-in-one, centrally located facility for workshops, extension presentations, short courses, graduate and undergraduate research and training, and information dissemination for state of the art honey bee and pollinator research.

CAHNRS has been working diligently to raise funding to acquire the Property and has successfully been able to expedite and convert some of its future gifts and pledges into cash. By the end of June 2019, they will have approximately \$1,900,000 cash to put toward the purchase price of the Property. The additional \$600,000 will come in the form of temporary bridge funding from CAHNRS college level reserves. The \$600,000 contributed from CAHNRS will be recovered through gift pledges to be collected through FY2022.

Ongoing operations and maintenance expenses pertaining to the Property are estimated at \$100,000 per year, which will be covered

by additional revenues from the new facility operations or from the college. Other costs can be controlled based on the expansion or contraction of the facility operations.

The University plans to execute a non-binding Letter of Intent (“LOI”) with Monsanto in early June 2019 wherein the parties will confirm their agreement on the main terms of the transaction, including the \$2,500,000 purchase price. Pursuant to the LOI, the University will have a due diligence period that expires on July 31, 2019, during which period the University will have the ability to satisfy certain contingencies before being obligated to purchase the Property. Such contingencies include, but are not limited to, the Board of Regents’ approval, any necessary environmental or other assessments, and CAHNRS ability to finalize its funding for the acquisition of the Property and for the ongoing operations and maintenance expenses. The closing date of this transaction will occur on or before September 30, 2019. These key terms of the transaction will be incorporated into the Purchase and Sale Agreement.

The acquisition of the Property will benefit CAHNRS and the University as a whole in meeting its land grant mission. As Laura Lavine explains in her Memorandum, agricultural diversity and prosperity in the United States and in Washington State have benefited from the research and extension specialists at the University. The crisis facing honeybee and pollinators demands more research and extension to solve this critical agricultural and environmental challenge. CAHNRS is currently limited in its ability to address these problems due to its current facilities and its inability to expand. Acquiring the Property will allow the University to recruit additional researchers to work on these critical issues.

ATTACHMENTS: Attachment A - General Illustration of the Property
Attachment B - Site Plans and Floor Plans
Attachment C - Adams County’s Parcel Information Sheet
Attachment D - Laura Lavine Memorandum
Attachment E - Financial Analysis

BOARD OF REGENTS

Purchase of Real Property (48.12 Acres) Located in Othello, WA

Resolution #190607-610

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 authorize the purchase of an improved parcel of land in Othello, Washington totaling 48.12 acres, identified as Adams County Parcel No. 2100461112577 (the "Property"), in an amount not to exceed \$2,500,000, plus reasonable closing and due diligence costs, and delegate authority to the President or his designee to enter into any and all documents necessary to complete this acquisition.

Dated this 7th day of June, 2019.

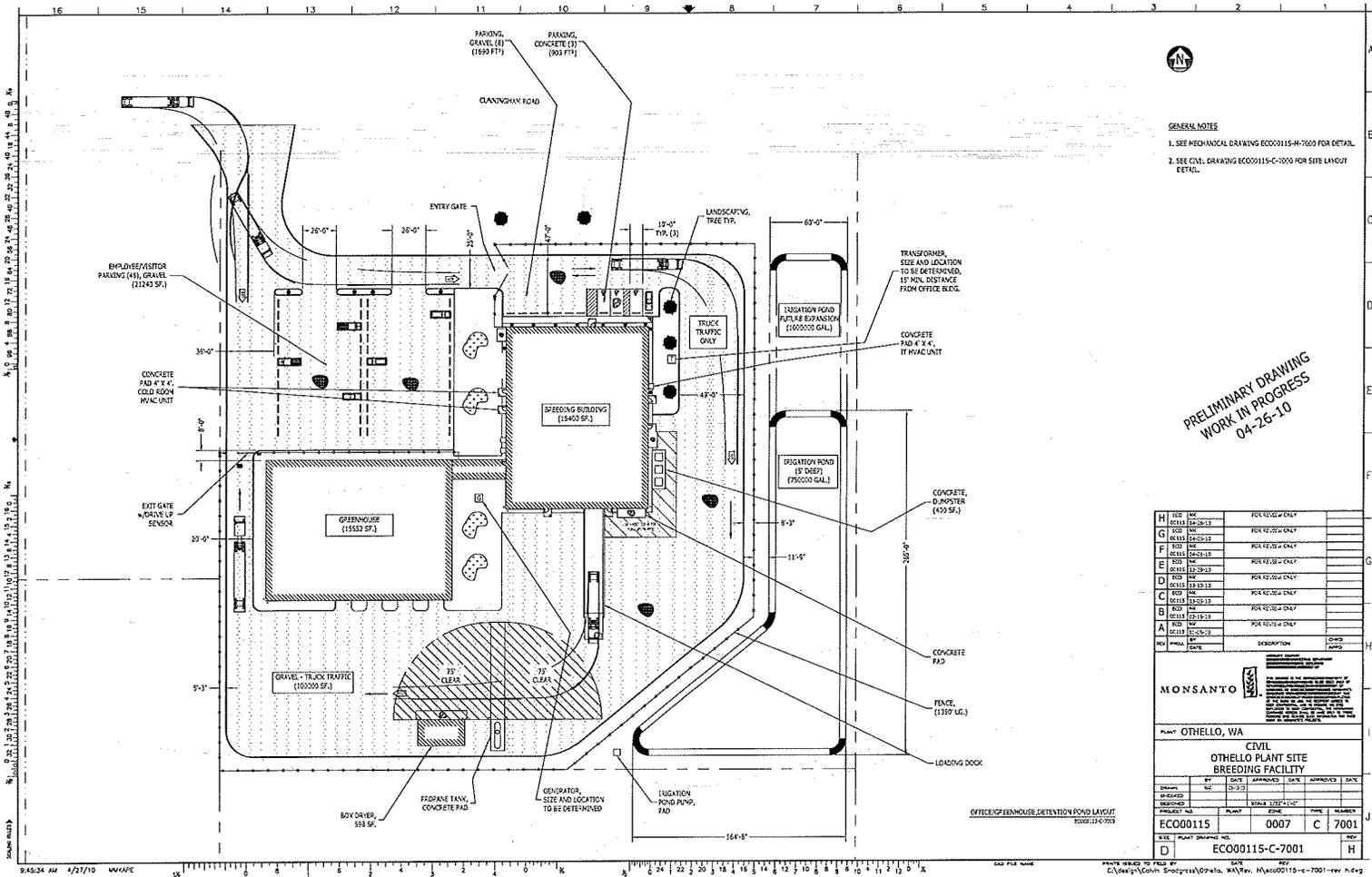
Chair, Board of Regents

Secretary, Board of Regents

Attachment A

General Illustration of Property
(48.12 Acres - Outlined in Red)





GENERAL NOTES
 1. SEE MECHANICAL DRAWING EC000115-H-7009 FOR DETAIL.
 2. SEE CIVIL DRAWING EC000115-C-7009 FOR SITE LAYOUT DETAIL.

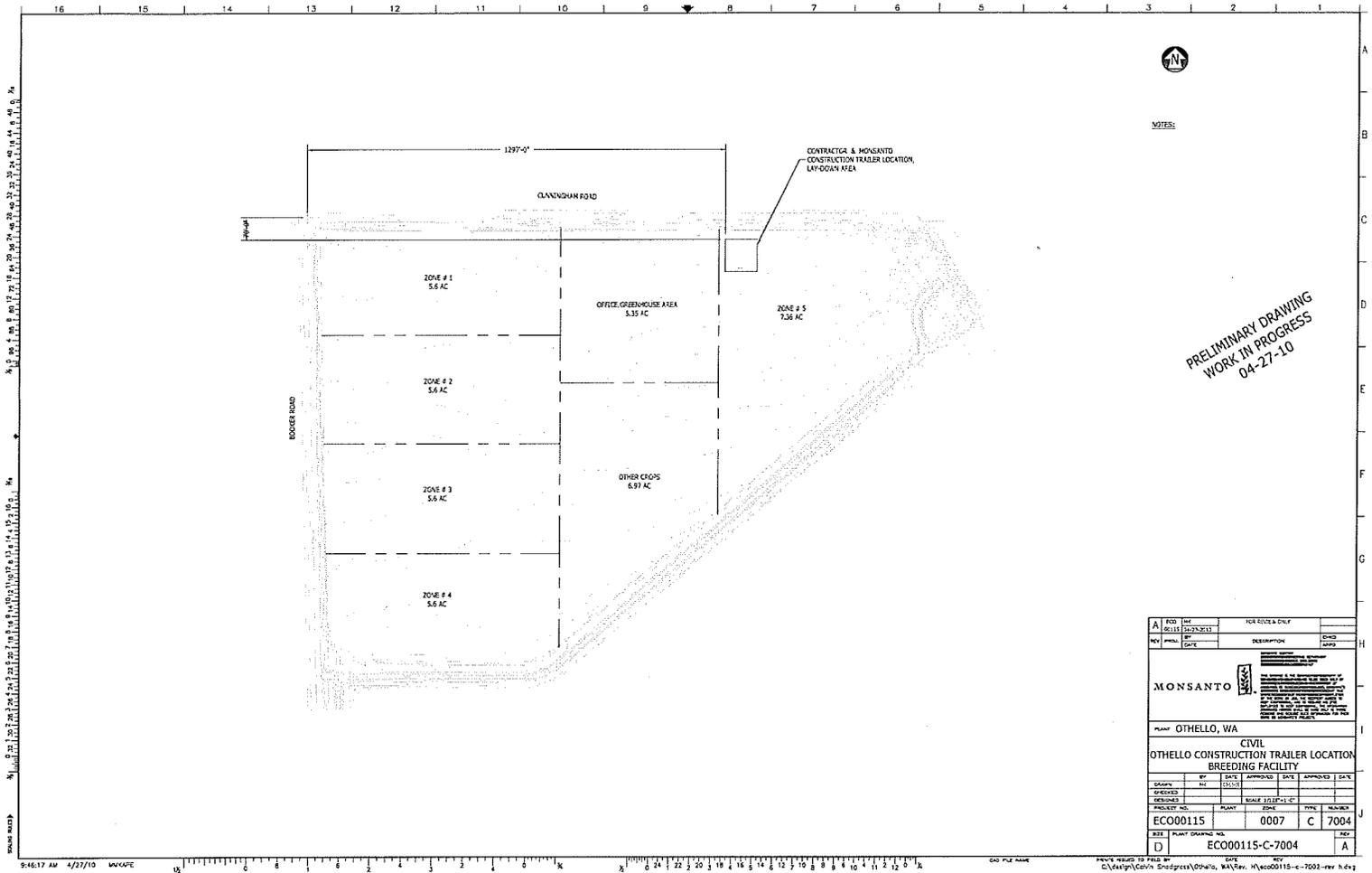
**PRELIMINARY DRAWING
 WORK IN PROGRESS
 04-26-10**

REV	DATE	DESCRIPTION	BY	CHKD
H	04/15/10	FOR REVIEW ONLY		
G	04/15/10	FOR REVIEW ONLY		
F	04/15/10	FOR REVIEW ONLY		
E	04/15/10	FOR REVIEW ONLY		
D	04/15/10	FOR REVIEW ONLY		
C	04/15/10	FOR REVIEW ONLY		
B	04/15/10	FOR REVIEW ONLY		
A	04/15/10	FOR REVIEW ONLY		

MONSANTO

Plant: OTHELLO, WA
CIVIL SITE BREEDING FACILITY

DATE	BY	DATE	APPROVED	DATE	APPROVED	DATE
DESIGNED	WJ	03-12-10				
CHECKED						
PROJECT NO.	PLANT	ZONE	TITLE	NUMBER		
EC000115		0007	C	7001		
SHEET	PLANT DRAWING NO.					REV
D	EC000115-C-7001					H

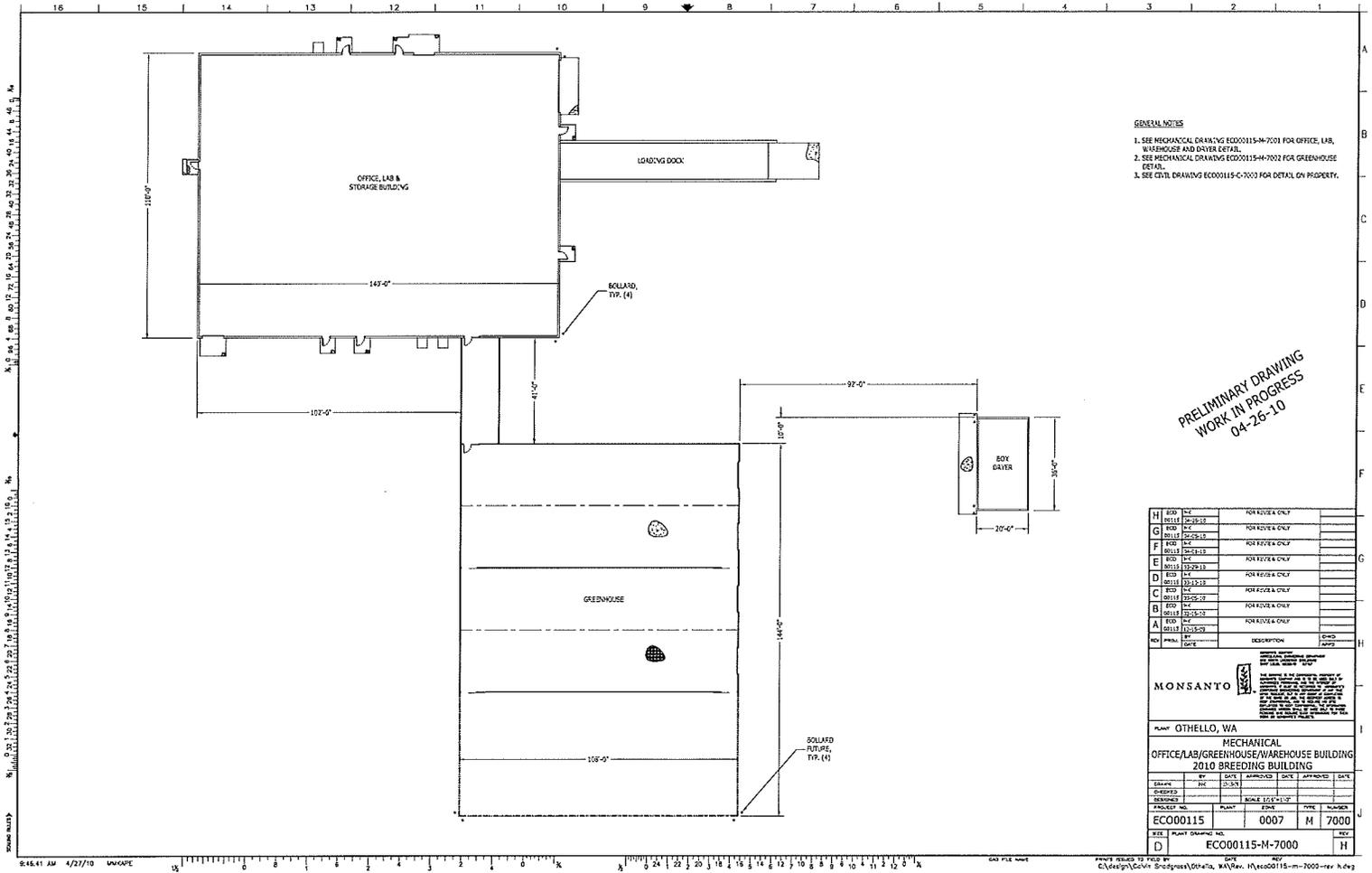


NOTES:

PRELIMINARY DRAWING
WORK IN PROGRESS
04-27-10

REV	DATE	DESCRIPTION	BY	CHKD
A	04/27/10	FOR REVIEW ONLY		
B				
C				
D				

MONSANTO			
CIVIL OTHELLO CONSTRUCTION TRAILER LOCATION BREEDING FACILITY			
PROJECT NO. ECO00115 PLANT 0007 ZONE C TITLE 7004			
DATE	BY	DATE	DATE
APPROVED	DATE	APPROVED	DATE
DESIGNED	DATE	SCALE	1/8"=1'-0"
PROJECT NO.	PLANT	ZONE	TITLE
ECO00115	0007	C	7004
REV	DATE	BY	DATE
D			
PROJECT GRAPHIC NO. ECO00115-C-7004		REV. A	

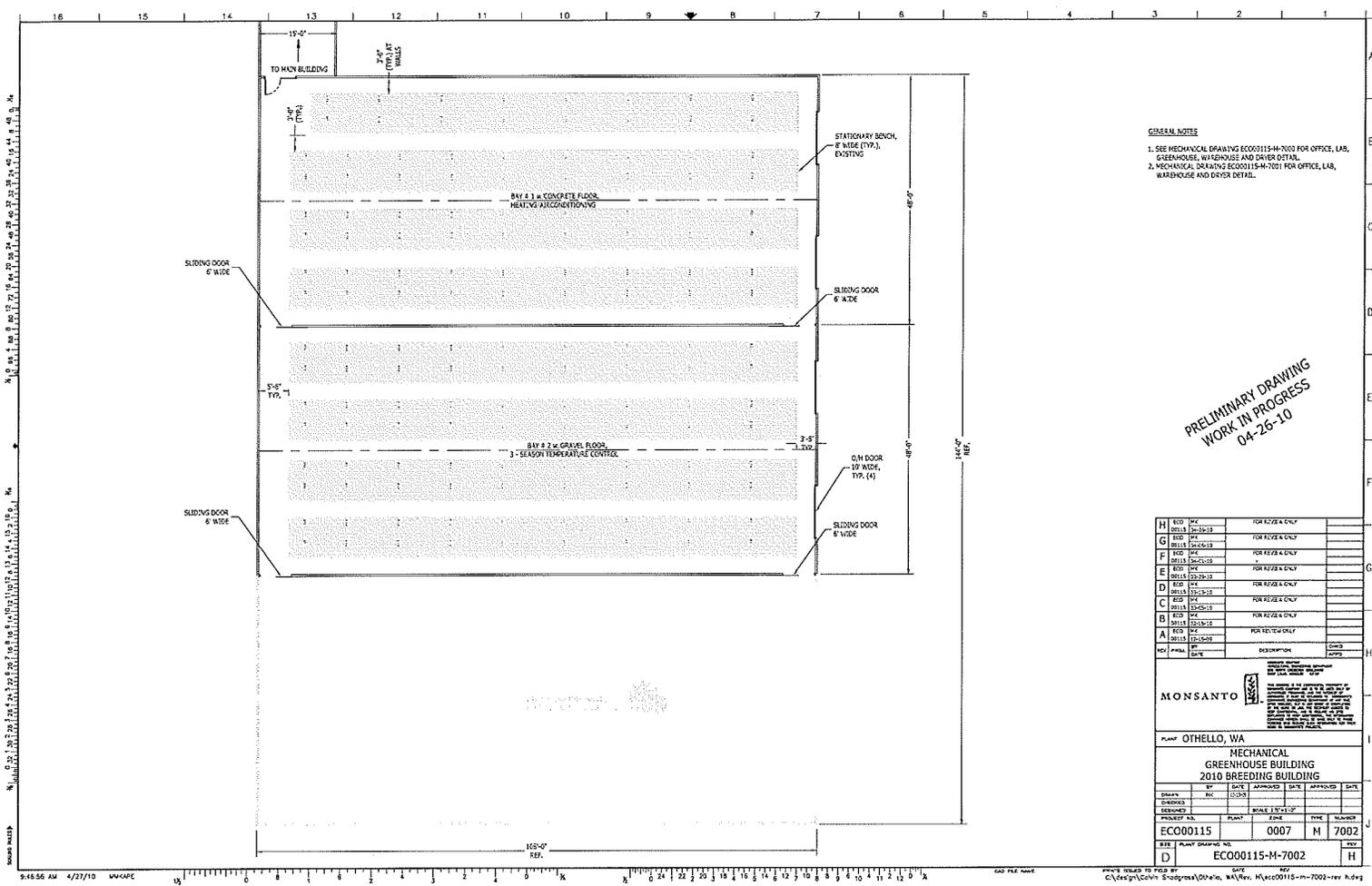


- GENERAL NOTES**
1. SEE MECHANICAL DRAWING ECO00115-N-7001 FOR OFFICE, LAB, WAREHOUSE AND DRYER DETAIL.
 2. SEE MECHANICAL DRAWING ECO00115-N-7002 FOR GREENHOUSE DETAIL.
 3. SEE CIVIL DRAWING ECO00115-C-7003 FOR DETAIL ON PROPERTY.

**PRELIMINARY DRAWING
WORK IN PROGRESS
04-26-10**

REV	DATE	DESCRIPTION	BY	CHKD
H	04-23-10	FOR REVIEW ONLY		
G	04-23-10	FOR REVIEW ONLY		
F	04-23-10	FOR REVIEW ONLY		
E	04-23-10	FOR REVIEW ONLY		
D	04-23-10	FOR REVIEW ONLY		
C	04-23-10	FOR REVIEW ONLY		
B	04-23-10	FOR REVIEW ONLY		
A	04-23-10	FOR REVIEW ONLY		

PLANT OTHELLO, WA MECHANICAL OFFICE/LAB/GREENHOUSE/WAREHOUSE BUILDING 2010 BREEDING BUILDING	
SCALE	DATE
DESIGNED	APPROVED
PROJECT NO.	SCALE 1/8"=1'-0"
ECO00115	0007 M 7000
REV	DATE
D	ECO00115-N-7000



GENERAL NOTES

- SEE MECHANICAL DRAWING EC000115-M-7002 FOR OFFICE, LAB, GREENHOUSE, WAREHOUSE AND DRIVER DETAIL.
- MECHANICAL DRAWING EC000115-M-7001 FOR OFFICE, LAB, WAREHOUSE AND DRIVER DETAIL.

**PRELIMINARY DRAWING
WORK IN PROGRESS
04-26-10**

REV	DATE	DESCRIPTION	BY	CHKD
H	05/11/10	FOR REVIEW ONLY		
G	05/11/10	FOR REVIEW ONLY		
F	05/11/10	FOR REVIEW ONLY		
E	05/11/10	FOR REVIEW ONLY		
D	05/11/10	FOR REVIEW ONLY		
C	05/11/10	FOR REVIEW ONLY		
B	05/11/10	FOR REVIEW ONLY		
A	05/11/10	FOR REVIEW ONLY		

MONSANTO

1000 MONSANTO CENTER
ST. LOUIS, MISSOURI 63103
TEL: 314.375.3000
WWW.MONSANTO.COM

PROJECT: OTHELLO, WA
MECHANICAL GREENHOUSE BUILDING
2010 BREEDING BUILDING

DATE	BY	DATE	APPROVED	DATE	APPROVED	DATE
DESIGNED	BY	DATE	APPROVED	DATE	APPROVED	DATE
PROJECT NO.	PLANT	ZONE	TIME	NUMBER		
EC000115		0007	M	7002		
REV	PLANT	DATE	NO.			
D	EC000115-M-7002					

DATE: 04/26/10
REV: 001

FILE NAME: C:\temp\cov\5\502\pna\Othello, WA\Rev. M\ec000115-m-7002-rev.rvt



ADAMS COUNTY WASHINGTON



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Sherry L Brewer
Adams County Assessor 210 W Broadway Ave Ritzville, WA 99169

[Assessor](#) [Treasurer](#) [Appraisal](#) [MapSifter](#)

Parcel

Parcel#: 2100461112577 **Owner Name:** MONSANTO COMPANY
DOR Code: 83 - Resource - Agriculture Current Use **Address1:** C/O DUCHARME, MCMILLEN & ASSOCIATES
Situs: 1485 W CUNNINGHAM RD **Address2:** P O BOX 80615
Map Number: 1530-03-00-900000-046-11100 **City, State:** INDIANAPOLIS IN
Status: **Zip:** 46280

Description: TAX #2577 IN FU 111, BLK 46 LYING S OF CUNNINGHAM RD SURVEY #295009 Described as follows: A ptn of FU 111, Blk 46, in the NW 1/4 of Sec. 3, Twp 15 Rg 30: Commencing at the NW corner of said Sec. 3, being the NW corner of said FU 111, monumented by a U.S.B.R. brass cap; Thence S01°20'45"E, 1418.67 ft along the W line of said section and FU to the SW corner of said FU; Thence S89°46'55"E, 642.15 ft along the S line of said FU to the POB; Thence continuing S89°46'55"E, 1959.54 ft along said South line to the SLY R/W of Northern Pacific Railroad being the SE corner of said FU; Thence N30°06'12" W, 1255.40 ft to the centerline of U.S.B.R. irrigation ditch DE79; Thence S49°38'17"W, 1605.35 ft along said DE79 centerline; Thence 115.94 ft along a curve to the right, said curve having a radius of 163.70 ft, a delta angle of 40°34'48" and a chord bearing and a dist of S69°55'41"W, 113.53 ft, to the POB. Said Parcel contains 23.63 ac to the POB.

Comment: SPLIT FROM PARCEL # 2100461110100 ON 05/11/2010

2018 Market Value		2018 Taxable Value		2018 Assessment Data	
Land:	\$264,900	Land:	\$149,000	District:	13 - RURAL OTHELLO
Improvements:	\$4,010,600	Improvements:	\$4,010,600	Current Use/DFL:	Yes
Permanent Crop:	\$0	Permanent Crop:	\$0		
Total	\$4,275,500	Total	\$4,159,600	Total Acres:	48.12000

Ownership

Owner's Name	Ownership %
MONSANTO COMPANY	100 %

Sales History

Sale Date	Sales Document	# Parcels	Excise #	Grantor	Grantee	Price
05/05/10	QD-295059	2	26873	NAU, JAMES R & VICKI A	NAU, JAMES R & VICKI A	\$0
05/05/10	WD-295060	1	26872	NAU, JAMES R & VICKI A	MONSANTO COMPANY	\$260,000

Building Permits

Permit No.	Date	Description	Amount
6553		PAD FOR CORN PROCESSING	\$26,408.00
6426		48X108 GREENHOUSE	\$148,000.00
6321		GREENHOUSE & R&D BLDG	\$1,705,000.00
6306		FOUNDATION ONLY FOR SEED DRYER EQUIPMENT	\$20,000.00

Historical Valuation Info



Department of
Entomology

COLLEGE OF AGRICULTURAL, HUMAN, AND NATURAL RESOURCE SCIENCES

May 24, 2019

To: André-Denis G. Wright, Dean, CAHNRS
From: Laura Lavine, Professor & Chair, Department of Entomology

RE: Rationale for Monsanto/Bayer Facility for Honey Bee & Pollinator Research

Honey bee and pollinator research and education is critically important to the state of Washington. A report to the Washington State Legislature from the Honey Bee Work Group in 2014 was submitted in response to ESSB 5882 that resulted in a state appropriation to WSU for a honey bee research and extension specialist. WSU filled this much needed position in 2015 and we continue to expand our efforts into research, extension, and education in this arena.

In 2019, SB 552, Section 3 created a pollinator health task force to develop a state pollinator health strategy. This task force is set to convene in fall 2019 and a WSU representative will participate. WSU has a small, but renowned global research program leading the field in understanding and improving honey bee and pollinator health but our capacity to meet the many research and extension needs of our state is limited. Although our research and extension team is small, their efforts are valued as they work with stakeholders to ensure that there is a thriving, adaptable, and resilient pollination system for domestic and global food security.

The Monsanto 2010 Breeding Building located in Othello, Washington is an ideal property for the expansion of the WSU honey bee and pollinator research and education program. We have visited the site numerous times with our WSU scientists, administrators, and importantly, our key stakeholders and donors. We have reviewed the blueprints and carefully considered the advantages and disadvantages of this facility and location for the WSU honey bee and pollinator program.

We all agree that this facility would be more than appropriate as the expansion site for the WSU program and has many attributes that make it more than ideal for our current and future purposes. Although the facility will need to be renovated somewhat, the current offices, labs, agricultural land, greenhouse space, controlled atmosphere room, and conference facilities are ideally suited for our purposes.

Acquisition of this property will allow our honey bee and pollinator research and education program to (1) continue its innovative honey bee breeding program to supply better bees

to commercial beekeepers through improved genetics, (2) expand the program on honey bee colony health and nutrition, (3) conduct research at the same scale as beekeepers, and (4) provide an all in one, centrally located facility for workshops, extension presentations, short courses, graduate and undergraduate research and training, and information dissemination for the state of the art in honey bee and pollinator research.

We will be able to move into this space immediately and move bees and laboratory experiments into this facility. We can also immediately begin to host workshops and conferences at this location, which is more centrally located than WSU Pullman and offers the benefit of being in an agriculturally intensive part of Washington state, which lends itself to outreach and extension to our commercial beekeepers, agricultural partners, growers, hobbyist beekeepers, and regular citizens.

Rationale for Funding Operations & Maintenance – a short- and long-term vision

The opportunity to purchase the Monsanto property at this time at this great price was one that we could not pass up. Efforts to partner with other groups within CAHNRS resulted in the bee program, and Entomology being the only serious bid. Although we have had a honey bee and pollinator fundraising project ongoing for over two years, many of the funds we have raised have been in pledges and future gifts. As soon as we found out that we had a chance to buy this facility for honey bee and pollinator researchers, we immediately asked our donors to make their gifts into cash. They have been doing that to the extent that they are able with promises of more to come, including \$1,000,000 in the Christianson's trust that will mature in 2022. In this section we outline the finances to date of our plan to purchase and operate this facility.

Please refer to the excel spreadsheet titled "Bee Building Finances 5.24.19 Final" for the estimated revenues and expenses for the operation and maintenance of this facility.

In the tab titled "Revenues," we show the secured gift/donation funds that have been raised, gift pledges, future fundraising pledges, a loan from CAHNRS to acquire the building, and possibly yearly revenue which includes short- and long-term predictions for potential revenue generation. We expect our ongoing fundraising efforts to secure additional funding for this facility and for this research.

In the "Expenses" tab, we have costs split out as one-time expenses and operational and maintenance building expenses per month. One time expenses include estimates of the cost to

move into the building for it to be fully operational. A few items in this list can be postponed (bee truck, honey extractor removal, transport, upgrade, installation, and planting of perennial bee forage) depending on the move-in date.

Monthly expenses are estimates based on information from the utilities and previous owner (Monsanto) and information from the WSU Othello Farm and CAHNRS Business Center. Items highlighted in yellow are important to note because these are likely to be variable from the estimate given. The payroll expenses that are given are likely to be an overestimate of what is needed, especially in the first three years. However, we wanted to have a realistic budget based on current practices at WSU Othello.

Our funding model and business plan will be formalized as we move towards the actual purchase. The plan that we have now will be revised as we learn more about the facility and agricultural land it is on. Leadership from Entomology and IAREC in Prosser will work together to manage the facility to maximize the research and extension that occurs there as well as the farm revenues and workshop and conference fees that will support operations.

In addition, the overall benefit to CAHNRS and the University overall will be primarily in meeting our land grant mission of meeting the needs of the citizens of Washington State. Agricultural diversity and prosperity in the United States and in Washington State have benefited from the research and extension specialists at WSU. The crisis facing honey bee and pollinators demands more research and extension to solve this critical agricultural and environmental challenge. Investment in this facility will allow WSU to recruit additional researchers to work on this important problem and federal and state funding beyond the capacity we are at currently. We are primarily limited in our ability to address these problems at this time by our facilities and our ability to expand.

Appendix 1. Examples of Research, Extension, & Education Activities that will be able to be done at the facility

- Commercial Scale Honey Bee Research
 - Cold storage of hives to promote honey bee health
 - Controlled atmosphere experiments on hive storage to reduce Varroa mite pests without harming honey bees
- Expansion of the Honey Bee Breeding Program
 - Increased numbers of honey bee queens produced through genetic improvement using semen collected from around the world
 - Increased sales of WSU breeding program bees (queens) to commercial beekeepers to improve genetic stocks nationwide to increase honey bee health through breeding
- Expand native pollinator and non-honey bee pollinator research capacity
 - Station graduate student and postdoctoral students working on these species at this location
- Increased Research & Extension Capacity
 - Host workshops and short courses by WSU faculty and extension
 - Host beekeepers such as the Washington State Beekeepers Association meetings
 - Host workshops and conferences by state commodity commission and agricultural boards (for example the Washington Potato Commission, the Washington State Commission on Pesticide Registration)
 - Provide access to a living laboratory of honey bee and pollinator research
- Increased Teaching Capacity
 - Host FFA, 4H, and Master Gardeners
 - Host Master Beekeepers
 - Invite K-12 teachers to participate in educational trainings targeted at school age children to inform them about honey bees and pollinators
 - Teach Entom 361 Honey Bee Biology and Entom 343 General Entomology from this location

Appendix E: Financial Analysis - Purchase of Real Property located in Othello, WA

Funding Overview

Purchase Price	2,500,000
Cash in Hand - CAHNRS	1,905,000
Temporary Funding Bridge - CAHNRS	595,000
College Level Resources	
Funding Available	2,500,000
<hr/>	
Difference	-

Temporary Funding Bridge - CAHNRS College Level Reserves

The temporary funding bridge of approximately \$595,000 will be provided from CAHNRS college level resources. It is expected that existing pledges to be received by FY2022 will be used to repay the CAHNRS college level resources.

	FY2019	FY2020	FY2021	FY2022	Total Available Pledges
Pledges Receivable	25,000	135,000	55,000	1,000,000	1,215,000

ACTION ITEM #4
Honorary Doctoral Degree
(Kirk H. Schulz)

June 7, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Honorary Doctoral Degree Recommendation

PROPOSED: That, on the recommendation of the Honorary Doctoral Degree Committee and the Faculty Senate Steering Committee, the Board of Regents select and approve the award of an Honorary Doctorate Degree from Washington State University to Candidate "A" and Candidate "B".

SUBMITTED BY: Kirk H. Schulz, President

SUPPORTING INFORMATION: The criteria for awarding honorary doctoral degrees states:

Honorary degrees recognize those who have made profound and enduring contributions to scholarship, culture, and an improved quality of life to society at large. Achievements of national and international significance deserve priority consideration. Nominees must be persons of great integrity, as the choices reflect values of the university.

Additionally:

- Honorary degrees cannot "be conferred in consideration of the payment of money or the giving of property of whatsoever kind." [RCW 28B.30.150 (15)].
- Nominee must not have a degree from Washington State University. [RCW 28B.30.150 (15)]
- Nominations must be in alignment with statutory criteria. [RCW 28B.30.150(15)]

Recent honorees include:

- 2018: R. James Cook, former Chief Scientist, United States Department of Agriculture and WSU Professor Emeritus, Plant Pathology and Crop and Soil Sciences
- 2016: Elson S. Floyd, former President of Washington State University
- 2014: Jordan D. Schnitzer, President, Harsch Investment Properties and President, Jordan Schnitzer Family Foundation
- 2007: Johnnetta Cole, former WSU faculty member and administrator, President Emerita, Spelman College (Atlanta) and Bennett College (North Carolina)
- 2005: Clarence A. Ryan Jr., emeritus professor and plant biochemistry researcher, WSU Institute of Biological Chemistry; first WSU professor in National Academy of Sciences

A full list of past honorees can be found at:
<https://president.wsu.edu/honorary-doctoral-granted/>.

WASHINGTON STATE UNIVERSITY FOUNDATION

September 20, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: WSU Foundation Regents Report

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

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

Since November 2017, WSU Advancement has engaged in era of extraordinary change to prepare our professional staff, systems, structure, and processes to realize sustainable philanthropic growth to expand opportunities for WSU and the people, communities and industries it serves. Throughout this era of change, WSU's Advancement team has remained focused, which is reflected in the early trajectory and assessment of our three-year philanthropic results. Maintaining a talented and focused professional advancement team through strategic restructure, training, mentoring and coaching is the division's top priority as the planning process for the next campaign is underway.

Based on a philanthropic capacity analysis, WSU Advancement has established several objectives to achieve during the next ten years, including:

- Working goal of \$2 billion
- Triple total philanthropic activity realized annually
- Triple gifts and private grants realized annually
- Double the total endowment value

FY2019 Year-End Philanthropic Results

	FY2017 6/30/2017	FY2018 6/30/2018	FY2019 6/30/2019	% Change 2017 to 2019
Total Gifts	\$51,388,500	\$59,222,523	\$59,982,753	+ 16.7%
New Pledges	\$11,354,000	\$10,683,329	\$16,543,653	+ 45.7%
Revocable Commitments	\$16,000,800	\$33,865,382	\$22,642,044	+ 34.7%
Other Contributions	\$11,853,000	\$15,126,341	\$7,231,468	- 38.9%
Private Grants	\$31,222,770	\$26,226,772	\$39,463,787	+ 26.3%
Total Commitments	\$122,686,000	\$145,124,346	\$145,863,705	+ 18.8%
Highest Raising Year	9	4	3	
Highest Raising Year Outside of Campaign	4	2	1	
Endowment Value (<i>in millions as of June 30, 2019</i>)	\$470	\$502	\$515	+ 9%
Endowment Distribution (<i>in millions</i>)	\$16.3	\$17.5	\$18.6	+13.9%
Rank - % of Alumni who are members – Top Publics		5	4	
Rank - WSUAA Member Retention Rate – Top Publics		2	2	

September 18, 2019

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

Examples of faculty participation in academic/industrial partnerships

Microsoft

Microsoft visited campus in March, where we held an academic innovations workshop. MS noted that from an industrial perspective, universities such as WSU were not nimble enough to meet employer demand (too many students leaving higher ed; too slow to educate high demand areas, too slow to innovate). From this meeting, we developed the stackable certificate idea.

In summary, partnering with industry leaders to develop and deliver stackable certificates that translate to workplace competencies would position WSU to meet the needs of a new population of students. It is envisioned that technologies such as blockchain could be used in conjunction with a front-facing portfolio to house degrees, certificates, and badges (similar to LinkedIn). Not only would this help students when applying for jobs, but it would also provide a way to establish lifelong contacts with our alumni. Finally, stackable certificates would address workplace transitions/job retraining that will become more significant as lifespan and retirement age increases. Stackable certificates will be the focus of a MS-hosted *idea-a-thon* that will be scheduled later in the fall term.

IBM

Our first meeting focused on IBMs “Garage” (<https://www.ibm.com/garage>), a rapid prototyping facility that implements AI solutions that address real-world problems. The Garage team has partnered with other universities to modernize everything from resource management/scheduling to student success to IBM Watson AI-powered Sentiment Analysis for predicting at-risk behaviors before entering university. We will be hosting an all-day workshop designed to highlight one student success project that will advance to the Garage rapid prototype stage.

Adobe

This fall semester, 350 WSU freshmen students will take part in an **Adobe Creative Jam LIVE** as part of their First-Year Success Seminar (UNIV 104). Professor Chris Cooney leads WSU’s Creative Jam, which engages students in interdisciplinary problem-solving using digital tools, through a real-time design tournament in which they receive feedback from industry professionals. The UNIV 104 experience will be the third Creative Jam at WSU and the first in-curriculum Jam, after successful open tournaments in spring 2018 (28 students, eight majors) and spring 2019 (104 students, 20 majors). Multi-institution open Jams for more advanced students are scheduled for Sept. 27-30 (co-sponsored by IBM) and Oct. 28-31 (co-sponsored by Disney), in which industry professionals will serve as judges and will be seeking to recruit and hire students from high-performing teams.

System-wide student messaging/syllabus project.

Faculty senate undertook this system-wide project in partnership with Student Affairs, Office of the Provost, Information Technology, Office of Assessment of Teaching and Learning, and Academic Outreach and Innovation. Project milestones include:

- The Cougar Health Services student crisis resource page is now linked both on the faculty senate website and was recently added as a “tile” in My.WSU. Cougar Health is also building a similar web resource with a student voice that will be promoted to WSU Mobile. Both of these efforts are designed to make campus-specific mental health resources easy to find.
- Working with Vice Provost for Undergraduate Education, this committee identified required/recommended syllabus elements and drafted syllabus guidance. These have been added to [a new staging website \(https://stage.web.wsu.edu/syllabus/\)](https://stage.web.wsu.edu/syllabus/) that is waiting to be promoted to a systems site at syllabus.wsu.edu. We will continue to build this site with the goal of:
 - Providing campus-specific guidance to faculty writing syllabi
 - Be a front-facing repository of example course syllabi
 - Guiding faculty in using “warm,” inviting syllabus language
 - Guiding faculty in constructing student learning outcomes (SLOs) and associated early and frequent assessments of those SLOs that can eventually tie into an early academic warning tool to help identify students at risk of failure.

Working with Enterprise Systems, we are also developing a syllabus tool within My.WSU that will work in concert with the above project.

The student messaging/syllabus project is designed to facilitate both academic, access, and crisis messaging communication with students as well as provide tools to identify academically at-risk students early in the term. Early identification allows us to direct critical resources to those students who need it the most.

Faculty Manual Project

Over the years, the faculty manual has not been cohesively updated. For example, when defining the roles, responsibilities, and rights of non-tenure track faculty, a new section (Section V) was added rather than editing the existing faculty descriptions contained in Sections I – IV. This introduced confusion, so over the summer and with some funding from the president’s office, senate completely reorganized the manual. For example, Section V was removed with its content being added to appropriate parts of preexisting sections. With this change, we have a comprehensive faculty definition as well as coordinated pathways to promotion. This edited version of the faculty manual has gone to Faculty Affairs Committee for review with a request to move through senate quickly during fall 2019. It is not anticipated that this will be an issue as there are no policy changes. Once approved, the Faculty Manual will migrate to WSU’s Policy site with a modern web interface.

The next and more challenging part of this project will involve policy updates, and, to this end, we are working with several units (provost’s office, AGO, the Ombudsman, and others) to draft updated policy recommendations. Some of these are simple and include revisions to [faculty authored materials and royalties](#) (to bring into compliance with the Washington State Ethics Board), and some

are complex (annual reviews, Promotion & Tenure). We hope to work with the incoming Vice Provost for Faculty Development and Affairs in crafting these policies. This will provide an important opportunity to continue to refine the language surrounding faculty tracks and appointments while promoting a culture of respect and trust.

Campus and Community Health Task Force

CCHTF (<https://facsen.wsu.edu/campus-and-community-health-task-force/>) has been active for two semesters and represents a partnership between faculty senate, the president's office, student affairs, and the community. Currently CCHTF is focusing on the Pullman community but this model is envisioned to be applicable to all campuses. The CCHTF is co-chaired by Kasee Hildenbrand, (Associate Professor of Athletic Training/Athletic Training Program Director) and Tammy Barry (Professor of Psychology/Director of Clinical Training).

AY 2019/2020 CCHTF goals include:

1. Develop mental-wellness goals across each year of the student experience. These goals would be focused on prevention and be tied to outcome measures designed to assess if students have been provided developmentally relevant tools and experiences.
 - a. The first step will be to complete an inventory of current programming at WSU that covers mental wellness. This would allow mapping of existing resources. For example, several existing courses have elements of wellness in their curricula. These could be formalized as "wellness" competencies and incorporated as a University Core (UCORE) component. Missing resources could be added to the curriculum.
2. Recruit and retain care providers by
 - a. allowing part time WSU contracts to enable part time private practice (80:20),
 - b. partnering with the community to subsidized private practice office space and administrative/billing/insurance support, and
 - c. bring provider wages to a competitive level based on peer institutions
3. Create data inventory of prior internal and external survey responses (WSU, Whitman County, and other agencies) in order to determine existing community resources and how community members view "wellness."
 - a. Use as basis to construct an updated needs assessment to be developed in fall 2019 and deployed in spring 2020.

September 11, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: ASWSU Report

SUBMITTED BY: Quinton Berkompas, President

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

Cougar Leadership Retreat:

Each year, ASWSU hosts a retreat dedicated to building leadership skills and developing connections among student leaders. In recent years, the retreat has been hosted on the Pullman campus, but this year we elevated the retreat by traveling to Post Falls, Idaho for the weekend. The theme of this year's retreat was "Level Up" with the objective of enhancing leadership skills, bridging the divide between organizations, as well as bridging the divide between organizations and their constituents. Our Dean of Students, Jill Creighton, was the keynote speaker who shared how to create an inclusive atmosphere and unify students for the upcoming year. We were thrilled to see students branch out and form relationships that will allow them to enhance their student experience and elevate their student organizations. The decision to expand the Cougar Leadership Retreat was a resounding success and we are excited to see how the next administration can further advance the annual event.

Service and Activities Fee Waivers Reform:

The S&A account is managed by a committee comprised of a majority of students that set the fee and allocate funds. In FY2019 projections, \$1,081,338 in S&A fees were waived as part of financial aid packages awarded to students. The fee waivers would have comprised approximately 10% of the entire S&A budget. Student leaders and the S&A Committee were unaware of the extent to which members of the administration were waiving funds earmarked for student services. Therefore, students had no input in the distribution of S&A fee waivers. Decisions being made without students to waive fees earmarked for an account managed by students creates a transparency problem and threatens the fiscal health of S&A. We are working with administration to change the process so that the S&A committee will decide spending levels for waivers, the same way the committee allocates funding for student services.

Coalition Against Sexual Assault (CASA):

One of the top initiatives of ASWSU is forming the Coalition Against Sexual Assault (CASA). The organization will focus on sexual assault prevention and promoting resources for sexual violence survivors. There are several reliable and credible resources for survivors to access, yet each resource has different benefits and processes. One priority of CASA will be to educate students on the nuanced differences each resource offers. If they or a friend ever need to utilize a resource, they will better understand what resource is best for their situation and how to access it. We are in the process of creating a comprehensive training and informational booklet. We will begin broad recruitment for students interested in being leaders in this organization in hopes of creating a sustainable and effective organization for years to come. We are currently meeting with stakeholders as well as administrators to prepare and plan how best to implement this program.

Pullman City Council Student Position:

Undergraduate and graduate students comprise a significant portion of the Pullman population. We have talked with the Chamber of Commerce and members of the City Council to advocate for creating a new 2-

year term city council seat that must be filled by an undergraduate or graduate student enrolled at WSU.

We see this as an excellent next step in growing our exceptional town-gown relationship.

“Bridging the Divide”:

A major theme of the ASWSU election campaign was to “Bridge the Divide”. In previous years, ASWSU has been viewed as professional, but pretentious and perceived as hard working, but isolated. We are setting out to change the culture of student government on campus. Our communications plan emphasizes connecting with the students not naturally inclined to focus on ASWSU. This includes paid social media advertising and extensive in person outreach to student groups. We are adopting an environment that encourages others to interact with more students regardless of location. We are those people that “talk to you in the elevator.” The point being most students interact with ASWSU on a limited basis and we want to ensure their interactions are personable and friendly. Our office hours will be conducted in dining halls, residence halls and common areas. Overall, we are building a culture that encourages the average student to feel comfortable to approach student leaders and share their concerns or ideas.

Campus Lighting:

Promoting student safety and creating a sense of security on and around campus is paramount to our responsibly to represent students. We are working with community members, student organizations and the administration to identify areas around campus and heavily trafficked Pullman locations that would benefit from increased lighting. We are scheduling walking tours to identify areas that require significant improvement.

ASWSU & Athletics:

ASWSU is prioritizing the relationship between ASWSU and Athletics. Athletics provides ASWSU with club level season tickets that we will use to promote our relationship and illustrate the importance of collegiate sports on the Cougar student experience. Tickets for the Northern Colorado game were given away over Instagram to three students to “Go to the game with President Quinton Berkompas.” A future game will have a similar giveaway with Vice President Jhordin Prescott. We meet regularly with administrators in the athletics department to discuss our initiatives and ways we can collaborate.

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

September 20, 2019

TO: ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: GPSA Board of Regents Report

SUBMITTED BY: Ralph Chikhany

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

PDI Update: The Professional Development Initiative (PDI) continues to be a successful program as it enters its fourth official year. This tremendous partnership between GPSA, the Graduate School, and the President's Office, truly provides the opportunity for graduate and professional students; postdoctoral students, faculty, and staff to "hone in" on their "soft" skills to become a better person, student, researcher, instructor, and administrator. This year, PDI will facilitate over 36 events and expects to serve over 1,000 WSU community members, similarly to last year. GPSA and the Graduate School have developed a PDI matrix that will guide students and recommend events to them that they should attend based on where they are at in their academic careers.

Dissertation Grants: Following the success of our travel and registration grants, GPSA is working on a new application for students seeking funding to support their dissertation projects. The funds could be used to buy equipment, compensate participants in studies, travel for data collection purposes, or in any other aspect that is necessary for the research. Our chair of awards and scholarships Yini Chen will finalize the process with her committee by the end of the month, and graduate students will be able to apply starting in October.

Support for LGBTQIA+ students: To foster a deeper connection between GPSA and its constituents, GPSA will be sponsoring more events and workshops with groups on campus and with the community off campus. In particular, we will focus on support for our LGBTQIA+ students. Last year, we sponsored the drag show that happened over Mom's weekend as well as the trans day of visibility workshop lead by J Mase III in March. This year, we aim to pursue similar endeavors by being more involved in said events, and in supporting the Graduate Pride Alliance at WSU (GPAWS) as they became one of seven affiliate Registered Student Associations with the GPSA. In addition, our president Ralph Chikhany is serving on the Gender Inclusive & Trans* Support Work Group that is being supervised by Dr. Jaime Nolan, the associate vice president for Community, Equity, and Inclusive Excellence.

GPSA Chat & Chew with President Schulz: In efforts to better connect graduate and professional students to GPSA and WSU administration, GPSA is hosting the second "Chat & Chew" series. The series is designed to be a casual and low-risk way for graduate and professional students to interact with WSU administrators. GPSA wants to ensure that our constituents' voices are amplified, and we felt that this would be a great way to do so. For our second annual attend, we are inviting President Schulz again to dine and chat with us. As this event carries forward with future GPSA administrations, we hope to invite various WSU administrators to get various perspectives about campus life. Last year's event was well received, and we hope to continue the positive relationships between the president and our association.

September 20, 2019

TO: ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Administrative Professional Advisory Council Report

SUBMITTED BY: Stephanie Rink, Chair

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

1. APAC started the year with a new executive team; Stephanie Rink, Chair; Sue Gilchrist, Vice Chair; and Karen Garrett, Treasurer. The year began with an all-day retreat led by the Chair. The theme for this year's retreat was *Building Effective Teams*. The retreat was heavily focused on teamsmanship and how we can build an effective team in APAC and how we address conflicts within our teams. President Schulz spoke on building his teams here at WSU and foundations that he relies on. Following President Schulz was Tom Tripp, Senior Associate Dean for Academic Affairs at the Carson College of Business discussing the 12 Steps to Teams; how we create teams, how we destroy teams, and how we work past conflicts in teams. This allowed better use of our committee's times by understanding some basics of teams and conflict resolution.
2. APAC continues to work closely with the Northwest Coalition of Professional Staff, APAC treasurer Karen Garrett is this years NCPS Chair. NCPS held their annual conference July 17-19 with 77 total attendees across 7 universities from Idaho and Washington, 32 attendees from WSU.
3. APAC continues to have a voice on several university committees and councils including the Fiscal Health Advisory Committee, the Strategic Planning and Institutional Effectiveness Council, The Commission on the Status of Women, are a few.
4. APAC continues to work on the Professional Development Initiative. Our professional development committee is working diligently on our monthly professional development seminars bringing in WSU staff and/or faculty to offer these seminars and have been reviewing our constituent's survey responses to host speakers outside of WSU. The fall 2019 speaker is currently being discussed but we are looking at Kevin Parker, former Washington State Representative, to discuss Servant Leadership.
5. APAC will host AP Forums on each campus this year accompanied by APAC's Executive Leadership and President Schulz. The first forum was held on WSU Everett campus on September 4th followed by WSU Spokane on September 13th. WSU Tri-Cities forum is scheduled on October 1st and the WSU Pullman forum will be scheduled. These forums are intended as a way for APAC to openly communicate with our constituents on issues related to APs and for President Schulz to communicate on Presidential initiatives.
6. APAC continues monthly council meetings where all APs are encouraged to attend, and VPs and upper administration are asked to present on initiatives and updates throughout the year. APAC Executive Leadership will continue to meet with President Schulz monthly.

September 20, 2019

TO: ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: WSU Alumni Association Progress Report

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

The WSU Alumni Association continues to be ranked among the top alumni associations in the country for membership recruitment and retention. The Association also excels in alumni engagement and hosts an array of events across the country. During the 2018-19 school year, a record-setting 39,674 alumni and friends of WSU gathered at the 966 activities registered in the WSUAA's event management system. The Alumni Association has another blockbuster slate of events planned for 2019-20.

Fall Events Abound

Cougar VI, the sixth wine in the Cougar Collectors' Series, was released on August 17 in Walla Walla with 200 Cougs attending the Release Party. A bottle of Cougar VI was also included in the fall shipment to all 602 active Wine-By-Cougars members around the country. Cougar VI is a Cabernet Sauvignon from the dedicated Cougs at Canoe Ridge Vineyards (who will host a *Feast* dinner on November 22). The Wine-By-Cougars Wine Club is the official wine club for Cougs and an exclusive benefit for WSUAA members.

On August 30, *The Feast* dinner series officially kicked off its fall season. On most Friday nights before a home football game, the WSUAA plans an exquisite four-course dinner featuring WSU-sourced fare prepared by talented Carson College of Business Hospitality Business Management students with exceptional wines from a Wine-By-Cougars winery. For 12 consecutive years, each *Feast* dinner has sold out. In late May this year, three *Feasts* sold out within two hours. The remaining evenings were completely booked within the following few days. The 2019 *Feast* series includes: August 30 with Wit Cellars, September 6 with Woodward Canyon Winery, October 18 with Cinder Wines, November 15 with Col Solare and Chateau Ste. Michelle, and November 22 with Canoe Ridge Vineyards.

This football season, the WSUAA is coordinating four PreGame events in cooperation with the Cougar Athletic Fund. The 2019 schedule included September 13 at Houston, and still-to-come September 28 at Utah, October 12 at Arizona State University, and November 9 at Cal. WSUAA and CAF members receive discounted admission to each PreGame event.

The WSUAA also recently hosted the Fall Welcome Reception with the WSU Foundation, an evening dedicated to kicking off the new school year with President and First Lady Schulz. This festive reception is held for Pullman-area WSUAA Members, President's Associates, Legacy Associates, and community leaders. Another upcoming event is the popular Colleagues & Cabernet reception for faculty and staff who are WSUAA members on October 29. The event is a thank-you for their dedication to WSU and the WSUAA and a way to continue to build a sense of community on the Pullman campus.

The Road to 40,000

During Homecoming last year, the WSUAA formally launched the 40by20 campaign to achieve 40,000 members by the end of 2020. Since then, membership has grown from 32,617 to 36,095. WSUAA continues to be one of the nation's fastest growing alumni associations with a 10.7% increase in less than a year.

ACTION ITEM #1

Establish a Program in Human Biology and Bachelor of Arts in Human Biology (Mitzi M. Montoya)

September 20, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Establishment of a Program in Human Biology and Bachelor of Arts in Human Biology

PROPOSED: That the Board of Regents establish a Program in Human Biology and Bachelor of Arts in Human Biology.

SUBMITTED BY: Mitzi M. Montoya, Provost and Executive Vice President

SUPPORTING INFORMATION: The College of Arts and Sciences proposes the creation of a Program in Human Biology and Bachelor of Arts in Human Biology.

The proposed Program in Human Biology is to be administered jointly by the Department of Anthropology and the School of Biological Sciences in the College of Arts and Sciences. The Program in Human Biology will offer a Bachelor of Arts degree in Human Biology. This expressly interdisciplinary program will meld approaches and content from social and biological sciences to provide students with a vibrant, synthetic understanding of the roles of culture, the dynamics of natural and social systems, and biological attributes responsible for shaping the human being. Our aim is to prepare students to be creative, insightful, and skillful in professions that encompass especially the arenas of health sciences, environment, societal support (such as family planning, forensics, food safety, and medical ethics), and public policy that influence the welfare of humans.

The proposed Program in Human Biology will meet the missions of the University, College of Arts and Sciences, Department of Anthropology, and School of Biological Sciences by offering an innovative, interdisciplinary educational program that focuses on the biology of human life. The College of Arts and Sciences in Pullman and Vancouver enthusiastically supports the Bachelor of Arts in Human Biology.

The Program in Human Biology will offer students an opportunity to explore how human biology influences and is influenced by the environment, cultural and social structures, and economic and political policies. Our program will foster in students a holistic sense of the complexities of the human condition in all of its diversity in our changing world. The goals of the program meet the mission of the School of Biological Sciences to expand knowledge about how organisms function, interact, and evolve in a changing world and the mission of the Department of Anthropology to address the most basic questions about the nature of culture, its evolutionary history, and human variability by studying the interactions between our biological and our learned cultural heritages.

Additionally, this degree program aims to bridge a disconnect that lies between the social and biological sciences to provide students with a more direct avenue to address the biological basis of problems faced by human populations, cultures, and societies. The interdisciplinary Human Biology program aims to attract prospective students through its strong science foundation and focus on sociocultural contexts. It will assist students toward careers in health, policy, and novel career tracks in sustainability that address the problems we face from climate change, emerging diseases, and other challenges at the interface of cultures and environments.

The complete proposal for the Bachelor of Arts in Human Biology is attached. This proposal was reviewed carefully and has support from the Provost's Office. This recommendation was passed by the Faculty Senate on March 28, 2019.

MEMORANDUM

TO: Faculty Senate

FROM: Daniel J. Bernardo, Executive Vice President and Provost

SUBJECT: Create Bachelor of Arts in Human Biology

DATE: September 26, 2018

The attached proposal to create a Bachelor of Arts in Human Biology has been reviewed by the Provost's Office review committee. This proposal has been in development for quite some time and we have worked with the proposing units to narrow and sharpen the focus of the degree. The primary issue had been designing of a curriculum that was sufficiently unique to make the degree stand out from our existing degrees in the biological sciences and the cultural sciences.

The attached is the revised document. We are satisfied that the proposal is ready for Senate review.

Merrill, Angela Lori

From: Parks, Craig
Sent: Monday, September 24, 2018 2:57 PM
To: Duff, Andrew
Cc: Merrill, Angela Lori; Carter, Patrick Andrew
Subject: RE: BA in Human Bio proposal feedback

Received. Thanks, Andrew. Yes, we will move this along to the Senate.

Craig

From: Duff, Andrew
Sent: Monday, September 24, 2018 1:34 PM
To: Parks, Craig <parkscd@wsu.edu>
Cc: Merrill, Angela Lori <awight@wsu.edu>; Carter, Patrick Andrew <pacarter@wsu.edu>
Subject: RE: BA in Human Bio proposal feedback

Craig,

Here is a modestly revised Human Biology proposal, and apologies for delay in returning this to you. The file name notes revision with today's date.

What was altered:

Goods & Services: It appears that the footnotes in the spreadsheets were leftovers, so I removed them from both the Vancouver and Pullman fiscal tables, as they did not refer to any information. Since we no longer have any commitment to goods and services in Pullman, I simply removed the paragraph that referred to this, even though Vancouver has committed some funds in this area. An earlier iteration of the proposal and commitment from the College had included support in this area. For course investments, our respective units will work with the College directly as needed, as we do now to support our current degrees.

Assessment:

Kimberly Green suggested we rename the Human Biology Advisory Committee as the Human Biology Curriculum and Assessment Committee to more explicitly recognize their charge. I have done so and replaced the name of this in references to it in the assessment section (pages 7 & 8) and later in section IX.

I am hopeful these minor alterations suitably address input from your office (and ATL) such that you are willing to forward this for Faculty-Senate review. Please feel free to contact us if you have any additional questions or would like any clarifications or updates.

Thanks, Andrew

Andrew Duff, Ph.D., RPA
Professor & Chair
Department of Anthropology
Washington State University
Pullman, WA 99164-4910
Chair's office 509-335-3441
Research office 509-335-7828

From: Parks, Craig
Sent: Wednesday, September 12, 2018 4:17 PM
To: Duff, Andrew <duff@wsu.edu>
Cc: Merrill, Angela Lori <awight@wsu.edu>
Subject: RE: BA in Human Bio proposal feedback

Andrew, following up to see what you would like us to do with the Human Bio proposal.

Craig

From: Parks, Craig
Sent: Tuesday, September 4, 2018 11:01 AM
To: Duff, Andrew <duff@wsu.edu>
Cc: Merrill, Angela Lori <awight@wsu.edu>
Subject: BA in Human Bio proposal feedback

Andrew,

Our review committee has completed its editorial review of your revised proposal for a BA in Human Biology. Some of the reviewers had read previous drafts of the proposal, and they commend you and your team on your responsiveness to their suggestions.

I have just one, minor question for which I would like your response:

There's this statement at the bottom of page 22 – "To achieve improvements in learning environments, Vancouver will invest \$5,000 per year in Anthropology and Biology courses on the Vancouver campus by year 5; Pullman courses will also require investment, but there is no specific mechanism available to support this at present." Curious that an unfunded commitment is included in the proposal? This known expense doesn't appear in the budget as far as I can tell – however, there is a footnote indicated on page 26 by the 'Goods and Services' and 'Equipment Instructional' line items. I don't see any explanation for that footnote, so maybe they talk more about it there and it didn't get included in the pdf?

The Senate Budget Committee might pick up on this and require you to address it before they are willing to move the proposal forward. That committee's composition is largely unchanged from last year, and last year they did often scrutinize proposals as the level of detail above. I am comfortable sending the proposal forward as is, so I would like you to advise me on whether you want me to do so, or if you want to address the above first.

I have also attached a copy of comments about your assessment plan. Your plan is strong and the review committee likes it very much. The comments are merely things for you to think about as you go forward, ideas for fine-tuning once the degree is up and running.

Let me know your preference for handling the issue above, and we will go from there.

Craig

Craig D. Parks
Washington State University
Associate Vice Provost, French 436, ph. 509-335-5581
Past President, APA Division 49
parksd@wsu.edu

Merrill, Angela Lori

From: Parks, Craig
Sent: Tuesday, September 4, 2018 11:01 AM
To: Duff, Andrew
Cc: Merrill, Angela Lori
Subject: BA in Human Bio proposal feedback
Attachments: BA-HumanBiology_Interdisciplinary Degree Aug2018_kgreen (002).docx

Andrew,

Our review committee has completed its editorial review of your revised proposal for a BA in Human Biology. Some of the reviewers had read previous drafts of the proposal, and they commend you and your team on your responsiveness to their suggestions.

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Craig

Craig D. Parks
Washington State University
Associate Vice Provost, French 436, ph. 509-335-5581
Past President, APA Division 49
parksd@wsu.edu

Go ask Alice. I think she'll know.

Feedback on interdisciplinary degree proposal for B.A. Human Biology: assessment of student learning 8/28/18

1. Overall, the proposal for the B.A. in Human Biology is strong in relation to assessment and could provide a model for future interdisciplinary program proposals. In particular,
 - a. The assessment plan (p. 7-8) appears to be feasible given the structure of the program, including
 - clear, assessable learning outcomes, and a curriculum map
 - direct and indirect measures of student learning, including assessment at the senior-level in a capstone course & senior portfolio course
 - a faculty committee designated for conducting assessment, analyzing assessment data, and making recommendations
 - assessment archives available to faculty on both campuses
 - b. The proposal includes structural elements useful to assessment in an interdisciplinary program, specifically
 - a director with a faculty position who reports to both department leaders, with clerical support
 - a program leader in Vancouver to coordinate with the director
 - a committee of faculty members responsible for assessment, with representation from both departments and both campuses
2. A few potential adjustments could help position the HB director and faculty to succeed with some of the additional challenges found in interdisciplinary degrees and assessment, including departmental and faculty engagement / recognition as stakeholders. (These topics are not necessarily requested in the proposal form.)
 - Awareness of capstones serving the HB majors. *Instructors and advisors should be aware that Anthro and Bio capstone courses will also be serving HB majors.* Capstone instructors will need to have the HB seniors and learning outcomes in mind when they design and assess culminating student projects, and as they engage students in integrating & applying their skills for this degree. (If the new HB degree had its own prefix, the various capstone courses could be cross-listed to help with this communication.)
 - Faculty committee for HB Curriculum and Assessment. To clearly communicate faculty oversight of the curriculum and the responsibility of the faculty committee for using assessment results to make changes related to curriculum, the HB committee could be designated as the "Human Biology Curriculum & Assessment Committee," rather than as an "advisory committee," which may suggest a more limited role. Additionally, the two departmental curriculum committees could each consider having a member designated to represent the HB curriculum, or could implement another approach that fits these departments and helps keep the HB curriculum in the mix of committee considerations.
 - Explicit leadership support. Since faculty and committee members will not report to the HB director, the SBS director of SBS and the Anthro chair will be responsible for ensuring that their faculty participate in assessment and use results to make changes to their courses, and for recognizing faculty participation in annual review. Without such leadership support and recognition, engaging faculty can become, understandably, a bottleneck to assessing and improving interdisciplinary programs.

MEMORANDUM

DATE: July 28, 2018
TO: Daniel Bernardo, Provost and Executive Vice President
Mel Netzhammer, Chancellor, WSU-Vancouver
Jeannette Mageo, Chair, Faculty Senate
FROM: Andrew Duff, Chair, Department of Anthropology
Patrick Carter, Director, School of Biological Sciences
Andrew Duff
Patrick A. Carter
Cc: Matthew Jockers, Dean, College of Arts and Sciences
Amy Wharton, Director, College of Arts and Sciences, WSU-Vancouver
SUBJECT: Submission of revised proposal for a new degree in Human Biology

We are pleased to submit our revised proposal for a new Human Biology degree, which pending approval would be offered on both the Pullman and Vancouver campuses beginning in Fall 2019. This cover letter begins with a brief review of the initial submissions of this degree proposal. We then summarize the feedback we received and how the revised Human Biology degree proposal addresses comments and concerns raised during the earlier consideration of the degree proposal.

History

Completed Notice of Intent forms for the Human Biology degree were submitted to the Dean of the College of Arts and Sciences, the Chancellor of the Vancouver Campus, and to the WSU Provost's office on October 31, 2012. We received approval to proceed from the Provost's office. The complete proposal was submitted through the Dean of the College of Arts and Sciences for formal consideration on January 25, 2013, with copies delivered to Provost's Office, to the Faculty Senate, and to the Chancellor's office in Vancouver. We received feedback on the original proposal from the following sources: the Catalog Subcommittee, Academic Affairs Committee, Faculty Senate; from Vancouver, we received feedback from the Office of Academic Affairs, the Vice Chancellor for Finance and Operations, and from the Director of the Library; and from the Provost's office, we received on October 1, 2013, a request from Vice Provost Jane Sherman to provide Provost Bernardo with information on how the BA in Human Biology would be consistent with, or might help move toward, recommendations made by a committee appointed by former Provost Bayly (see his memo of March 8, 2013, to Kim Kidwell, Bill Davis, Mano Manoranjan, and Bob Olsen) to provide a vision for delivering biology-related majors to undergraduates at WSU.

School of Biological Sciences Director Larry Hufford, Department of Anthropology Chair Andrew Duff, and faculty from both Anthropology and the School of Biological Sciences continued to refine and revise the proposal based on the feedback received. We resubmitted a revised proposal in October 2015, including a request to have the Human Biology degree approved for Fall 2016 on both the Pullman and Vancouver campuses. We received several comments on this proposal from the Provost's office review, but the proposal was not forwarded to the Faculty Senate. The next section contains the comments we received from the last review, as well as our responses to these. The proposal has been significantly modified from its October 2015 format, and was modified along the lines suggested in review. In short, the previous proposal had three degree tracks, and concerns were raised about two of these—with the Provost's office recommending that we instead proceed with just one of the degree tracks; the attached proposal includes a single degree option.

Feedback on BA Human Biology proposal as submitted October 2015
Comments received from resubmission of Human Biology proposal to Provost's Office 10/1/15 in black. Responses to feedback in red.

Recommendation from Provost's Office:

- Advance BA in Human Biology, Biology and Culture option only at this time. The proposal as currently constituted would not be successful in the Senate.
The resubmission contains only the single degree track originally titled "Biology and Culture" option. Since there is only one track associated with the degree, it is simply the Human Biology degree track. What were the second and third degree tracks have been dropped.
- The Provost's Office stands ready to assist in facilitating wider conversations about the future of the General Studies-sciences degree in relation to Options 2 and 3. Feedback made clear that there is strong support for certain aspects of the GenSts degree and that stakeholders want to make sure that those aspects are preserved in a new degree.
As we have removed options 2 and 3, the current resubmission does not contain options considered in competition with the General Studies-Science degree.
- If advancing the one track only at this time is acceptable, the Provost's Office will assist in editing the proposal for faster submission to the Senate.
We look forward to the assistance of the Provost's office in seeing prompt submission of our proposal to the Faculty-Senate for review.

Budget Questions:

Questions on the 'people costs' in the Pullman budget (Table 12 pages 36-38):

1. The memo of endorsement from the Dean (page 4 of the packet) indicates support for 2 new faculty positions, however the budget shows a total of four new faculty, two in each discipline (Anthro & SBS)
 - a. The Associate / Professor new hires (SBS & Anthro) in Year 2 do not include any costs for Year 2?
 - b. The SBS Assistant Professor new hire in Year 3 shows costs in all three columns, including Year 1 and Year 2--?

The current proposal contains no commitment for future hires linked to the degree. The positions in the original submission, completed when the College was in a better fiscal state, included a College commitment to two hires, each of which were envisioned as joint-hires who would be appointed in both Anthropology and the School of Biological Sciences (hence costs were split across both units).

2. The Dean's memo also commits funds for an academic advisor. It wasn't apparent that this new position was included in the budget.

Included in finance tables (Table 8) under Classified Staff listings and in Table 7 listing support staff associated with the degree. The College of Arts and Sciences has committed to supporting advising for the Human Biology degree on both campuses.

3. This degree does not appear to have any budget beyond salaries. Does that mean this degree program cannot have any other expenses, e.g.,

- Costs associated with assessment, such as a measure or a training, etc., or faculty professional development, or other costs
- Can the program have an annual or bi-annual faculty retreat to discuss curriculum, assessment, etc?
- Can the director travel to Vancouver, which anticipates growth in this degree?

Include sources of operating support in budget.

Both the Vancouver and Pullman budgets commit resources for "travel," and degree support and administration, including a degree program director. These are designed to facilitate regular face-to-face meetings and active collaboration between Human Biology faculty across the campuses for regular meetings about assessment, curriculum, scheduling, and other topics, as well as to directly support additional needs linked to the degree. An initial, modest commitment by CAS (in Pullman) can be supplemented in the first three years "If growth of the degree program warrants additional funding." Additionally, the budgets for both Pullman and Vancouver include listings for support personnel ranging from academic coordinator to office assistance. Please refer to Table 7 for support staff listings by title, and Tables 8 and 9 for campus-specific budgets that include these positions.

Summary of general comments:

- Reviewers perceived that the new degree duplicates the existing General Studies degree, which is viewed as a successful degree needed for various student groups.

We believe that following the Provost's Office recommendation to limit this to the single degree-track eliminates any duplication.

- Rigor of the health tracks compared to BS GenSts or BMS not persuasive to internal audiences, e.g.:

Why is this a Bachelor of Arts degree? A BA with a "robust science curriculum," which the Professional option advertises and the Health Science option has, seems contradictory. I would think we would want our majors who intend to go into a health professional degree program to apply with a BS.

The BA is not a more rigorous program than the general studies BS and students currently take a program in the General Studies degree that is specifically designed to meet their interests and needs.

The “health-track” options were removed from the proposal for the Human Biology degree, though the choice afforded students in the Human Biology degree also permits students to have a student-designed degree within the parameters defined by degree course options.

- Less efficient off-ramp for some majors than current General Studies degree—will take an additional semester or more to graduate.

The revised Human Biology coursework is designed as a stand-alone degree for those interested in its content and training, while those seeking an “off-ramp” continue to have the General Studies degree as an option.

- Curriculum offers too many choices. The impact is that that no two degrees are exactly alike as each student makes individual choices from the long lists of alternatives. The number of possible combinations would be very large, calling into question the coherence promised by giving it a name “human biology.” Recommend they put stricter limits on what they want students to take. Otherwise it is in fact general studies.

In revision, eliminating two of the tracks reduces this concern considerably. Additionally, we have significantly reduced the course options in the current degree “track” in response to this concern, though enough remain to preserve the element of student choice.

- Significant concern that General Studies degrees are being phased out, and that approval of the BA degree implies approval of such a move.

The revised Human Biology degree including only one track serves as a valuable degree choice for those it is designed to serve and who find it of interest. Its approval is unrelated to General Studies degrees.

- Process issue: no consultation with impacted departments in CAHNRS and Vet Med. Some courses outside CAS will be highly impacted by growth of this degree; budgetary needs in other areas should be addressed.

As revised, the current Human Biology degree with its single track primarily features courses from units within the College of Arts and Sciences, and especially within Anthropology and Biology—the two units administering the degree, with limited impact to courses outside of the College.

Human Biology Major, Professional Option

This option was removed from the proposal for the Human Biology degree

Reviewer comment:

“This degree is not that different from the General Studies – biological sciences degree. They have added core Anth courses which otherwise do not exist in the General Studies degree as a requirement, and they have appropriately added statistics. There are

some additional requirements (psych courses and an additional semester of physics). Otherwise, they have a long list of courses that students can choose from in various categories. The rationale for the long list of courses and the various categories is not really apparent. Choose 12 credits from a list of 30+ courses (Professional option) vs choose from approved biological science courses (General Studies degree) seems to be a very small difference from what already exists.

Notably, in the long list of course choices in the professional option, they no longer allow biological science courses from CAHNRS (which were allowed in the General Studies degree), and they have limited the choice of MBioS and neuroscience courses to the absolute minimum (not limited in the General Studies degree). Why are biology course like general ecology and principles of animal development approved courses but CAHNRS courses like animal growth and development and physiology of reproduction? The long list of course choices is also deceiving. If you select Soc 342, you must first take Soc 101, which surprisingly is not on the list.”

We did however remove courses from outside of Anthropology and Biology that had pre-requisites from the suite of options unless those prerequisites were also part of the degree.

Professional Option and Health Sciences Option:

This option was removed from the proposal for the Human Biology degree

Reviewer comments:

“These two options are specifically targeted to students interested in the health care professions. There is no best major for students entering most health care professions, and implying otherwise with degree options is a disservice to the students. Even more important, because students do not fully understand their choices, students think the university is directing them to the “best choices” and for many reason that choice may be very wrong for them. What this all means is that degree options like this “professional” and “pre-health” degree option are often more detrimental than helpful to student success. Students are set up to believe they should choose a major. The choice they feel directed to may result in low GPAs or a collection of classes that are not what they need for their goals. This can prevent students from becoming competitive candidates for the professional programs they seek.”

Specific comments from Animal Sciences faculty:

- The core curriculum requirements, and even the option requirements, are somewhat soft on science and may not prepare students for vet school as well as other majors. Even within the Professional option, courses like biochemistry, cell biology and immunology are listed as options among MANY others.
- We noted that AS has only one course listed in any of the options, while MBIOS has many. We also have several courses that would be of interested to Human Biology majors (AS285, AS314, AS350/351, AS440, AS488, AS485), especially those students who may get turned on to vet school as sophomores and juniors.

Assessment

Strengths:

The assessment plan (p. 9-10) appears to be feasible given the structure of the program, specifically including

- clear, assessable learning outcomes

- a plan and faculty designated for conducting assessment and analyzing assessment data
- provision for assessment archives available to faculty on both campuses

We concur (appears on pages 7-8 of revised proposal).

The proposal includes structural elements (p. 30) useful in facilitating assessment in an interdisciplinary program, specifically

- a director with a faculty position who reports to both department leaders
- a program leader in Vancouver to coordinate with the director
- a committee of faculty members responsible for assessment, with representation from both departments and both campuses
- clerical support

We agree and note that this reviewer point recognizes the cross-campus strengths, and the inclusion of budget items to implement the degree, its assessment, and its success (appears on pages 18-19 of revised proposal).

Weaknesses:

The proposed senior portfolio course seems to stop short of synthesis of learning in this major (cf. accreditation requirements for “a coherent design with appropriate depth, breadth, sequencing of courses, and synthesis of learning”). While self-assessment in the portfolio can be an important reflective, indirect measure, it appears not to be a synthesis of learning and demonstrated mastery; papers from a variety of courses that are not focused on this unique major are unlikely to show mastery at a capstone level of mastery unless the syllabi in those courses are adjusted so that HB majors do a different assignment in recognition of their different major and faculty are teaching in a way that asks for synthesis and senior-level mastery. Given the complexity of the curriculum and the many options, this is difficult to envision.

We have revised the assessment plan, and it no longer includes having the senior portfolio with work potentially derived from several different courses. The plan still includes a component of self-assessment by majors of their capabilities on specific learning outcomes gathered through an electronic exit-interview, but work demonstrating mastery will be directly assessed from Human Biology majors’ work in their Capstone requirement courses, with assessed materials submitted directly to the Human Biology assessment committee.

Implementation issues:

- How can a major not have any courses of its own?
The new interdisciplinary degree will not have even one class it controls as a degree-specific course. At some point, does a degree need at least one or two classes, one near entry or midpoint, and one near exit/capstone? How are students making sense of this curriculum? Does a degree need a class with its designation and faculty who identify with that degree? Where is faculty ownership?

The degree, jointly supervised by the Department Anthropology and School of Biological Sciences, has several required courses controlled by its faculty, and a number of modules where the bulk of the options originate from these two units, if not from them exclusively. We also anticipate that a large number of the degree majors will also take courses from each unit across the progression of the degree, in the electives segment for example (where 25 of the 34 options are from

Anthropology or Biology), in addition to their capstone course. Students will make sense of the curriculum through their advisor and faculty mentor, with their mentors drawn from the faculty of the two supervisory units, aligned with the stated interests and emphasis of the degree-seeking students.

- How can an interdisciplinary program make adjustments to courses in its curriculum, when it does not control the courses for the degree?

Although there is an interesting plan for using direct measures of student competence in Anthropology and Biology lower-division core courses, it is unclear how adjustments to the courses can happen, given that the courses are owned by three different departments with separate curriculum and assessment committees. What is the working arrangement for altering courses that serve multiple degrees?

The degree is overseen jointly by the Department of Anthropology and the School of Biological Sciences, with a well-defined structure for management and regular assessment of the degree, and with the bulk of the courses offered coming from these two units—including six of the nine requirements and all of the degree Capstones. Additionally, the degree requires that Human Biology majors take a minimum of 20 credits from each Anthropology and Biology; it is likely that most majors will take more than this minimum from each unit. The ability to make adjustments to the curriculum is within the control of the two departments overseeing the degree. The Human Biology Advisory Committee will also address these issues.

17-012



New Program Proposal

Overview: The proposed Program in Human Biology is to be administered jointly by the Department of Anthropology and the School of Biological Sciences in the College of Arts and Sciences. The Program in Human Biology will offer a Bachelor of Arts degree in Human Biology. This expressly interdisciplinary program will meld approaches and content from social and biological sciences to provide students with a vibrant, synthetic understanding of the roles of culture, the dynamics of natural and social systems, and biological attributes responsible for shaping the human being. Our aim is to prepare students to be creative, insightful, and skillful in professions that encompass especially the arenas of health sciences, environment, societal support (such as family planning, forensics, food safety, and medical ethics), and public policy that influence the welfare of humans.

Basic characteristics

Program Title: Human Biology

Degree: **B.A. of Human Biology**

In **Human Biology**

Are you proposing a program new to WSU or extending an existing program to a new site or medium?

XXX New to WSU

Extending Existing Program

CIP Code (consult registrar): 30.27 _____
(Classification of Instructional Programs)

Department: **Joint Supervision by Biological Sciences and Anthropology** College: **CAS**

Departmental Contact: **Anthropology**

Name: **Andrew Duff** Title: **Professor and Chair**

Phone: **5-3871** e-mail: **duff@wsu.edu**

Campus of Origin: **Pullman**

Starting Date: **August 2019**

Method of course delivery: (check all that apply)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Classroom | <input checked="" type="checkbox"/> WHETS or Video-conferencing System |
| <input checked="" type="checkbox"/> Pullman | <input type="checkbox"/> On-line |
| <input checked="" type="checkbox"/> Vancouver | <input type="checkbox"/> Videotape |
| <input type="checkbox"/> Tri-Cities | <input type="checkbox"/> Flexible Enrollment (with e-mail) |
| <input type="checkbox"/> Spokane | <input type="checkbox"/> Correspondence (Paper only) |
| <input type="checkbox"/> Spokane - ICN | <input type="checkbox"/> Other (please describe) _____ |
| <input type="checkbox"/> WSU Learning Centers at: _____ | |

Section I. Mission Statements

A) Washington State University

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 research university committed to its land-grant heritage and tradition of service to society. Our mission is threefold:

- To **advance** knowledge through creative research and scholarship across a wide range of academic disciplines.
- 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.
- To **apply** knowledge through local and global engagement that will improve quality of life and enhance the economy of the state, nation, and world.

B) Mission of the College of Arts and Sciences

The College of Arts and Sciences (CAS) fosters excellence in the arts, humanities, and social and natural sciences and provides a foundation for intellectual and creative experiences across Washington State University. We apply diverse perspectives to understand and transform the world, enrich lives, and meet societal needs.

Inquiry is central to our work. We address fundamental questions through research, scholarship, and creative activity. Our efforts advance the frontiers of knowledge and artistic expression, as well as the mission and strategic goals of the University.

The College is uniquely positioned to pursue liberal, broad-based learning, in which inquiry and teaching proceed in tandem. We challenge our students and ourselves to think rationally, critically, and creatively for life-long engagement in our human and natural worlds.

We are committed to outreach that promotes the common good and that empowers local, state, national, and global communities.

C) Department/School Missions

Department of Anthropology Mission

We ask and attempt to address the most basic questions about the nature of culture, its evolutionary history, and human variability by studying the interactions between our biological and our learned cultural heritages; we use this knowledge to better understand both our past and present. Through world class research, our goal is to pursue an understanding of the complex human condition in all of its diversity. The Department of Anthropology at Washington State University informs the public, students, and the profession about anthropological insights and contributes to understanding critical aspects of the human condition.

School of Biological Sciences Mission

The mission of the School of Biological Sciences is to advance and convey fundamental biological knowledge about how organisms function, interact, and evolve in a changing world—information that is critical to confront pressing problems facing our society. Faculty, students, and staff in the School are involved in this mission, which is achieved through effort in education, research, and public outreach.

D) How the Proposed Program Will Complement or Reflect These Missions

The proposed Program in Human Biology will meet the missions of the University, College of Arts and Sciences, Department of Anthropology, and School of Biological Sciences by offering an innovative, interdisciplinary educational program that focuses on the biology of human life. The College of Arts and Sciences in Pullman and Vancouver enthusiastically supports the BA in Human Biology (Attachments C and D). The Program in Human Biology will offer students an opportunity to explore how human biology influences and is influenced by the environment, cultural and social structures, and economic and political policies. Our program will foster in students a holistic sense of the complexities of the human condition in all of its diversity in our changing world. The goals of the program meet the mission of the School of Biological Sciences to expand knowledge about how organisms function, interact, and evolve in a changing world and the mission of the Department of Anthropology to address the most basic questions about the nature of culture, its evolutionary history, and human variability by studying the interactions between our biological and our learned cultural heritages.

Section II. Program Description

The late President Floyd's call in 2011 for a new College of Arts and Sciences emphasized the importance to "enrich instruction" and "promote interdisciplinary cooperation." The proposed Program in Human Biology, which will be administered jointly by the Department of Anthropology and the School of Biological Sciences in the College of Arts and Sciences, is an important step toward the enrichment and interdisciplinarity envisioned by President Floyd. Similarly, the 2014-2019 Washington State University Strategic Plan seeks to "foster greater collaboration across colleges, campuses, and disciplines" and calls for a "transformative student experience" in which students gain "university experience centered on student engagement, development, and success, which prepares graduates to lead and excel in a diverse United States and global society." The Human Biology major is designed to help achieve these objectives.

The Program in Human Biology aims to offer a Bachelor of Arts degree in Human Biology. The Human Biology degree program will provide a biological science underpinning for a degree program that emphasizes cultural and social science coursework (Table 1). It will offer students a vibrant, synthetic understanding of the roles of culture, the dynamics of natural and social systems, and biological attributes responsible for shaping the human being. This expressly interdisciplinary program will meld approaches and content from social and biological sciences to provide students with critical skills and knowledge to achieve professional goals in human biology. Students will gain important insights into the interplay among biology, socio-cultural structures and dynamics, and environmental forces through this program. Our aim is to prepare students to be creative, insightful, and skillful in professions, especially in the arenas of environment, health, society, and public policy that influence the welfare of humans.

Section III. Need and Student Demand for the Program

A) Need and Demand

This degree program aims to bridge a disconnect that lies between the social and biological sciences to provide students with a more direct avenue to address the biological basis of problems faced by human populations, cultures, and societies. The interdisciplinary Human Biology program aims to attract prospective students through its strong science foundation and focus on socio-cultural contexts. It will assist students toward careers in health, policy, and novel career tracks in sustainability that address the problems we face from climate change, emerging diseases, and other challenges at the interface of cultures and environments.

Based on the Bureau of Labor Statistics' *Occupational Outlook Handbook* (<http://stats.bls.gov/ooh/home.htm>), health care is expected to provide about 28% of all new jobs in the US economy in the interval to 2020. Projections for Washington State (<https://fortress.wa.gov/esd/employmentdata/reports-publications/industry-reports/employment-projections>) indicate that numbers of jobs in diverse areas of health care will increase by 1.75-2.40% between now and 2023. Well over 7,000 open jobs for diverse kinds of healthcare practitioners are anticipated in that period in Washington State, including over 2000 jobs for health technologists and about 4000 in healthcare support positions. A BA in Human Biology will provide an important avenue to the knowledge base and skills that are essential for these jobs in health care. Social science-, anthropology-, and environment-related jobs in Washington State are projected to grow by approximately 1.5% between now and 2023, and students graduating with the Human Biology degree will be prepared for many of these jobs as well as others in health-related fields.

We perceive a strong demand for an alternative to the majors that exist currently at WSU Pullman among students seeking to develop an independent, interdisciplinary program of study. The Human Biology degree provides a structured degree program, yet one that still permits students to tailor their programs. We anticipate that the Program in Human Biology will be attractive to students who come to WSU with an interest in social sciences or a major with a human focus, but who also want more natural science or more interdisciplinary science opportunity in their programs of study than are currently available. For example, several students each year inquire about possible majors in biological or medical anthropology, and the major in Human Biology would support their goals.

We anticipate that Human Biology will attract new students to WSU on both the Pullman and Vancouver campuses because of the program's uniqueness and interdisciplinarity. We foresee considerable interest among potential students for a degree program that melds biological and socio-cultural studies. For example, the Biology degree has seen phenomenal growth on the Vancouver campus in recent years, and we anticipate that WSU Vancouver students will be attracted to an interdisciplinary program that includes the biological sciences. Human Biology will provide a new and distinctive degree option for students interested in a broad-based approach to understanding human beings. The degree will also appeal to students because it offers multiple pathways towards jobs, including innovative careers in areas such as global change, health policy, and sustainability that address the significant problems that lie ahead for human populations.

The potential for our proposed major can be seen nationally in the development of several programs in human biology in the past 40 years. Human biology programs exist at public research universities, such as Indiana University, University of California-San Diego, University of California-Santa Cruz, University of Texas, University of Virginia, and our peer institution Michigan State University. A very successful Program in Human Biology has been in place at Stanford University

for over 40 years. Most human biology programs are interdisciplinary, and most apply faculty and courses from various departments. The University at Albany-SUNY uses an approach similar to that proposed here in having their human biology program and shared human biology degree centered jointly in the departments of anthropology and biology.

B) Relationships to Current WSU Programs

The internal programs most likely to be challenged by competition from a degree in Human Biology are the two degrees, Biology and Zoology, offered by the School of Biological Sciences. Currently, the Biology and Zoology degrees are common majors for students interested in careers in health care, including those that require entry into the professional medical schools. We anticipate that certain students will be attracted to the greater emphasis on humans – both biologically and sociologically – offered by the Human Biology degree in contrast to broader training in biology and absence of sociological emphasis characteristic of current Biology and Zoology degrees. Similarly, Human Biology may attract some students seeking a firmer grounding in the sciences from Anthropology.

The Human Biology major is well differentiated from the Human Development degree. Human Development studies how children, youth, adults, and families develop, change, and face challenges throughout the lifespan (childhood, adolescence, adulthood). Human Development is devoted to understanding the nature of human development within the context of families, schools, and communities using an integrated “biopsychosocial” framework. Human Biology will focus on the biology of humans, including genetic diversity, physiology, ecology, and evolution, in cultural and social contexts. Human Biology will address questions such as why cultural and social frameworks influence, for example, practices of nutrition, emerging infectious diseases, and human ecology, including problems we face with creating sustainable human environments. The curriculum of Human Biology is distinct from that of Human Development, addressing different student interests and serving student audiences. Please see Appendix A for a statement from the Chair of Human Development attesting to this.

Majors offered by the School of Molecular Biosciences, including Biochemistry, Genetics and Cell Biology, and Microbiology, are more focused on subdisciplinary areas of biology than is the Human Biology major. The majors in School of Molecular Biosciences do not emphasize the cultural and social frameworks that are central to Human Biology. We foresee no negative impact on the number of students who will select majors in School of Molecular Biosciences caused by implementation of the Human Biology degree.

C) Regional Competitors

Notably, no other universities in the Pacific Northwest offer undergraduate degrees in human biology, although both the University of Oregon and Boise State University have areas of emphasis in human biology as a part of their biology Bachelor of Science degrees. The University of Washington (UW) offers students a track in biocultural anthropology as part of the Anthropology degree options. The website of the Department of Anthropology at UW describes the biocultural track as emphasizing “the integration of multidisciplinary approaches to the study of biological and behavioral diversity in modern humans and their closest living relatives . . .” In contrast, the Human Biology major at WSU is more broadly designed to address relationships among human biology, socio-cultural dynamics, and the environment. The Human Biology major at WSU will provide a very strong scientific underpinning, including a series of required courses in biology and chemistry. We believe students will be drawn more strongly to a major in Human Biology than a track in biocultural anthropology, and this will open recruiting opportunities.

Our interdisciplinary Program in Human Biology will be unique in the Pacific Northwest and serve to attract students who seek to apply biological knowledge to human problems in environmental, health, and societal realms.

D) Recruitment

Recruitment of students to the Program in Human Biology will proceed along many avenues, including each of the following:

1. We will use standard recruitment processes ongoing on both campuses in the College of Arts and Sciences, School of Biological Sciences, and Department of Anthropology. For example at campus recruitment events, we anticipate that the Program in Human Biology will have its own “table” and “poster” to call attention to the Human Biology major, its curriculum, and program opportunities. We will develop material used by the College of Arts and Sciences, Admissions, and Marketing, such as career cards and a program slide show, to present to prospective parents and students when they visit campus.
2. A website for the Human Biology major will be developed for both campuses and linked to WSU Admissions, Anthropology, Biological Sciences and College of Arts and Sciences sites in Pullman and Vancouver.
3. The Program in Human Biology will use Facebook and/or other social media tools to connect with potential students and share information about the program.
4. Posters about the Program in Human Biology will be sent to Washington community colleges to describe opportunities of the major. Vancouver representatives from Human Biology will work directly with local community college partners to provide information about the major and to recruit students.
5. Faculty from the School of Biological Sciences regularly participate in high school visits and recruitment events in Seattle and other parts of the state, and we will include Human Biology in presentations at these events that occur outside of Pullman and Vancouver. In Vancouver, representatives from Human Biology will engage with local high schools to promote the program.
6. Representatives from Human Biology will attend *Imagine U at WSU* and other WSU recruitment activities on both campuses that target underrepresented students, such as such as MOSAIC, MESA, GEAR-UP, and Noche de Familia in Vancouver. We will offer to participate in parent-information nights as a means to demonstrate our commitment to student success and the opportunities available to families of prospective students.
7. Representatives from human biology will attend the Washington Science Teachers Association conference to present information about the Program in Human Biology and to talk with teachers about their top students. This will help to develop a network of colleagues among K-12 teachers for recruitment purposes.
8. We will include fliers on the Program in Human Biology for distribution with materials shipped to K-12 schools in Washington by the Equipment Loan Program, a popular and heavily used out-reach program through the School of Biological Sciences that loans equipment for biological studies to schools around the state. The Equipment Loan Program

has been very successful in creating strong relationships between WSU and K-12 science teachers in Washington.

We address below under **Diversity** in **Section VIII** additional recruitment approaches that will be applied to diversify the body of students who major in Human Biology.

Section IV. Goals, Objectives, and Student Learning Outcomes

A) Goals and Objectives

Our primary goal is to offer a program that will provide students a **Bachelor of Arts degree in Human Biology**. Students in this degree program will learn about the biology of humans by melding knowledge and approaches from social sciences and biology. The program aims to create opportunities for students to address problems faced by humanity by developing skills and a knowledge base that spans both biological and social sciences. Our program will meet the educational needs of students who are specifically interested in diverse health careers, and biological, evolutionary, and medical anthropology; however, our interdisciplinary curriculum aims to provide students with a springboard toward novel careers that will address sustainability concerns that face human populations, such as those that result from global climate change, emerging infectious diseases, environmental degradation, and the healthcare needs of an expanding, aging, and economically poorer population.

We aim to provide a robust curriculum in the sciences and cultural studies in which students will gain a unique interdisciplinary perspective. Our programs of study will also facilitate mentoring opportunities that include research, internships, and study abroad. We will encourage experiential learning opportunities in courses that support the program.

During the first five years of the program we will conduct annual, anonymous surveys and face-to-face interviews with each student who majors in Human Biology to examine whether we are meeting our goals and the aspirations of our students. We will share results of these surveys and interviews with leadership and faculty in the Department of Anthropology and School of Biological Sciences, and instructors of our courses to assess whether changes are appropriate to better achieve our goals. Modifications to the degree program will be evaluated by the Human Biology Curriculum and Assessment Committee (see **Section IX** below) and recommended for approval to the faculty of both the Department of Anthropology and School of Biological Sciences.

B) Student Learning Outcomes

The major learning outcomes that we expect for students in the Human Biology major include the following:

1. **Attain synthetic knowledge** from biology, social sciences, human ecology, and human cultures that shapes an understanding of human beings, our diversity, our socio-cultural systems, and our influence on environments.
2. **Effectively communicate** issues of human biology, human social and ecological dynamics, and human cultures to both the scientific community and the public at large in writing, discussion, and other communication formats.

3. **Achieve scientific and cultural literacy** to analyze contemporary social, environmental, and biological issues and contribute to informed opinion about their relationship to human biology and human populations.
4. **Demonstrate critical thinking skills** to formulate logical hypotheses that address problems of humanity.
5. Demonstrate scientific **skills to design experiments or observational tests** of hypotheses and **analytical skills** to obtain robust interpretations of data.

We will use **three primary means to assess** how students meet our learning outcome expectations.

1. **Exit surveys** with seniors will be conducted prior to graduation. Graduating seniors will be asked to “self-assess” their capabilities in the learning outcomes and to identify how they developed sophistication in each outcome.
2. We will make direct measures of student success in meeting our learning outcomes by using a set of questions that will be embedded in exams taken by Human Biology majors. These questions will target specific learning outcomes, providing us with a means to assess student competence. Knowledge from the direct measures will allow us to make modifications, such as improving courses or modifying the curriculum, to meet better our outcome goals. We plan to embed questions into courses taken by majors early in their degree trajectory in core Anthropology and Biology courses, such as Anthropology 260 and Biology 106/107.
3. Each student will be directly assessed on the degree learning outcomes in the CAPSTONE course taken to satisfy degree requirements during her/his senior year. All CAPSTONE courses have substantive written assignments that will be collected and assessed using a degree-specific rubric. Assessments will be performed by the Human Biology Curriculum and Assessment Committee.

A curriculum map for the Human Biology major (Table 3) outlines the skill level development projected for the core, writing in the major, and capstone courses. Table 3 also notes where within the degree assessment activities occur.

The Human Biology Curriculum and Assessment Committee (see **Section IX** below) will be responsible for assessment activities. This committee, which will include faculty from both campuses, will coordinate collection of materials to be assessed from instructors of courses in Anthropology and Biological Sciences. They will also review materials from the CAPSTONE courses, using an assessment rubric. This committee will be responsible for the regular review of assessment approaches and implementation of improved approaches, preparation of assessment questions for exams, and evaluation of student outcomes registered through the self-assessments and exams. The program’s assessment archive will remain available to faculty on both campuses where the degree is offered.

Section V. Curriculum

The curriculum of the Program in Human Biology is grounded in the University Common Requirements (UCORE) to address WSU's Seven Learning Goals of the Baccalaureate, provide a foundation in core areas of concern (including roots of contemporary issues, quantitative reasoning, communication, global diversity, and creative arts), allow students to engage early in human biology interests, and pursue this discipline throughout four years of study in a vertical progression of more sophisticated courses during their undergraduate programs.

The human biology program aims especially to use courses from the life, physical, and social sciences to provide students with an interdisciplinary curriculum (Table 1). Our curriculum integrates across biological and social science knowledge domains during each year of study (Table 2).

The major in Human Biology is designed to be accomplished in a period of four years, and we provide a plan to demonstrate how students can obtain degrees in that time frame. The major builds on a common set of core courses that will provide a foundation in anthropology, biology, and statistics. The common core will also require students to complete a senior portfolio. The remaining requirements will assist students in developing breadth, expertise, and skills. The Human Biology major will be offered to students on the Pullman campus and the Vancouver campus. Both campuses currently support successful anthropology (BA) and biology (BS) undergraduate degrees; the suite of courses that support these majors enhances the ability to simultaneously offer this degree on both campuses.

The Human Biology degree (Tables 1, 2) will guide students to explore especially how humans as biological beings are influenced by socio-cultural dynamics. Students will ultimately come to appreciate the immense cultural variation (e.g. customs, languages, and beliefs) exhibited around the world and explore its interplay with the genes we inherited from our ancestors. To ensure a firm grounding in the core disciplines associated with the Human Biology degree, Human Biology majors will be required to take at least 20 credits of both Anthropology and Biology courses, a total that includes requirements; many majors will take more than this required minimum. This will prepare students aimed for advanced degrees in biological and medical anthropology and other areas of social or biological science. They will also be prepared for diverse careers in forensic science, human ecology and sustainability, and physiological psychology among others.

Table 1. Curriculum for the Human Biology Major

Major Requirements¹				
Course		Title	UCORE	Credits
ANTH	203	Global Cultural Diversity	[DIVR]	3
	260	Introduction to Biological Anthropology	[BSCI]	4
BIOLOGY	106	Introductory Biology: Organismal Biology	[BSCI]	4
	107	Introductory Biology: Cell Biology and Genetics	[BSCI]	4
	301	General Genetics (also offered as MBIOS 301)		4
STAT	212	Introduction to Statistical Methods (also offered as MATH 212)	[QUAN]	4
CHEM	101	Introduction to Chemistry	[PSCI]	4
	<i>AND</i>			
	102	Chemistry Related to Life Sciences		4
	<i>OR</i>			
	105	Principles of Chemistry I	[PSCI]	4
<i>AND</i>				
	106	Principles of Chemistry II		4
<u>CAPSTONE: 3 credits from the following</u>				
ANTH	473	Evolution and Society (also offered as BIOLOGY 473)	[CAPS] [M]	3
	490	Integrative Themes in Anthropology	[CAPS][M]	3
BIOLOGY	401	Plants and People	[CAPS]	3
	408	Contemporary Genetics	[CAPS]	3
	473	Evolution and Society (also offered as ANTH 473)	[CAPS] [M]	3
	483	Organisms and Global Change	[CAPS] [M]	3
<u>Science and Society: 3 credits from the following²</u>				
ANTH	309	Cultural Ecology	[SSCI]	3
BIOLOGY	330	Principles of Conservation		3
ENVR_ SCI	402	Human Health & the Environment		3

¹ Human Biology Majors must take at least 20 credits of ANTH and 20 credits of BIOLOGY, a total that includes requirements

² Any ANTH or BIOLOGY course listed in the Science and Society, Genetics and Evolution, Human Behavior and Human Cultural Diversity sections that is not used to satisfy section requirements can be taken as an elective.

GEOL	390	Living on the Edge: Global Climate Change and Earth History		3
PHIL	350	Philosophy of Science		3
	365	Biomedical Ethics	[HUM]	3
	370	Environmental Ethics	[HUM]	3
SOC	331	Population, Resources, and the Future		3
	332	Society and Environment	[SSCI]	3
<u>Genetics and Evolution: 6 credits from the following²</u>				
ANTH	302	Childhood and Culture	[SSCI]	3
	463	Introduction to Anthropological Demography and Epidemiology (title change submitted 6/2018)		3
	465	Human Evolution		3
	469	Genes, Culture and Human Diversity		3
BIOLOGY	335	Genome Biology	[M]	3
	395	Evolutionary Medicine		3
	<i>OR</i>			
	403	Evolutionary Biology		3
	<i>OR</i>			
	405	Principles of Organic Evolution		3
MBIOS	423	Human Genetics		4
<u>Human Behavior: 6 credits from the following²</u>				
ANTH	268	Sex, Evolution, and Human Nature	[BSCI]	3
	381	Primate Behavioral Ecology	[BSCI]	3
BIOLOGY	307	Biology of Women	[DIVR]	3
	438	Animal Behavior	[M]	3
PSYCH	230	Human Sexuality (also offered as WOMEN_ST 230)		3
	321	Introduction to Personality		3
	324	Psychology of Gender (also offered as WOMEN_ST 324)		3
	372	Biological Basis of Behavior	[BSCI]	3
<u>Human Cultural Diversity: 3 credits from the following²</u>				
ANTH	201	Art and Society	[HUM]	3

	307	Contemporary Cultures and Peoples of Africa	[DIVR]	3
	316	Gender in Cross Cultural Perspective (also offered as WOMEN_ST 316)	[DIVR]	3
	320	Native Peoples of North America (also offered as CES 377)	[DIVR]	3
	327	Contemporary Native Peoples of the Americas (also offered as CES 378)	[DIVR]	3
<u>Electives: at least 18 credits from the following²</u>				
ANTH	301	Arts and Media in Global Perspective	[ARTS]	3
	303	The Anthropology of Religious Experience		3
	304	Cross Cultural Perspectives of Mental Health and Illness	[SSCI]	3
	305	Anthropology of Epidemic Disease and Bioterrorism	[SSCI]	3
	330	Origins of Culture and Civilization		3
	331	Archaeology of the Americas	[SSCI]	3
	340	Maya, Aztec and Inca Civilizations	[M]	3
	380	Human Osteology		3
	404	Self in Culture	[CAPS]	3
	405	Medical Anthropology		3
	495	Research Practicum		v 1-6
	498	Anthropology Internship		v 1-15
	499	Special Problems		v 1-4
BIOLOGY	251	Introductory Human Physiology		4
	<i>OR</i>			
	353	Advanced Human Physiology		4
	315	Gross and Microanatomy		4
	321	Principles of Animal Development	[M]	4
	333	Human Nutrition and Health	[BSCI]	3
	340	Mathematical Biology (also offered as MATH 340)		3
	354	Human Anatomy for the Health Occupations		4
	372	General Ecology	[M]	4
	476	Epigenetics and Systems Biology		3
	495	Internship in Biology, Botany, or Zoology		v 1-4
	499	Special Problems		v 1-4
H_D	220	Human Development Theories		3
MBIOS	303	Introductory Biochemistry		4
	305	General Microbiology		3
	405	Cell Biology of Disease		3
	446	Epidemiology		3

PSYCH	320	Health Psychology	3
	361	Principles of Developmental Psychology	3
	363	Psychology of Aging	3

Table 2. Four-year plan for the Human Biology Major

First Year	
First Term	Hours
BIOLOGY 106 [BSCI]	4
CHEM 101 or 105 [PSCI]	4
Written Communication [WRTG]	3
HISTORY 105 [ROOT]	3
Second Term	Hours
BIOLOGY 107	4
CHEM 102 or 106	4
ANTH 203 [DIVR]	3
STAT 212 [QUAN]	4
Second Year	
First Term	Hours
ANTH 260	4
Communication OR Written Communication [COMM][WRTG]	3
Creative and Professional Arts [ARTS]	3
Social Sciences [SSCI]	3
Elective ^{1,9}	3
Second Term	Hours
BIOLOGY 301	4
[SSCI], [HUM], OR [ARTS] CAS additional requirement ⁶	3
Science and Society Requirement ²	3
Human Behavior Requirement ³	3
Electives ^{1,9}	3
Complete Writing Portfolio	
Third Year	
First Term	Hours
Genetics and Evolution Requirement ⁴	3
Humanities [HUM]	3
Human Behavior Requirement ³	3

Electives ^{1,9}	6
Second Term	Hours
Genetics and Evolution Requirement ⁴	3
Electives ^{1,9} and/or Foreign Language	7-8
Electives	2-6
[M] Course ⁷	3-4
Fourth Year	
First Term	Hours
Human Cultural Diversity Requirement ⁵	3
[M] Course ⁷	4
Electives ^{1,9}	4
Integrative Capstone [CAPS] ⁸	4
Second Term	Hours
Electives ^{1,9} or Electives	13
<p>¹Electives include: ANTH 301, 303, 304, 305, 330, 331, 340, 380, 404, 405, 495, 498, 499; BIOLOGY 251 or 353, 315, 321, 333, 340, 354, 372, 476, 495, 499; H_D 220; MBIOS 303, 305, 405, 446; PSYCH 320, 361, 363; and any ANTH or BIOLOGY course listed in the Science and Society, Genetics and Evolution, Human Behavior and Human Cultural Diversity modules above that <i>were not</i> taken to satisfy the requirement in those areas.</p> <p>²Science and Society Requirements include: ANTH 309; BIOLOGY 330; ENVR_SCI 402, 444; GEOL 390; PHIL 350, 365, 370; SOC 331, 332.</p> <p>³Human Behavior Requirements include: ANTH 268, 381; BIOLOGY 307, 438; PSYCH 230, 321, 324, 372.</p> <p>⁴Genetics and Evolution Requirements include: ANTH 302, 463, 465, 469; BIOLOGY 335; 395 OR 403 OR 405; MBIOS 423.</p> <p>⁵Human Cultural Diversity Requirements include: ANTH 201, 307, 316, 320, or 327.</p> <p>⁶An additional [SSCI], [ARTS], or [HUM] course is required by the CAS.</p> <p>⁷ [M] Courses must be chosen from either ANTH or BIOLOGY.</p> <p>⁸ [CAPS] course must be chosen from either ANTH or BIOLOGY.</p> <p>⁹A maximum of 4 credits of coursework that are graded S, F (491, 495, 499) may be used toward fulfilling departmental or program option requirements.</p>	

Table 3. Human Biology Curriculum Map

COURSE #	CORE COURSES							WRITING IN THE MAJOR COURSES [M] - Two Required	CAPSTONE
	Anth 203	Anth 260	Biology 106	Biology 107	Math/ Stat 212 OR Stat 412	Biology 301	Biology 493		
COURSE TITLE or #	Global Cultural Diversity	Introduction to Biological Anthropology	Introductory Biology: Organismal Biology	Introductory Biology: Cell Biology and Genetics	Introduction to Statistical Methods/ Statistical Methods in Research I	General Genetics	Senior Portfolio	Anth 340, 473, 490; Biology 321, 335, 372, 438, 473	Anth 473, 490; Biology 401, 408, 411, 473, 483
Student Learning Outcomes									
Attain synthetic knowledge	B	D/A	B	B		D	M/A	D [Anth 340, Biology 321, 335]; M [Anth 473, 490, Biology 372, 438, 473]	M/A
Effectively communicate issues	B	D/A	B	B		D	M/A	D [Anth 340, Biology 321, 335]; M [Anth 473, 490, Biology 372, 438, 473]	M/A
Achieve Scientific and cultural literacy	B	B	B	B	D	D	M/A	D [Anth 340, Biology 321, 335]; M [Anth 473, 490, Biology 372, 438, 473]	M/A
Demonstrate critical thinking skills	B	B	B	B	B [212] D/M [412]	D	M/A	D [Anth 340, Biology 321, 335]; M [Anth 473, 490, Biology 372, 438, 473]	M/A
Demonstrate scientific skills		D	B	B	B [212] D/M [412]	D	M/A	D [Anth 340, Biology 321, 335]; M [Anth 473, 490, Biology 372, 438, 473]	M/A

KEY: B = beginning mastery; D = developing mastery; M = mastery at senior level; A = Assessed

Section VI. Uses of Technology

A) Technologies Used in Teaching

Computer technologies will be used widely in teaching the curriculum for Human Biology. Many of the courses required for the degree currently use computers for data acquisition and analysis and for simulations. The classes also use online materials including databases and maps on human genetic diseases, health, nutrition, demography, and economy from the Centers for Disease Control and Prevention, World Health Organization, United Nations and other organizations, for student assignments and projects to achieve learning goals.

B. Technologies to be Learned by Students

Students will learn methods of data acquisition used in biological sciences, ranging from molecular biological to ecological techniques, and social sciences, ranging from interviews, observation, and assembly of meta-datasets from existing sources. Analytical tools, especially using computer technologies, data analysis, statistical tests, and modelling will be central to the program.

Section VII. Delivery Methods

This program will be available on the Pullman and Vancouver campuses, where it will be conducted in face-to-face and blended classes, and in AMS coursework that may originate from either Pullman or Vancouver.

Section VIII. Students

A) Numbers to be Served

The projected number of student majors and FTE (Table 4) are based on attracting newly recruited students to the degree program each year for the Pullman campus, with modest annual growth anticipated once the degree has been established. For Vancouver (Table 4), we project that the program will see steady growth of newly recruited students from a modest beginning. Community college students likely to transfer to WSU Vancouver are especially interested in the biological sciences and careers in health fields – this is projected to be one of the strongest growth areas for the Vancouver campus.

B) Admission Requirements

Students can begin working toward certification upon entry to WSU and can certify as soon as they are eligible to do so (at 24 semester credit hours with a minimum 2.0 GPA).

Table 4. Projected number of student majors and FTE in the early years of the Program in Human Biology for the Pullman and Vancouver campuses.					
Pullman					
Number of Students	Year 1	Year 2	Year 3	Year 4	Year 5
Headcount	8	17	26	37	50
FTE	8	17	26	37	50
Vancouver					
Number of Students	Year 1	Year 2	Year 3	Year 4	Year 5
Headcount	5	12	22	30	40
FTE¹	3.75	9	16.5	22.5	30

¹ Vancouver FTE numbers based on approximately 75% of students being full time students.

C) Expected Time for Program Completion

We anticipate that most Human Biology majors on the Pullman campus will be full time. In Vancouver, we expect that one-quarter of the majors will be part-time students. The enrollment projections (Table 4) for both campuses reflect expectations based on the strong student interest and demand for students selecting Biology and our assessment that some students may find the Human Biology an attractive program; thus, we predict it will attract new students and grow modestly. As indicated in the four-year plan for the Human Biology major, the full time students should be able to complete the degree requirements in four years (Table 2).

Transfer students who select this major are likely to have had biology or social sciences coursework at other universities or colleges. If these students transfer following their freshman year, they should be able to complete the degree in four years; transfers following their sophomore year may require 4.5-5.0 years total; and transfers following the junior year or later may require a total of five or more years total to complete the degree.

D) Advising

Students who major in human biology will be assigned a professional advisor in the College of Arts and Sciences. These students will also be assigned faculty mentors to assist with career and professional planning and to learn about disciplinary training opportunities. Faculty mentors will be members of either the Department of Anthropology or School of Biological Sciences. Student interests will be assessed by the program coordinator (or equivalent on the Vancouver campus) prior to the assignment of a mentor, and an attempt will be made to find a mentor with knowledge relevant to the professional aspirations of the student. Faculty mentor assignments in Pullman will be made by the Director of the Program in Human Biology in consultation with the Chair of the Department of Anthropology and the Director of the School of Biological Sciences, and in Vancouver by the Human Biology Program Leader.

E) Diversity

Because an understanding of human diversity is one of the outcome goals of our program, we anticipate that it will attract diverse students as majors.

Our strategy to recruit diverse students, including minorities and underrepresented groups, includes the following:

1. Representatives from Human Biology will attend *Imagine U at WSU* and other WSU recruitment activities on both campuses that target underrepresented students, such as MOSAIC, MESA, GEAR-UP, and Noche de Familia in Vancouver. We will offer to participate in parent-information nights as a means to demonstrate our commitment to student success and the opportunities available to families of prospective students.
2. Representatives from Human Biology will attend the Washington Science Teachers Association conference to present information about the Program in Human Biology and to talk with teachers about their top diverse students. This will help to develop a network of colleagues among K-12 teachers for recruitment purposes.
3. The Human Biology Program will use Facebook and/or other social media tools to reach outward and address specifically the diversity aspects of the Human Biology major to reach potential students from underrepresented groups.
4. As often as possible, we will post job opportunities in the Program in Human Biology in WSU's Office of Financial Aid Spanish website (available on both campuses).
5. We will work with Marcela Pattinson to discuss the Program in Human Biology on her Spanish-language radio show, "WSU Conectándote!" ("Get Connected with WSU!"), which is carried on stations in Centralia, Skagit Valley, Seattle, and Yakima Valley. We will also contact radio programs hosted by stations that target specific underrepresented groups, such as the Spanish language radio program "Aquí en confianza" hosted by Sandra Maqueda on KXPA 1540 AM in Seattle and local radio stations in the Portland-Vancouver metropolitan area.
6. The Human Biology Program will identify a set of community colleges that have significant enrollments of ethnically and racially diverse students and work to have representatives visit these schools to develop faculty and student contacts.

The Program in Human Biology will investigate avenues to communicate with military veterans about the opportunities of our program.

Section IX. Faculty and Administrative Support

A) Administration and Management

The Program in Human Biology will be administered jointly by the Department of Anthropology and the School of Biological Sciences.

We recommend the appointment of a Director of the Program in Human Biology, who will be supervised jointly by the Chair of the Department of Anthropology and the Director of the School of Biological Sciences. The Director of the Program in Human Biology will be responsible for

administration of daily needs, program assessment, and strategic planning. We envision this Director will have a faculty position in the Department of Anthropology and/or School of Biological Sciences. The effort commitment of the Director to the Program in Human Biology should be expected to increase during the first years of its existence. By year five of the program, we anticipate that the duties of the Director will be roughly comparable to those currently held by the Associate Director the Undergraduate Program in the School of Biological Sciences, and similar compensation should be provided by the College of Arts and Sciences.

Oversight of the program in Vancouver will be provided by a faculty member in the Department of Anthropology or the School of Biological Sciences. The Vancouver program leader will work directly with the Director of the Program in Human Biology to ensure coordinated efforts related to planning, assessment, recruiting, etc.

We will establish a Human Biology Curriculum and Assessment Committee that will consist of three faculty from Anthropology and three faculty from Biological Sciences (and will include representation from both the Pullman and Vancouver campuses) to assist and advise the Director on needs that will include assessment activities and curriculum planning. One position on the Curriculum and Assessment Committee will be reserved for the Human Biology program leader in Vancouver.

The program will also require staff to accomplish program plans and paperwork for undergraduate majors. Funds will need to be provided to support the work of a part-time academic coordinator to accomplish these tasks. This coordinator could be centered either in the Department of Anthropology or School of Biological Sciences. During at least the first five years of the program, the academic coordinator tasks might be accomplished by increasing the appointment of existing staff in either Anthropology or Biological Sciences. Clerical support and academic advising in Vancouver will be provided by College of Arts and Sciences personnel.

B) Faculty

The faculty of the program will consist of all tenure track and clinical faculty of the Department of Anthropology (Table 5) and the School of Biological Sciences (Table 6). The administrative and support staff for the program will consist of those staff currently in the Department of Anthropology and the School of Biological Sciences, and selected staff in the College of Arts and Sciences on the Vancouver campus (Table 7).

PULLMAN CAMPUS			
Name	Rank	Status	% Effort in Program
Kohler, Tim	Regents' Professor	T	1.5%
Duff, Andrew	Professor	T	3%
Mageo, Jeannette	Professor	T	3%
Quinlan, Robert	Professor	T	3%
Blackwell, Aaron	Associate Professor	T	3%
Cassaniti, Julia	Associate Professor	T	3%
Grier, Colin	Associate Professor	T	3%
Meehan, Courtney	Associate Professor	T	3%

Premo, Luke	Associate Professor	T	3%
Quinlan, Marsha	Associate Professor	T	3%
Pisor, Anne	Assistant Professor	T	3%
Thornton, Erin	Assistant Professor	T	3%
Tushingam, Shannon	Assistant Professor	T	1.5%
Total Pullman FTE Faculty in Program:			0.36
VANCOUVER CAMPUS			
Name	Rank	Status	% Effort in Program
Hagen, Edward	Professor	T	3%
Hewlett, Barry	Professor	T	3%
Weber, Steven	Professor	T	3%
Wilkinson, Clare	Associate Professor	T	3%
Bonnie Hewlett	Clinical Assistant Professor	N	3%
Nichole Hess	Instructor	N	3%
Total Vancouver FTE Faculty in Program:			0.18
Abbreviations: T = Tenured/Tenure track; N = Not tenure track			

**Table 6. Faculty Committed to Human Biology Program
in the School of Biological Sciences**

PULLMAN CAMPUS			
Name	Rank	Status	% Effort in Program
Beerman, Kathy	Professor	T	3%
Carter, Patrick	Professor	T	3%
Cousins, Asaph	Professor	T	3%
Evans, R. Dave	Professor	T	3%
Gomulkiewicz, Richard	Professor	T	3%
Hufford, Larry	Professor	T	0%
Knoblauch, Michael	Professor	T	3%
Roalson, Eric	Professor	T	3%
Schwabl, Hubert	Professor	T	3%
Skinner, Michael	Professor	T	3%
Storfer, Andrew	Professor	T	3%
Tegeder, Mechthild	Professor	T	3%
Busch, Jeremiah	Associate Professor	T	3%
Cavagnetto, Andy	Associate Professor	T	0.45%
Dybdahl, Mark	Associate Professor	T	3%
Hellmann, Hanjo	Associate Professor	T	3%
Kelley, Joanna	Associate Professor	T	3%
Lee, Ray	Associate Professor	T	3%
McCubbin, Andrew	Associate Professor	T	3%
Schwartz, Elissa	Associate Professor	T	3%
Verrell, Paul	Associate Professor	T	3%

Brunner, Jesse	Assistant Professor	T	3%
Cornejo, Omar	Assistant Professor	T	3%
Crespi, Erica	Assistant Professor	T	3%
Kunz, Hans-Henning	Assistant Professor	T	3%
Carloye, Lisa	Clinical Associate Professor	N	3%
Ankrah, Nii	Clinical Assistant Professor	N	3%
Johnson, Ed	Clinical Assistant Professor	N	3%
Monk, Daniela	Clinical Assistant Professor	N	3%
Ritchie, Sian	Clinical Assistant Professor	N	3%
Total Pullman FTE Faculty in Program:			0.845
VANCOUVER CAMPUS			
Bishop, John	Professor	T	10% (year 5)
Bollens, Stephen	Professor	T	0%
Portfors, Christine	Professor	T	0%
Rollwagen-Bollens, Gretchen	Associate Professor	T	10% (year 5)
Schultz, Cheryl	Associate Professor	T	0%
Piovia-Scott, Jonah	Assistant Professor	T	10% (year 5)
Porter, Stephanie	Assistant Professor	T	10% (year 5)
Mike Berger	Clinical Professor	N	10% (year 5)
Wilmington, Deb	Instructor	N	10% (year 5)
Sayer, Pat	Instructor	N	10% (year 5)
Thomas, Duncan	Instructor	N	10% (year 5)
Total Vancouver FTE Faculty in Program:			0.80
Abbreviations: T = Tenured/Tenure-track; N = Not tenure-track clinical appointment			

Table 7. Administrative and Support staff in the Department of Anthropology and School of Biological Sciences

Pullman

Department of Anthropology

<u>Name</u>	<u>Title</u>	<u>Responsibilities</u>	<u>% Effort in Program</u>
Kam Spelman	Academic Coordinator	Program support	5% (year 5)
Jo Bonner	Office Assistant	Program support	2% (year 5)
Erin Collins	Finance/Budget Manager	Program support	2% (year 5)
Annette Bednar	Manager	Program support	2% (year 5)

School of Biological Sciences

<u>Name</u>	<u>Title</u>	<u>Responsibilities</u>	<u>% Effort in Program</u>
TBD	Academic Coordinator	Scheduling and program coordination	5% (year 5)
Kara McClanahan	Instructional Lab Supervisor	Lab support	8% (year 5)

Ed Johnson	Clinical Assistant Professor	Lab support for physiology labs that involve living animals	2% (year 5)
<u>New</u>			
<u>Name</u>	<u>Title</u>	<u>Responsibilities</u>	<u>% Effort in Program</u>
Not Yet Appointed	Director	Oversight & planning; instruction	11% (year 5)
TBD (year 3)	Program assistant	Clerical support	10% (year 5)
TBD	Fiscal specialist	Budget management	5% (year 5)
TBD	Advisor	Academic advising	20% (year 5)
<u>Vancouver</u>			
College of Arts and Sciences			
<u>Name</u>	<u>Title</u>	<u>Responsibilities</u>	<u>% Effort in Program</u>
Not Yet Appointed	Program Leader	Oversight & planning; instruction	10% (year 5)
Emily Earhart	Academic Coordinator	Academic Advising	15% (year 5)
Josh Olson	Technician	Lab support	8% (year 5)
Various	Program Assistant	Clerical support	8% (year 5)
Min Kuang	Fiscal Analyst	Budget management	8% (year 5)

Section X. Facilities

A) Teaching and Research

The Program in Human Biology is not anticipated to require any new teaching or research facilities, or to have any upfront costs to equip new laboratories or facilities. Because the program will consist of faculty in the Department of Anthropology and the School of Biological Sciences, and will use existing courses to achieve the goals of the degree, we do not anticipate that new faculty will be hired specifically for the program at its inception. We do not anticipate needs for research laboratories or office space for faculty assigned only to the Program in Human Biology. No new tenure-line faculty are needed to offer the Human Biology major in Vancouver.

Because some majors in Human Biology are anticipated to transition from existing degrees where these students are already enrolled in most of the science courses associated with Human Biology, we project that most courses to be used in the program have the capacity to meet enrollment needs. With the projected increase in newly recruited students per year in the first five years, the upper division courses have the capacity to meet enrollment needs in existing sections.

Human Biology majors in Vancouver are likely to come initially from related majors offered on campus. However, the program is expected increasingly to attract new students to the campus. For the first three years, new enrollments can be absorbed into existing course sections.

Selected courses on both campuses will be impacted by the increased enrollment from Human Biology and may require additional laboratory and lecture sections to be taught in about three

years after the inception of the program. In Pullman, both Anthropology 260 and Biology 251 are heavily enrolled and would likely need additional laboratory sections. Biology 106 may be one of the most impacted courses on both campuses. Vancouver may need to add an additional laboratory section for this course in Year 3 of the major. In Pullman, recent enrollment increases have filled Biology 106 to capacity in the one lecture section of the course that is offered in fall and spring semesters (summer session continues to have enrollment capacity). To better facilitate enrollment in Biology 106 to meet needs of recent enrollment increases and also the addition of Human Biology, we recommend that an additional lecture section of the course be taught each fall semester in Pullman. In Pullman the addition of new laboratory sections in courses such as Anthropology 260, Biology 106, and Biology 251 will require additional teaching assistants and funding to support these students. In Vancouver, Biology 354 is currently close to capacity and its enrollment will likely increase with the addition of Human Biology.

A potential impact of the Program in Human Biology may be that the frequency at which some courses are offered currently would need to increase. For example, some courses may need to shift from being offered only in alternate years to being offered every year to accommodate student needs as the number of student majors increases, or that effort assigned in Tables 5-7 may need to be redistributed to other faculty and staff. This change would likely require that additional faculty be hired to accommodate the increased teaching need. We anticipate this need may be realized after the first three years of the program.

B) Library

As an interdisciplinary major, Human Biology, can be adequately served by existing library resources that facilitate teaching need in core disciplines of the new major—biology and anthropology—and the supplemental disciplines including environmental science, human health, psychology, and sociology. Please see attached letter of support from the libraries on the Pullman and Vancouver campuses (Appendix B) that indicates the libraries will not need to acquire new serials, monographs, media, technology, or personnel to support the Human Biology degree.

Section XI. Finances

The program will generate revenues through tuition and course fees paid by students. Costs of the program are estimated in Table 8 for Pullman and Table 9 for Vancouver. These tables assume no salary increases for faculty or staff during the five years (as we were advised to assume by the University's Budget Office). At full enrollment on the Pullman campus, estimated to be 50 students in year five. We estimate the Program in Human Biology will generate \$187,500 in Pullman in year five, using the average of current revenue shared to the College of Arts and Sciences for Sciences (\$4000/FTE) and Liberal Arts (\$3500 FTE), or \$3750 per FTE, above the established baseline. There is no baseline for the Human Biology degree; thus, we are assuming a zero baseline in these revenue calculations. For Vancouver, with a different tuition revenue model, we have used the figure of \$7633/FTE (calculated from \$8980 [operating revenue only portion of tuition] less central financial aid, student services and institutional funding of 15% [$8980 \cdot .85$] = \$7633/FTE). In year 5 at Vancouver, the estimated revenue from tuition is \$228,990 for the 30 FTE students.

Table 8. Pullman Financial Data
Human Biology WSU Pullman 7/28/2018

		1st	2nd	5th	1st	2nd	5th
		FTE	FTE	FTE	Academi c Year	Academi c Year	Academi c Year
Total Student HDC					8	17	50
Total Student AAFTE					8	17	50
↑Enrollment values linked to Table 1↑							
Personnel	Annual	↓Insert employee FTE by job title↓			↓Insert annual salaries by job title↓		
Faculty	rate						
Professor, Anthropology	129,313	0.015	0.015	0.015	1,940	1,940	1,940
Professor, Anthropology	92,524	0.03	0.03	0.03	2,776	2,776	2,776
Professor, Anthropology	89,057	0.03	0.03	0.03	2,672	2,672	2,672
Professor, Anthropology	85,536	0.03	0.03	0.03	2,566	2,566	2,566
Associate Professor, Anthropology	77,000	0.03	0.03	0.03	2,310	2,310	2,310
Associate Professor, Anthropology	73,977	0.03	0.03	0.03	2,219	2,219	2,219
Associate Professor, Anthropology	76,007	0.03	0.03	0.03	2,280	2,280	2,280
Associate Professor, Anthropology	81,362	0.03	0.03	0.03	2,441	2,441	2,441
Associate Professor, Anthropology	71,118	0.03	0.03	0.03	2,134	2,134	2,134
Associate Professor, Anthropology	72,187	0.03	0.03	0.03	2,166	2,166	2,166
Assistant Professor, Anthopology	64,000	0.03	0.03	0.03	1,920	1,920	1,920
Assistant Professor, Anthopology	67,097	0.015	0.015	0.015	1,006	1,006	1,006
Assistant Professor, Anthopology	66,660	0.03	0.03	0.03	2,000	2,000	2,000
Professor, SBS	84,776	0.03	0.03	0.03	2,543	2,543	2,543
Professor, SBS	97,945	0.03	0.03	0.03	2,938	2,938	2,938
Professor, SBS	99,317	0.03	0.03	0.03	2,980	2,980	2,980
Professor, SBS	100,221	0.03	0.03	0.03	3,007	3,007	3,007
Professor, SBS	97,672	0.03	0.03	0.03	2,930	2,930	2,930
Professor, SBS	103,680	0	0	0	0	0	0
Professor, SBS	104,718	0.03	0.03	0.03	3,142	3,142	3,142
Professor, SBS	99,258	0.03	0.03	0.03	2,978	2,978	2,978
Professor, SBS	89,324	0.03	0.03	0.03	2,680	2,680	2,680
Professor, SBS	166,544	0.03	0.03	0.03	4,996	4,996	4,996
Professor, SBS	110,270	0.03	0.03	0.03	3,308	3,308	3,308
Professor, SBS	133,519	0.03	0.03	0.03	4,006	4,006	4,006
Associate Professor, SBS	80,934	0.03	0.03	0.03	2,428	2,428	2,428
Associate Professor, SBS	86,570	0.005	0.005	0.005	390	390	390
Associate Professor, SBS	72,271	0.03	0.03	0.03	2,168	2,168	2,168
Associate Professor, SBS	87,964	0.03	0.03	0.03	2,639	2,639	2,639

Associate Professor, SBS	82,592	0.03	0.03	0.03	2,478	2,478	2,478
Associate Professor, SBS	79,404	0.03	0.03	0.03	2,382	2,382	2,382
Associate Professor, SBS	77,478	0.015	0.015	0.015	1,162	1,162	1,162
Associate Professor, SBS	73,037	0.03	0.03	0.03	2,191	2,191	2,191
Associate Professor, SBS	73,209	0.03	0.03	0.03	2,196	2,196	2,196
Assistant Professor, SBS	76,815	0.03	0.03	0.03	2,304	2,304	2,304
Assistant Professor, SBS	80,156	0.03	0.03	0.03	2,405	2,405	2,405
Assistant Professor, SBS	89,408	0.03	0.03	0.03	2,682	2,682	2,682
Assistant Professor, SBS	81,096	0.03	0.03	0.03	2,433	2,433	2,433
Clinical Associate Professor, SBS	61,183	0.03	0.03	0.03	1,835	1,835	1,835
Clinical Assistant Professor, SBS	54,944	0.03	0.03	0.03	1,648	1,648	1,648
Clinical Assistant Professor, SBS	45,492	0.03	0.03	0.03	1,365	1,365	1,365
Clinical Assistant Professor, SBS	49,486	0.03	0.03	0.03	1,485	1,485	1,485
Clinical Assistant Professor, SBS	58,808	0.03	0.03	0.03	1,764	1,764	1,764
Subtotal		1.19	1.19	1.19	99,892	99,892	99,892
<u>Exempt</u>							
Manager	70,700	0.02	0.02	0.02	1,414	1,414	1,414
Academic Coordinator	45,000	0.02	0.03	0.05	900	1,350	2,250
Subtotal		0.04	0.05	0.07	2,314	2,764	3,664
<u>Classified</u>							
Instructional Lab Tech	54,170	0.02	0.04	0.08	1,083	2,167	4,334
Academic Advising	45,000	0.01	0.02	0.20	450	900	9,000
Lab Support	60,656	0.01	0.01	0.02	607	607	1,213
Program Coordinator	41,232	0.01	0.01	0.05	412	412	2,062
Program Assistant (new)	32,000	0.01	0.02	0.10	320	640	3,200
Office Assistant III	27,486	0.01	0.02	0.02	275	550	550
Fiscal Specialist 1 (new)	42,000	0.01	0.02	0.05	420	840	2,100
Fiscal Tech 2	45,540	0.02	0.02	0.04	911	640	1,822
Subtotal		0.10	0.16	0.56	4,478	6,755	24,280
<u>Graduate</u>							
Teaching Assistants	34,930	0.50	1.00	3.00	17,465	34,930	104,790
Subtotal		0.50	1.00	3.00	17,465	34,930	104,790
Total Personnel		1.83	2.40	4.82	124,149	144,341	232,625
					<i>↓Insert benefits based on current benefit rates↓</i>		
Benefits							
Faculty					29,268	29,268	29,268
Exempt					789	943	1,249
Classified					2,140	3,229	11,606
Graduate					2,288	4,576	13,727

Total Benefits		34,486	38,015	55,851
Link to current benefits model rates				
Goods and Services		0	0	0
Travel		1,500	1,500	4,000
Equipment (Instructional)		0	0	0
Total Direct Costs		160,134	183,856	292,476
Total Indirect Costs	35%	86,226	98,999	157,487
Total Costs		246,360	282,856	449,963
<i>One-Time Costs</i>	<i>User inputs one-time costs→</i>	0	0	0
<i>Recurring Costs</i>	<i>Formula calculates recurring costs→</i>	246,360	282,856	449,963
<i>Total Costs</i>		246,360	282,856	449,963
Calculated total cost per student AAFTE:		30,795	16,639	8,999
Calculated direct cost per student AAFTE:		20,017	10,815	5,850
Revenue				
Internal Departmental /Area Reallocation		130,134	120,106	104,976
Enrollment Funding (estimated at \$3750/AAFTE)		30,000	63,750	187,500
New State Funds		0	0	0
WSU Allocation (Institutional reallocation)		0	0	0
Indirect Allocation (Central reallocation for support services)		86,226	98,999	157,487
Other <>		0	0	0
Total Revenue		246,360	282,856	449,963
		TRUE	TRUE	TRUE
		↑Total costs must equal total revenue↑		
*Note on Year "N": Please replace the letter "N" with the year in which you expect the program to reach full enrollment.				

Table 9. Vancouver Financial Data
Human Biology WSU Vancouver 7/28/2018

		1st	2nd	5th	1st	2nd	5th
		FTE	FTE	FTE	Academi c Year	Academi c Year	Academi c Year
Total Student HDC					5	12	40
Total Student AAFTE					3.75	9	30
					↑Enrollment values linked to Table 1↑		
Personnel	Annual						
Faculty	rate	↓Insert employee FTE by job title↓			↓Insert annual salaries by job title↓		
Professor, Anthropology (.80 FTE)	76,109	0.03	0.03	0.03	2,283	2,283	2,283
Professor, Anthropology	79,713	0.03	0.03	0.03	2,391	2,391	2,391
Professor, Anthropology	80,545	0.03	0.03	0.03	2,416	2,416	2,416
Associate Professor, Anthropology	72,837	0.03	0.03	0.03	2,185	2,185	2,185
Clinical Assistant Professor, Anthropology	61,364	0.03	0.03	0.03	1,841	1,841	1,841
Instructor, Anthropology	50,043	0.03	0.03	0.03	1,501	1,501	1,501
Assistant Professor, Psychology	72,837	0.015	0.03	0.1	1,093	2,185	7,284
Assistant Professor, Psychology	72,630	0.015	0.03	0.1	1,089	2,179	7,263
Professor, SBS	89,118	0	0	0.1	0	0	8,912
Professor, SBS	144,769	0	0	0	0	0	0
Professor, SBS	129,753	0	0	0	0	0	0
Associate Professor, SBS	79,101	0	0	0	0	0	0
Associate Professor, SBS	86,400	0.015	0.03	0.1	1,296	2,592	8,640
Assistant Professor, SBS	80,514	0.015	0.03	0.1	1,208	2,415	8,051
Assistant Professor, SBS	80,199	0.015	0.03	0.1	1,203	2,406	8,020
Clinical Professor, SBS	52,236	0.015	0.03	0.1	784	1,567	5,224
Instructor, SBS	45,126	0.02	0.04	0.1	903	1,805	4,513
Instructor, SBS	47,259	0.02	0.04	0.1	945	1,890	4,726
Instructor, SBS	45,243	0.02	0.04	0.1	905	1,810	4,524
Instructor, Psych	49,095	0.02	0.04	0.1	982	1,964	4,910
Clinical Asst. Professor, Chem	49,104	0.02	0.04	0.1	982	1,964	4,910
Adjunct	28,200	0.02	0.04	0.1	564	1,128	2,820
	Subtotal	0.39	0.60	1.48	24,571	36,524	92,414
Exempt							
Academic Coordinator	46,260	0.03	0.05	0.15	1,388	2,082	6,939
	Subtotal	0.03	0.05	0.15	1,388	2,082	6,939
Classified							

Instructional Lab Tech	37,680	0.02	0.03	0.08	565	1,130	3,014
Clerical	35,050	0.02	0.03	0.08	701	1,052	2,804
Fiscal analyst	32,100	0.02	0.03	0.08	642	963	2,568
Subtotal		0.06	0.09	0.24	1908	3145	8386
Graduate							
Teaching Assistants	34,930	0.50	1.00	1.50	17,465	34,930	52,395
Subtotal		0.50	1.00	1.50	17,465	34,930	52,395
Total Personnel		0.98	1.74	3.37	45,332	76,680	160,135
					<i>↓Insert benefits based on current benefit rates↓</i>		
Benefits							
Faculty					7,199	10,701	27,077
Exempt					473	710	2,366
Classified					912	1,503	4,009
Graduate					2,288	4,576	6,864
Total Benefits					10,873	17,490	40,316
Link to current benefits model rates							
Goods and Services					5,000	5,000	5,000
Travel					1,000	1,000	1,000
Equipment (Instructional)					5,000	5,000	5,000
Total Direct Costs					67,205	105,171	211,451
Total Indirect Costs	35%				36,187	56,631	113,858
Total Costs					103,392	161,801	325,309
One-Time Costs					2,000	0	0
Recurring Costs					101,392	161,801	325,309
Total Costs					103,392	161,801	325,309
Calculated total cost per student AAFTE:					27,571	17,978	10,844
Calculated direct cost per student AAFTE:					17,921	11,686	7,048
Revenue							
Internal Departmental /Area Reallocation					49,490		
Enrollment Funding					28,624	68,697	228,990
New State Funds					0	0	0
WSU Allocation (Institutional reallocation)					0	0	0
Indirect Allocation (Central reallocation for support services)**					25,278	93,104	96,319
<i>Other <WSU Vancouver Funds></i>							
Total Revenue					103,392	161,801	325,309

****By Year 5, tuition revenue will allow us to redirect most indirect costs to other campus areas**

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

TRUE TRUE TRUE
↑Total costs must equal total revenue↑

Section XII. External Reviews

Potential external reviewers for the Program in Human Biology at WSU include the following individuals:

Klaus Kaltoff, Professor of Molecular Cell and Developmental Biology
Department of Molecular Cell and Developmental Biology
University of Texas at Austin - ICMB
1 University Station A6700
205 W. 24th St.
Austin, TX 78712-1095
kkaltoff@mail.utexas.edu

Katherine Preston, Associate Director, Program in Human Biology
Program in Human Biology
Stanford University
450 Serra Mall, Building 20, Room 22F
Stanford, CA 94305-2160
kpreston@stanford.edu

Lawrence M. Schell, Professor of Anthropology
Department of Anthropology
University at Albany
Arts & Sciences Room 116
1400 Washington Avenue
Albany, New York 12222
518-442-4714
lmschell@albany.edu

Andrea Wiley, Professor of Anthropology and Director, Human Biology
Department of Anthropology
Indiana University
Student Building 130
701 E. Kirkwood Avenue
Bloomington, IN 47405-7100
wileya@indiana.edu

APPENDIX A

Statement from Chair of Human Development (E-mailed letter)

From: Hill, Laura Griner
To: Duff, Andrew
Subject: RE: For our call
Date: Wednesday, October 19, 2016 4:31:46 PM

Hi Andrew,

The Human Biology major sounds great, and I don't see any significant overlap or competition with our major in Human Development. Your proposed emphasis on biology, physiology, and ecology is rarely a primary interest of our majors, and although some of our courses touch on those topics, they are not a primary focus in any of our classes. I wish you luck with the proposal; it will be a good addition to the WSU undergraduate offerings.

Best wishes,
Laura

Laura G. Hill
Washington State University
Professor and Chair, Human Development
Prevention Science Graduate Faculty
Johnson Tower 501
Pullman, WA 99164-0350
P: (509) 835-8478
laughill@wsu.edu

APPENDIX B

Statement of Library Support

We are writing to state that the existing collections and services of the WSU Libraries are able to fully support the proposed Program in Human Biology as put forward by the School of Biological Sciences and the Department of Anthropology. Because the program mainly uses existing courses from the life, physical, and social sciences and the humanities (courses already supported by the libraries), any impact of the new program on WSU Libraries' collections, services and personnel should be minimal and existing personnel and services can support the program.

The focus of this program is well in keeping with areas of research and teaching in the biological sciences and in anthropology currently supported by the Libraries' collection policies (<http://www.libraries.wsu.edu/sites/default/files/cd-biological-sciences.docx>, <http://www.libraries.wsu.edu/sites/default/files/cd-anthropology.docx>). Again, because of the program's focus and emphasis on classes already being offered at WSU, existing library collections – both physical and digital – are currently able to support the program's research and teaching without additional funding.

As stated above because the program mainly uses existing courses, the impact on the WSU Vancouver Library will be minimal. Most access to journals and all access to databases needed to support this program are licensed system-wide so that Vancouver students and faculty have immediate access to the needed electronic resources. WSU and the other members of the Orbis-Cascade Alliance (NW consortium of academic libraries) have courier and electronic delivery programs in place to provide timely access to materials not owned by the Vancouver Library. The Vancouver Library has an active library liaison program and has librarians already designated to provide support in Biology and Anthropology.

Should students take WSU Online classes to fulfill program requirements in Human Biology, those students would have access to databases in the WSU Libraries collections as well as to book delivery and other library services available to all WSU Online students (for more information, see the Library Services for WSU Global Campus website, here: <http://libguides.libraries.wsu.edu/global>).

The WSU Libraries are currently well able to support the proposed BA in Human Biology, and we wish to convey our thanks and appreciation to Larry Hufford of the School of Biological Sciences and to Andrew Duff of the Department of Anthropology for their mindful consultation with the Libraries during the process of proposing this program.

Erica Carlson Nicol
Librarian for Anthropology
Holland Library 361B
Washington State University,
Pullman
509.335.8614
eacarlson@wsu.edu

Betty Galbraith
Science Librarian
Owen Science Library
509.335.7930
bettyg@wsu.edu

Karen Diller
Library Director
WSU Vancouver Library
360.546.9179
diller@wsu.edu

APPENDIX C

**Letter in Support of Human Biology degree,
College of Arts and Sciences, Vancouver**



February 22, 2018

Letter of Support for the Human Biology Degree

On behalf of the College of Arts and Sciences at WSU Vancouver, I'm writing to endorse the creation of a B.A. in Human Biology on the Vancouver and Pullman campuses. As the proposal describes, this new interdisciplinary major will be unique in the Pacific Northwest and offer our students a range of employment options in the rapidly expanding and increasingly diversified health care industry. Health care is a thriving sector of the Vancouver economy, where most of our students live and work. In addition to its benefits for students, this degree is appealing from a resource standpoint because it draws almost exclusively from existing courses.

The B.A. in Human Biology is an excellent fit for the Vancouver campus. WSU Vancouver currently offers undergraduate degrees in biology and anthropology, two of the core areas of the program. Biology is among the most popular programs on campus, with almost 300 majors. The General Science degree is not offered in Vancouver, so we expect that Human Biology will provide a new and distinctive option for students interested in exploring links between the biological and social sciences. This broad-based approach will also appeal to our many pre-health students, as it is consistent with national efforts to enhance the behavioral and social science content of health education. The interdisciplinary nature of Human Biology also makes this program a good value for the campus and our students. Degrees that span several disciplines and offer multiple ways to satisfy requirements provide flexibility and choice for students, especially those who are balancing school schedules with work and/or family commitments. The program's reliance on courses that are already offered through existing campus programs enables us to enhance our curriculum and provide a new and unique degree in a cost-effective way.

In sum, CAS at WSU Vancouver fully endorses the proposal to create a B.A. in Human Biology at WSU. The proposal has the strong support of WSU Vancouver faculty in the School of Biological Sciences and the Department of Anthropology, as well as the full support of campus leadership.

Sincerely,

Amy S. Wharton
Director and Associate Dean, College of Arts and Sciences
Professor of Sociology

APPENDIX D

**Letter in Support of Human Biology Degree,
College of Arts and Sciences, Pullman**



College of
Arts and Sciences

MEMORANDUM

TO: Andrew Duff, Chair, Department of Anthropology
Patrick Carter, Director, School of Biological Sciences

FROM: Larry Hufford, Interim Dean
College of Arts and Sciences

A handwritten signature in black ink, appearing to read "Larry Hufford".

DATE: July 25, 2018

SUBJECT: Support for Interdisciplinary Degree in Human Biology

I offer my support for the proposed new degree in Human Biology. This joint effort between the Department of Anthropology and the School of Biological Sciences provides an exemplary model for collaborative, interdisciplinary efforts that will create exciting new learning and post-graduation opportunities for Washington State University students. Interdisciplinary degrees such as Human Biology have the potential to attract new students to Washington State University and to provide them with education and training for careers that will address significant challenges that lie ahead for human populations.

To further the goals of the proposed program, the College of Arts and Sciences will commit to support the degree with \$9,000 annually for three years upon degree approval. These funds may be used to support a Human Biology degree director, who will also have responsibility for coordinating program assessment, support student advising for the degree, administrative and clerical support of the degree, and travel between Pullman and Vancouver for coordinating degree implementation, course offerings, planning and assessment. If growth of the degree program warrants additional funding in the first three years, this will be granted. Following the three-year commitment, the financial needs of the program will be reassessed, and future commitments to support the degree will be contingent on the degree's success at attracting students.

Interdisciplinary collaborations, training, and degree offerings are consistent with the strategic plans of the College of Arts and Sciences and University. The College is pleased to support this endeavor to position WSU to contribute to the economic health and vitality of Washington State and to enhance opportunities for our students.

Human Biology (120 Hours)

Completion of the Human Biology major requires a minimum of 20 credits of coursework in both Anthropology (ANTH) and Biology.

First Year

<i>First Term</i>	<i>Hours</i>
ANTH 203 [DIVR]	3
BIOLOGY 106 [BSCI]	4
CHEM 101 or 105 [PSCI]	4
ENGLISH 101 [WRTG]	3

<i>Second Term</i>	<i>Hours</i>
BIOLOGY 107	4
CHEM 102 or 106	4
HISTORY 105 [ROOT]	3
STAT 212 [QUAN]	4

Second Year

<i>First Term</i>	<i>Hours</i>
ANTH 260	4
Arts [ARTS]	3
Communication [COMM] or Written Communication [WRTG]	3
Social Sciences [SSCI]	3
Major Elective ^{1,2}	3

<i>Second Term</i>	<i>Hours</i>
Arts [ARTS], Humanities [HUM], or Social Sciences [SSCI] ³	3
BIOLOGY 301	4
Human Behavior Requirement ⁴	3
Science and Society Requirement ⁵	3
Major Elective ^{1,2}	3
Complete Writing Portfolio	

Third Year

<i>First Term</i>	<i>Hours</i>
Genetics and Evolution Requirement ⁶	3
Human Behavior Requirement ⁴	3
Humanities [HUM]	3

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Foreign Language⁷, if needed and/or Major Electives^{1,2} 6

Second Term **Hours**

Foreign Language⁷, if needed, and/or Major Electives^{1,2} 9

Genetics and Evolution Requirement⁶ 3

Writing in the Major [M] course⁸ 2-4

Fourth Year

First Term **Hours**

Major Electives^{1,2} 7

Human Cultural Diversity Requirement⁹ 3

Integrative Capstone Course [CAPS]¹⁰ 3 or 4

Writing in the Major [M] course⁸ 2-4

Second Term **Hours**

Major Electives^{1,2} and/or Electives¹¹ 13

Complete School of Biological Sciences Exit Survey

Footnotes

¹ Major Electives (18 credits) approved courses include: ANTH 301, 303, 304, 305, 330, 331, 340 [M], 380, 404, 405, 495, 498, 499; BIOLOGY 251 or 353, 315, 321 [M], 333, 340 [M], 354, 372, 476, 491, 495, 499; H D 220; MBIOS 303, 305, 405, 446; PSYCH 320, 361, 363; and any ANTH or BIOLOGY course listed in the Science and Society, Genetics and Evolution, Human Behavior, and Human Cultural Diversity modules that *were not* taken to satisfy the requirement in those areas.

² A maximum of 4 credits of course work that are graded S,F (ANTH 498, 499; BIOLOGY 491, 495, 499) may be used toward fulfilling Major Electives.

³ An additional [ARTS], [HUM], or [SSCI] is required by the College of Arts and Sciences.

⁴ Human Behavior Requirement (6 credits) approved courses include: ANTH 268, 381, 466; BIOLOGY 307, 438; PSYCH 230, 321, 324, 372.

⁵ Science and Society Requirement (3 credits) approved courses include: ANTH 309; BIOLOGY 330; PHIL 350, 365, 370; SOC 331, 332; SOE 390, 402, 444.

⁶ Genetics and Evolution Requirement (6 credits) approved courses include: ANTH 302, 463, 469; BIOLOGY 335, no more than one from BIOLOGY 395, 403, or 405; MBIOS 423.

⁷ Two years of high school foreign language or at least two semesters of college-level foreign language are required by the College of Arts and Sciences for graduation.

⁸ [M] courses must be chosen from ANTH or BIOLOGY.

⁹ Human Cultural Diversity Requirement (3 credits) approved courses include: ANTH 201, 307, 316, 320, 327.

¹⁰ Integrated Capstone [CAPS] course must be chosen from either ANTH 464, 473 [M], 490 [M], BIOLOGY 401, 408, 473 [M], 483 [M].

¹¹ Electives must include sufficient 300-400 level coursework to meet the University requirement of 40 upper division credits.

ACTION ITEM #1
WSU Pullman, Global Animal Health Phase 2
Budget Approval
(Stacy Pearson/Olivia Yang)

September 20, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: WSU Pullman, Global Animal Health Phase 2, Budget Approval

PROPOSED: That the Board of Regents approve the WSU Pullman, Global Animal Health Phase 2 project budget and authorize the project to continue construction using the Design Build process pursuant to RCW 39.10 and further delegate authority to the President or his designee to enter into any and all contracts necessary to complete the project within the budgeted amount of \$61,300,000.

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

BACKGROUND: The Global Animal Health Phase 2 building will be the new home of Paul G. Allen School for Global Animal Health disease detection and surveillance program. This program, which is integral to the mission of the Allen School, is delivered primarily through the Washington Animal Disease Diagnostic Laboratory (WADDL). WADDL is at the front line of the nation's defense against foreign diseases, zoonotic diseases, and food borne illness, and is known regionally and nationally for its work to combat pandemic flu, avian influenza, West Nile Virus, Mad Cow Disease and Foot and Mouth Disease. The facility will also house research and development laboratories and serve as a teaching laboratory for educating veterinary (DVM) students, post DVM and other health professionals, graduate students and undergraduate students. This facility will be physically connected to the Phase 1 Global Animal Health building (Allen Center) that houses the Allen School of global animal health research programs.

In 2015-2017, \$1,900,000 was allocated from internal sources for early design and Design Builder procurement activities; this amount was approved by the Board of Regents at the October 2015 meeting.

The university requested \$38,100,000 for the design and construction in its 2017-2019 State Capital Budget request. This requested amount along with the initial \$1.9M was presented to the Board of Regents for a total project cost of \$40,000,000 and was subsequently approved in the May 2017 Board of Regents meeting.

The 2017-2019 allocation from the State was \$23,000,000, which resulted in phasing the project construction. The design was completed within this biennium and the construction began with only underground utilities, the structure and building envelope.

The university requested an additional \$36,400,000 from the state in the 2019-2021 biennium and was allocated the full amount. This allocation allows the construction to continue with an estimated completion date of January 2021. The allocated budget allows for a completed facility with the needed research and diagnostic equipment to be included.

This request is to update the project budget approval to the current state allocated funds to complete the project in its entirety.

Project Schedule:

Regents Approval of Design and Construction	May 2017
Design	April 2017– Oct 2018
Construction	Nov 2018 – Jan 2021

Project Budget:

Construction (incl. contingency & sales tax)	\$50,786,700
Professional Services	\$1,840,000
Project Management	\$1,650,000
Moveable Equipment/Furnishings	\$6,000,000
Other	\$1,023,300
Total Project Budget	\$61,300,000

Source of Funds:

FY 2015-2017 Internal Fund	\$1,900,000
FY 2017-2019 State Funds	\$23,000,000
FY 2019-2021 State Funds	\$36,400,000
Total Source of Funds	\$61,300,000

ATTACHMENTS: Attachment A: Aerial Map
Attachment B: Resolution #170505-555, May 5, 2017

**Attachment A
Aerial Site Map**



Attachment B

Board of Regents
WSU Pullman, Global Animal Health Phase 2,
Design Approval and Construction Budget Approval

Resolution #170505-555

WHEREAS, the Board of Regents of Washington State University by virtue of RCW 288.10.528 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 WSU Pullman, Global Animal Health Phase 2, Design Approval and Construction Budget Approval, authorize the project to proceed to construction using the Design-Build (DB) process pursuant to RCW 39.10, and further delegate authority to the President or designee to enter into any and all contracts necessary to complete the project within the budgeted amount of \$40,000,000, contingent upon funding appropriated by the state legislature.

Dated this 5th day of May, 2017



Chair, Board of Regents



Secretary, Board of Regents

Board of Regents
WSU Pullman, Global Animal Health Phase 2
Budget Approval

Resolution #190920-612

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 WSU Pullman Global Animal Health Phase 2 Building project, and project budget of \$61,300,000, authorize the project to proceed to construction using the Design Build process pursuant to RCW 39.10 and further delegate authority to the President or his designee to enter into any and all contracts necessary to complete the project within the budgeted amount of \$61,300,000.

Dated this 20th, day of September, 2019.

Chair, Board of Regents

Secretary, Board of Regents

ACTION ITEM #2

2020 State Supplemental Operating Budget Request (Stacy Pearson)

September 20, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: 2020 State Supplemental Operating Budget Request

PROPOSED: That the Washington State University Board of Regents approve the 2020 State Supplemental Operating Budget Request and delegate authority to the President to approve changes or adjustments that may be needed before the final submission is presented to the Office of Financial Management.

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

SUPPORTING INFORMATION: The proposed request for the 2020 State Supplemental Operating Budget Request is shown below.

1. Soil Health Initiative

This package requests \$788,000 annually in new state appropriation to complement partial funding secured in the 2019 legislative session to establish new research and outreach capacity in soil health. This request was originally brought by WSU in its 2019-21 biennial budget request as part of a multi-agency proposal that also included requests from the state Department of Agriculture and the Washington State Conservation Commission to develop and incentivize best soil health management practices across diverse agricultural systems in Washington, improving yields while deriving environmental benefits. The Legislature provided \$250,000 annually in the 2019 session and this 2020 request, if funded, would provide the balance of the original proposal.

Request amount: \$1,576,000 biennially.

BOARD OF REGENTS
2020 Supplemental Operating Budget Request

Resolution #190920-614

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 Washington State University Board of Regents approve the 2020 State Supplemental Operating Budget Request as outlined below and delegate authority to the President to approve any changes or adjustments that may need to be made before the submission is finalized for presentation to the Office Financial Management.

DATED this 20th day of September, 2019.

Chair, Board of Regents

Secretary, Board of Regents

ACTION ITEM #3
2020 Supplemental Capital Budget Request
(Stacy Pearson)

September 20, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: 2020 Supplemental Capital Budget Request

PROPOSED: That the Washington State University Board of Regents approve the 2020 Supplemental Capital Budget request and delegate authority to the President to approve any changes or adjustments that may need to be made before the submission is finalized for presentation to the Office of Financial management.

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

SUPPORTING INFORMATION: The proposed request for the 2020 State Supplemental Capital Budget Request is as follows:

\$4.0 million for the design of the WSU Vancouver Life Sciences Building.

The WSU Vancouver Life Sciences building will fill a critical need by providing teaching and research laboratories in high demand STEM related fields.

Expansion of new laboratory space is critical to continue to serve the needs of undergraduate students in Southwest Washington who are pursuing STEM careers. The integration of teaching and research labs into one building will increase the opportunities for undergraduate students to participate in research, enhancing their learning and skill development for future STEM careers. New labs for neuroscience, molecular biology and nursing research will provide opportunities for new discoveries to solve societal problems in the areas of health. The facility will also include specialized, dedicated vivarium space to house animals for research labs and federally-funded research programs.

This capital budget request will allow the University to address critical funding needs to address these important educational and research efforts.

Request Amount: \$4.0

BOARD OF REGENTS
2020 Supplemental Capital Budget Request

Resolution #190920-613

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 That the Washington State University Board of Regents approve the 2020 Supplemental Capital Budget request and that the Board delegate authority to the President to approve any changes or adjustments that may need to be made before the submission is finalized for presentation to the Office of Financial management.

DATED this 20th, day of September, 2019.

Chair, Board of Regents

Secretary, Board of Regents

ACTION ITEM #1

2020 Board of Regents Meeting Schedule (Kirk Schulz)

September 20, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Establishment of the 2020 Board of Regents Meeting Schedule

SUBMITTED BY: Kirk H. Schulz, President

PROPOSED: That the Board of Regents approve the schedule for the 2020 Board of Regents Meetings; and delegate authority to the President of the University or his designee to select and designate appropriate meetings places, establish meeting times, establish the agenda and prepare agenda items, dispatch all official notices to meet the state Open Public Meetings Act or other notice requirements, publish minutes and maintain records of meetings, and take other necessary action as required for the orderly conduct of Board Meetings.

SUPPORTING INFORMATION: Regents voted to approve the 2020 Board of Regents Meeting Schedule at its November 16, 2018, Board meeting. Pursuant to the Board of Regents bylaws, meeting schedules must be approved and adopted by resolution. Due to a clerical error, a resolution for the 2020 Board of Regents Meeting Schedule was omitted. Meeting dates as approved at the November 16, 2018, Board of Regents meeting are as follows:

2020	
<u>Date</u>	<u>Location</u>
January 23-24, 2020 (Retreat)	TBD
March 12-13, 2020	Tri-Cities
May 7-8, 2020	Spokane
June 4-5, 2020 (Retreat)	TBD
September 17-18, 2020	Pullman
November 12-13, 2020	Vancouver

ATTACHMENT: Resolution for adoption by the Board

BOARD OF REGENTS

2020 Board of Regents Meeting Schedule

Resolution #190920-611

BE IT RESOLVED that the Board of Regents of Washington State University hereby adopts the following schedule of meeting dates for **2020**:

<u>Date</u>	<u>Location</u>
January 23-24, 2020 (Retreat)	TBD
March 12-13, 2020	Tri-Cities
May 7-8, 2020	Spokane
June 4-5, 2020 (Retreat)	TBD
September 17-18, 2020	Pullman
November 12-13, 2020	Vancouver

BE IT FURTHER RESOLVED that pursuant to RCW 28B.10.528, authority is hereby delegated to the President of the University or his designee to select and designate appropriate meeting places, establish meeting times, establish the agenda and prepare agenda items, dispatch all official notices to meet the state Open Public Meetings Act or other notice requirements, publish minutes and maintain records of meetings, and take other necessary action as required for the orderly conduct of Board meetings.

BE IT FURTHER RESOLVED that when a regular meeting is rescheduled, notice thereof will be given in conformance with the notice requirements specified by the Open Public Meetings Act for special meetings, with the understanding that special meetings may be called by the President of the Board or as otherwise provided by law.

BE IT FURTHER RESOLVED that the Board of Regents may convene Executive Sessions whenever it is deemed necessary in the interest of the University for the purpose of discussing matters or items for which Executive Sessions are authorized in RCW 42.30 as it now exists or may be amended hereafter.

DATED this 20th day of September, 2019.

Chair of the Board of Regents

Secretary of the Board of Regents

ACTION ITEM #2

President's 2019-2020 Goals and Objectives (Kirk Schulz)

September 20, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Proposed 2019-2020 Goals and Objective

PROPOSED: That the Board of Regents accept the President's 2019-2020 Goals and Objectives

SUBMITTED BY: Kirk H. Schulz, President

SUPPORTING INFORMATION: Attached please find a "Proposed 2019-2020 Goals and Objectives" document. The goals outlined in this document reflect issues of strategic importance for the institution and represent the major priorities that will require the President's direct involvement and focus over the coming months.

Feedback provided by members of the Board of Regents has been incorporated, and these goals were previously reviewed and discussed by the Regents at its June 7, 2019, retreat.

ATTACHMENT: *Proposed 2019-2020 Goal Document*

Proposed 2019-2020 Goals & Objectives

Kirk H. Schulz, President

Goal 1 - Create and implement an overarching, five-year strategic plan for the WSU System which is directly tied to the university budget.

Goal 2 – Continue to improve the fiscal health of the WSU system resulting in an overall budget surplus by July 1, 2020.

Goal 3 – Officially start WSU Fundraising Campaign #3 on July 1, 2019, with strategic fundraising areas to be guided by the WSU Strategic Plan.

Goal 4 – Develop and implement a two-year plan that is focused around enhancing WSU's presence in the Greater Seattle area and tied to the university budget and philanthropy.

Goal 5 – Develop and implement a joint Academic Affairs and Student Affairs "Student Success Initiative" for WSU Pullman which focuses on increasing student retention and graduation rates across all student demographics.

Goal 6 – Continue implementation of recommendations by the Campus Culture and Climate working groups across the WSU system.

Goal 7 – Meet target spending levels for WSU Athletics for 2019-2020.

Goal 8 – Continue leadership development for the WSU Senior Leadership Team (Chancellors, Deans, and Vice Presidents) with Jean Frankel to enhance strategic decision making, growth as a leadership team, and improved interpersonal communications.

Goal 9 – Develop and implement a revised enrollment management plan for the WSU system.