November 8, 2019

BOARD OF REGENTS MEETING NOTICE
November 14-15, 2019

The Washington State University Board of Regents will hold its next official meetings on Thursday and Friday, November 14-15, 2019, on the WSU Vancouver campus, in Vancouver, Washington, pursuant to the schedule below.

Meetings will take place at 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 11:00 am 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, November 14, 2019   **Location**

11:00 am	Concurrent Meetings	
	Research and Academic Affairs Committee	FSC 101-103
	Student Affairs and Student Life Committee	ECS 309
	Institutional Infrastructure Committee	ECS 201M
12:00 pm*	Board of Regents Lunch	FSC 136
1:15 pm*	Finance and Compliance Committee	FSC 101-103
3:00 pm*	Strategic and Operational Excellence Committee	FSC 101-103
4:45 pm*	Executive Session – If needed	FSC 101-103
6:30 pm	Board of Regents Dinner	Heathman Lodge
		7801 NE Greenwood Dr,
		Vancouver, WA 98660

Friday, November 15, 2019   **Location**

7:15 am	Board of Regents Breakfast	FSC 136
8:00 am	Board of Regents Meeting	FSC 101-103

In addition, on Thursday, November 14, at approximately 5:00 pm the Regents will attend a reception with campus leadership and the WSU Vancouver Advisory Council in the Firstenburg Student Commons, room 102/104 on the Vancouver 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

BOARD OF REGENTS

WASHINGTON STATE UNIVERSITY

Agenda
Research and Academic Affairs Committee
Thursday, November 14, 2019
11:00 a.m. – 12:00 p.m.

Location: WSU Vancouver, Firstenburg Student Commons, Rooms 101-103

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

Future Action Item   **Section**

1.   Establish the School of Information (iSchool) *(Slinker)*   R-1

Information Items

1.   Faculty Manual Change – Section IV.I – Use of Faculty Authored, Edited,   R-2
        or Prepared Scholarly Material *(Slinker)*

2.   Degree Extension – Bachelor of Science in Earth and Environmental   R-3
        Science to Global Campus *(Slinker)*

3.   Office of Research Update *(Keane)*   R-4

FUTURE ACTION ITEM #1
Establish the School of Information (iSchool)
(Bryan K. Slinker)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Establishment of the School of Information

PROPOSED: That the Board of Regents establish the School of Information

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

SUPPORTING
INFORMATION: The College of Arts and Sciences proposes the establishment of the School of Information (iSchool). The iSchool aims to unite integrative research, teaching and service-oriented programs, personnel and pedagogical approaches and to educate the next generation of data-savvy, culturally aware, creative thinkers. The development of such a school would mirror similar recent developments at universities including, among the most prominent, University of California - Berkeley, MIT, and Cornell. What these new interdisciplinary programs have in common is their commitment to the cross-pollination of ideas, diverse faculty, and interdisciplinary knowledge to fuel innovative and sustainable research driven by community engagement and industry need.

Inspired by these developing programs and grounded in WSU's rich tradition of research driven by and through outreach and engagement, the iSchool will establish a collision-rich, silo-free educational and research environment that encourages deep thought and interaction between faculty, students, industry leaders, and community groups. WSU's ongoing commitment to our land-grant tradition and the university's long-term engagement with state and regional industries, provides the necessary foundation to connect the skills that today's industry leaders are looking for with the ideals of providing an inclusive, diverse and equitable educational structure that fosters creativity, collaboration, and curiosity to solve local problems with global solutions.

In addition to offering existing degree programs in Data Analytics (DA) and Digital Technology and Culture (DTC), the iSchool will be positioned

to develop new interdisciplinary degree programs as well as minors and certificates that include an emphasis on data visualization, statistical learning, artificial intelligence, user experience, creative coding, and integrative design. Growing organically from the core offerings in DA and DTC, the iSchool will build a curriculum that values integrative approaches, collaborative frameworks, and practical skill building through innovative, critical, and creative outputs. Ultimately, the iSchool will become a hub for both affiliated faculty and students across degree programs to unite through research agendas, open lab settings, and classrooms all geared to generate new knowledge and durable learning with wide-reaching benefits.

The complete proposal for the School of Information is attached. This proposal was reviewed carefully and has support from the Provost's Office. This proposal was recommended by the Faculty Senate's Steering Committee and Faculty Affairs Committee on September 19, 2019.

ATTACHMENT: Attachment A – Notice of Intent to Create a Department, School or College

NOTICE OF INTENT TO CREATE A DEPARTMENT, SCHOOL OR COLLEGE

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

Proposed Name:	School of Information (iSchool)
Proposed Campus:	All
College(s):	College of Arts and Sciences
Proposed location in the administrative structure: (Part of a larger unit? Who does it report to? Who reports to it? Attach proposed organizational chart.)	School Director will report to the CAS Dean

Contact Name:	Matthew Jockers	Email Address:	Matthew.jockers@wsu.edu
Date of filing this NOI:	June 14, 2019	Proposed effective date	Fall 2020

Justification for the new unit:

Earlier this year, the College of Arts and Sciences formed an *ad hoc* interdisciplinary committee to explore the opportunities for building stronger ties between our emerging Data Analytics (DA) program, our established program in Digital Technology and Culture (DTC), our quantitative social and natural sciences, and our design-oriented faculty in the Fine Arts. The committee was charged to explore existing synergies between these areas and to consider how we might best address the very real need for multi-dimensional, data-oriented, creative thinkers in the marketplace.

The President of William & Mary, Katherine A. Rowe, recently suggested that the problem solvers of tomorrow's workforce will have a solid grounding in data-oriented skills and will also be well-rounded creative thinkers with what Carol Dweck has called a "growth mindset." In short, these individuals will be border crossers and translators. Rowe writes that "The ability to synthesize diverse kinds of evidence in dynamic and ambiguous environments—and communicate fluently to different audiences about what that evidence means and why it matters—is what distinguishes a business translator from a technician or coder."

A recent report on the U.S. workforce from the McKinsey Global Institute titled "Competing in a Data Driven World," makes a similar point. The McKinsey study projects the need for at least 250,000 data scientists in the United States but then goes on to note that we will need as many as 4 million "business translators." These translators are individuals who are data literate and who can quickly analyze, translate, and think creatively about how data align with organizational values and missions. As James Shulman, Vice President and Chief Operating Officer for the American Council of Learned Societies put it in an article for the Mellon Foundation, "These translators need to be like people who live on the borders of two countries and, by necessity, speak the language of both in order to go about their daily business."

In his 2017 book *Robot Proof: Higher Education in the Age of Artificial Intelligence*, Joseph Aoun (President of Northeastern University) makes the compelling case that the next generation of college students should be educated to invent, create, and discover and thereby "fill the needs that even the most sophisticated robot cannot." According to Aoun, the literacies necessary for tomorrow are data

literacy, technological literacy, and human literacy. "Students," Aoun writes, "will need data literacy to manage the flow of big data, and technological literacy to know how their machines work, but human literacy—the humanities, communication, and design—to function as a human being." These are things that robots—machines—cannot do, and these are things our ad hoc committee believes, like Aoun, to be the core ingredients of a robot-proof education.

Clearly the workforce of tomorrow needs more coders and data scientists, but without the translators, and without the polymaths, the reach of the hard core "techies" is limited. In its 2018 Emerging Jobs Report, LinkedIn identified 10 skills that are in most demand in the marketplace. Coding/Programming and Data Science made the list at 3rd and 9th respectively, but the top ten also included oral communication (1), people management (2), social media (4), leadership (7), and graphic design (8). These essential skills are some of the hardest skills to impart, especially in an environment focused primarily on the development of technical proficiencies.

What many of these reports leave out, however, is a key element that WSU can bring to the table: our land grant mission and tradition of service and outreach across disciplines, industry, and communities not only in Washington state, but nationwide. WSU's land grant history is deeply connected to the premiere industries of the state from the early 20th century: agriculture and industrial science. As a 21st century land grant institution, WSU needs to reimagine and expand its mission to provide a diverse, inclusive, and equitable education based in the growing industries of the state and the nation today. WSU is poised to bring together an innovative and interdisciplinary focus on data, technology, and human-centered design to answer some of our global society's most pressing economic, ethical, and environmental problems.

Recognizing this moment of opportunity to unite integrative research, teaching and service oriented programs, personnel and pedagogical approaches, the ad hoc committee has recommended the formation of a new interdisciplinary School of Information (iSchool) in the College of Arts and Sciences as the best way to realize the goal of educating the next generation of data-savvy, culturally aware, creative thinkers. The development of such a school would mirror similar recent developments at universities including, among the most prominent, UC Berkeley, MIT, and Cornell. What these new interdisciplinary programs have in common is their commitment to the cross-pollination of ideas, diverse faculty, and interdisciplinary knowledge to fuel innovative and sustainable research driven by community engagement and industry need.

Inspired by these developing programs and grounded in WSU's rich tradition of research driven by and through outreach and engagement, the iSchool will establish a collision-rich, silo-free educational and research environment that encourages deep thought and interaction between faculty, students, industry leaders, and community groups. WSU's ongoing commitment to our land grant tradition and the university's long-term engagement with state and regional industries, provides the necessary foundation to connect the skills that today's industry leaders are looking for with the ideals of providing an inclusive, diverse and equitable educational structure that fosters creativity, collaboration, and curiosity to solve local problems with global solutions.

In addition to offering existing degree programs in Data Analytics (DA) and Digital Technology and Culture (DTC), the iSchool will be positioned to develop new interdisciplinary degree programs as well as minors and certificates that include an emphasis on data visualization, statistical learning, artificial intelligence, user experience, creative coding, and integrative design. Growing organically from the core offerings in DA and DTC, the iSchool will build a curriculum that values integrative approaches, collaborative frameworks, and practical skill building through innovative, critical, and creative outputs. Ultimately, the iSchool will become a hub for both affiliated faculty and students across degree programs to unite through research agendas, open lab settings, and classrooms all geared to generate new knowledge and durable learning with wide-reaching benefits.

Given the deeply interdisciplinary nature of this initiative, and its potential to provide positive impacts across the university, within the state, region and nationally, both President Schulz and Provost

Bernardo have already expressed enthusiasm for the intentions that motivate this NOI. The proposed iSchool will also intersect, both in terms of teaching and research, with existing efforts in other Colleges. For this reason, Deans Tomkowiak (EFCOM), Wright (CAHNRS), Hunter (CCOB), and Pinkleton (MCOC) have also already expressed support for the ideas and intentions behind this NOI. These Deans see its potential to provide both research collaborations as well as course offerings that would benefit students in their Colleges and across campus. (The committee also envisions opportunities for synergy with Veterinary Medicine and the College of Education. Conversations with those Colleges will be initiated if this NOI is approved.) And, of course, through the existing Data Analytics program, CAS and VCEA are already partnering to offer a data-oriented curriculum that would be continued within the iSchool consistent with the existing MOUs.

The iSchool also has the support of the Office of Research and in particular the office of Innovation and Research Engagement. The Office of Research views the school as an ideal incubator for external engagement and is especially interested in the potential to intersect with projects—such as the Urbanova initiative in Spokane—to help empower communities to solve local problems through collaboration and innovation around data analysis, design, and human centered technology development.

The Chancellors in Everett, Spokane, Tri-Cities, and Vancouver have also all expressed enthusiasm for the iSchool and believe it will provide a useful foundation for growing programs on their campuses and for inter-college collaborations across the system.

Alex Peitsch of WSU Corporate Relations as well as the industry members of the Data Analytics Advisory Board have also offered encouragement around this initiative, especially in terms of bringing a wider range of disciplines into conversations around data and the human dimensions of data.

And finally, Colleen Kerr, Vice President for External Affairs and Government Relations has recognized the obvious benefits of this proposed iSchool to the people of the state and has expressed her strong support.

List of existing units, if any, that are eliminated by creating the new unit. Please justify why they should be eliminated.

No units will be eliminated. The College's existing programs in Data Analytics and Digital Technology and Culture would be repositioned in the new iSchool.

List of faculty who will be housed in the unit (department or school), and/or a list of the departments that will be housed in the unit in the case of a school or college).

At inception, the iSchool would be staffed by existing faculty from the Program in Data Analytics (DA), the Program in Digital Technology and Culture (DTC), the Vancouver based Program in Creative Media and Digital Culture (CMDC), and other faculty from across the college of Arts and Sciences who would participate via joint or affiliate appointments as they already do in support of DA, DTC, and CMDC. At the start, the school's curriculum would consist of the existing majors and be offered through existing faculty and courses. Once approved, the program would immediately seek to expand its offerings through cross listing courses from across the university (similar to the way that Data Analytics exists today with cross listed courses from Math/Stats and CS). Existing faculty from DA, DTC, and CMDC would form the initial foundation of the school, but in keeping with the

interdisciplinary mission of the iSchool, faculty from around the college would be invited to participate at a level of engagement to be determined on an ad hoc basis. In addition to leveraging our existing faculty resources, the CAS is committed to searching for an external Director and has begun laying the foundation for a series of industry sponsored professorships. Our target is to establish five industry-endowed professors by the end of the current fundraising campaign. Such a goal is not without recent precedent: four industry entities just gave a combined $12.75M to help jump start a new center for science and innovation at Seattle University (https://www.geekwire.com/2019/seattle-u-breaking-ground-new-heart-campus-100m-center-science-innovation/).

Description of the effect that creation of the unit will have on the faculty inside and outside of the unit.

As noted above, in the start-up phase of the iSchool, faculty will be drawn from DA, DTC and CMDC within the CAS. These programs have strong and growing numbers of majors, faculty with interdisciplinary and applied research agendas, and deep ties to industry and community organizations. It is worth noting that these programs currently support 512 majors (276 Pullman, 236 Vancouver) and another 27 minors (May 2019), so the iSchool would launch with existing faculty and 539 engaged undergraduate students. Despite this vibrancy, these programs have not been able to achieve their full potential within the existing structures of more traditional departments. The creation of the iSchool will provide the catalyst to not only build new programs that complement existing strengths, but also to expand and deepen DA, DTC, and CMDC through updated curricular offerings and expanded faculty research and engagement.

Outside of the new unit, faculty across the university will be able to be involved in many capacities. The iSchool will be organized around a core faculty hub with 100% teaching, research, and service assignments in the iSchool complimented by a set of affiliate, associate, or joint faculty whose courses in, for example, math, computer science, business, economics, etc. may be cross-listed and/or co-taught. The iSchool would seek to engage faculty across the entire university system and promote shared lab spaces, shared research initiatives, engagement in collaborative grants, and expansion of industry partnerships across disciplinary boundaries.

Description of the effect of the creation of the unit on other administrative units across the WSU system.

The iSchool will reduce administrative overhead for both the English and Math departments and result in a more effective administrative alignment around the core needs of DA and DTC faculty in relation to managing grants, industry partnerships, and advancing capital fund raising. Student advising and internship coordination will be more effectively shared and streamlined between these two units within the new iSchool, thereby reducing the need for added and specialized advising currently in Math and English.

Description of the process used to consult the affected faculty and other affected administrative units across the system.

The ad hoc committee spent the Spring of 2019 semester consulting in person and with faculty across CAS and from other closely affiliated colleges. If granted the opportunity to move beyond this NOI, the committee would look to expand the number of engaged stakeholders to include all of those faculty currently teaching in either Data Analytics or Digital Technology and Culture, as well as other faculty across the entire university system who work in, or have expressed interest in, related areas. This list would include, for example, those faculty engaged with the Kamiak compute cluster, those working in bioinformatics, big data social science, precision Agriculture, and so on.

Do the affected faculty and other administrative units agree to the creation of this college or department? If not, please explain why the unit should be created over their objections.

Faculty in other units are not directly affected by the creation of the iSchool. Initially only a handful of faculty, noted above, would have their administrative homes shifted to the new iSchool. Faculty with appointments in other units who are currently engaged with DA or DTC—e.g., Math, English, and computer science, etc.—would continue to teach in their departments and be invited to have an affiliation with the iSchool.

If the unit is a department or school, will it serve as a tenure unit? If so, explain why. How many tenured faculty will be in the unit at inception?

The iSchool will serve as a tenure unit. At inception, the iSchool would be staffed by existing faculty who are already appointed to teach in Data Analytics and/or Digital Technology and Culture. Other faculty within the CAS would be invited to express interest in joining the iSchool. An Interim Director would be appointed at the initiation of the iSchool. The school would seek to expand the core faculty by leveraging existing resources already earmarked for DA and DTC. To this core faculty, the school would add many more affiliate and associate faculty whose existing courses and research clearly intersect with the larger mission of the school. Going forward, the school would seek to hire a permanent director using funds within the College of Arts and Sciences. Preliminary discussions with the CAS Development team are focusing on identifying industry partners to sponsor an initial set of distinguished professorships in the iSchool.

☒ **Proposed budget—please attached the budget form for New Programs.**

Description of the effect on the library at proposed location:

No impact

Timeline:

Faculty recruitment and program development 2019 - 2021.
School opens 2021-2022.

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

Chair Signature:		Date:	

Everett Chancellor:		Date:	

Spokane Chancellor		Date:	

Tri-Cities VCAA		Date:	

Vancouver VCAA		Date:	

Dean Signature:		Date:	May 7, 2019

VP Global Campus:		Date	

Provost Office:		Date:	

Comments:

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

INFORMATION ITEM #1
Faculty Manual Change Approved by the
President Under Delegated Authority
(Bryan K. Slinker)

Change to the Faculty Manual

The Faculty Senate recommended approval for the following change to the *Faculty Manual*.

- Section IV.I - Use of Faculty Authored, Edited Or Prepared Scholarly Material

A redline copy of the change as presented to the Faculty Senate is attached. The recommendation was passed by the Faculty Senate on October 10, 2019.

IV I. Use of Faculty Authored, Edited Or Prepared Scholarly Material

Faculty members are expected to educate our students using the best scholarly materials and knowledge available. In some cases, this will result in faculty producing materials, such as textbooks or unpublished laboratory manuals, for student purchase. Selection of required materials ~~Requiring the use of faculty authored materials~~ must only be done to promote appropriate educational goals and ~~. It~~ must not be done for personal benefit or to obtain special privileges for faculty (RCW 42.52.030~~See the Ethics in Public Service Act, RCW 42.52~~).

WSU policy: Students may be required to use textbooks or other material written or created by WSU faculty however, ~~only if~~ the faculty member may not receives ~~no~~ any financial gain, directly or indirectly, from sales to WSU students.

This policy applies whether the material is self-published or ~~the materials are~~ printed and copyrighted by a recognized publishing house. Further, this policy applies only in those situations within the faculty member's control or influence, e.g.: required for students in own class, or, if faculty is member of an advisory group that advises on material for courses taught by other faculty and his/her material is in the recommended list. ~~and either in widespread use in other institutions or with evidence of independent external review by peers. or • the materials are reviewed and approved for use by a group designated by the Faculty Senate Executive Committee. A request for review and approval must be submitted every five (5) years or at the issuance of a new edition or whichever comes first.~~

Faculty members may be in compliance with this policy if any royalties are waived or, if received, are either directed to or remitted by the publishing house or by personal check from the faculty member to a University gift account not under the faculty member's control. Disclosure of the activity and evidence of options elected to ensure compliance with ethics rules should be made on the annual report of consultant and extended professional activities (BPPM 60.44) and remitted to the appropriate department chair or other supervisor by November 1 of each year. Evidence of compliance may include either a statement from the publishing house that no royalties were remitted, or, a statement of royalties paid from publishing house and receipt of deposit to gift account.

Should the faculty member receive royalties from authored material used in both a course within his/her control or influence and in other courses for which there's no engagement in material decisions, a reasonable estimation of the amounts attributed to class assignment should accompany the annual report of disclosure and adjustments made to gifted amount accordingly.

INFORMATION ITEM #2
Degree Extension to the Global Campus Approved by the President
Under Delegated Authority
(Bryan K. Slinker)

Bachelor of Science in Earth and Environmental Science

The purpose of the online Bachelor of Science in Earth and Environmental Science and Environmental and Ecosystems Sciences (EES) program is to better serve "degree completers" (individuals who have completed some college courses at WSU or elsewhere, and now wish to return to school), as well as nontraditional students from diverse backgrounds. In addition, because implementing the EES major will involve increasing the variety of courses offered to Global Campus students, the major will be useful not only for those students interested in majoring in EES, but also for students in other majors seeking electives and UCORE courses.

Environmental and ecosystem scientists focus on the interactions of physical, chemical, and biological conditions of natural and human-modified environments, with the goal of solving growing environmental challenges. The Bachelor of Science in Earth and Environmental Science at WSU will feature a broad interdisciplinary science and social science core coupled with a flexible advanced curriculum. This flexibility allows students to choose in-depth studies in an area of interest, minors, and hands-on research and management experience, and prepares students for graduate school and management careers.

The EES major can be completed in two years and is an ideal major for degree completers, those with some college yet no degree, and those who are already employed and need a college degree to improve their career trajectory.

Providing access to the Bachelor of Science in Earth and Environmental Science degree via the Global Campus is consistent with the core mission of the WSU strategic plan as it provides expanded access to a transformational undergraduate experience, to personalized student services and extended learning opportunities, and to world-class faculty.

The attached proposal was reviewed and approved by the Faculty Senate on September 19, 2019.

MEMORANDUM

TO: Faculty Senate

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

SUBJECT: Bachelor of Science in Earth and Environmental Science to Global

DATE: April 19, 2019

The attached proposal for extending the Bachelor of Science in Earth and Environmental Science to the Global Campus has been reviewed by the Provost's Office review committee. Some minor clerical issues associated with the budget have been addressed.

These changes satisfy us that the proposal is ready for Senate review.

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

Degree Title:	BS Earth and Environmental Sciences
Academic Program:	Environmental and Ecosystem Sciences
Academic Plan:	Environmental and Ecosystem Sciences
Number of Credits:	120
Department(s) or Program(s):	School of the Environment
College(s):	CAHNRS & CAS
Campus(es):	Global, Vancouver, Tri-Cities, Pullman
Method of Instructional Delivery:	Online

Contact Name:	Kent Keller	Email Address:	ckkeller@wsu.edu
Contact Phone:	509-335-3009	*Proposed start date:	Fall 2019

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

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

Chair Signature:	Kent Keller	Date:	January 16, 2019

Everett Chancellor:		Date:	

Spokane Chancellor		Date:	

Tri-Cities VCAA		Date:	
Vancouver VCAA		Date:	

Dean Signature:	Matt Jockers	Date:	March 1, 2019
Dean Signature:	Andre-Denis Wright	Date:	March 1, 2019

VP Global Campus:	Dave Cillay	Date	January 10, 2019

Provost Office:		Date:	

Comments:

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

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

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

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

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

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

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

Proposal

Mission and Core Themes (Strategic Goals):

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

The purpose of the online Environmental and Ecosystems Sciences (EES) major is to better serve "degree completers" (individuals who have completed some college courses at WSU or elsewhere, and now wish to return to school), as well as nontraditional students from diverse backgrounds. In addition, because implementing the EES major will involve increasing the variety of courses offered to Global Campus students, the major will be useful not only for those students interested in majoring in EES, but also for students in other majors seeking electives and UCORE courses.

Because the EES major can be completed in two years, it is an ideal major for degree completers, those with some college yet no degree, including those who are already employed and need a college degree to improve their career trajectory.

Providing access to the WSU Environmental and Ecosystem Sciences bachelor's degree via the Global Campus is consistent with the core mission of the WSU strategic plan in that it provides expanded access to a transformational undergraduate experience, to personalized student services and extended learning opportunities, and to world-class faculty.

Educational Offerings:

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

Environmental and ecosystem scientists focus on the interactions of physical, chemical, and biological conditions of natural and human-modified environments, with the goal of solving growing environmental challenges. The EES major at WSU features a broad interdisciplinary science and social science core coupled with a flexible advanced curriculum. This flexibility allows students to choose in-depth studies in an area of interest, minors, and hands-on research and management experience, and prepares students for graduate school and management careers.

The online program will allow place-bound students the same opportunity to earn a B.S. as students who are not place-bound. In addition, the program gives access to students who prefer the convenience of the Global Campus without having to relocate to Pullman, Vancouver or Tri Cities to complete a degree from the School of the Environment. The degree is designed to meet the needs of aspiring and working professionals and adult learners, as well as students entering college directly from high school. It will also provide opportunities for working professionals to refresh and update their skills and for those seeking to change careers. It offers all the opportunity to raise their credentials to WSU standards.

See Exhibit A for four-year degree plan.

See Exhibit B for advising check sheet for the degree.

See Exhibit C for new course development and delivery schedule.

Provide descriptive information regarding (the) method(s) of instructional delivery (percent face-to-face, hybrid, distance, and/or competency-based).
This degree will be delivered primarily online, asynchronously via the Global Campus LMS infrastructure. Students will access most courses via online delivery. However, students will be required to transfer credits from community colleges or other universities to satisfy introductory laboratory science courses, such as Biology 106-107, Chemistry 101, 102 or 105, 106 Students will have the opportunity to engage in hands-on experiences in their own communities at the direction of their instructors in key courses.

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

Please provide a list and description of expected student learning outcomes.
- Demonstrate understanding of the complex interactions of humans and ecological systems in the natural world.   - Interpret and apply basic statistical analysis or systems modeling methodology in environmental analysis.   - Interpret, synthesize, and apply a wide range of scientific literature in the ecological and environmental sciences, particularly dealing with both climate change and global change.   - Interpret a wide range of scientific literature in biology, ecology, and environmental science and apply this information to problem-solving analysis, specifically in the realms of environmental and natural resource sciences and sustainability.   - Prepare technical reports and analyses of environmental, resource ecology, and sustainability issues and present analytical results and conclusions effectively in both written and oral communication.   - Interpret environmental, resource management, and sustainability conflicts from multiple perspectives.   - Effectively analyze and integrate the social and natural sciences to understand diverse environmental and sustainability challenges ranging from local issues to global environments

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

School of the Environment has worked with ATL to develop an assessment plan that has been adopted system wide (including Global, Pullman, Vancouver, and Tri Cities), (curriculum map and assessment plan attached as Exhibit D). We will be utilizing embedded assessment and direct and indirect measures to ensure assessment of the Global Campus degree is robust and meets applicable standards. Furthermore, many faculty involved in the assessment process are teaching both face-to-face and Global sections, ensuring an equivalent experience.

Please indicate as appropriate:
        ⊠ Assessment of this program will be incorporated into the existing assessment plan for Pullman, Vancouver, and Tri Cities. Please attach a copy of the existing plan.
        ☐ A draft assessment plan is attached.
        ⊠ A curriculum matrix is attached.

Planning:

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

In 2017, WSU Global Campus commissioned a market research project through EAB to assess the need for an online degree program. It showed that "Employer demand for environmental and ecosystem sciences and earth science or geology skills have followed similar growth curves since H1 2010. This past year, national employers posted approximately 19,500 jobs that required environmental and ecosystem sciences skills and 16,000 jobs that required earth science or geology skills. Combined, job postings that requested environmental and ecosystem sciences skills or earth science/geology skills represented approximately seven percent of total job postings that required a bachelor's degrees from December 2013 to November 2014. This past year, local and regional employers respectively posted approximately 800 and 1,500 job postings for individuals with environmental and ecosystem science bachelor's degrees or skills. Between H1 2010 and H1 2013, employer demand for environmental science and ecosystem skills grew by 56 percent.

Additionally, market research firm Emsi produced data showing that the labor market in the area of Environmental Sciences nationally is increasing faster than the national average for all jobs. California, Texas, New York, and Florida are among the top employers with Washington in the top 10.

Also, EES degrees are highly sought after in rural and indigenous communities and, therefore, an online program may serve those communities.

2. The student population to be served
Provide realistic justification for the projected FTE.
How can transfer students articulate smoothly into the program and complete it with approximately the same number of total credits as students who enter WSU as freshmen?

Please describe specific efforts planned to recruit and retain students who are persons of color, disabled, or whose gender is underrepresented in this discipline.
WSU Global Campus programs typically appeal to those students who might not be able to attend a four-year program on a physical campus, but still want an accredited degree offered by a Tier 1 Research University with an excellent reputation. As described above, the EES major is useful for "degree completers" – students who have completed one or two years of college and are returning to school in order to improve their career options. EES is an excellent major for these students, because it is intrinsically interesting, it contributes to a range of useful skill sets, and the requirements can be met in two years, thus helping students complete their degree in a timely manner. Because most Global Campus students enter the program having already completed some college courses, they are looking for majors that can be completed efficiently. The EES major meets that need. Students who take advantage of the direct transfer agreement guidelines and articulation agreements will be able to transfer seamlessly from a two-year program without relocating to Pullman, Vancouver, or Tri Cities. WSU Global Campus has been accommodating transfer students and former students who are at varying levels along the transfer continuum since its inception. The program is also designed to appeal to working professionals and adult learners who may already work in other fields but wish to refresh and update their skills. Our students go on to make careers utilizing their interdisciplinary skills in a variety of agencies, consulting firms, and public utilities as urban planners, sustainability scientists, geospatial experts, restoration and watershed consultants, water quality managers, water resource managers, park and green space managers, conservations scientists, or health advocates. Many of our students continue their education in Masters and PhD programs. WSU Global Campus is focusing on digital marketing to generate awareness and promote all new degrees broadly across social media platforms and other digital access points. Specifically, the goal of the marketing effort is to meet target enrollment goals that enable the degree to reach a sustainable level of enrollments. Recruitment efforts for the online major will diverge substantially from those on the Pullman campus. In contrast, the Global Campus, CAS, and CAHNRS will specifically market the EES major to prospective students – providing information to students about the EES major that campus-based freshman typically lack. We expect that these marketing efforts in conjunction with the characteristics of the major (allowing for timely completion, inherent interest, and career prospects) will result in a number of students choosing the EES major. In addition, WSU Global Campus ensures that all courses and programs meet ADA requirements for access to individuals with disabilities.

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

School of the Environment was approached by Global Campus, and after analysis of the market research, evaluating the resources in the department, and consulting with faculty, the department determined that it would be advantageous to launch the degree online.

WSU GC commissioned a market research report on the need for a degree in Environmental Science from research partner EAB. Employer demand for environmental and ecosystem sciences and earth science or geology skills have followed similar growth curves since H1 2010. This past year, national employers posted approximately 19,500 jobs that require environmental and ecosystem sciences skills and 16,000 jobs that require earth science or geology skills. Combined, job postings that requested environmental and ecosystem sciences skills or earth science/geology skills represent approximately seven percent of total job postings that required a bachelor's degrees from December 2013 to November 2014.*

The U.S. Bureau of Labor Statistics predicts that employment for Environmental Scientists and Specialists (who hold at least a bachelor's degree in a natural science or science-related field) will grow 15 percent from 2012 to 2022, a higher-than-average growth rate. The Bureau of Labor Statistics predicts a similarly high rate of growth for Environmental Engineers in the same time period.

4. Organizational arrangements required within the institution to accommodate the change.
The Global Campus is prepared to fully support course development, student services, advising, recruiting, marketing, and faculty development within their existing infrastructure. The School of the Environment is prepared to engage our faculty at all of our campuses, including WSU Pullman, Vancouver, Tri Cities, Puyallup, and Wenatchee, in the instruction of online courses as appropriate and as instructional loads require. Likewise, the School of the Environment is prepared to manage assessment, instruction, innovation, and coordination of the online degree in concert with their existing campus-based degree. The School of the Environment is already offering a number of online courses during the academic year. The School has engaged all faculty in the GC development process and is prepared to manage as practical, an equitable distribution of GC AAFTE across our multi-campus system.

5. Lay out a three-year timetable for implementation, including hiring plans, partnership contracts if needed, facilities modification, recruiting, and other elements of implementation. Provide dates for each step.	
2019-2020	Course development (see course development schedule, Exhibit C) Begin offering the online major Marketing/recruitment
2020-2021	Hire clinical faculty as demand for courses exceeds the teaching load of current temporary and full-time faculty. Continue marketing/recruitment Course update according to schedule

2021-2022	Monitor enrollment in individual courses; revise frequency of offerings as indicated Begin assessment Continue marketing Course update according to schedule

Budget:

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

Please describe the funding picture narratively, including funding sources, department, college, and/or campus commitments, investments already made, one-time costs, facilities costs (labs, classrooms, offices, telecom, etc.), and library costs.
The School of the Environment is committed to allocating any and all available resources to the Global Campus Environmental and Ecosystems Sciences offering at WSU. With the projected program growth and popularity, the School of the Environment anticipates the need for course development efforts in the first academic year of the program offering at approximate cost of $4,500, in addition to a new course development in Year 2 (two) and Year 3 (three) for a total cost of $13,500 in the first three years. In considering the current growth trend in the School's enrollment, additional instructional support is needed in academic years 2 (two) and 3 (three) to deliver new developed courses. Anticipated cost of instructional support for Year 1 (one) is approximately $17,460, and includes support for one Graduate Assistant (step 47). In years 2 (two) and 3 (three) we anticipate the need for a faculty coordinator stipend of approximately $15,000 per year; this stipend is to include summer salary. Please note that the School of the Environment's efforts to launch our Global Campus degree offerings has been well supported by the College of Arts and Sciences and the College of Agricultural, Human, and Natural Resources Science. It is through the evident support that we are able to offer several courses that are proven successful in offering outstanding educational value and excellence in design and delivery. The dean of the College of Arts and Sciences and the dean of the College of Agricultural, Human, and Natural Resource Sciences have approved of this proposal and provided a letter of financial support (see Exhibit E).

Student Services:

Describe the capacity of student support services to accommodate the change at this location. Include a description of admissions, financial aid, advising, library, tutoring, and other services specific to this request.
The Global Campus provides comprehensive student services, often in collaboration and cooperation with the centralized units, to ensure student success. Included are dedicated recruiters and advisors, transfer credit evaluation, career counseling, financial aid, e-tutoring, student involvement, and tech support for online students. The Global Campus is also skilled in working with students to match their goals with the programs and services offered by WSU.

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

WSU Global Campus creates opportunities for meaningful student engagement through unique student involvement activities offered virtually and face-to-face. The Global Campus encourages and mentors students into research opportunities and creates pathways for students to transition into graduate school.

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

Adding online courses and creating access to a new degree program adds opportunity and options for student success, potential for better time-to-degree outcomes, and flexibility that accommodates students' needs.

Physical Facilities and Equipment:

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

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

Library and Information Resources:

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

The lead librarian for EES major has confirmed there will be little or no resource impact on the Libraries should this proposal move forward and has provided a letter of support (see Exhibit F).

Faculty:

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

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

All faculty teaching online are held to the same qualifications as faculty on the physical campuses. Deans and Directors are directly responsible for the hiring of all teaching faculty and ensure credentials are appropriate for the program, and will hire faculty using normal hiring processes.

Impact on Other Locations/Programs:

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

We anticipate very few impacts on other WSU programs or locations.

The School of the Environment has faculty and a major in Pullman, Tri Cities, and Vancouver. Because the primary market for the online major is place-bound students, and because of the policy which prohibits non-Global Campus students from enrolling in Global Campus courses in Fall and Spring semesters, the online program is unlikely to attract large numbers of physical campus-based students during the academic year. We have found that during the summer, students are increasingly taking courses online rather than face-to-face. This trend has had impacts on Pullman and Vancouver summer enrollments. Both campuses recognize that the addition of the online major increases the need for us to coordinate offerings across the Pullman, Vancouver, Tri Cities, and Global campuses, and we are putting in place procedures for doing so in a systematic way. We anticipate that the addition of the online major will allow us to use our resources more efficiently in order to serve students on the four campuses, and instruction may originate from any campus which houses School of the Environment faculty.

Sustainability

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

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

Any sunsetted degree will include an appropriate teach-out plan and students will be supported to graduation.

External Reviews

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

Name	Contact Information (email, phone, address)

Attachments:

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

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

Environmental and Ecosystem Sciences (120 Hours)

First Year

First Term	*Hours*
BIOLOGY 106	4
HISTORY 105 [ROOT]	3
MATH 106 or electives[1]	3
SOE 110 [BSCI]	4

Second Term	*Hours*
CHEM 101 [PSCI] or 105 [PSCI]	4
Creative & Professional Arts [ARTS]	3
ENGLISH 101 [WRTG]	3
MATH 108 or electives[1]	2
SOE 101 or 102	4

Second Year

First Term	*Hours*
BIOLOGY 107	4
ECONS 101 [SSCI]	3
SOE 210 or 250[2]	3 or 4
Foreign Language, if needed[3]	0 - 4
200-level Required Electives[4]	2 or 3

Second Term	*Hours*
CHEM 102 or 106	4
Humanities [HUM]	3
SOE 300 or BIOLOGY 372[2]	3 or 4
STAT 212 [QUAN], MATH 140 [QUAN], or 171 [QUAN]	4
Foreign Language, if needed[3]	0 - 4
Complete Writing Portfolio	

Third Year

First Term	*Hours*
COM 102 [COMM] or H D 205 [COMM]	3 or 4
Creative & Professional Arts [ARTS], Humanities [HUM], or Social Sciences [SSCI]	3
SOIL SCI 368	3
Professional Electives[5]	7

Second Term	*Hours*
Diversity [DIVR], if needed, or Electives[6]	3
SOE 312 [DIVR] or POL S 430[6]	3
SOE 315 or 461	3
SOE Experiential Requirement or Electives[7]	3
Professional Electives[5]	4

Fourth Year

First Term	*Hours*
SOE 403, STAT 360, 370, or 412 [8]	3
SOE 404 [CAPS] [M] or 454 [CAPS] [M]	3
Writing in the Major [M][9]	3
Professional Electives[5]	7

Second Term	*Hours*
Writing in the Major [M] or Electives[9]	3
Professional Electives[5]	13
Exit Survey[10]	

Footnotes

[1] MATH 106 and 108 are required courses. However, if students have tested into or taken MATH 140, 171, 172 or ALEKS with an 80% or better, MATH 106 and 108 will be waived. If waived, students may need to take additional credits to meet the University minimum of 120 credits.

[2] Students who take SOE 250 must also take BIOLOGY 372.

[3] 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.

[4] Approved 200-level required electives include SOE 204, 230, 250, 275, 285. Not all courses available on all campuses.

[5] Environmental and Ecosystem Sciences Professional Electives (31 credits) are courses selected by students in concert with their advisor and pertain to their major and/or to a specific sub-discipline of interest. Professional electives may also include courses from outside of their major as needed to complete a minor in another field of study. Approved courses include but are not limited to: ECONS 330, or any 300-400-level SOE or SOIL SCI course, or as approved by advisor.

[6] SOE 312 satisfies both the DIVR and the Society and Environmental Management requirements for the Pullman campus.

[7] SOE Experiential Requirement: Certified students in the School of the Environment are required to fulfill the SOE Experiential Requirement before graduation. This requirement is designed to give students experience they will not receive in the traditional classroom oriented course, and to better prepare them for a successful career after graduation. Students may choose 3 credits of coursework from SOE 492 or 495, or as approved by advisor. As an alternative to coursework, students may meet the requirement by documenting at least 135 hours of relevant practical experience. Students choosing the practical experience option may need an additional 3 credits of electives to meet the University requirement of 120 total credits.

[8] MATH 172 is a prerequisite for STAT 360 and 370.

[9] The School of the Environment requires students to complete 3 [M] courses. Check with advisor for course recommendation.

[10] Students must complete a School of the Environment exit survey, administered during the final semester.

Environmental & Ecosystem Sciences
Available Pullman, Tri-Cities, Vancouver

WASHINGTON STATE UNIVERSITY

School of the Environment
B.S. in Earth & Environmental Sciences
Advising Sheet • Fall – 2018

Student Name _____ ID# _____

Email _____ Advisor: _____

Academic Coordinators Contact Information – Pullman: 509-335-6166 or 509-335-8538; Webster 1227 and 1229

BASIC REQUIREMENTS:

54 Credit minimum required (no more than three, three credit courses within the major)

First Year Experience (3 Cr.)	Cr	Term	Offered
Roots of Contemporary Issues (HISTORY 105)	3		F,S,SS
Foundational Competencies (10 Cr.)			
Written Communication			
ENGLISH 101: Intro Writing [WRTG]	3		F,S,SS
Communication			
HD 205 or COM 102 [COMM]	3-4		F,S,SS
Quantitative Reasoning			
STAT 212, MATH 140 [QUAN] or MATH 171 [QUAN]	4		F,S,SS
Ways of Knowing (20 Cr.)			
Inquiry in the Social Sciences (3)			
ECONS 101 [SSCI]	3		F,S,SS
Inquiry in the Humanities (3)			
Elective [HUM]	3		F,S,SS
Additional Inquiry (3)			
Elective [HUM, ARTS or SSCI]	3		F,S, S
Inquiry in Creative and Professional Arts (3)			
Elective [ARTS]	3		F,S,SS
Inquiry in the Natural Sciences (7 min.)			
BIOLOGY 106 Intro to Organismal [BSCI]	4		F,S,SS
CHEM 101 Intro to Chem OR [PSCI] CHEM 105 Principles of Chem I [PSCI]	4		F,S,SS
Integrative & Applied Learn –Included in EES Core			
Global Diversity (3)			
Non-major elective or SOE 312 [DIVR]	0-3		
Integrative Capstone (3)			
SOE 454 [M] [CAPS] or SOE 404 [CAPS]			
Other Required Courses (21 Cr.)			
SOE 110 Environ. & Human	4		F,S
SOE 101 Introduction to Geology OR SOE 102 Physical Geology	4 4		F, S, SS F, S
MATH 106 College Algebra	3		F,S,SS
MATH 108 Trigonometry	2		F,S,SS
BIOLOGY 107 Cell Biology & Genetics	4		F,S,SS
CHEM 102 Chemistry Related to Life Sci. OR CHEM 106 Principles of Chem II	4		S F,S,SS

Note: To certify in the major you must have at least 24 credits and a 2.0 cum GPA.

F = Fall; S = Spring; SS = Summer Session;
FAYO = Fall Alt. Yr. Odd; FAYE = Fall Alt. Yr. Even;
SAYO = Spring Alt. Yr. Odd; SAYE = Spring Alt. Yr. Even

CHECKLIST:

Basic Requirements (53 - 56Cr.)

EES Common Core (18-23 Cr.)

Required Lower Div. & Statistics Electives (5-6 Cr. Min.)

Professional Electives (27-40 Cr. minimum @ 200-400 Level)

TOTAL (at least 120 credits with 40 in upper division courses

EARTH & ENVIRONMENTAL SCIENCE COMMON CORE REQUIREMENTS: (18-23 Cr.)

Advanced Writing/Communications			
ENGLISH 301 Writing & Rhetorical Conv.	3		F,S
ENGLISH 402 [M] Technical & Prof Writing Third Writing in the Major Course [M]			F,S,SS

Ecology	Cr		Term offered
SOE 300 Natural Resources Ecology OR BIOL 372 General Ecology [M]	3 4		F,S F,S,SS
Spatial Analysis			
SOIL SCI 368 Intro to GIS	3		F
Earth Systems			
SOE 210 Earth History & Evolution SOE OR SOE 250 Intro to Earth System Science	4 3		F,S
Society & Environment			
SOE 312 Nat Res & Society [DIVR] OR 3 POL_S 430 The Politics of Natural Resource 3 & Environmental Policy			S F
Water Science			
SOE 315 Water & Earth OR SOE 460 Watershed Management	3 3		S S
Integrated Capstone (UCORE Requirement)			
SOE 454 [M] OR [CAPS] SOE 404 [M]	3 3		F F
Experiential			
SOE 479 NRS Mgmt Internship OR SOE 495 Undergraduate Internship OR SOE 499 Special Topics OR 135 hours of advisor approved work experience	3 3 3 0		F,S,SS F,S,SS F, S, SS

Environmental & Ecosystem Sciences Required Electives (RE)

100-200-Level Electives (2-3 Cr. min.)	Cr	Term	Offered
SOE 204 Nat Res Measurements	2		F,S
SOE 230 Intro to Oceanography	3		F
SOE 250 Into to Earth System Science	3		FAYO
SOE 275 Rivers:Forms,Function&Mgmt	3		F S
SOE 285 Climate Change: Planning for..	3		F
Advanced Statistics Elective (300-400-level)	Cr	Term	Offered
STAT 412, 360, or SOE 404			

4/26/16

ENVIRONMENTAL & ECOSYSTEM SCIENCES MAJOR	
First Year	
First Term	*Hours*
BIOLOGY 106	4
SOE 110	4
HISTORY 105 [ROOT]	3
MATH 106 or elective [1]	3
Foreign Language, if needed [2]	0-4
Second Term	*Hours*
CHEM 101 [PSCI] or 105 [PSCI]	4
ENGLISH 101 [WRTG]	3
Arts [ARTS]	3
Math 108 or elective [1]	2
SOE 101 or 102	4
Second Year	
First Term	*Hours*
BIOLOGY 107 [BSCI]	4
ECONS 101 [SSCI]	3
SOE 210 or SOE 250	3-4
200-level Required Elective	2-3
Foreign Language, if needed [2]	0-4
Second Term	*Hours*
CHEM 102 or 106	4
Humanities [HUM]	3
SOE 300 or BIOLOGY 372 [M][3]	3-4
STAT 212 [QUAN], Math 140 [QUAN] or 171 [QUAN]	4
Complete Writing Portfolio	
Third Year	
First Term	*Hours*
SOIL SCI 368	3
Professional Electives [4]	6
Additional [ARTS, HUM or SSCI]	3
COM 102 [COMM] or HD 205 [COMM]	3-4
Second Term	*Hours*
SOE 312 [DIVR] or POL S 430 [5]	3
SOE 315 or SOE 460	3
Professional Electives [4]	10
Diversity [DIVR] (if NATRS 312 not taken)[5]	0-3
Fourth Year	
First Term	*Hours*
SOE 454 [M] [CAPS] or SOE 404 [M] [CAPS] Writing in the Major [M][3]	3
	3
STAT 360, 370, 412 or NATRS 404	3
Professional Electives [4]	7
Second Term	*Hours*
Experiential Elective [6]	3
Professional Electives [4]	13
ENGL 402 or Writing in the Major [M] (if BIOL 372 not taken)	0-3
Total Hours Minimum	120

F = Fall; S = Spring; SS = Summer Session;
FAYO = Fall Alt. Yr. Odd; FAYE = Fall Alt. Yr. Even;
SAYO = Spring Alt. Yr. Odd; SAYE = Spring Alt. Yr. Even

PROFESSIONAL ELECTIVES (27 to 40 Cr., including 9 cr. of 200 level; *Including credits of academic minor.* (Suggested minors could be: Political Sciences; this option can also be tailored to have a focus in Policy, Criminal Justice, Geospatial Analysis (GIS); Earth Sciences; Wildlife Ecology and Conservation Sciences.)

Writing in the major requirement: 1)_____ 2)_____

Writing Portfolio/Writing Exam   ☐ Yes   ☐ No

2-years of high school foreign language   OR   Yes ____
   at least 2-semesters at college level
   (required to graduate)   Yes ____

FOOTNOTES

[1] MATH 106 and 108 are required courses. However, if students have tested into or taken MATH 140, 171, 172 or ALEKS with an 80% or better, MATH 106 and 108 will be waived. If waived, students would need to take 3-5 additional credits.

[2] 2-years of high school foreign language or at least 2 semesters of college-level foreign language are required by the College of Arts and Sciences for graduation.

[3] Alternative to SOE 300 is BIOLOGY 372. BIOL 372[M] counts for one of the 3 required [M] courses.

[4] Professional electives are courses selected by students in consultation with their advisor and pertain to their major and/or to students in their specific subconcentration of interest. Approved courses include but are not limited to: ECONS 330, an 11M 400-level SOE course, SOE 230 or any 300-400-level GEOLOGY course, or any 300-400-level SOE course, any 300-400-level SOIL SCI course, minors in Sociology, Political Science, Criminal Justice and Geospatial Analysis, or as approved by advisor.

[5] SOE 312 satisfies both the [DIVR] and the Society and Environment requirements for Pullman campus..

[6] Certified students in the School of the Environment are required to fulfill the Experiential Requirement before graduation. This requirement is designed to give students experience that they will not receive in the traditional classroom oriented course, and to better prepare them for a successful career after graduation. There are various ways to complete this requirement, and students are encouraged to choose an experience of interest to them. Approved courses include SOE 492, 495, 499; or as approved by advisor. In lieu of a course, students can complete a milestone of 135 hours of relevant practical experience, but may need to complete another 3rd elective.

Environmental & Ecosystem Sciences
Available Pullman, Tri-Cities, Vancouver

Advising Recommendations
PULLMAN CAMPUS ONLY
If no minor, recommended course distribution)

		Cr	Term	Offered
SOE 450 [M] Conservation Biology	OR	3		S
Climate Change Biology (online)				
SOE 311 Modeling the Environment *OR*		3		F
SOE 441 Population Ecology & Conserv.		3		
SOE 302 Arid Land Plants & Ecosystems		3		S
SOE 435 Wildlife Ecology *OR*		3		S
SOE 446 [M] Wildlife Habitat Ecology		3		S
SOE 305 Silviculture	OR	3		F
SOE 464 [M] Landscape Ecology	OR	3		S
OR		3		S
BIOL 462 Community Ecology				FAYE?
SOE 445 Hazardous Waste Mgmt	OR	3		F
SOE 303 Environmental Geology	OR	3		S
SOE 390 Global Climate & Earth History		3		?
SOE 411 [M] Limn/Aquatic Eco Mgmt *OR*		3		F
SOE 460 Watershed Management *OR*		3		S
BIOL 410 Marine Ecology ?????				
SOE 438 Nat Res Policy & Law *OR*		3		S
SOE 444 Environ. Assessment *OR*		4		
Senior Seminar/Special Topics		-		F,S,SS

Other Suggested School Electives:

	Cr	Term	Offered
SOE 310 Methods in Wildlife Ecology	4		F
SOE 411 [M] Limnology and Aquatic Ecosystems Management	3		F
SOE 419 Topics in Natural Resources	V		F,S,SS
SOE 430 Intro to Wildland Fire	3		FAYE
SOE 431 Wildlife Nutrition	3		S
SOE 441 Population Ecology	4		F
SOE 479 NRS Mgmt Internship	V		F,S,SS
ENVR SCI 406 Intro to Radiological Science	2		
ENVR SCI 410 [M] Global Biogeochemistry	3		
ENVR SCI 445 Hazardous Waste Mgmt	3		
ENVR SCI 464 Intro Physical Oceanography	3		
ENVR SCI 463 Water in the Environment	3		
ENVR SCI 465 Aquatic Microbial Ecology	2		
ENVR SCI 491 Senior Seminar	1		S
ENVR SCI 492 Special Topics	V		F,S,SS
ENVR SCI 495 Undergraduate Internship	V		F,S,SS
ENVR SCI 499 Special Problems	V		F,S,SS

"EES" COURSES *with Prerequisites*

BIOL 372 (F/S/SS)	BIOL 106 and CHEM 102 or 105
Or **SOE 300 (F/S)**	No prereq's
SOE 275 (F)	SOE 101
SOE 285 (F) SOE	SOE 101
303 (S) SOE 315	SOE 101 or 102
(SAYO)	SOE 101, 102, PHYS 101 or 201; CHEM 102 or 106; MATH 108, 140 or 171
SOE 204 (F/S)	MATH 106/108 or 108 c// if 106 taken, or 140, 171
SOE 310 (F)	BIOL 106 and 107
SOE 301 (F)	SOE 300 or c//
SOE 302 (S)	SOE 301
SOE 430 (FAYE)	SOE 301
SOE 435 (F)	BIOL 372 or SOE 300 and STAT 212 or 412
SOE 438 (S)	Junior standing or permission of instructor. Recommended SOE 312
SOE 441 (S)	SOE 300 or BIOL 372 and STAT 212 or 412
SOE 450 (S)	Junior standing
SOE 454 (F)	Senior standing
SOE 455 (F)	BIOL 107
SOE 460 (S)	Recommended SOE 204 or sufficient background in spreadsheets
SOE 464 (S)	Junior standing and recommended Soils 368
STATS 412 (F/S)	STATS 212, MATH 140 or 171

- S – Spring; F – Fall, SS – Summer
  - c// – concurrent

BIOL 107:	*CHEM 101,102,105,106 or concurrent*
BIOL 372:	*enrollment BIOL 106 and CHEM 102 or 105*
	(SOE 300 – has
CHEM 101:	*no ~~enrollment~~ into MATH 105, 106, 107, 108, 140, 171, 172.*
	Aleks score of 45% or placement/concurrent
CHEM 105:	*MATH 106 or c// or ALEKS score 70% or higher or MATH 107, 108, 140, 171, 172...*
PHYSICS 101:	*MATH 107 or 108 w/grade of C or better, ALEKS placement score 80% or higher or passing MATH 140, 171, 202 or 206.*

Environmental & Ecosystem Sciences
Available Pullman, Tri-Cities, Vancouver

Other Areas of Emphasis
Policy

	Cr	Term	Offered
SOE 419 Topics in NRS	V		F,S,SS
SOC 424 Sociology and Public Policy	3		S
ENVR SCI 444 Environmental Assessment	4		F
POL S 101 American National	3		F,S
POL S 316 American Public	3		F
POL S 340 Intro to Public	3		F
POL S 418 Human Issues in Intern't	3		S
POL S 420 Political Parties & Interest	3		S
POL S 430 The Politics of Nat Res & Environmental Policy	S		S
POL S 443 Admin Jurisprudence	S		S
POL S 446 Public Budgeting	S		S
POL S 448 Urban Politics and Policy	S		S

Wetland/Aquatic Resources

SOE 411 [M] Limnology and Aquatic Ecosystems Management	3		S
FISH 418 Fisheries Mgmt (UI)	4		F
FISH 422 Concepts in Aquaculture (UI)	3		S
FISH 424 Fish Health Management (UI)	4		S
SOE 419 Topics in Natural Resources	3		F,S,SS
SOE 460 Watershed Management	3		S
Soil Sci 368 Intro to GIS	3		S
Soil Sci 468 ArcGIS & Geospatial Analysis	4		F
BIOL 412 Biology & Mgmt of Fishes	3		FAYE
BIOL 432 Biology of Amphibians & Reptiles	4		SAYE

Other Suggested Professional Electives:

Biol 469 Ecosystem Ecology & Global Change	3		
C E 341 Intro to Environmental Engineering	3		
C E 401 Climate Change Science & Eng.	3		
C E 402 Applied Meterology	3		
C E 415 Environmental Measurements	3		
C E 456 Sustainable Develop. in Water Resources	3		
EconS 330 Nat Res Economics	3		F
EconS 326 Aspects of Sustainable Devleop.	3		
EconS 430 Managing the Global Environment	3		
EconS 431 Economic Analysis of Envr. Policy	3		
EconS 432 Natural Resource Economics & Policy	3		
Psych 466 Environmental Psychology	3		
Soil Sci 201 [B] Soil: A Living Sys	3		
Soil Sci 368 Intro to GIS	3		F,S
Soil Sci 374 Remote Sensing & Airphoto Inter p	3		S
Soil Sci 413 Soils & Environmental Physics	3		
Soil Sci 414 Environmental Biophysics	2		
Soil Sci 415 Environmental Biophysics Lab	1		
Soil Sci 468 ArcGIS & Geospatial Analy	4		S

4/26/16

Exhibit C
Development / Delivery Schedule

Delivery schedule subject to expected enrollments for at least 2019-2020 AY due to requirements for faculty have enough students for courses to go. Also of note as we bring in students or face scheduling challenges we have the flexibility to shift multiple courses between Pullman and Vancouver. We are fully coordinating between the campuses to equitably share the AAFTE and teaching responsibilities.

School of the Environment course development and delivery - Global Campus draft schedule

	Faculty member	Fall 2018	Spring 2019	Summer 2019	Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021
Pullman	Whitman	SOE 110	SOE 110	SOE 110, SOE 444	SOE 110		SOE 110, 444	SOE 110	
	Kahn	SOE 210 (core)	SOE 210 (core)	SOE 210 (core)	SOE 210 (core)		SOE 210 (core)	SOE 210 (core)	
	Menard			SOE 103			SOE 103		
	Vervoort		Develop SOE 230						
	instructor tbd			SOE 285? Will it fill?		SOE 230	SOE 285		SOE 230
Vancouver	Steve Henderson - Develop			Develop SOE 315					
	Marc Kramer	SOE 390		Develop SOE 101, 404					
	instructor tbd				SOE 390			SOE 390	
	instructor tbd					SOE 101	SOE 101		SOE 101
	instructor tbd					SOE 404 CAPS			SOE 404 CAPS
	instructor tbd				SOE 315 (core) or wait until fa 2020?			SOE 315 (core)	
Wenatchee	Marcia Ostrom	SOE 312 (core)			SOE 312 (core)			SOE 312 (core)	

Exhibit D

Assessment Plan & Report

SCHOOL OF THE ENVIRONMENT: BS in Earth Environmental Sciences
Undergraduate Program Assessment of Student Learning & Curriculum Activities & Timeline for
Academic Year 2018-2019 *(Updated 9/14/18)*

Campuses: Pullman, Vancouver, Tri-Cities, Global
2018-19 Overview. Fall: develop rubric and small testdrive; in Spring: refine rubric & process, to pilot w/more fac.

Issues remaining from Spring 2018
1. Need to develop an additional CAPS for the Pullman campus – course will be designed with embedded assessment built in.

Fall 2018:
1. Update assessment plan for new AY and discuss with Undergraduate committee. (Reminder: Proposing extension of Earth-EnvironEco (EES) major to Global, begin F2019.)
2. Undergraduate committee decides which courses should be used for direct measures of student work (see draft curriculum map for EES major).
3. Discuss use of embedded assessment in multiple courses with faculty
4. Develop an embedded assessment program rubric with faculty to be used while they are grading assessment courses. This process will give the School data about student strengths and weaknesses, showing where the courses and curricula are more effective and where they might benefit from changes.
5. Testdrive rubric as embedded assessment (direct measures), in a small number of assignments from several courses/instructors. Determine timeframe and process for testdrive. Rubric may cover 2-3 SLOs (to be determined by Undergraduate committee) per year on a rotating basis.
6. Review Senior Exit Survey and revise if necessary.
7. Update curriculum maps for each major that indicate key courses that may be assessed for Introducing, Developing, and Advancing programmatic learning outcomes.

Spring 2019 Assessment Activities
1. Run new CAPS course as special topics SOE 492 with embedded assessment designed into course.
2. Review results from fall rubric testdrive, and input from participating faculty. As needed, refine rubric and process (e.g., instructions to faculty, choice of assignments, numbers of students to include/any sampling, campuses, logistics to collect scores).
3. Pilot rubric assessment of student work in SOE 492 and selected other courses. (Afterwards, request input from instructors to further refine rubric or process for next AY, when more courses and faculty may participate.)
4. Share updated curriculum maps with faculty for discussion. Request that instructors confirm or correct entries for specific courses. Request faculty approve the updated maps for each major. Share approved maps with all instructors.
5. Optional: Feb-May, help promote the National Survey of Student Engagement (NSSE) to all senior majors. (WSU participates and, with sufficient response rate, SOE can get disaggregated results for senior majors on all campuses.)

SCHOOL OF THE ENVIRONMENT: BS in Earth Environmental Sciences
Undergraduate Program Assessment of Student Learning & Curriculum Activities & Timeline for
Academic Year 2018-2019 (*Updated 9/14/18*)

Overview: Assessment Framework and Faculty Participation

Framework: The School of the Environment has been evolving since the merger that resulted in the School. We now have the structure in place to evaluate our curriculum on a regular basis. Combining the three former prefixes was a major school wide effort that has resulted in a strengthened program.

Our assessment activities have led us to fully reevaluate our curriculum, and how we deliver curriculum (e.g. across campuses via AMS, Global) during the 2017-2018 academic year. This has been with full involvement of all faculty system wide. This process will continue into the coming year with formal curriculum mapping for all majors and areas of emphasis.

Once the new maps are established the Undergraduate Studies Committee will formalize a process for regularly assessing work from a sample of students using a faculty-developed embedded program rubric, assessing for the program while they are grading for their courses. This regular, efficient process will give the School data about student strengths and weaknesses, showing where the courses and curriculum are strong or need revising.

Our School will look at student performance at all campuses, across all seven of our learning outcomes at key points in the curriculum as advised by the curriculum mapping exercise. Our assessment activities are intended to show student development at key points in the curriculum, so that faculty may use these results to inform changes to courses and the curriculum. Our process and tools are in development, and will be responsive system wide to changes in faculty composition. Curricular and program assessment changes are discussed and voted on by faculty across all campuses.

Faculty Participation: Selected faculty, instructors, and TAs will provide assessment data from their courses each semester. Results of assessment will be reviewed by the Undergraduate Studies Committee and then are shared annually with faculty and the chair, for discussion and use.

Coordination: The Director of Undergraduate Studies coordinates assessment, handles logistics, analyzes data, prepare results for discussion by faculty, and reports annually to the chair and WSU/ATL.

SCHOOL OF THE ENVIRONMENT: BS in Earth Environmental Sciences
Undergraduate Program Assessment of Student Learning & Curriculum Activities & Timeline for Academic Year 2018-2019 (*Updated 9/14/18*)

Program Goals *The program will teach/train…*	Student Learning Outcomes *Majors will be able to . . .*	Curriculum Components	Potential Assessment Measures	
			Direct Measures (student work assessed w/program rubric) (DRAFT COURSE LIST 09.12.18)	Indirect Measures (student perspective or other indicators)
1. Fundamental knowledge of global change	Use critical thinking and creative problem-solving to understand, formulate, or apply ethical responses to contemporary issues and challenges associated with global change and life on a dynamic Earth.	Core requirements	SOE 285 SOE 210 SOE 300 SOE 312 SOE 315/460	
2. Fundamental knowledge of contemporary issues	Use scientific methods, quantitative and symbolic reasoning, and decision-making processes as individuals or teams to explore complex global and environmental issues and to analyze problems in the natural and social sciences.	Core requirements	SOE 285 SOE 454 SOE 4xx CAPS Program Rubric *(D)*	
3. Fundamental knowledge of science and the scientific process	Understand the foundations of contemporary science, including the scientific method, hypothesis formation and testing, uncertainty, objectivity, and peer review and evaluation.	Core requirements	SOE 285 SOE 210 SOE 300 SOE 444 SOE 454 SOE 4xx CAPS Program Rubric *(D)*	
4. Fundamental knowledge of scientific problem analysis and reporting	Locate, interpret, synthesize, and apply relevant scientific information sources to address information needs for problem analysis and reporting.	Core requirements [CAPS]	SOE 408, 454, 404 SOE 4XX (in development) Program rubric *(D)*	
5. Successful communication	Use technical media as needed and communicate clearly in verbal and written modes as appropriate for public or professional science audiences.	Core requirements	[M] courses SOE 444 Program rubric *(D)*	Writing portfolio score *NSSE spr 2017, spr 2019*
6. Awareness of diverse value systems inherent to use of natural resources	Expand awareness of self in a global society and effectively engage diverse perspectives, values, and cultures, ranging from local to global, in dealing with global, environmental, and social issues.	Professional electives SOE 312, 335 SOE 444	SOE 312 (other? 444) pre and post exam? Program Rubric *(D)*	
7. Personal and career development.	Achieve entry-level expertise in a professional specialty or academic field in the natural sciences while retaining the ability to effectively engage in broader, cross-disciplinary and cross-cultural activities.	Majors have many options for developing advanced skills in select content areas within the discipline. Milestone SOE 492, 495, 499	Milestone reports *(D)*	Senior exit survey *NSSE spr 2017, spr 2019*

WASHINGTON STATE
UNIVERSITY

Office of the Dean
COLLEGE OF AGRICULTURAL, HUMAN, AND NATURAL RESOURCE SCIENCES

To: Kelly Newell, Director, Program and partner Development, AOI

From: Dr. Andre-Denis Wright, Dean, CAHNRS

Date: I March 2019

Subject: Environmental and Ecosystem Science online degree

I am in favor of proceeding with the online offering of the Environmental and Ecosystem Science degree through the School of the Environment and Global Campus. I understand that offering this degree program with be revenue neutral for the College of Agricultural, Human, and Natural Resource Sciences and that funds needed to initiate it are available and that continued support and growth will be provided by enrollment in the program. I look forward to its success.

Cc: M. Jockers
         K. Keller
         R. Zack

WASHINGTON STATE UNIVERSITY | College of Arts and Sciences

MEMORANDUM

TO: Kent Keller, Director
School of the Environment

Cc: André-Denis Wright, Dean
College of Agricultural, Human, and Natural Resource Sciences

Kelly Newell, Director
Program and Partner Development

Nancy Lira, Area Finance Officer
College of Arts and Sciences

FROM: Matthew L. Jockers, Dean
College of Arts and Sciences

DATE: March 1, 2019

SUBJECT: Support for Bachelor of Science in Earth and Environmental Sciences through Global Campus

I offer my strong support for the proposal submitted by the School of the Environment to launch online the Bachelor of Science degree in Earth and Environmental Sciences through Global Campus.

The College of Arts and Sciences is committed to provide funding that will support oversight of the online program, development of new and updated courses, and the teaching of online courses for the major in Earth and Environmental Sciences. Financial commitments from the college will include the following:

- Up to $17,460 in years one to three in ongoing or new funds for a teaching assistant to support CAS listed SOE courses; however, if warranted by greater than expected enrollments additional funds for instructional support may be provided.

- Up to $4500/course for the development of CAS listed courses, including design and implementation, that will support the online major. We currently provide these funds through application to the College on a course-by-course basis.

All new online degree programs will be evaluated annually for effectiveness in meeting learning outcomes and for achieving sustainable enrollments. At the end of three years, we will review with the School of the Environment and Global Campus the success of the online major in meeting learning and enrollment goals to evaluate renewal of our commitment to instructional support.

I thank you and the faculty of the School of the Environment for your commitment to providing educational opportunities that meet the needs of diverse students, especially for students who may not be able to access one of our physical campuses.

Exhibit F
Letter of support from Libraries

Statement of Library Support

I am writing to state that the existing collections and services of the WSU Libraries can fully support the proposed extension of the BS in Environmental and Ecosystem Sciences degree to the Global Campus. As the extension offers WSU Global students access to courses that already exist and are supported by the libraries, the impact of the on WSU Libraries' collections, services and personnel should be minimal.

Almost all online library resources used by environment students are already available to students on all WSU campuses, including the Global Campus. The current library journal and database subscriptions will support students on the Global Campus.

The Libraries have a well-established service in place for mailing print books and physical media items to WSU Global students who need them (for more information, see the Library Services for WSU Global Campus website, here: http://libguides.libraries.wsu.edu/global). While offering the Environmental and Ecosystem Sciences BS through the WSU Global Campus may involve some increased demand for these services, the increase would be minor and should not result in any negative impact on existing personnel and services.

The WSU Libraries can fully support the expansion of the Environmental and Ecosystem Sciences BS to the Global Campus.

Betty Galbraith
Librarian for Environmental Sciences
Owen Science and Engineering Library
Washington State University, Pullman
509.335.7930
bettyg@wsu.edu

Use Table 1 to report enrollment projections						
Students	Year 1	Year 2	Year 3	Year 4	Year 5	Year N*
Headcount	10	20	30	40	50	50
AAFTE	6	12	18	24	30	30

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

Use the FTE Calculator below to convert Headcount to Annual Average FTE for each year represented.

FTE Calculator				
Credit Hours Per Student	Fall Headcount	Spring Headcount	Total Headcount	Total Credits
20			0	0
19			0	0
18			0	0
17			0	0
16			0	0
15			0	0
14			0	0
13			0	0
12			0	0
11			0	0
10			0	0
9	50	50	100	900
8			0	0
7			0	0
6			0	0
5			0	0
4			0	0
3			0	0
2			0	0
Total	50	50	100	900
Divide by 2 to get annual average				2

Annual average credits	450
Divide by 15 for undergrads or 10 for grad students. Enter 15 or 10 >	15
Annual average FTE	30

Use Table 2 to report program costs and revenues

Environmental and Ecosystem Sciences
3/4/2019

		1st FTE	2nd FTE	Nth* FTE	1st Academic Year	2nd Academic Year	5th Academic Year
Total Student HDC					10	20	50
Total Student AAFTE					6	12	30
					↑Enrollment values linked to Table 1↑		
Personnel							
Faculty		↓Insert employee FTE by job title↓			↓Insert annual salaries by job title↓		
Instructor							
TT Faculty							
Faculty coordinator (Stipend)		0.00	0.00	0.00	-	15,000	15,000
	Subtotal	0.00	0.00	0.00	-	15,000	15,000
Exempt							
<Insert Job Title>		0.00	0.00	0.00	-	-	-
	Subtotal	0.00	0.00	0.00	-	-	-
Classified							
<Insert Job Title>		0.00	0.00	0.00	-	-	-
	Subtotal	0.00	0.00	0.00	-	-	-
Graduate							
TA		100%	100%	100%	17,460	17,460	17,460
TA		0%	0%	0%	-	-	-
	Subtotal	1.00	1.00	1.00	17,460	17,460	17,460
Total Personnel		1.00	1.00	1.00	17,460	32,460	32,460
Benefits					↓Insert benefits based on current benefit rates↓		
Faculty					-	4,305	4,305
Exempt					-	-	-
Classified					-	-	-

Graduate			419	779	779
Total Benefits			419	5,084	5,084
<u>Link to current benefits model rates</u>					
Goods and Services			4,500	4,500	4,500
Travel			-	-	-
Equipment (laptops, cameras, software)			1,000	1,000	1,000
Total Direct Costs			23,379	43,044	43,044
Total Indirect Costs	35 %		9,627	20,216	20,216
Total Costs			**33,006**	**63,260**	**63,260**
One-Time Costs (Course dev)		*User inputs one-time costs→*	*5,500*	*5,500*	*5,500*
Recurring Costs		*Formula calculates recurring costs→*	*27,506*	*57,760*	*57,760*
Total Costs			***33,006***	***63,260***	***63,260***
		Calculated total cost per student AAFTE:	**5,501**	**5,272**	**2,109**
		Calculated direct cost per student AAFTE:	**3,897**	**3,587**	**1,435**
Revenue					
Internal Departmental /Area Reallocation			(3,621)	(10,955.96)	(91,955.96)
Enrollment Funding			27,000	54,000	135,000
New State Funds			-	-	-
WSU Allocation (Institutional reallocation)			-	-	-
Indirect Allocation (Central reallocation for support services)			9,627	20,216	20,216
Other <Insert Description>			-	-	-

Total Revenue	33,006	63,260	63,260
	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.

Environmental and Ecosystem Sciences
4/19/2019

		1st FTE	2nd FTE	Nth* FTE	1st Academic Year	2nd Academic Year	5th Academic Year
Total Student HDC					10	20	50
Total Student AAFTE					6	12	30
					↑Enrollment values linked to Table 1↑		
Personnel							
Faculty		↓Insert employee FTE by job title↓			↓Insert annual salaries by job title↓		
Instructor							
TT Faculty							
Faculty coordinator (Stipend)		0.00	0.00	0.00	-	15,000	15,000
	Subtotal	0.00	0.00	0.00	-	15,000	15,000
Exempt							
<Insert Job Title>		0.00	0.00	0.00	-	-	-
	Subtotal	0.00	0.00	0.00	-	-	-
Classified							
<Insert Job Title>		0.00	0.00	0.00	-	-	-
	Subtotal	0.00	0.00	0.00	-	-	-
Graduate							
TA		100%	100%	100%	17,460	17,460	17,460
TA		0%	0%	0%	-	-	-
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Total Personnel		1.00	1.00	1.00	17,460	32,460	32,460
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Total Costs					***33,006***	***63,260***	***63,260***
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Calculated direct cost per student AAFTE:					**3,897**	**3,587**	**1,435**
Revenue							
Internal Departmental /Area Reallocation					(621)	(4,955.96)	(76,955.96)
Enrollment Funding					24,000	48,000	120,000
New State Funds					-	-	-
WSU Allocation (Institutional reallocation)					-	-	-
Indirect Allocation (Central reallocation for support services)					9,627	20,216	20,216
Other <Insert Description>					-	-	-
Total Revenue					**33,006**	**63,260**	**63,260**
					TRUE	TRUE	TRUE
					↑Total costs must equal total revenue↑		

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FTE Calculator

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15			0	0
14			0	0
13			0	0
12			0	0
11			0	0
10			0	0
9	50	50	100	900
8			0	0
7			0	0
6			0	0
5			0	0
4			0	0
3			0	0
2			0	0
Total	50	50	100	900
Divide by 2 to get annual average				2
Annual average credits				450
Divide by 15 for undergrads or 10 for grad students. Enter 15 or 10 >				15
Annual average FTE				30

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
November 14, 2019

Agenda

- Research Updates (Awards, Expenditures, Faculty Counts, etc.)
- News Highlights

WSU Proposal, Award, and Expenditure Trends

Proposals

	FY18	FY19	Avg. Annual Growth % (last 4 years)	FY19 To Date (as of 10/21/18)	FY20 To Date (as of 10/21/2019)
Proposal Amounts	$910,969,832	$902,321,792	-0.2%	$345,909,828	$283,660,589
Proposal Counts	2,742	2,580	-2.5%	800	775

Awards

	FY18	FY19	Avg. Annual Growth % (last 4 years)	FY19 To Date (as of 10/21/18)	FY20 To Date (as of 10/21/2019)
Award Amounts	$226,524,293	$231,017,513	1.3%	$114,070,233	$101,802,936
Award Counts	1,691	1,656	-1.9%	601	569

The USDA relocation to Kansas City has had a major impact on our FY20 Awards. "To date" information:
FY19: WSU received 163 USDA awards totaling $32.3M.
FY20: WSU received 120 USDA awards totaling $20.2M.

FY14-18 R&D Expenditures and Faculty Counts

Legend:
- NSF HERD R&D Expenditures (in millions)
- NSF HERD R&D Expenditures per T/TT Faculty (in thousands)
- T/TT Faculty Size

Left axis: $ 200, $ 250, $ 300, $ 350, $ 400

Right axis: 800, 850, 900, 950, 1000, 1050, 1100

X-axis: FY14, FY15, FY16, FY17, FY18
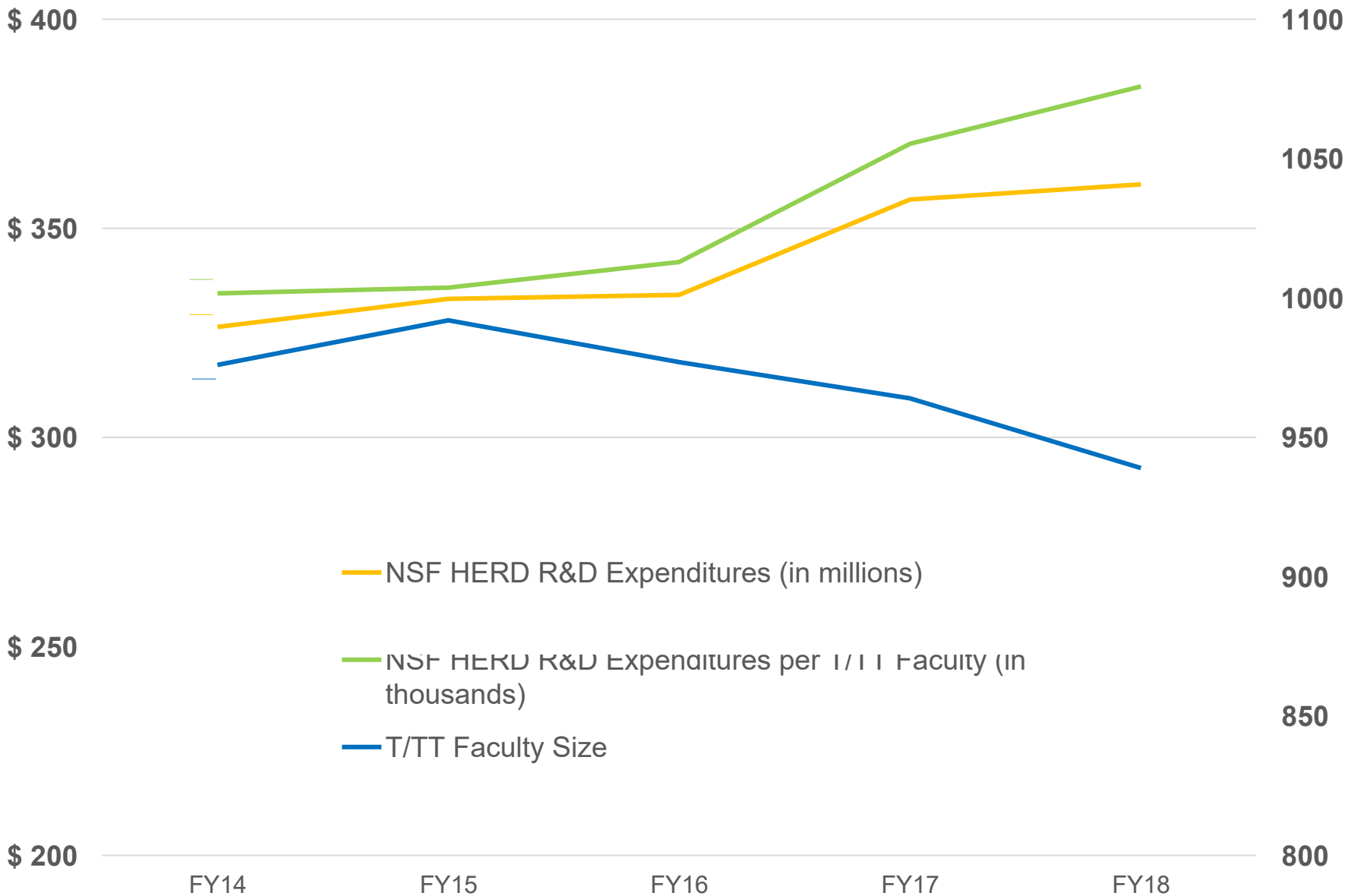
FY17 **Total** R&D Expenditures per Tenure/Tenure Track Faculty Counts – WSU and Peers

Tennessee	175.64
LSU	231.32
Missouri	234.92
Iowa State	253.93
Nebraska	277.76
Georgia	282.65
Oregon State	286.95
Colorado State	315.97
Mississippi State	334.08
NC State	363.17
Purdue	365.57
Maryland	385.10
WSU	393.93

Dollars in Thousands
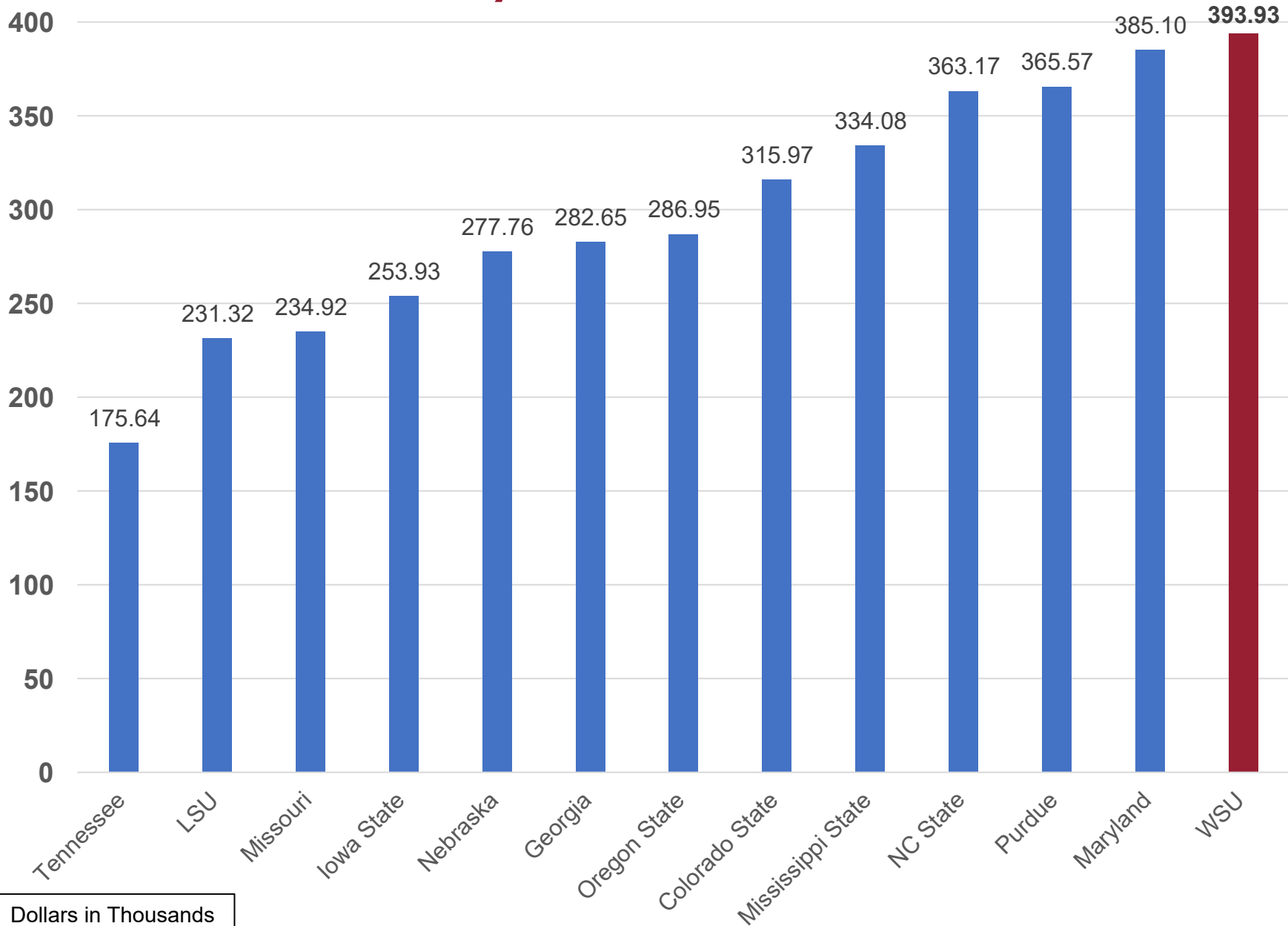
FY15-19 Summary of Total Awards, By Campus

Chart showing total awards by campus from FY15 to FY19.

- Pullman and Other: $ 173,510,808 (FY15) → $ 177,769,216 (FY19)
- WSU Spokane: $ 17,750,296 (FY15) → $ 35,058,446 (FY19)
- WSU Tri Cities: $ 3,756,562 (FY15) → $ 11,029,849 (FY19)
- WSU Vancouver: $ 2,102,228 (FY15) → $ 7,397,908 (FY19)

Legend: ── WSU Spokane ── WSU Tri Cities ── WSU Vancouver ── Pullman and Other

X-axis: FY15, FY16, FY17, FY18, FY19

Y-axis: $ -, $ 20,000,000, $ 40,000,000, $ 60,000,000, $ 80,000,000, $ 100,000,000, $ 120,000,000, $ 140,000,000, $ 160,000,000, $ 180,000,000

WSU Recent Awards

Title	PI	Agency	Amount
CEEP FY20-21	Todd Currier	WA Dept. of Commerce	$4.9M
Scaling up from individuals to populations: integrating spatial ecology with multi-locus environmental DNA to improve detection and estimate population parameters	Caren Goldberg	DOD	$1.4M
Values-based Academic Leadership Trajectories for women in STEM (VAuLTS)	Maria Gartstein	NSF	$1.2M
WSU Center for Rural Opioid Prevention, Treatment, and Recovery (CROP-TR)	Michael McDonell	DHHS	$1.1M
A Reversible Liquid Hydrogen Carrier System Based on Ammonium Formate and Captured CO_2	Hongfei Lin	DOE	$1M
DELTA - Descriptors of Energy Landscape by Topological Analysis	Aurora Clark	NSF	$846K

WSU News Highlights

Researchers studying Alzheimer's and dementia factors among Native populations
Lonnie Nelson, College of Nursing; Dedra Buchwald and Clemma Muller, both from the College of Medicine

Getting mac and cheese to Mars
Shyam Sablani, Department of Biological Systems Engineering

WSU aviation biofuel research attracts interest from Delta Air Lines
Michael Wolcott, Regents Professor and NARA Project Co-Director

Scientists study how wasps learn for better trap
Megan Asche, Department of Entomology

Implications for green fuels: Scientists simplify major chemical process
Norbert Kruse, School of Chemical Engineering and Bioengineering

BOARD OF REGENTS

WASHINGTON STATE UNIVERSITY

Agenda
Institutional Infrastructure Committee
Thursday, November 14, 2019
11:00 a.m. – 12:00 p.m.

Location: WSU Vancouver, Engineering and Computer Science Building, Room 201M

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

Information Item   **Section**

1.   WSU Capital Budget Process *(Pearson/Yang)*   I–1

INFORMATION ITEM #1
WSU Capital Budget Process
(Stacy Pearson/Olivia Yang)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: WSU Capital Budget Process

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

BACKGROUND
INFORMATION: The goal of this process is to improve the efficacy of the capital funding through both process changes and structural additions to the state capital budget requests, starting with the 2021-23 request.

There have been many discussions and examples about the poor condition of many of our labs and facilities and how this can negatively affect our research and Drive to 25 goals. These facilities conditions have impeded teaching and research progress. In addition, we are seeking to propose a more holistic approach for the purposes of leveraging partnerships and other funding sources by utilizing our capital planning process to clear identify and prioritize our capital needs.

We would like to use this process to inform decision-making and to narrow the focus on the top system-wide needs and priorities in an increasingly competitive funding environment. In addition, this process can inform our 10-year capital plan required by the State and more clearly define our needs to better leverage private, federal and other non-State funding sources.

<u>Process</u>
The following describes the steps in documenting programmatic needs, getting campus input on criteria for prioritization and a structure for the State Capital Budget request, as well as timeline.

The components of the process are:
a.   Identification of programmatic needs
b.   Integration of these needs with associated infrastructure support, into a long list of capital projects, and concurrently:
  • Development of prioritization criteria

- Scoring of long list of capital projects against the agreed upon prioritization criteria
- Development of the 2021-23 State Capital Budget request
- Utilization for future funding/partnership opportunities

Structure of State Capital Budget Request

The structure of the state capital budget request include the following:

a. Previous requests for major projects (Vancouver, Spokane, Pullman Life/Physical Sciences)
b. Minor Capital Preservation and Program/Omnibus
c. "Stand-Alones", which refer to requests of less than $10M, which if approved, are appropriated for design and construction funding in one biennium. Our proposal is to evaluate needs, develop them into project scope and aggregate the projects into "themes" of under $10M (i.e. Student Success, STEM teaching space, learning space optimization, etc.) that are recurring across biennia.

Timeline: Regents and State

We intend by March to have a solid basis from University input of the project needs to start creating the categories and names for the Stand Alone recurring themes. In the March BOR Action, we will seek approval of the state capital budget strategy and structure, the identification of major capital projects and ask that the Regents delegate authority to the President to make the final determination of individual projects that would populate each of these recurring themes. This essentially will provide campus leadership until the end of spring semester to come up with a prioritized list.

As far as the State submission, we submit to the Office of Financial Management for scoring by August 2020. The state capital request is due September 2020.

Timeline: Internal

To support the Regents and State submission, we are proposing the following internal timeline:

- By October 22: VPFA releases project prioritization criteria and Capital Needs Statement.
- By November 6, campus leadership provides input to VPFA on the project prioritization criteria (November 14 BOR presentation as Information Item).

- By December 1, campus leadership submits their highest priority needs, including capital (major, stand-alone or minor), equipment and omnibus, and space requests.
- By Feb 15, VPFA provides preliminary prioritization and ranking based on the approved criteria and submitted capital project needs (March BOR Action Item - approval of state capital budget request structure and major projects and delegate to President individual projects within Stand- Alones and Minors).
- By April 30, VPFA provides preliminary state capital budget projects list.
- By May-August, VPFA prepares state capital budget request for submission to State.
- By August – September, WSU submits budget request to State Office of Financial Management

ATTACHMENT: Capital Budgeting Process Presentation

Capital Budgeting Process

Board of Regents

November 14-15, 2019

Goal: Coordinated Capital Projects Process Based on Prioritized Needs and Leveraging Other Funding Opportunities and Partnerships

- Alignment with University Goals
  - Drive to 25
  - Strategic Plan

- Prioritize needs, including replacement of aging infrastructure

- Leverage funding partnerships

- Inclusive and Transparent

Challenges

Too Much Space
Not all Space Appropriate for Function
Underfunding of Building O&M
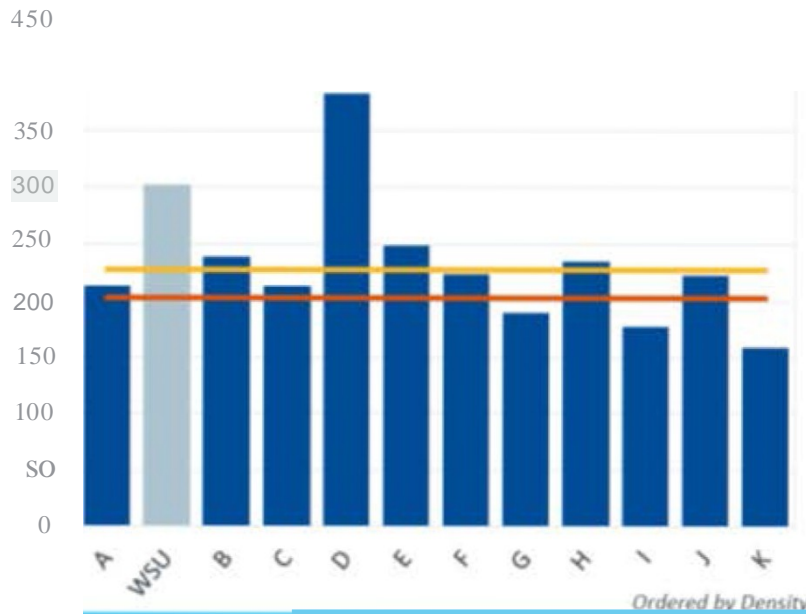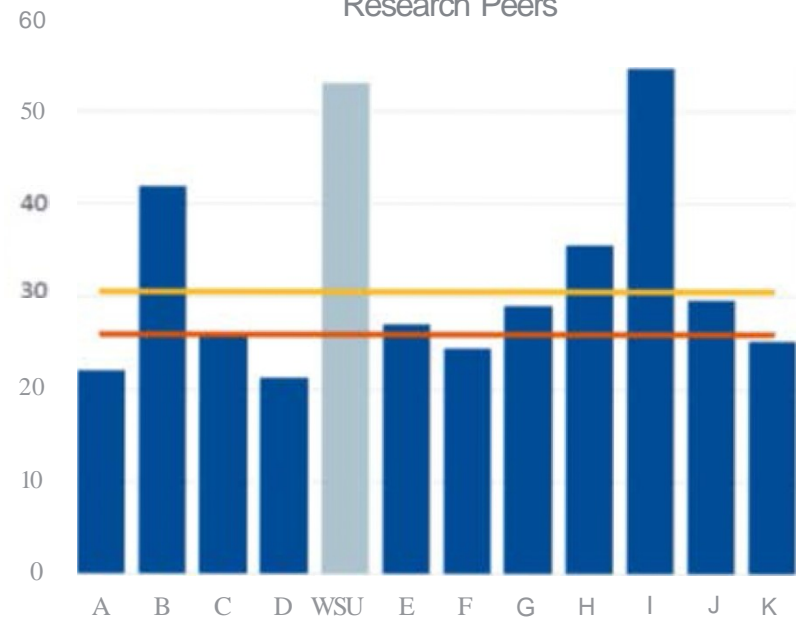
Too Much Space

More Core Academic Space Than Peers

Program Space = State Academic, Administrative and Research Buildings

Program Space per Student
Research Peers

Research Space as % of State GSF
Research Peers

Ordered by Density

- Research Peer Avg.   - PAC-12 & Land Grant Peer Avg.

sightlines
• G eADIAN

WSU Pullman Academic Space

ASSIGNED SQUARE FEET

Category	Existing Space	Modeled Space
OFFICE & SERVICE	650,218	493,320
RESEARCH & SERVICE	751,984	349,623
DEPT CLSRM & SERVICE	44,877	13,853
CLASS LAB & SERVICE	195,292	216,332
OPEN LAB & SERVICE	140,104	38,043
OPEN STUDY + PROGRAMMATIC	844,823	861,743

■ EXISTING SPACE   ■ MODELED SPACE
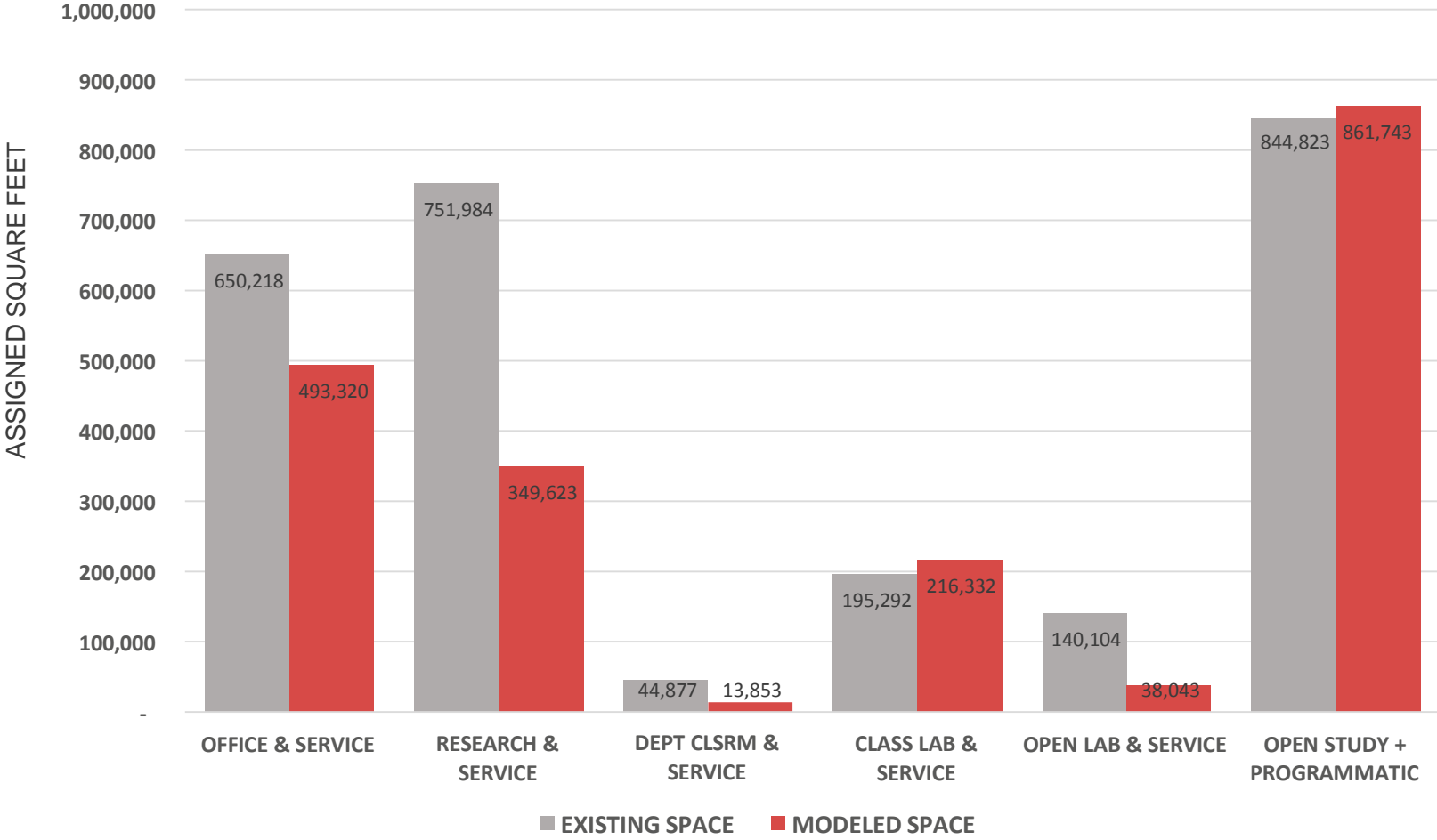
Underfunded O&M

Maintenance Service Levels
Current and 10-year Projection
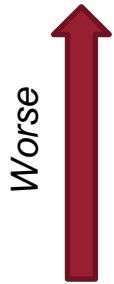
Maintenance Service Levels
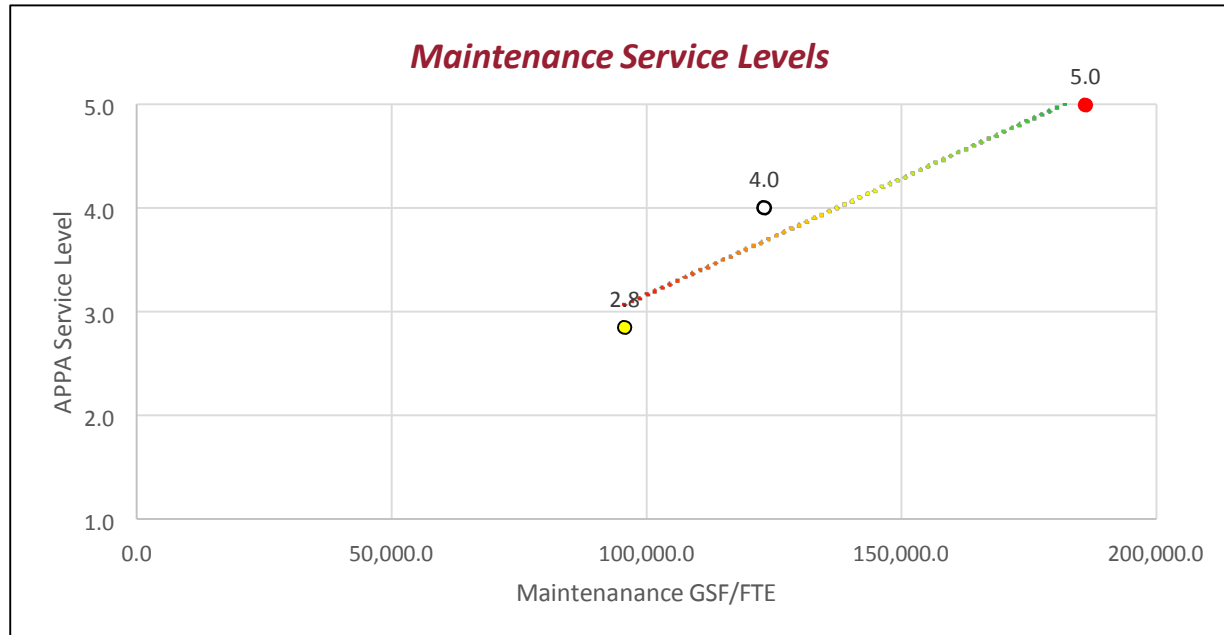
WSU Staffing Levels (2016):	(GSF / FTE)	WSU APPA Rating Based on Staffing Factors
WSU Current Maintenance Staffing (GSF/FTE)	123,080.3	**4.0**
No GSF Reduction; No Budget Increase; 4.7% Annual Inflation (+10 yrs)	186,097.4	**5.0**
Research Peer Group Current Staffing (GSF/FTE)	95,736	**2.8**

Crisis Response

Worse

Showpiece

Custodial Service Levels
Current and 10-year Projection

Custodial Service Levels

Unkempt Neglect

Worse

Orderly
Spotlessness
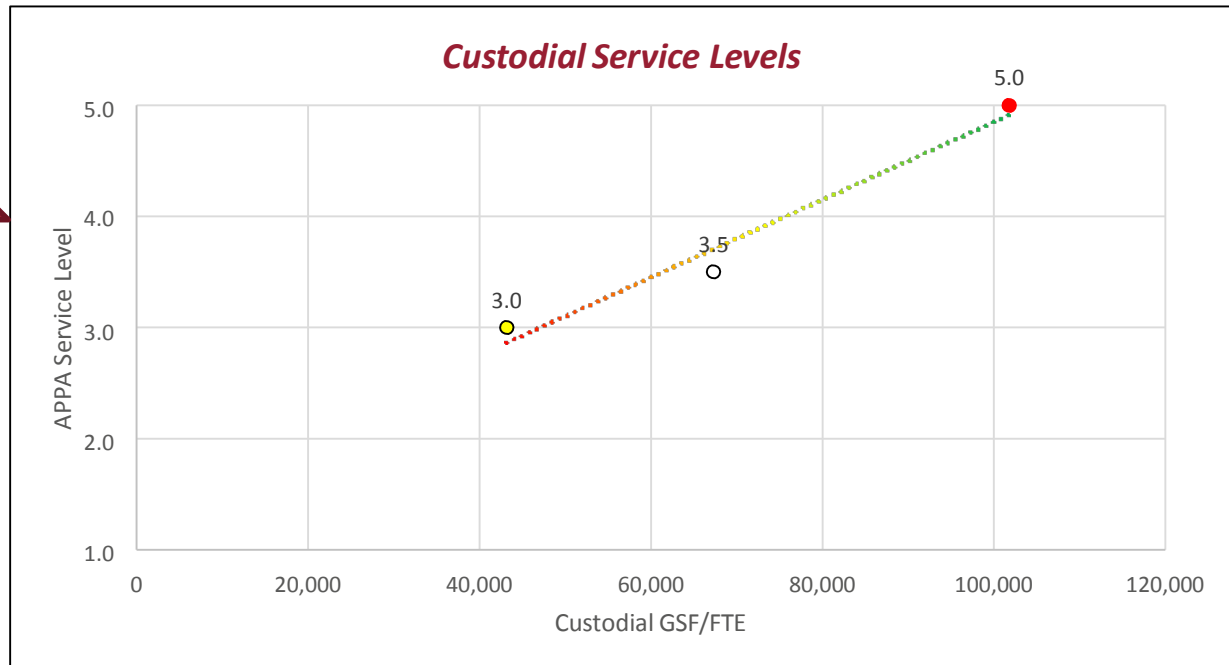
WSU Staffing Levels (2016):	(GSF / FTE)	WSU APPA Rating Based on Staffing Factors
WSU Current Custodial Staffing (Self-Assessment)	67,327	**3.5**
No GSF Reduction; No Budget Increase; 4.7% Annual Inflation (+10 yrs)	101,791	**5.0**
Research Peer Group Current Staffing (GSF/FTE)	43,196	**3.0**

Grounds Service Levels
Current and 10-year Projection

Grounds Service Levels

Minimum

Worse

State of the Art

APPA Service Level (y-axis): 1.0, 2.0, 3.0, 4.0, 5.0

Grounds Acres/FTE (x-axis): 0.0, 10.0, 20.0, 30.0, 40.0, 50.0, 60.0

Data points: 2.8, 3.0, 5.0
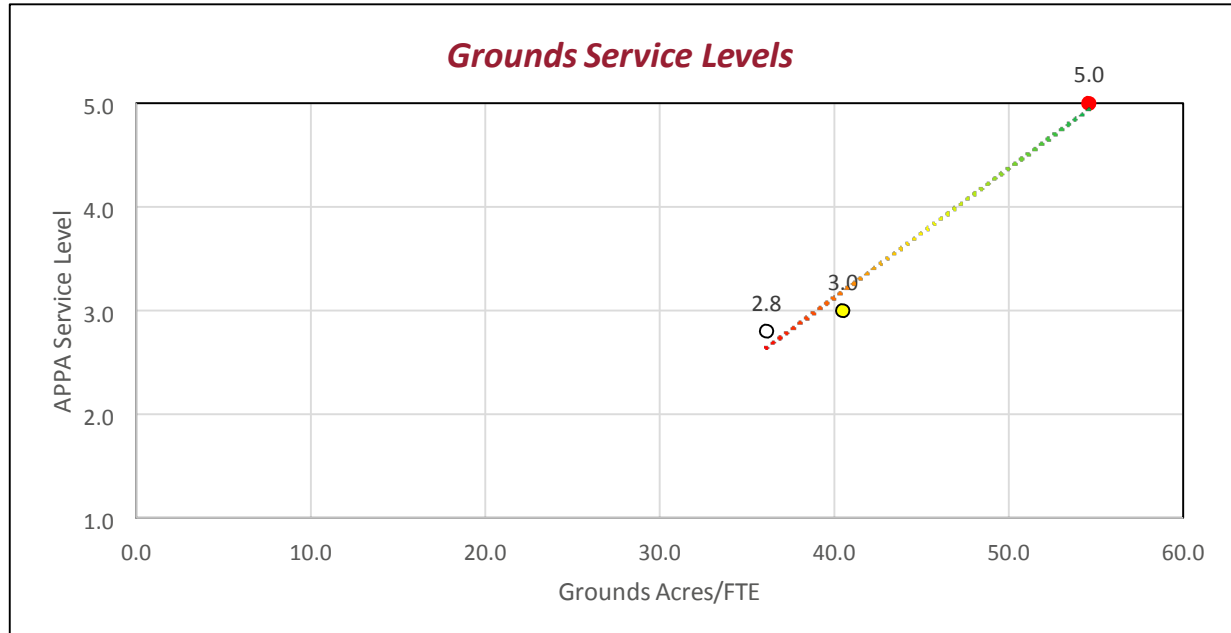
WSU Staffing Levels (2016):	(acres / FTE)	WSU APPA Rating Based on Staffing Factors
WSU Current Grounds Staffing (Self-Assessment)	36.1	**2.8**
No GSF Reduction; No Budget Increase; 4.7% Annual Inflation (+10 yrs)	54.6	**5.0**
Research Peer Group Staffing (GSF/FTE)	40.5	**3.0**

Facilities Condition

Infrastructure Condition
Current FCI and 10-year Projection

FCI	Strategy
< .15	Good Condition; Minimal Renewal Required
.16 - .40	Moderate Condition; Some Renewal Required
.41 - .60	Poor Condition; Significant Renewal or Capital Project
≥ .61	Managed Decline; Capital Project Required

Left column -- Current FCI   Right column -- 10-year FCI Projection

Chilled Water Production: 0.45, 0.72
Chilled Water Distribution: 0.29, 0.59
Domestic Water Production: 0.54, 0.85
Domestic Water Distribution: 0.92, 0.93
Electrical Production: 0.38, 0.38
Electrical Distribution: 0.49, 0.76
Steam Production: 0.14, 0.20
Steam Distribution: 0.55, 1.15
Roadways: 0.54, 0.92
Sanitary Sewer: 1.09, 1.13
Storm Sewer: 0.95, 1.09

Facility Condition Index (FCI)
Current Condition

FCI	Strategy
< .15	Good Condition; Minimal Renewal Required
.16 - .40	Moderate Condition; Some Renewal Required
.41 - .60	Poor Condition; Significant Renewal or Capital Project
≥ .61	Managed Decline; Capital Project Required

Managed Decline
30 Buildings
2.2M SqFt
Avg Building Age 61
$273M Requirements

Poor Condition
41 Buildings
2.1M SqFt
Avg Building Age 52
$190M Requirements

Moderate Condition
15 Buildings
1.3M SqFt
Avg Building Age 47
$62M Requirements

Good Condition
15 Buildings
864K SqFt
Avg Building Age 14
$8.2M Requirements

Facility Condition Index (FCI)
Current Condition

Legend

FCI
- Good
- Moderate
- Poor
- Managed Decline

WASHINGTON STATE UNIVERSITY

WSU Pullman
Facility Condition Index - Current

Date: 3/19/2019

Facilities Services
Geographic Information System

Facility Information Resource Management | Facilities Services - Washington State University

Facility Condition Index (FCI)
10-year FCI Projection

Legend

FCI
- Good
- Moderate
- Poor
- Managed Decline

Facility Information Resource Management | Facilities Services - Washington State University

WASHINGTON STATE UNIVERSITY

WSU Pullman
Facility Condition Index - 10 Yr Projection

Date: 3/19/2019

Facilities Services
Geographic Information System
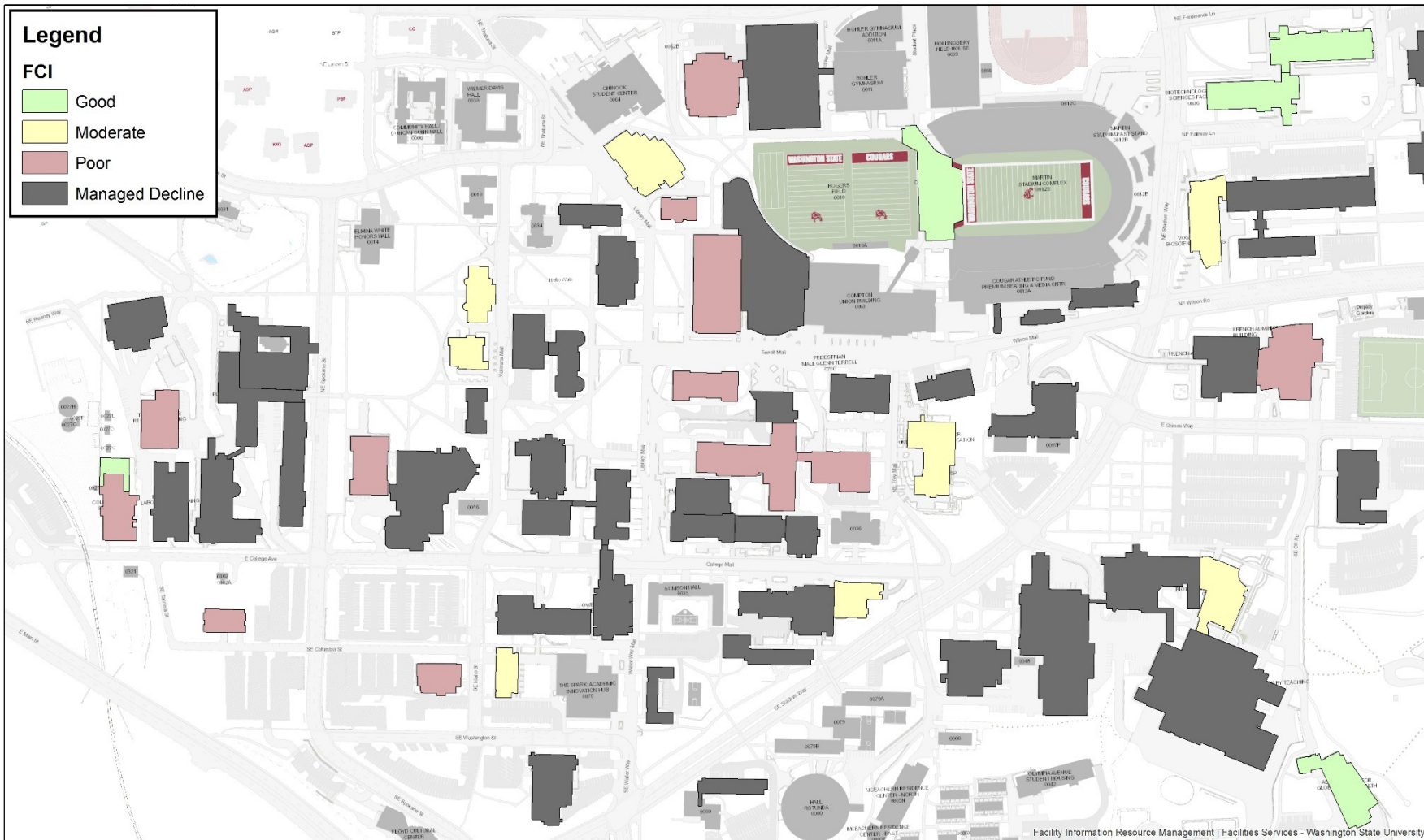
All Funds, All Needs
Project Development

- Alignment with University Goals
  - Drive to 25
  - Strategic Plan

- Inclusive and Transparent

Components of Process

- Identification of programmatic needs

- Integration of these needs with associated infrastructure support, into a long-list of capital projects, and concurrently:

- Development of prioritization criteria

- Scoring of long-list of capital projects against the agreed upon prioritization criteria

- Development of the 2021-23 State Capital Budget request

- Utilization for future funding/partnership opportunities

Timeline

- By October 22: VPFA releases project prioritization criteria and Capital Needs Statement.

- By November 6, campus leadership provides input to VPFA on the project prioritization criteria

- November 14 BOR presentation of an Information item

- By December 1, campus leadership submits highest priority needs, including capital (major, stand alones or minor), equipment and omnibus, and space requests.

- By Feb 15, VPFA provides preliminary prioritization and ranking based on the approved criteria and submitted capital project needs

Timeline…continued

- March BOR Action: approval of state capital budget request structure and major projects and delegate to President individual projects within Stand Alones

- By April 30, VPFA provides preliminary state capital budget projects list

- May-August, VPFA prepares state capital budget request for submission to State

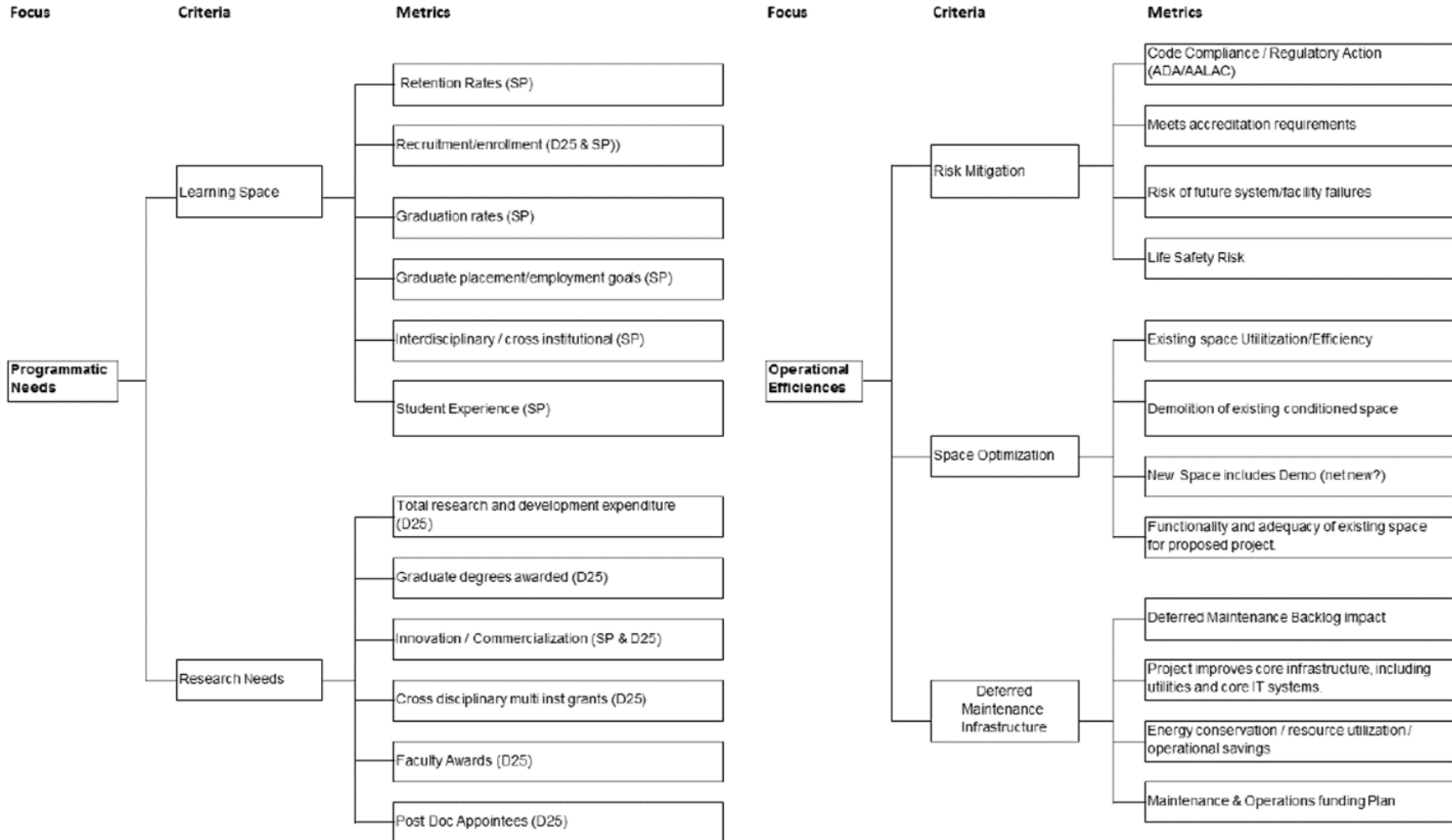- August- September WSU submits budget request to State

Proposed Structure of State Capital Budget

- Previous commitments
  - Vancouver
  - Spokane
  - Pullman Life/Physical Sciences

- Minors

- Majors

- "Stand Alones"
  - Projects under $10M
  - Themes
  - Recurring

Project Criteria

Focus	Criteria	Metrics

Programmatic Needs

- Learning Space
  - Retention Rates (SP)
  - Recruitment/enrollment (D25 & SP))
  - Graduation rates (SP)
  - Graduate placement/employment goals (SP)
  - Interdisciplinary / cross institutional (SP)
  - Student Experience (SP)

- Research Needs
  - Total research and development expenditure (D25)
  - Graduate degrees awarded (D25)
  - Innovation / Commercialization (SP & D25)
  - Cross disciplinary multi inst grants (D25)
  - Faculty Awards (D25)
  - Post Doc Appointees (D25)

Operational Efficiences

- Risk Mitigation
  - Code Compliance / Regulatory Action (ADA/AALAC)
  - Meets accreditation requirements
  - Risk of future system/facility failures
  - Life Safety Risk

- Space Optimization
  - Existing space Utilitization/Efficiency
  - Demolition of existing conditioned space
  - New Space includes Demo (net new?)
  - Functionality and adequacy of existing space for proposed project

- Deferred Maintenance Infrastructure
  - Deferred Maintenance Backlog Impact
  - Project improves core infrastructure, including utilities and core IT systems.
  - Energy conservation / resource utilization / operational savings
  - Maintenance & Operations funding Plan

Needs Template

WASHINGTON STATE UNIVERSITY
MAJOR CAPITAL PROJECT NEEDS STATEMENT
2021-23

College/Campus/Administrative Area: _____

Capital Need Title: _____

NEED SUMMARY {100 words or less). Units/programs affected by the need. Programmatic objective and/or issue that creates the need.

NEED JUSTIFICATION:

1) Problem Statement (short description - needs and the benefits):

2) How does the need specifically align with the university's strategic plan/Drive to 25?

3) University programs addressed or encompassed:

4) a. How will the fulfillment of this need specifically impact your area's performance metrics (e.g. student enrollment, retention and graduation rates, graduate placement, student experience, cost of services)?

   b. If space need is research-focused, what is the impact on research metrics (e.g. extramural funding, R&D expenditures, innovation/commercialization, faculty awards, Post Doc appointees)?

5) Will fulfillment of this need support more than one college, and will it support interdisciplinary activities?

6) Will fulfillment of this need lead to space optimization (e.g. existing space efficiencies, consolidation or sharing of existing space, new or renovated space allows demolition of existing space)?

7) Will the need lead to risk mitigation (for example, code compliance, accreditation requirements, life safety risk mitigation)?

8) What source(s) of funds (state, federal, debt/bonds, donor/development funds, etc.) might be used to address this need? Are revenue streams available to partially or fully fund a project developed to address this need?

9) Other comments:

Omnibus Form

WASHINGTON STATE UNIVERSITY
Omnibus Equipment Request Form
2021-2023 State-Funded Budget Requests

WSU Area #_____

Area Name_____

Priority Rank	Category* (See below)	Equipment Cost	Running Total	Project Title: Description and Justification
1			$0	
2			$0	

*Category Abbreviation Key
FS: Faculty Start-up equipment - (indicate if hire is finalized and person on campus. If not finalized, indicate approx. timeline)
R: Major Research equipment (not part of a faculty startup package)
Match: Match - Federal or Other Grant (please furnish details)
C: Computing Upgrades/Technology Infrastructure
IC: Classrooms: Instructional technology - General University Classrooms or Departmental Classrooms
IL: Teaching Labs: Instructional technology
O: Other Equipment needs

Information Sessions

Monday Oct 21

- Deans' Council

- President's Cabinet

Thursday Oct 24

- Facilities Liaisons Meeting

    Also invited are Area Finance Officers

    and Vice Chancellors

Coordination of Process for Other Funding Opportunities

- The focus of this process is to develop the state capital ask for the next biennium.

- However, the longer term goal is to utilize the same or similar process to develop proposals for other funding sources and partnerships.

- We need to work with Advancement, Deans and other offices to identify how these opportunities will be incorporated into the process.

- For example, if there is a requirement for matching funds for state funded facilities, or the ability to coordinate projects for multiple sources and the ability to leverage funds for partnership opportunities.

Questions?

Thank you!

Agenda
Student Affairs and Student Life Committee
Thursday, November 14, 2019
11:00 a.m. – 11:50 a.m.

Location: WSU Vancouver, Engineering and Computer Science Building, Room 309

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

Information Items	**Section**
1. Cougar Intern Innovators in Athletics *(Park)*	S-1
2. First Generation Experience: First Forward at WSU *(Boston)*	S-2

First Gen Students

- Parents or guardians do not have a bachelor's degree
- WSU Fall 2019 (all campuses): 33% first gen students
  - Undergraduate: 36.1%
  - New freshmen: 34.8%
  - New Transfer: 42%

Student Affairs

WSU is a First Forward Institution

Center for First Gen Student Success
- NASPA and SUDER Foundation

WSU one of 80 institutions recognized for their "demonstrated commitment to advancing first gen student success"
- Strong tradition of TRIO programs

Professional development to strengthen campus knowledge base (e.g., webinars using Zoom)

Engage with broad cohort of peer institutions
- consult on challenges, share resources and evidence-based practices, celebrate program successes

Annual report, feedback to guide future efforts

Student Affairs

System-Wide Approach

November 8: First Gen Day
- Nationwide
- Each campus recognized in manner fitting local context

Giving Day
- Each campus will highlight specific program/fund to support first gen student success

WSU Athletics Spring Game 2020
- Focus on first gen

First Gen Study Abroad
- Pilot program on Pullman campus
- Regional and national recognition
- Expanding system-wide with intentional outreach and promotion
- Seville May 2019
- Rome in May 2020

Student Affairs
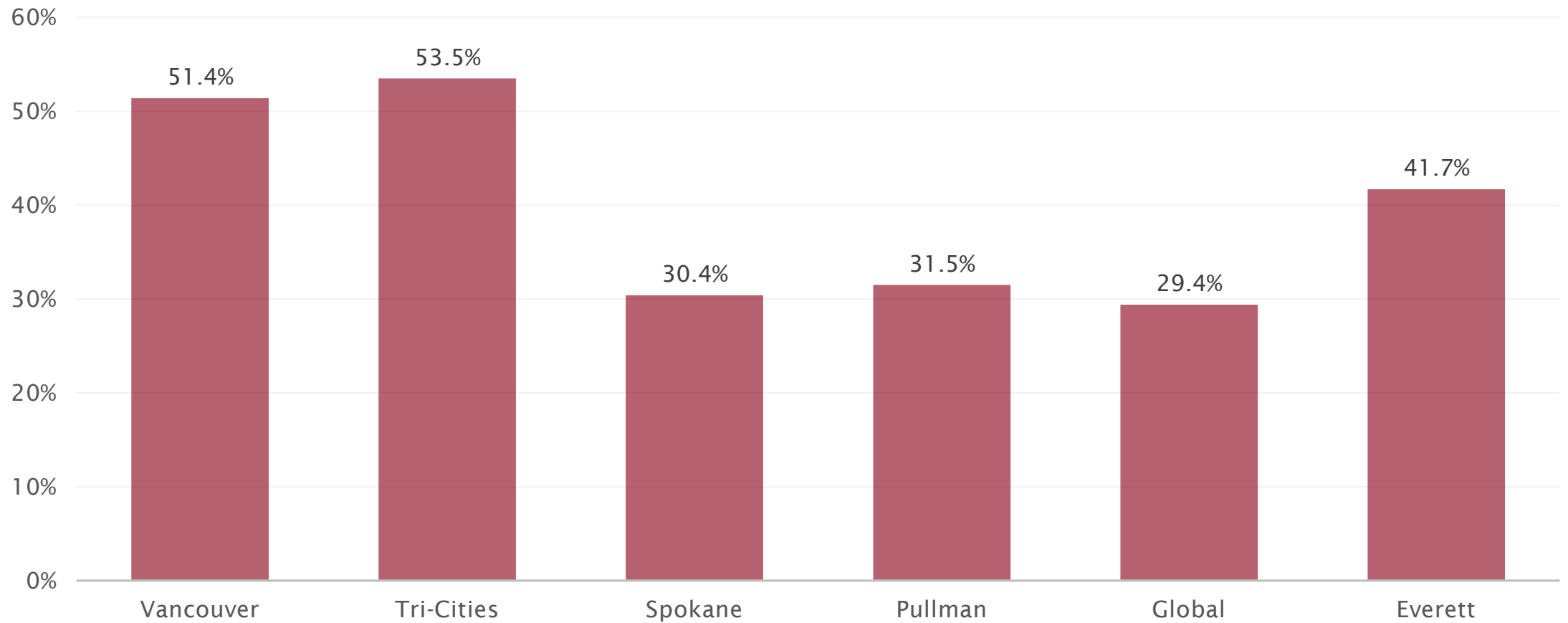
VANCOUVER CAMPUS

- **LEAPS** - Learn, Explore, Achieve, and Promote Success

- **Cougar Food Pantry**

- **Coug Money Matters**

- **THRIVE -** Truth, History, Resilience, Intersectionality, Voice, and Equity

- **Service-Based Recruitment**

- **MESA -** Math, Engineering, and Science Achievement

Student Affairs

TRI-CITIES CAMPUS

External Funded Programs
- TRIO Student Support Services (cohort of 140)
- GEAR UP (20 school district partners)

Student and Enrollment Services
- Holistic approach designed around removing barriers and providing structure
  - Partners in Career Development Mentoring
  - MOSAIC Center for Student Inclusion
  - Community Partnerships
    - Legal and Student Services
    - Cougar Cupboard Foodbank
  - Student Leadership Community Service Programs
- Continued work identifying pathways for local community college students and partners

Student Affairs

SPOKANE CAMPUS

Demographics (Fall 2019)

- Undergraduate 35.4%   Graduate   21.5%
- Pharmacy   31.8%   Medicine   27.3%

Student Affairs

- Student Diversity Center
- Coug Money Matters
- Campus Pantry in Spokane and Yakima
- Academic Support Services

Pathway Programs

- Spokane MESA
- Upward Bound Stevens County
- Dare to Dream
- Na-ha-shnee

Student Affairs

PULLMAN CAMPUS

First Gen Day
- Maria Chávez, PhD (WSU, Political Science,'02), Associate Professor, Department of Political Science, PLU
- Keynote presentation, visiting classes, book signing:
  - New book, *Latino Professionals in America: Testimonios of Policy, Perseverance, and Success* published in May 2019

Digital Stories: First in our families
- Partnership with videographer from UW Bothell
- Students' stories and the role of education in their healing

Tips for faculty/staff working with first gen students.

Student Affairs

GLOBAL CAMPUS

- **Review of data: Fall 2012 – Fall 2019**

Population: 10,915
First Gen 37.8%
Not First Gen 36.9%
Not Identified 25.3%

Graduation rates
First Gen Students: 43.02%
Not First Gen Students: 46.15%
Not Identified: 43.66%

GLOBAL CAMPUS

- Online education helps level the playing field by providing access for first-gen and all non-traditional students
- Data driven communication to mitigate potential roadblocks
- Promote right-time resources for success: e.g., tutoring, virtual mentors, career counseling, time management

Future Plans:
- Coaching and/or mentoring programs for first gen and other student groups to improve retention and graduation rates.
- Social justice academic advising focus
- Additional orientation modules (e.g., time management, study skills)

Student Affairs

EVERETT CAMPUS

118 First Gen Students
- 41% of population

Intersectionality
- 31.5% Female
- 34.7% Pell-Eligible
- 47.8% Minority

Staff & Faculty
- 11 reported (26%)

Initiatives
- First Gen Focused Recruitment
- Nov. 8th Proud to Be First Celebration
- Continued First Gen Staff/Faculty Involvement
- First Gen Intersectionality

Student Affairs

EVERETT CAMPUS

"Take advantage of all the opportunities like student government and SWE. Growing out of my shell has allowed me to develop as a person."

Lynn Aylesworth, First-Gen EE-Senior
ASWSUE President

"You cannot be afraid of failing. Sometimes you need to fail in order to succeed. Every failure gets you one step closer to the solution."

Haylie Murray, First-Gen Alumni
1st Data Analytics Graduate

Student Affairs

Questions?

Division of
Student Affairs
WASHINGTON STATE UNIVERSITY

BOARD OF **REGENTS**
WASHINGTON STATE UNIVERSITY

Agenda
Finance and Compliance Committee
Thursday, November 14, 2019
1:15 p.m. – 3:00 p.m.

Location: WSU Vancouver, Firstenburg Student Commons, Rooms 101-103

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

Information Items	**Section**
1. Internal Audit Update *(Lopez)*	F-1
2. FY2019 Financial Statement Audit Update *(Pearson/Skinner/Lopez)*	F-2
3. Athletics Budget Review *(Pearson/Chun)*	F-3
4. Academic Year 2020-2021 Rate Setting: Tuition and Fees *(Pearson)*	F-4
5. Renewal of Client Services Agreement – WSU's Online MBA and Executive MBA Programs *(Pearson/Skinner/Hunter)*	F-5
6. Strengthening the University's Compliance Program – Revisions to Committee Charter and Board Resolution *(Pearson)*	F-6

Future Action Item

1. FY2021 Housing and Dining Rates *(Boston)*	F-7

Action Item

1. Proposed 4th Year College of Veterinary Medicine (DMV) Differential Tuition Rate *(Pearson/Slinker)*	F-8

Washington State University

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Office of Internal Audit
Fiscal Year 2020 – Quarter 1 Status Report
July 1, 2019 through September 30, 2019

</div>

Internal Audit engages in three primary activities – assurance audits, advisory services and investigations. The focus of our efforts is to assist management in the proper discharge of their duties by providing evaluation and feedback of internal control systems and operations.

This quarterly report includes update on the status of the current fiscal year audit plan and reports issued in the period. Internal Audit team: CAE, Audit Manager, Sr. IT Auditor and three field auditors.

FY 2020 Audit Activity				
Project	Status	*Project*	Status
Continuous Audit – Pcard	E	Export Controls	N
Continuous Audit – Travel	E	IT Governance	N
Continuous Audit – Cash	E	International Travel	N
Continuous Audit – Payroll	N	Nonmonetary Agreements	N
Continuous Audit – Assets	N	IAREC Control Self Assess	E
Admissions	N	Event Concessions	N
IT Incident Response/Mgmt	N	Space Management	E
GLBA Compliance – Safeguards	E	Athletics Financial Attestation	N
Clery Act Compliance	N	IT Audit Plan and Assurance Program	N

Completion Rate of Current Audit Plan	End Q1 FY 20	End Q1 Prior Yr
C – Completed	0%	0%
E – Engaged	33%	60%
N – Not Yet Engaged	66%	40%

Other Activities Current FY	End Q1 FY 20	End Q1 Prior Yr
Investigations – Closed	4	2
Investigations – Active	6	3
Internal Advisories	55	36

At report date, several audits and investigations from prior year audit plans are in report stage or near completion. These will be included in future update reports as they are issued.

External Audit activities (not including various federal program audits occurring through year):

Auditor	Scope	Status
WA Ethics Board	Investigation – WSU Referral	Engaged
State Auditor (SAO)	FY 2019 Financial Statement – contract	Engaged
CliftonLarsonAllen	FY 2019 Auxiliary Financial Statement – contract	Engaged

The following opinion methodology is applied to assurance audits:

Satisfactory	Control Environment (CE) is adequate
Some Improvement Needed	CE is adequate but some exceptions noted
Major Improvement Needed	CE not adequate and significant exceptions noted

Washington State University
Office of Internal Audit

Fiscal Year 2020 Audit Plan

Heather R. Lopez, CIA, CFE
Chief Audit Executive

Table of Contents

Introduction

The Office of Internal Audit assists the University and management in accomplishing its mission and strategic goals by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of its risk management, internal control and governance processes. These responsibilities include: performing reviews to provide reasonable assurance that internal controls are adequate to safeguard resources, provide integrity and reliability in reporting, ensure adherence to compliance requirements and provide for efficiency and effectiveness in operations; assisting in the deterrence of fraud; advisory services that offer recommendations on systems of internal control and operations; and, advisory services to guide employees in the proper adherence to the Ethics in Public Service Act.

The Chief Audit Executive (CAE) reports functionally to the President and administratively to the Vice President for Finance and Administration. In accordance with the audit charter, the CAE is responsible for developing a flexible annual audit plan using appropriate risk-based methodology, including any risks or control concerns identified by management, and submitting that plan with periodic updates to the President for review and approval. In accordance with the charter and the Board of Regents Bylaws, the CAE also provides quarterly updates to the Finance and Compliance Committee regarding the audit plan and resource requirements, audit performance relative to the plan, and significant risk exposures and control issues, including fraud risks, governance issues and other matters of importance to senior management and the Board.

The purpose of the Audit Plan (the Plan) is to outline audits and other activities the WSU Office of Internal Audit will conduct during Fiscal Year 2020. The CAE is authorized to make changes to the Plan, as deemed necessary, to address changes in identified risks. The President and the Finance and Compliance Committee will be notified of any significant additions, deletions or other changes to the Plan.

The types of projects listed in the Plan demonstrate the variety of approaches Internal Audit takes to address its mission of assisting the University achieve its goals and objectives in an efficient and effective manner. Deliverables for audits and projects may include audit reports, technical assistance, data analysis, and other written and verbal communications.

Risk-based methodology

Audits and projects in the Plan were primarily identified through a University-wide risk assessment process designed to evaluate risks to the University meeting its strategic goals

and initiatives, including the Drive to 25. We interviewed key management to understand their views of the risk environment and analyzed data across University accounts, areas and functions. We considered other risk inputs including recent audit results, external examinations, industry risk areas and alerts from sponsoring agencies and stakeholders.

When we begin our audit planning and assessment activities we start with a known audit universe. That universe includes auditable units, departments, centers, functions and operations. The universe is constantly evolving as University operations and strategic foci change and as adjusted to external and internal factors. Audit resources limit the number of audits that may be engaged during the year so risks are initially ranked in order of priority and then against resource availability. There are a few areas yielding high risk rating that were not included in the audit plan due to current or recent audit engagement (internal or external), or, management has recently engaged in mitigating activities, such as consulting engagements, to assess risk and develop strategies to address. We have clarified these exceptions in the next section.

Occasionally, a risk area included in the Plan may have technical concerns beyond the expertise of the audit team. If additional resources (outsourced or co-sourced) are required to engage any audits, the CAE will work with the President to evaluate those needs. Based on initial assessment efforts, there are no audits included in this year's Plan that will require outsourcing.

The specific scope of each audit in the Plan is determined once the audit team completes its audit planning process for each engagement. The engagement planning process includes consideration of the risk management, control, and governance processes in place to meet the following:

- Accountability systems are in place to ensure organizational and program missions, goals, plans and objectives are achieved
- Risks are appropriately identified and managed
- Information is accurate, reliable and timely
- Employee actions are in compliance with policies, procedures and applicable laws and regulations
- Operations are effective and efficient
- Resources are acquired economically, used efficiently, and adequately protected

Planned Audits for Fiscal Year 2020

The following lists the projects included in this year's Plan, in no particular order. The audit team makes all effort to work with clients when scheduling the projects.

Our efforts are to ensure broad coverage of audit activity, including on-site audit engagement at all campuses. Although resources do not permit on-site review every year, the continuous audit program ensures continued test of decentralized transactions, and where feasible, the key controls, in functional areas engaged at all campuses and sites. Where possible, we also seek to leverage the work of external auditors or consultants.

A number of risks cited in risk assessment were not included in this year's audit plan due to mitigating controls in place, including management action plans, to address potential issues. We specifically call out the following as areas that continue to be rated as a high risk with almost all surveyed but, for reasons cited, are not included in the audit plan in whole, or, are included in part, with special conditions:
:
- IRB (Institutional Review Board) – The IRB is responsible for the review and approval of all research activities involving human subjects. With increased research engagement across the University system and especially at the WSU Spokane Health Sciences, it is critical to have an efficient and effective review process. Internal Audit engaged an audit of Human Subject Research in FY 2015 and one recommendation issued in that audit remains outstanding. Recently, the Office of Research engaged a consultant to evaluate the IRB's processes. That effort yielded several recommendations as well, although overall, the consultant concluded the function had good processes. Due to the recent consultation and ongoing evaluation efforts, we passed on including this subject in current audit plan but will work with management as needed in evaluating changes to processes, structure and governance especially with regard to oversight and responsibility system-wide.

- Athletics – Athletics has historically been cited as a top risk in risk surveys and, with the increased public scrutiny over Athletics' finances, the function has again this year been noted as the University's top risk. This very public function is regularly subject to significant scrutiny and assessment. Annually, the University contracts with an external audit firm to opine on Athletics' financial statements and perform NCAA agreed upon procedures. In recent years, an internal audit was performed of Athletics Receipting (all recommendations issued have since been resolved) and, the State Auditor's Office evaluated Athletics' financial position with no findings noted. Current

leadership has taken proactive steps to ensure the function's budget and fiscal health is reviewed regularly and the results of this review is on the Board of Regent's schedule of agenda items at each public meeting. With these efforts in place we determined internal audit engagement in Athletics in the current year would be limited as follows: we will review at least one of the financial reports presented to the Board of Regents and attest to the adequacy of supporting records of presented information (see 'Financial/Budget Report Attestation'); prior external audit cited athletic event concessions as an area not significantly material to the financial statements so was not reviewed by the auditor but deferred to internal audit for evaluation of controls (see 'Event Concession'); and, Athletics will continue to be included in the pool of all data assessed and tested as needed during the continuous audits of purchasing card, travel expenses, payroll, cash and assets (see 'Continuous Audit Program').

- Cyber/Data Security – Like Athletics, this area has been in the top of risks every year and this year is no exception. Internal Audit invested in an IT auditor nearly six years ago and has since then engaged several audits of specific IT controls each year. In collaboration with ITS, Internal Audit had developed a five year plan that implemented a mixed control methodology, like that presented by SANS Top 20 Critical Cyber Security Controls. This marks year five of the five year plan, yet only 12 of the 20 controls have been audited and we are finding recent audits are yielding repeated recommendations. Because of the continued risk in this area and concerns with the number of outstanding issues we are approaching IT audits in the current year in a different manner than in past years. This year we will: perform two more of the top 20 in one audit (see 'Incident Response and Management'); evaluate the University's current IT governance including its organizational structure, reporting lines, strategic and operational plans and policies (see 'IT Governance'); and, in collaboration with IT and leadership, develop a strategy for future audit focus (see 'IT Audit Plan and Assurance Program').

- Compliance – Compliance in general continues to rate high in risk surveys but compliance by itself is not an auditable function unless there is a defined Compliance program. There are multiple University functions responsible for compliance in their respective areas, including: Office of Civil Rights Compliance and Investigation (Title IX, Discrimination, ADA Compliance, and more); Athletics (NCAA compliance); Office of Research Assurance (human subject research, export controls, animal care, and more). This list does not include all areas or all compliance requirements. There are many requirements that cross multiple 'disciplines' or offices such as data security impacting research, financial information and students. The University is in the

process of developing a plan to address system compliance risks. One effort is the intent to recruit personnel with broad compliance experience. Another is, through the efforts of Enterprise Risk Management, the University can identify and prioritize risks to be addressed, including those that impact and cross multiple areas. This year we will not be auditing compliance in general but, instead, there are a number of specific areas with a compliance focus in the schedule, including: Clery Act; Export Controls; and, GLBA Safeguards Rule.

The following audit projects include test of controls and transactions at multiple locations unless a specific location is noted:

Continuous Audit Program	The continuous audit program continues each year with the addition of different risk areas to test transactions for compliance, support and accountability. Data is pulled at intervals throughout the year from which test selections are made in the identified areas. For most audit subject areas, auditors perform a high-level review of all transactions for the scope area and period and select transactions based on high-risk criteria. At the end of the year, we have performed some form of analysis on all transactions in the defined area. This approach to audit makes better use of available audit resources while ensuring greater audit coverage of high-risk, usually decentralized functions or activities by active review for anomalies. Tests are applied to transactions regardless of physical location and usually cover all or most locations. The audit areas included in this year's continuous program: • Purchasing card • Travel expenses • Cash receipting • Payroll • Assets

Admissions	There has been significant interest in accountability and integrity of admissions processes at higher education institutions nationwide. An internal audit of Admissions at WSU has not been performed although there have been various opportunities to assess activities and advise management, including: review of online forms and processes against state requirements; cash receipting of application fees; and, limited assessment of security over scanned documents and related retention. These prior reviews have not resulted in reports of significant concerns. This audit will focus on the admissions processes in those areas of the University that may pose a greater risk than others due to high competition for limited enrollment slots (e.g. Elson S Floyd College of Medicine and College of Veterinary Medicine). The audit will be planned to provide, through tests of controls, reasonable assurance of the integrity of the application and admission processes.
IT Incident Response and Management	An incident response and management plan defines the capabilities to provide active response and mediation to a security incident that has allowed unauthorized access to the University information system. This audit will be performed to assess the University's plan and ensure it meets minimum standards as promulgated by the WA State OCIO (Office of Chief Information Officer) and in accordance with National Institute of Standards and Technology (NIST) Special Publication 800-53 (revision 5).
GLBA Compliance – Safeguards Rules	The United States Office of Management and Budget (OMB) has issued a Compliance Supplement for audits required under the Single Audit Act of 1984 (amended 1996) that includes audit objectives concerning compliance with the Safeguards Rule of the Gramm-Leach-Bliley Act (GLBA). These compliance requirements will be effective for single audits conducted on Fiscal Year 2020 activity. Higher education institutions that receive Title IV funds are 'financial institutions' subject to the GLBA. Essentially, institutions are required to have safeguards in place to protect student financial aid information. This audit will be performed in advance of the external single audit to provide assurance the required safeguards are in place and operating effectively.

Clery Act Compliance	The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (or Clery Act), signed in 1990, is a federal law requiring disclosure of certain safety information. The Violence Against Women Reauthorization Act was signed into law in 2013. This law included the Campus Sexual Violence Elimination Act, which amended the Clery Act and imposed new transparency obligations. All colleges and universities that participate in federal financial aid programs must disclose information about crime on and near their respective campuses. Compliance is monitored by the United States Department of Education and is included in Title IV Student Financial Aid reviews. Fines can be assessed of up to $57,317 *per* identified violation. This compliance audit will evaluate the University's controls and ensure they are adequate to meet Clery Act requirements.
Export Controls	The export of certain items, technologies, software, and services is regulated for reasons of national security, foreign policy, prevention of the spread of weapons of mass destruction, and for competitive trade reasons. Among other regulations, the U.S. Department of Commerce regulates exports. There are some exports that do not require specific approval and others that do. Noncompliance with export control rules and regulations can result in severe sanctions and penalties. This audit will evaluate the University's export control program and processes to provide reasonable assurance of compliance.
IT Governance	In the first four years of the five year IT audit plan, and the audit of 12 of 20 critical cyber controls in that time, we have found similar and repeated issues that we have traced to a common (root) cause: authority over IT policies and procedures system-wide and associated structure. This audit will evaluate the critical area of governance over IT system-wide. We will collaborate with key stakeholders in this engagement to ascertain the University's structure and processes align with strategic plans, and, against WA State OCIO and other standards and requirements, as applicable.
International Travel	A strong travel risk management program is vital to protecting travelers and the institution, especially as there is increased travel abroad. University personnel and units have many reasons to travel abroad including as related to faculty-led programs, conferences,

	research and service. This audit will evaluate current programs and industry trends to evaluate where there may be improvement in the travel risk management program.
Nonmonetary Agreements	Nonmonetary agreements occur when a business or commerce activity concludes without the transfer of money between parties tied to the transaction. The University engages in a number of nonmonetary agreements. Although no or little money may be transferred, these agreements can create significant liability for the institution if terms are not met. Of interest for this audit are agreements that include the exchange of, or access to, data: Data Sharing Agreements. We will review administrative processes over these types of agreements including set up, authorization, and monitoring.
IAREC Prosser – CSA	The Irrigated Agriculture Research and Extension Center (IAREC) in Prosser has been an active and critical agricultural research hub for the University and the state of Washington for 100 years. Current center leadership has proactively reached out for an assessment of operations to ensure internal controls adequately safeguard resources and provide for efficient and effective operations. This project will be approached as a Control Self-Assessment in which we will team with members of the College of Agriculture, Human and Natural Resource Sciences (CAHNRS) to evaluate key financial and operational functions and leave the center (and CAHNRS) with both the results of that effort and tools for re-performing on a periodic basis.
Event Concessions	Food and drink (at concession stands) are made available to attendees during many Athletic events. This audit will focus on operations and reporting of concession activities including inventory, purchasing, personnel and receipting.
Space Management: Physical Relocation	Borrowing from WSU Vancouver's space allocation guidelines, "Physical facilities… must be managed in ways that most effectively and efficiently support the University's missions of teaching, research, and service". This is true for all University facilities. Departments, functions, labs and personnel relocate to various other facilities. This audit will focus on the processes for managing that movement, including preparation of new space and asset movement.
Financial/Budget Report Attestation	Athletics' financial performance will be summarized and presented to the Board of Regents at each public meeting in Fiscal Year 2020. These are not the financial statements for which external auditors are

	contracted to audit. Internal Audit has been requested to periodically provide assurance of the accuracy and completeness of the reports. We will perform the attestation for at least one of the four scheduled reports.
IT Audit Plan and Assurance Program	Internal Audit will work in collaboration with the Chief Information Officer (CIO), the IT Strategic Advisory Committee (ITSAC) and other key stakeholders in developing a sustainable, efficient and value-added approach to auditing the University System's IT infrastructure, programs and processes.

Other Types of Audits/Activities

Follow-up Audits

Audits and formal investigations yielding a report with actionable recommendations will have a follow-up review conducted within the time frame management indicates corrective actions will be implemented to evaluate response and adequacy of corrective action.

Advisory Assistance/Consulting

Internal audit staff may participate and/or assist University members in developing and maintaining strong governance, risk management, and control processes and systems. Activities may include serving as a member of a work group or committee, and providing consultative advice on financial, operational and compliance issues. Auditors also assist as audit liaison between the University and external audit groups.

Ethics Advisor

The Chief Audit Executive is the University's Ethics Advisor. In this role, she serves as liaison between the University and the Washington State Executive Ethics Board, providing to University members guidance on ethics rules and advising on policy statements.

Note: WSU's Office of Internal Audit follows the Standards promulgated by the Institute of Internal Auditors (IIA). New, effective January 2017, Standard 1112 CAE Roles Beyond Internal Auditing states, '*Where the chief audit executive has or is expected to have roles and/or responsibilities that fall outside of internal auditing, safeguards must be in place to limit impairments to independence and objectivity*.' The CAE's role as ethics advisor and the responsibilities related to promoting ethics are governance activities outside of internal auditing. Internal Audit is charged with evaluating the effectiveness of governance processes including the ethics and control environment. If the CAE holds responsibility for some of the governance processes to be evaluated then independence and objectivity may be impaired

without appropriate safeguards. Internal Audit has recommended the University evaluate alternative processes to obtain assurance related to the effectiveness of the ethics program and its contributions toward a strong control environment.

In Fiscal Year 2019, an ethics training program was developed with the intent to be used as newly required mandatory training for all University employees. Efforts to ensure all employee participation are underway and will continue to be engaged through Fiscal Year 2020.

Enterprise Risk Management
An ERM program strategically positions the University to better manage and direct resources to activities that are aligned with strategic goals and to mitigate risks to meeting institutional objectives. For an ERM program to work effectively and provide value, the process needs top down ownership, commitment and engagement. Internal Audit is well-positioned to help facilitate the process given our experience in risk, assessment and broad engagement across all University units and operations. However, Internal Audit cannot own the process. The CAE will continue to assist the Vice President of Finance and Administration as needed to refine and enhance processes towards a robust, value-added and sustainable ERM program.

Modernization – Workday Transition
Discussions with management and leadership have determined an investment of audit resources to assist in the positive preparation and transition to the University's new finance and personnel system would provide great assistance. To protect its independence and objectivity, Internal Audit cannot be involved in the design of work flow processes but has carved out time from assurance engagements to evaluate processes against current and proposed policies, and, perform assessment of controls for Workday work flow processes.

Investigations
Internal Audit reserves time in the audit budget for unplanned activities including investigations of misuse of funds or resources, malfeasance, misconduct, and ethics violations. Some investigations may be performed in collaboration with other investigatory units including Human Resource Services, Office for Equal Opportunity, Office of Research, Office of the Provost, Environmental Health and Safety, and the WSU Police Department. Occasionally, complaints of employee wrongdoing filed with the State Auditor's Office via the Whistleblower program or the Citizen Hotline may be sent to Internal Audit for engagement or coordination.

Audit Liaison

Internal Audit serves as the coordination point for some external auditors including the State Auditor's Office, the Executive Ethics Board and federal granting agencies. Liaison efforts include verifying purpose, authority and scope of audit, ensuring appropriate management is involved in audit activity, attending entrance and closing meetings, and evaluating results to determine if they are 1) accurate representations of activity and 2) indicators of systemic concerns that may need addressed with senior management.

Audit Resources

The Plan for Fiscal Year 2020 is based on a professional staffing complement of six auditors: three staff auditors, an IT auditor, an audit manager, and the Chief Audit Executive. In the past, the Office has employed very talented and productive interns to assist with the continuous audit program. We hope to continue that success and the project budget does include use of interns in the spring semester.

Approximately 70% of Internal Audit's available resources are committed to the completion of planned audit projects and follow-up audit procedures. The remaining 30% is held as contingency for unplanned activities such as consulting, liaison activities and investigations.

Available resources include all workable hours per FTE less reserves for employee professional development, administrative projects (e.g. internal quality improvement projects) and internal administration, including issues pertaining to personnel.

We have a few audit projects from prior year audit plans initiated but not yet completed. It is normal audit process to have a few audits begun in the last few months of the year completed and issued in the following year. Overall goal is to engage and complete 80% of planned audit areas and if time permits, all audits will be engaged.

Allocation of current year resources:

Project	Hours
Pcard – Continuous	425
Travel – Continuous	388
Cash – Continuous	460
Payroll – Continuous	250
Assets – Continuous	250
IT Incident Response and Management	378
GLBA Compliance – Safeguards Rule	420

Admissions	400
Clery Act	422
Export Controls	402
IT Governance	380
International Travel	340
Nonmonetary Agreements	354
IAREC – CSA	332
Event Concessions	378
Space Management	425
Financial Report Attestation	200
IT Audit Plan and Assurance Program	320
Investigation	600
Follow up	370
Advising, Liaison, and Other non-audit	1,040

Total Projected Resource Allocation   8,534

Authority and Criteria

Auditing Standard
The WSU Office of Internal Audit follows standards promulgated by the Institute of Internal Auditors (IIA). In accordance with Standard 1000, the purpose, authority, and responsibility of the internal audit activity is formally defined in the audit charter. The charter includes the mandatory elements of the International Professional Practices Framework (the Core Principles for the Professional Practice of Internal Auditing, the Code of Ethics, the *Standards*, and the Definition of Internal Auditing). The charter is periodically reviewed for revisions and any changes presented to the President for approval as required.

Standard 1300 requires the CAE to develop and maintain a quality assurance and improvement program (QAIP) that covers all aspects of the internal audit activity. The QAIP includes internal assessments such as regular supervisor monitoring of projects and activities and a newly implemented internal team member assessment of completed projects. External assessment includes a peer review to be conducted at least every five years.

WSU's Office of Internal Audit has not had a peer review. There have been efforts in prior years to engage a peer review that have been unsuccessful primarily due to staff turnover and resource constraints. A peer review is critical to ensure the University's Internal Audit function continues to meet its charge for the University. The Fiscal Year 2020 strategic goals include planning for a peer review, with at least two reviewers from two different higher education institutions of similar size and form as WSU, to occur in calendar year 2020. A value-added peer review will require some engagement by members of the governing board, leadership and management in the form of surveys and interviews. Internal Audit will help to facilitate this process and inform leadership of progress, but the peer review team will have independence in the performance of the engagement.

Internal Control Framework
The University follows the COSO control framework and its guiding principles in the establishment of internal controls. The state of Washington has provided greater direction in the implementation of COSO for state agencies within the revised (effective July 1, 2017) Chapter 20 of the State Accounting and Administration Manual. Internal Audit strives to apply the COSO framework in tests of internal controls and provide appropriate direction and guidance to individuals.

INFORMATION ITEM #2
Fiscal Year 2019 Financial Statement Audit Update
(Stacy Pearson/Matt Skinner/Heather Lopez)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Provide an overview of upcoming Fiscal Year 2019 Financial Statement and related audit activities.

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

BACKGROUND
INFORMATION: The University contracts with independent audit firms to perform a number of financial statement and related audits each year.

For the fiscal year ended June 30, 2019, audits will be performed for WSU and the related entities shown in the table below. Audit work is underway or will begin soon. Results of those audits will be reported to the Board of Regents in the March 2020 meeting.

Audit Name	Audit Type	Audit Firm
Washington State University	Annual Financial Statements	State Auditor Office
WSU Housing and Dining System	Annual Financial Statements	Clifton Larson Allen
WSU Intercollegiate Athletics	Annual Financial Statements	Clifton Larson Allen
WSU Intercollegiate Athletics	NCAA Agreed Upon Procedures	Clifton Larson Allen
Transportation Services	Annual Financial Statements	Clifton Larson Allen
University Recreation Center	Annual Financial Statements	Clifton Larson Allen
Wilson Compton Union Building	Annual Financial Statements	Clifton Larson Allen
Northwest Public Broadcasting	Annual Financial Statements	Clifton Larson Allen
WSU Alumni Association	Annual Financial Statements	Clifton Larson Allen
Students Book Corporation	Annual Financial Statements	Clifton Larson Allen
WSU Foundation	Annual Financial Statements	KPMG

ATTACHMENT: State Auditor's Office Entrance Document

Entrance Conference: Washington State University

The Office of the Washington State Auditor's vision is increased trust in government. Our mission is to provide citizens with independent and transparent examinations of how state and local governments use public funds, and develop strategies that make government more efficient and effective.

The purpose of this meeting is to share our planned audit scope so that we are focused on the areas of highest risk. We value and appreciate your input.

Audit Scope

Based on our planning, we will perform the following audit:

Financial statement audit for July 1, 2018 through June 30, 2019

We will provide an opinion on whether your financial statements are presented fairly, in all material respects, in accordance with the applicable reporting framework. The audit does not attempt to confirm the accuracy of every amount, but does search for errors large enough to affect the conclusions and decisions of a financial statement user.

We will also provide an opinion letter for the University's Annual Financial Report, which is issued by the University and includes the University's financial statements and other information.

Engagement Letter

We have provided an engagement letter that confirms both management and auditor responsibilities, and other engagement terms and limitations. Additionally the letter identifies the cost of the audit, estimated timeline for completion and expected communications.

Work of Other Auditors

A financial statement audit of the Washington State University Foundation was performed by KPMG LLP and audits of Transportation Services, Housing and Dining System, University Recreation Center, Wilson Compton Union Building, Intercollegiate Athletic Department, Student Book Corporation and Northwest Public Radio & TV are performed by Clifton Larson Allen LLP.

In accordance with professional standards, we considered the audit report and audit work performed by the other auditors in the planning of our audit. This includes communicating with the other auditors, evaluating the quality and results of the other auditor's work, and identifying areas that could affect our audit, including those in which we could leverage the work already performed.

Levels of Reporting

Findings

Findings formally address issues in an audit report. Findings report significant deficiencies and material weaknesses in internal controls; misappropriation; and material abuse or non-compliance with laws, regulations or policies. You will be given the opportunity to respond to a finding and this response will be published in the audit report.

Within 30 days of the issue of an accountability audit finding, SAAM 55.10 requires state agencies to provide a corrective action plan to the OFM Accounting Division. Upon completion of corrective action related to a finding, state agencies are required to submit a certification, signed by the agency head or designee, that the audit resolution process is complete. It is recommended that agencies discuss the completion of corrective action with their assigned OFM Accounting Consultant prior to submitting the certification.

Management Letters

Management letters communicate control deficiencies, non-compliance or abuse that are less significant than a finding, but still important enough to be formally communicated to the governing body. Management letters are referenced, but not included, in the audit report.

Exit Items

Exit items address control deficiencies or non-compliance with laws or regulations that have an insignificant effect on the audit objectives. These issues are informally communicated to management.

Important Information

Confidential Information

Our Office is committed to protecting your confidential or sensitive information. Please notify us when you give us any documents, records, files, or data containing information that is covered by confidentiality or privacy laws.

Audit Costs

The cost of the audit is estimated to be approximately $62,040, plus travel costs and other expenses, if any. Invoices for these services will be prepared and presented each month as our audit work progresses.

Expected Communications

During the course of the audit, we will communicate with Mollie Holt, Executive Director and Controller, on the audit status, any significant changes in our planned audit scope or schedule and preliminary results or recommendations as they are developed.

Please let us know if, during the audit, any events or concerns come to your attention of which we should be aware. We will expect Mollie Holt to keep us informed of any such matters.

Audit Dispute Process

Please contact the Audit Manager or Assistant Director to discuss any unresolved disagreements or concerns you have during the performance of our audit. At the conclusion of the audit, we will summarize the results at the exit conference. We will also discuss any significant difficulties or disagreements encountered during the audit and their resolution.

Loss Reporting

State agencies and local governments are required to immediately notify our Office in the event of a known or suspected loss of public resources or other illegal activity. These notifications can be made on our website at www.sao.wa.gov/report-a-concern/how-to-report-a-concern/fraud-program/.

Peer Reviews of the Washington State Auditor's Office

To ensure that our audits satisfy *Government Auditing Standards*, our Office receives external peer reviews every three years by the National State Auditors Association (NSAA). The most recent peer review results are available online at www.sao.wa.gov/about-sao/who-audits-the-auditor/. Our Office received a "pass" rating, which is the highest level of assurance that an external review team can give on a system of audit quality control.

Emerging Issues

Some of the emerging issues affecting state governments are the following:

GASB Pronouncements Effective for Reporting Year 2020

- **Statement No. 84,** *Fiduciary Activities*
  This guidance clarifies what constitutes a fiduciary activity for financial reporting purposes and the fund types to be reported.

- **Statement No. 90,** *Majority Equity Interests – an amendment of GASB Statements No. 14 and No.61*
  The statement clarifies reporting of a government's majority equity interest in legally separate organizations.

GASB Pronouncements Effective for Reporting Year 2021

- **Statement No. 87,** *Leases*
  Scope includes definition of a lease, lease terms, short-term leases, subleases, sale-leaseback and accounting and reporting for lessee and lessor.

- **Statement No. 89,** *Accounting for Interest Cost Incurred Before the End of a Construction Period*
  The interest should be recognized in full proprietary funds as expenses and not capitalized. In governmental funds they should be recognized as expenditures.

GASB Pronouncements Effective for the Reporting Year 2022
- **Statement No. 91, Conduit Debt Obligations**
  Scope includes a single method of reporting conduit debt obligations by issuers and eliminates diversity in practice associated with commitments extended by issuers, arrangements associated with conduit debt obligations, and related note disclosures.

Working Together to Improve Government

Audit Survey

When your report is released, you will receive an audit survey from us. We value your opinions on our audit services and hope you provide us feedback.

Audit Team Qualifications

Sadie Armijo, CFE, Director of State Audit – Sadie has been with the Washington State Auditor's Office since 1998. She oversees most of the state audits our Office performs. Teams under her direction include the Financial Audit team, which conducts accountability audits, as well as the annual audit of the State of Washington Comprehensive Annual Financial Report and other financial statement audits. The Single Audit team performs accountability audits and the State of Washington Single Audit, which examines state agencies' compliance with federal grant requirements. The third team Sadie leads is the Whistleblower team, which investigates assertions of improper governmental actions at state agencies. She previously was an Assistant Director of Local Audit for five years. Phone (360) 902-0362 or Sadie.Armijo@sao.wa.gov

Troy Niemeyer, Assistant Director of State Audit – Troy has been with the Washington State Auditor's Office since 2006. As Assistant Director he assists with the statewide oversight and management of most audits of state government, including fraud and whistleblower investigations. He previously managed two local audit teams, along with the Whistleblower Program, and the Statewide Technology Audit Team (STAT). Troy is a member of the Institute of Internal Auditors and the e-Government committee for the National State Auditors Association. Phone: (360) 725-5363 Ext. 106 or Troy.Niemeyer@sao.wa.gov

Alisha Shaw, Program Manager – Alisha began her service with SAO in September 2000 as a College Career Graduate on Team Wenatchee after earning a Bachelor's Degree in Business Management with an emphasis in accounting from Whitworth College. She joined Team Pullman in 2001, became an Assistant Audit Manager in June 2005 and became the Audit Manager of Team Pullman in February 2018. During her time with SAO, she has been the auditor-in-charge or supervisor of numerous local and state audits. Phone: (509) 329-3701 ext. 102 or Alisha.Shaw@sao.wa.gov

Matt Thompson, Assistant Audit Manager – Matt has been with the State Auditor's Office since 2013. He was promoted to an Assistant Audit Manager in May 2016. He earned his Bachelor's Degree in Business Administration from Eastern Washington University and his MBA from Gonzaga University. During his time with SAO, he has been the supervisor of numerous local and state audits. Phone: (509) 329-3701 or Matthew.Thompson@sao.wa.gov

Jonna Davis, Audit Lead – Jonna has been with the State Auditor's Office since 2016. She has six years of previous experience in city, county, and higher education accounting and earned her Master's Degree in Accounting from Colorado State University. Jonna has been the Audit Lead in a number of local government audits. Jonna is currently a Team Pullman Fraud Specialist. Phone: (509) 334-5825 ext. 105 or Jonna.Davis@sao.wa.gov

WASHINGTON STATE UNIVERSITY

BOARD OF REGENTS MEETING

NOVEMBER 14, 2019

BUDGET UPDATES

- 9,301,101
**ORIGINAL DEFICIT FROM MAY 2019 –
PRESENTED TO THE REGENTS IN JUNE**

+ 350,000	REVENUE
- 226,576	COMPENSATION
- 89,953	EXPENSES

-9,267,631
**NEW DEFICIT PROJECTION FOR
FIRST QUARTER REVIEW**

(as of 9.30.19)

WASHINGTON STATE UNIVERSITY ACTUAL BUDGET

REVENUES

			Actual		Est Final
		2016	2017	2018	2019
01	Ticket Sales	5.5	7.7	8.4	9.5
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	0.3
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	0.0
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	12.0
14	Program/Concessions etc.	0.2	0.9	1.0	1.0
15	Royalties/Advert. etc.	6.3	4.4	4.4	4.6
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	1.8
	Total Revenue	**58.8**	**64.3**	**65.1**	**69.4**

EXPENSES

			Actual		Est Final
		2016	2017	2018	2019
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	Severence	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	2.3
31	Fund Raising / Marketing	2.4	2.2	2.0	1.8
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	2.4
36	Indirect Inst. Support	0.4	0.4	0.3	0.3
37	Medical/Insurance	1.0	0.8	0.8	0.7
38	Dues & Memberships	1.8	1.7	2.1	2.3
39	Student-Athlete meals	0.8	1.0	1.1	1.1
40	Other Expense	4.1	4.9	4.6	5.2
41	Bowl Expenses	1.7	1.9	1.5	1.6
41A	Coaches Bowl Bonuses	-	-	0.4	0.4
	Total Expenses	**71.7**	**71.8**	**73.8**	**76.3**

NET INCOME

			Actual		Est Final
		2016	2017	2018	2019
	Net Income from Operations	(12.9)	(7.5)	(8.7)	(6.8)
56	Capitalized Expenses		1.0	2.7	0.7
	Net Income after Capitalized Epenses		(8.5)	(11.4)	(7.6)
	Accumulated Deficit	**(49.4)**	**(57.9)**	**(69.3)**	**(76.8)**

WASHINGTON STATE UNIVERSITY
PROJECTED BUDGET

REVENUES

		Est Final	Projected				
		2019	2020	2021	2022	2023	2024
01	Ticket Sales	9.5	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	0.3	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	11.1	11.7	11.5	12.0	11.6
09	In-Kind	0.0	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.	1.0	1.1	1.5	1.6	1.7	1.8
15	Royalties/Advert etc.	4.6	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	2.4	2.5	2.5	2.5
19	Bowl Revenue	1.8	2.6	2.7	2.8	2.9	3.0
	Total Revenue	**69.4**	**72.5**	**78.9**	**81.4**	**85.3**	**85.9**

EXPENSES

		Est Final	Projected				
		2019	2020	2021	2022	2023	2024
20	Athletic Aid	11.0	11.0	11.7	12.0	12.2	12.5
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	15.1	15.3	15.5	15.8	16.0
25	Admin Comp: 3rd Party	-	-	-	-	-	-
26	Severence	0.7	2.0	1.7	1.3	-	-
27	Recruiting	1.4	1.5	1.6	1.6	1.7	1.7
28	Team Travel	4.1	4.7	4.7	4.8	5.0	5.2
29	Equipment	1.8	2.2	2.3	2.3	2.5	2.7
30	Game Expenses	2.3	2.5	2.7	2.7	2.8	2.6
31	Fund Raising/ Marketing	1.8	2.4	2.5	2.6	2.7	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	2.4	2.0	2.1	2.1	2.2	2.2
36	Indirect Inst. Support	0.3	0.4	0.4	0.4	0.4	-
37	Medical/Insurance	0.7	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	1.1	1.0	1.0	1.0	1.0	1.0
40	Other Expense	5.2	4.7	4.6	4.7	4.8	4.9
41	Bowl Expenses	1.6	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	**76.3**	**81.7**	**83.9**	**84.6**	**84.7**	**85.3**

NET INCOME

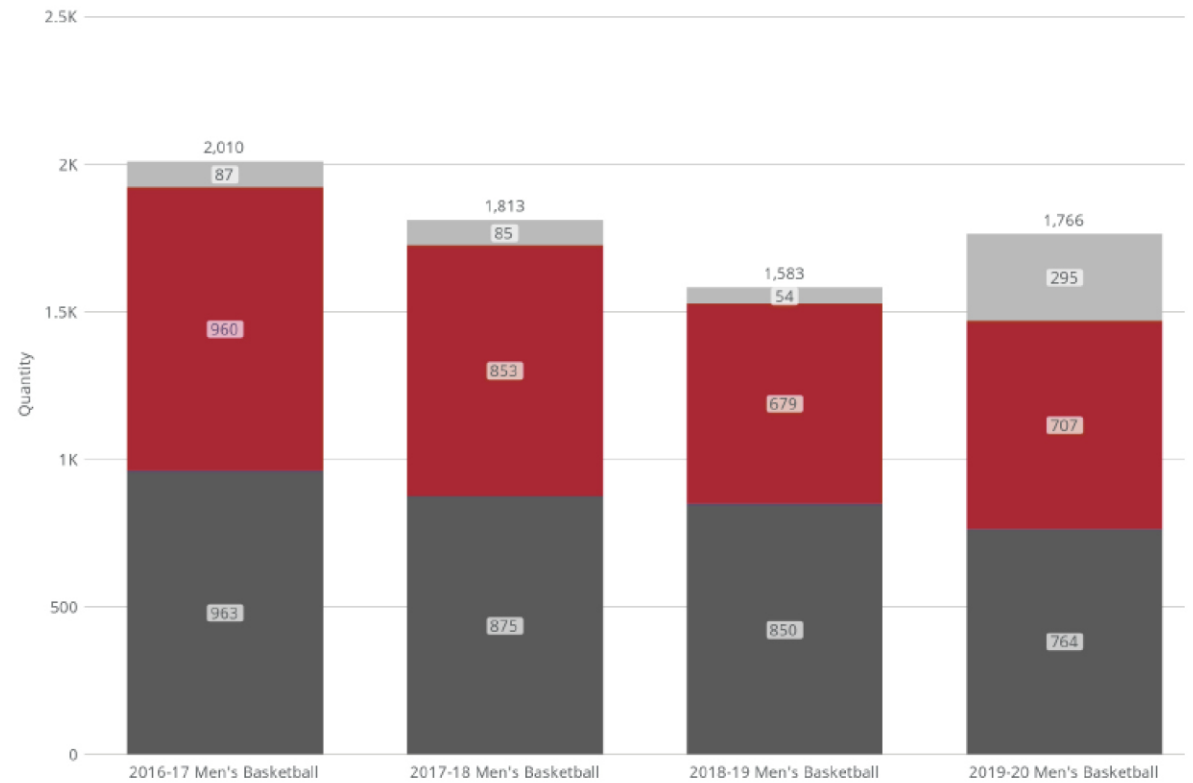|		Est Final	Projected				
		2019	2020	2021	2022	2023	2024
	Net Income from Operations	(6.8)	(9.3)	(5.0)	(3.2)	0.5	0.5
56	Capitalized Expenses	0.7	6.7	0.3	0.0	-	-
	Net Income after Capitalized Epenses	(7.6)	(16.0)	(5.3)	(3.2)	0.5	0.5
	Accumulated Deficit	**(76.8)**	**(92.8)**	**(98.1)**	**(101.3)**	**(100.8)**	**(100.28)**

MEN'S BASKETBALL RENEWAL RATES YEAR OVER YEAR

Season Ticket Renewal Rates
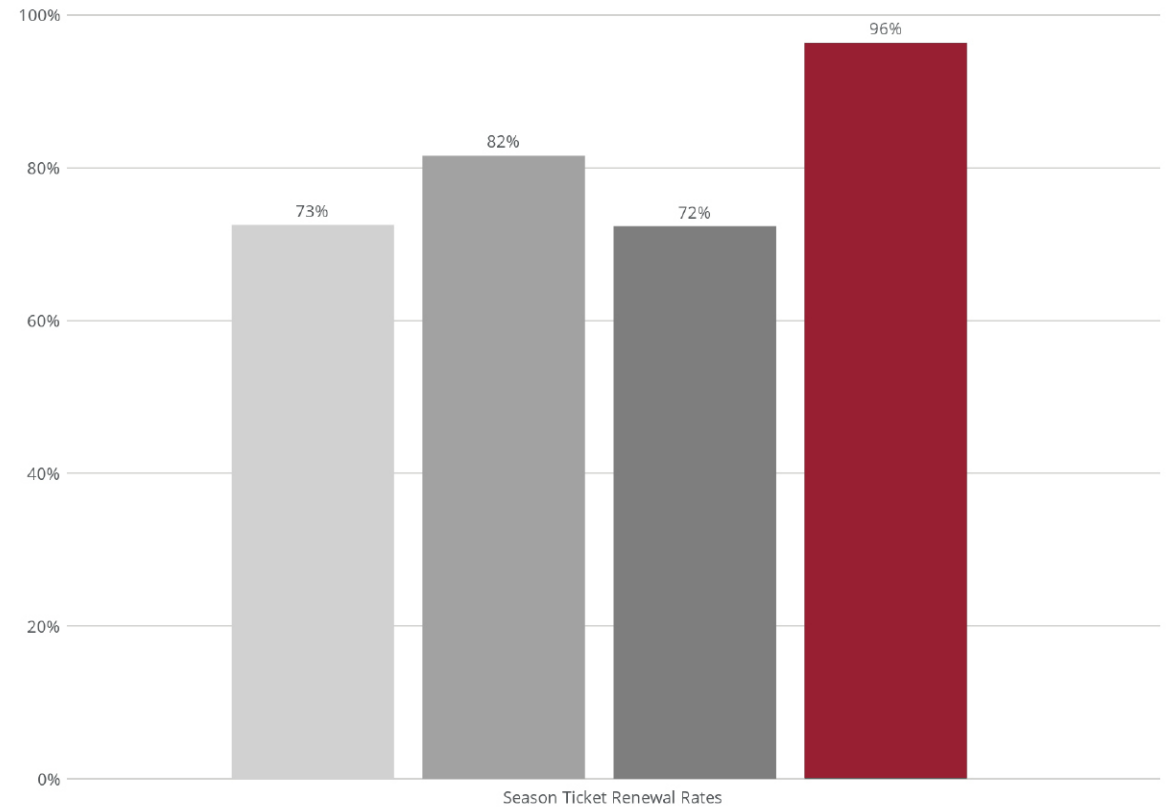
- 2016-17 Men's Basketball
- 2017-18 Men's Basketball
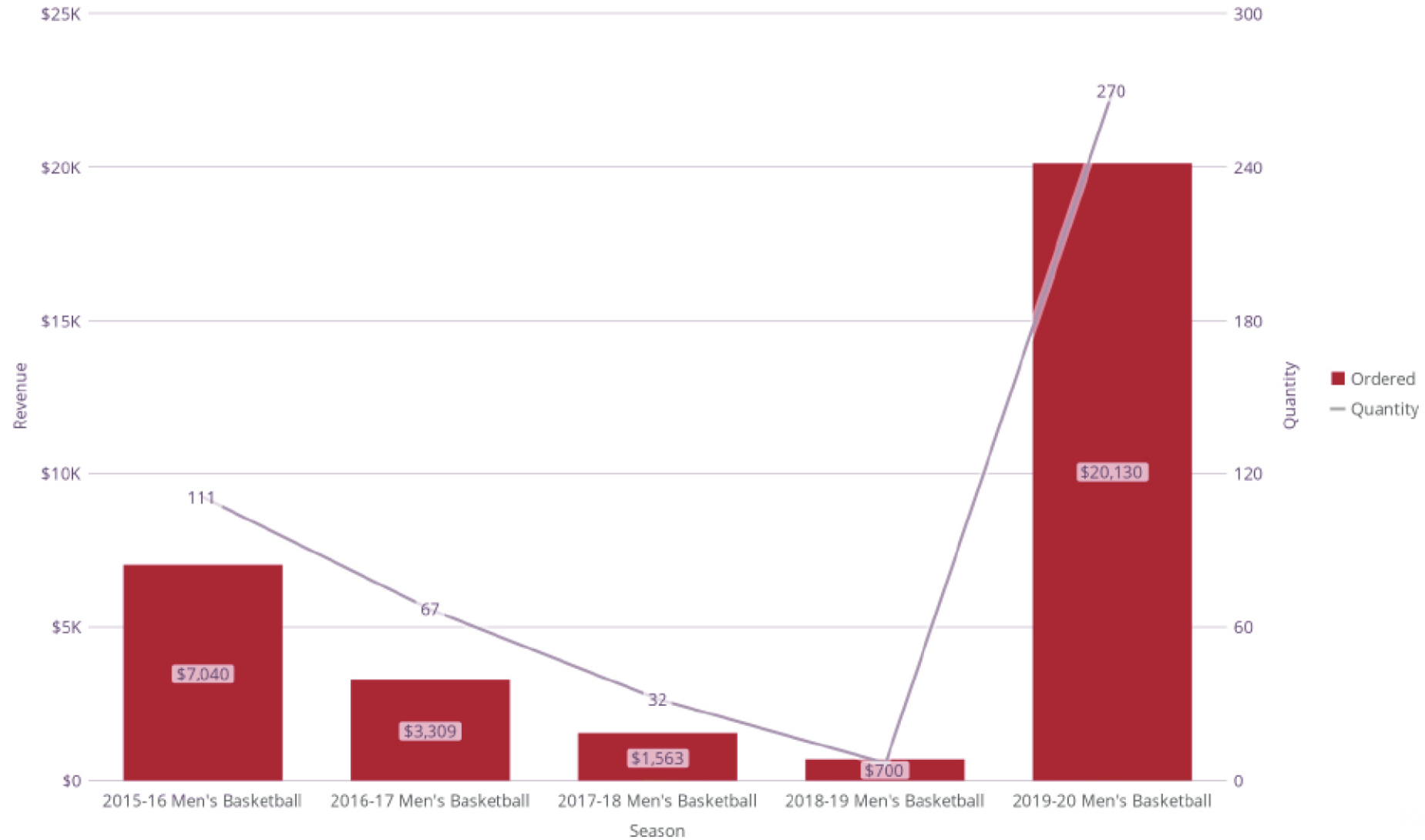- 2018-19 Men's Basketball
- 2019-20 Men's Basketball

MEN'S BASKETBALL SEASON TICKET SALES BY TICKET TYPE

Chart showing Men's Basketball Season Ticket Sales by Ticket Type across four seasons:

Season	Comp	Renewal	New Business	Total
2016-17 Men's Basketball	963	960	87	2,010
2017-18 Men's Basketball	875	853	85	1,813
2018-19 Men's Basketball	850	679	54	1,583
2019-20 Men's Basketball	764	707	295	1,766

Legend:
- Comp
- Renewal
- New Business

2019-20 MEN'S BASKETBALL MINI PLAN SALES BY GAME
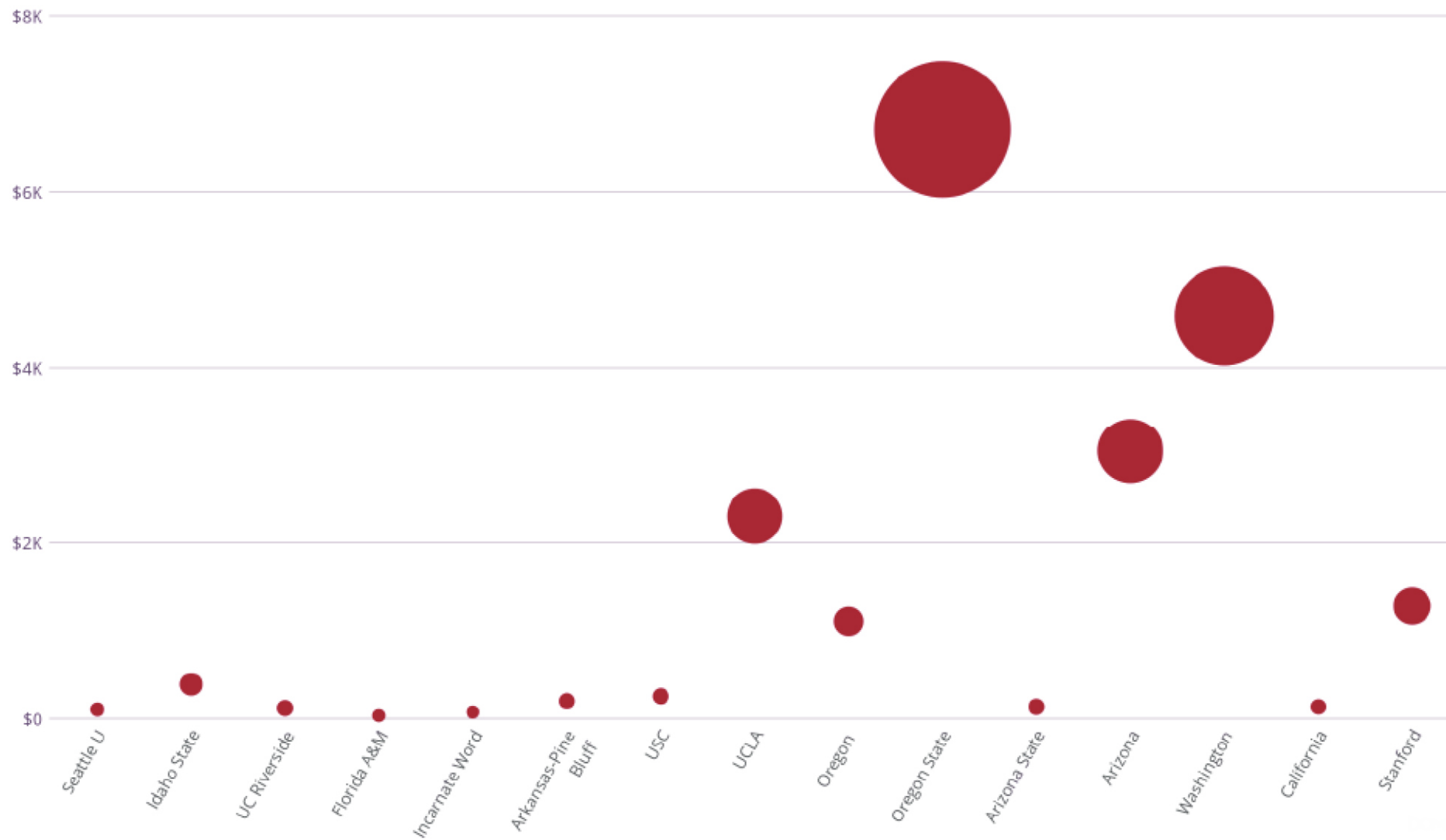
INFORMATION ITEM #4
Academic Year 2020-2021 Rate Setting: Tuition and Fees
(Stacy Pearson)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Rate Setting: Tuition and Fees

SUBMITTED BY: Stacy Pearson, Vice President for Finance Administration

BACKGROUND
INFORMATION: Tuition rates will be finalized for action at the May 2020 Board of
                    Regents meeting, pending enactment of the final legislative budget and
                    evaluation of current non-resident undergraduate, graduate, and
                    professional rates.

                    All WSU campuses are organizing student led Service and Activity (S&A)
                    Fee committees which make S&A fee rate recommendations to the
                    Board of Regents through President Schulz. The campus committees
                    may independently choose to recommend an increase/decrease in the
                    S&A Fees rate, and the rate can vary among campuses.   Rate
                    recommendations will be finalized prior to the May 2020 Board of
                    Regents meeting and will be an action item at that meeting.

                    Other rate recommendations that require Board approval may be
                    brought for action in May.

                    Historical and peer data will be reviewed at this time to provide context
                    for future action.

ATTACHMENT: Tuition and Fees Presentation

WSU Tuition & Fees Overview

Stacy Pearson
Vice President for Finance and Administration
November 2019

- **Tuition setting authority RCW 28B.15.067**

- **Resident Undergraduates** : *Beginning with the 2017-18 academic year, full-time tuition operating fees for resident undergraduates **may increase by no more than the average annual percentage growth rate in the median hourly wage for Washington for the previous fourteen years as the wage is determined by the federal bureau of labor statistics.***

- **All rates other than resident undergraduate:** *The governing boards of the state universities may reduce or increase full-time tuition fees for all students other than resident undergraduates, including nonresident students, summer school students, and students in other self-supporting degree programs.*

Net Tuition by Student Career Type

Professional
9%

Graduate
6%

Undergraduate
85%

- Undergraduate
- Graduate
- Professional
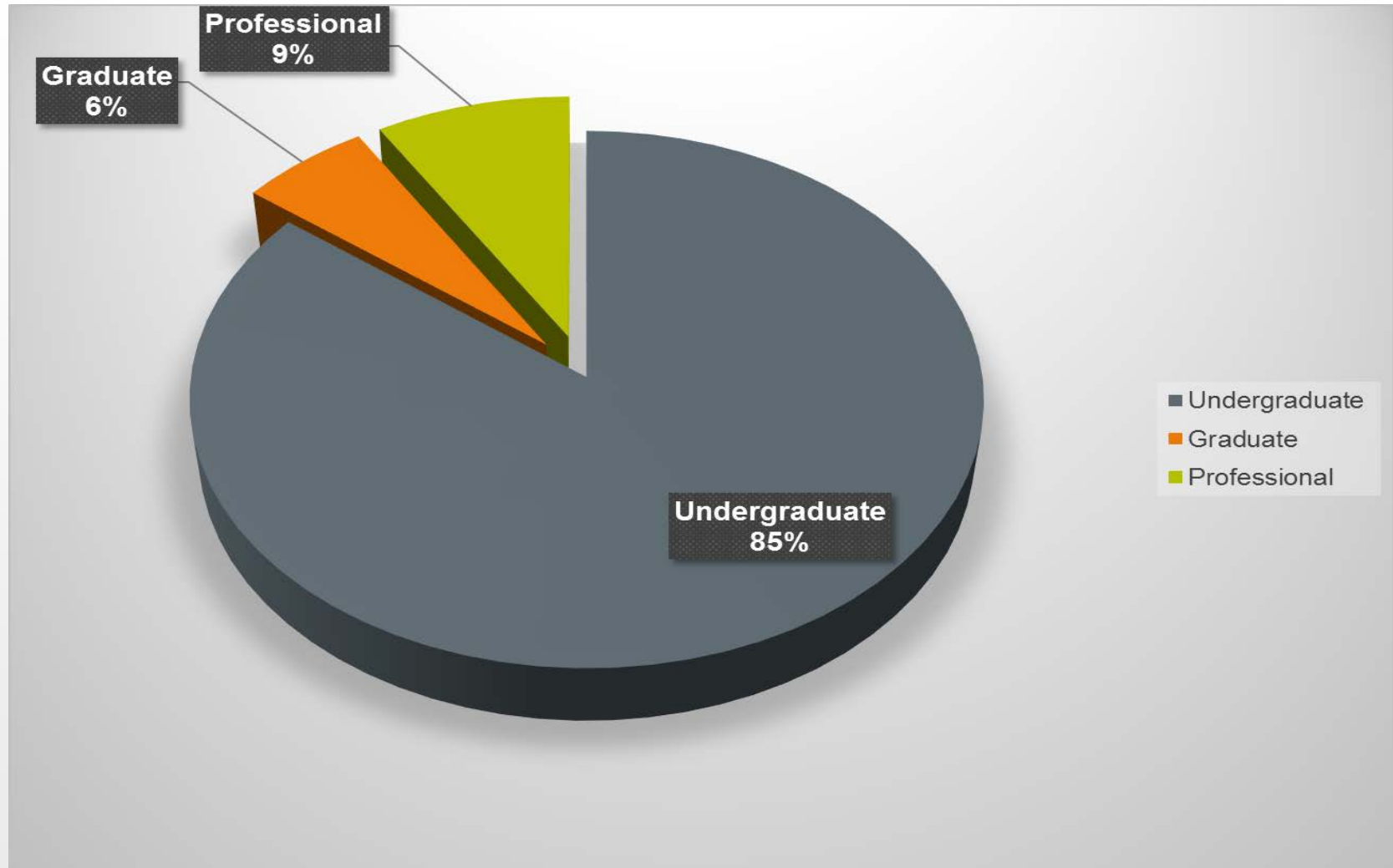
85% of Net Tuition is generated by Undergraduate Enrollment

Undergraduate Net Tuition by Residency Status
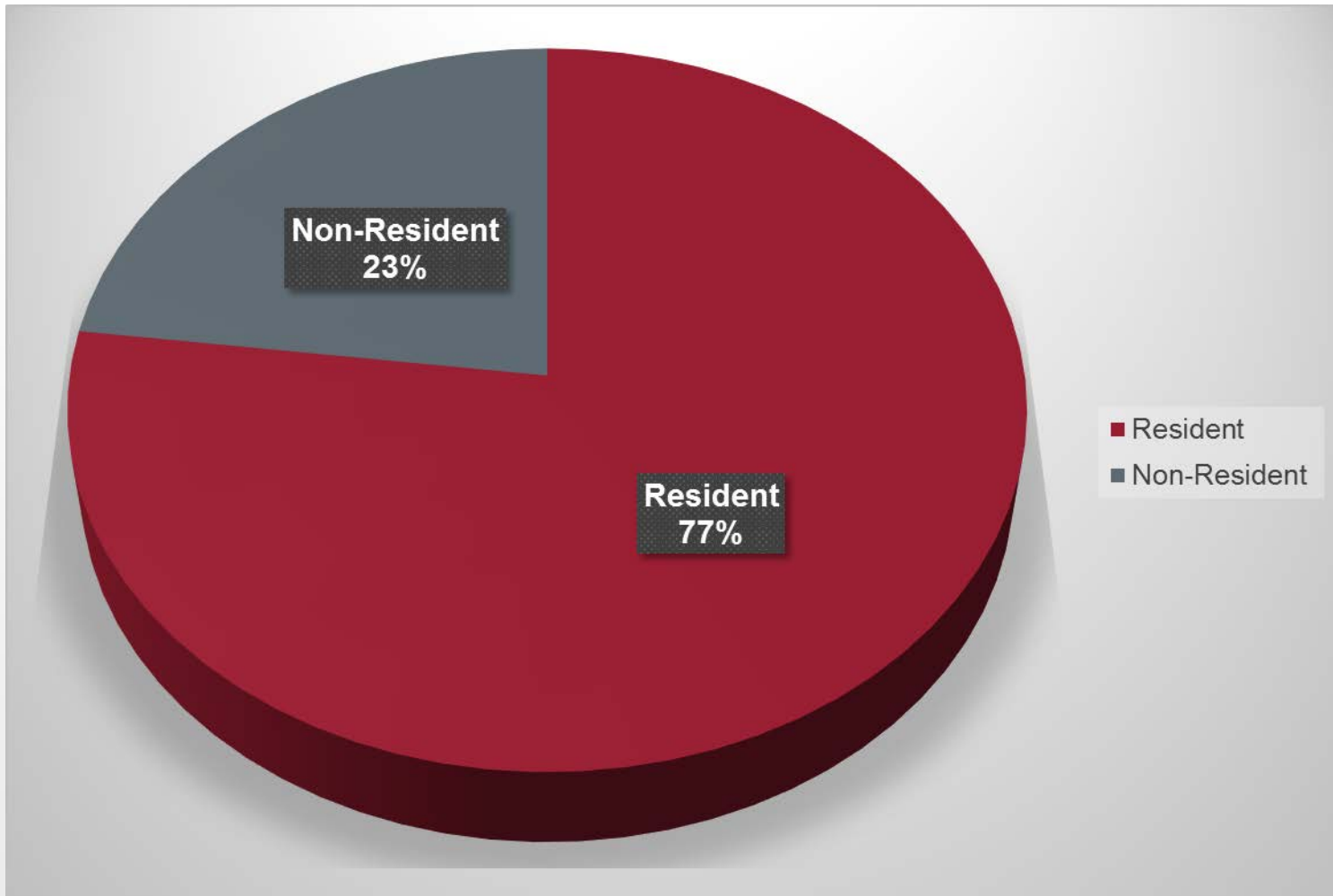
Over 75% of Undergraduate Tuition comes from Resident Students.

Historical Tuition Rates

	Historical Tuition Rates (Annual)				
AY	Resident Undergraduate	Non-Resident Undergraduate	Non-Resident Undergraduate Online	Resident Graduate	Non-Resident Graduate
2010-11	$8,080	$19,122	$12,118	$8,340	$21,138
2011-12	$9,374	$20,652	$14,058	$9,676	$22,830
2012-13	$10,874	$23,956	$14,058	$11,224	$24,656
2013-14	$10,874	$23,956	$10,874	$11,224	$24,656
2014-15	$10,874	$23,956	$10,874	$11,224	$24,656
2015-16	$10,356	$23,956	$10,874	$11,224	$24,656
2016-17	$9,324	$23,956	$10,874	$11,224	$24,656
2017-18	$9,530	$23,956	$10,874	$11,224	$24,656
2018-19	$9,720	$23,956	$10,874	$11,224	$24,656
2019-20	$9,953	$24,531	$11,135	$11,493	$25,248

Tuition Rate Change History

Historical Tuition Rate Changes					
AY	Resident Undergraduate	Non-Resident Undergraduate	Non-Resident Undergraduate Online	Resident Graduate	Non-Resident Graduate
2010-11	14.0%	5.3%	14.0%	5.0%	5.0%
2011-12	16.0%	8.0%	16.0%	16.0%	8.0%
2012-13	16.0%	16.0%	0.0%	16.0%	8.0%
2013-14	0.0%	0.0%	0.0%	0.0%	0.0%
2014-15	0.0%	0.0%	0.0%	0.0%	0.0%
2015-16	-5.0%	0.0%	0.0%	0.0%	0.0%
2016-17	-10.0%	0.0%	0.0%	0.0%	0.0%
2017-18	2.2%	0.0%	0.0%	0.0%	0.0%
2018-19	2.0%	0.0%	0.0%	0.0%	0.0%
2019-20	2.4%	2.4%	2.4%	2.4%	2.4%

- Prior to last year, there were no increases to non-resident undergraduate or graduate rates since AY 2013

- Resident undergraduate rate increases have been modest (inflationary) or decreased since AY 2014 and declined significantly in AY 2016 and 2017

Peer Comparisons

WSU compared to strategic plan peers:

Student Type	Average rate increase Strategic Plan Peers (AY 2018-2019)*	WSU Increase AY2018-19	WSU Increase AY2019-2020
Resident Undergraduate	1.9%	2.0%	2.4%
Non-Resident Undergraduate	2.3%	0.0%	2.4%
Resident Graduate	0.9%	0.0%	2.4%
Non-Resident Graduate	0.6%	0.0%	2.4%
*most recent data available (IPEDS Characteristics survey, 2018-19)			

WSU undergraduate rate increase proposals were less than our strategic plan peer increases for the 2018-19 fiscal year.

Strategic plan peers:

Univ. of Maryland – College Park	*University of Tennessee-Knoxville*	*Virginia Tech*
University of Georgia	*Purdue University*	*Oregon State University*
Colorado State University	*University of Missouri – Columbia*	*North Carolina State University*
Louisiana State University	*University of Nebraska – Lincoln*	*Mississippi State University*
Iowa State University		

Peer Comparisons

PAC-12 Tuition and Fees – Undergraduate

Institution	Resident Undergrad
USC	58,195
Stanford	53,529
Cal	14,254
UCLA	13,239
Oregon	12,720
Arizona	12,600
Colorado	12,500
ASU	12,388
WSU	**11,841**
OSU	11,715
UW	10,370
Utah	8,952

Institution	Non-Resident Undergrad
USC	58,195
Stanford	53,529
Cal	44,008
UCLA	42,993
Colorado	38,318
UW	37,071
Oregon	36,615
Arizona	36,600
ASU	31,228
OSU	31,215
Utah	28,788
WSU	**26,419**

Note: Several institutions have differential tuition. *Estimated figures collected from university websites*

- WSU has the 4th lowest Resident Undergraduate Rate

- WSU has the lowest Non-Resident Undergraduate Rate

Peer Comparisons

PAC-12 Tuition and Fees – Graduate

Institution	Resident Grad
USC	59,653
Stanford	52,479
Oregon	17,238
UW	15,882 - 18,198
OSU	14,598
Cal	14,188
Colorado	13,556
WSU	13,095
UCLA	12,953
ASU	12,608
Arizona	11,500
Utah	8,395

Institution	Non-Resident Grad
UW	28,467 - 32,439
USC	59,653
Stanford	52,479
Colorado	33,014
Cal	29,290
Oregon	29,091
UCLA	28,055
WSU	26,850
OSU	26,712
Utah	26,639
ASU	24,432
Arizona	22,500

Note: Several institutions have differential tuition. Estimated figures collected from university websites

- WSU has the 5th lowest Resident and Non-Resident Graduate Rate

RCW Requirements

Next steps: RCW 28B.15.067 (5)(b)

- *Prior to taking action to change rates the governing board must consult with student associations or organizations with undergraduate and graduate student representatives regarding impacts of potential increases.*

- *The board also must make public its proposal for tuition increases 21 days before the board considers adoption and allow opportunity for public comment.*

Estimated New Net Tuition from a 1% Rate increase *					
($ thousands)					
AY	Resident Undergraduate	Non-Resident Undergraduate	Non-Resident Undergraduate Online	Resident Graduate	Non-Resident Graduate
2020-21	$ 1,449	$ 587	$ 25	$ 52	$ 85
* Based on Fall 2020 census day					
Assumes same discount rate and enrollment as FY-2020					

- **Salary Increases:**

    Recent state funded salary increases for faculty,
    exempt staff and graduate students:
    - FY-2020   1.5%
    - FY-2019   1%
    - FY-2018   1%
    - FY-2017   1.8%
    - FY-2016   0%

- **Drive to 25 and Strategic Investments**

- **Fiscal Health- Restore Central Reserves**

WSU's compensation for faculty lags behind university peers. For example, among Global Challenge State Peers:

- All Professors: WSU lags 14.6% behind the peer average

- Full Professors: WSU lags 17.5% behind the peer average

- Associate Professors: WSU lags 14.2% behind the peer average

- Assistant Professors: WSU lags 2.6% behind the peer average

The presence of tenure-track faculty in classrooms is critical to providing students with the best instruction, access to research, and mentoring opportunities that often define their academic career.

With respect to **administrative staff salaries:**

- The November 2018 CUPA-HR Professionals in Higher Education Salary Survey shows that 75% of reported administrative professionals positions lag behind the average salary of WSU's Association of American Universities (AAU) peers.

- When compared to WSU's legislative peers (as defined by the then Higher Education Coordinating Board), 57% of reported positions lag behind the peer average.

Quality staff support students throughout their learning experience with advising, financial aid, course registration, libraries, custodial, and campus safety, as well as core services such as payroll, accounting, and information technology.

SERVICES and ACTIVITIES FEES

RCW 28B.15.014:

The term "services and activities fees" or "S&A fees" is defined to mean fees, other than tuition fees, charged to all students registering at a WSU campus. S&A fees support non-academic student activities, programs, and projects. This fee enriches the student experience through funding for student government, entertainment, student organizations, speakers, facilities, and recreation.

Services and Activities Fees Defined

- **S&A Fee rate increase is capped at 4% per RCW 28B.15.696 (2)**

  - *The governing boards of each institution of higher education shall charge to and collect from each student a services and activities fee. A governing board may increase the existing fee annually, consistent with budgeting procedures set forth in RCW **28B.15.045**, **by amounts that shall not exceed four percent per year,** judged reasonable and necessary by the services and activities fee committee and the governing board.*

- **Fees may decrease by any amount**

- **Each campus retains its own fees**

S&A Fees: By Campus

S&A Fee Committee 10 Year History of S&A Fees Amounts						
	Pullman	Spokane	Vancouver	Tri-Cities	Global	Everett
2010-2011	$ 512	$ 512	$ 512	$ 512	$ 512	
2011-2012	$ 512	$ 512	$ 512	$ 512	$ 512	
2012-2013	$ 512	$ 512	$ 512	$ 512	$ 512	
2013-2014	$ 522	$ 522	$ 522	$ 522	$ 512	
2014-2015	$ 544	$ 522	$ 512	$ 512	$ 512	
2015-2016	$ 560	$ 559	$ 527	$ 512	$ 512	$ 512
2016-2017	$ 560	$ 559	$ 559	$ 512	$ 512	$ 512
2017-2018	$ 548	$ 571	$ 559	$ 512	$ 461	$ 512
2018-2019	$ 537	$ 582	$ 559	$ 512	$ 415	$ 512
2019-2020	$ 558	$ 582	$ 559	$ 512	$ 415	$ 527

S&A Fee Committee 10 Year History of S&A Fee Rate Changes						
	Pullman	Spokane	Vancouver	Tri-Cities	Global	Everett
2010-2011	0%	0%	0%	0%	0%	
2011-2012	0%	0%	0%	0%	0%	
2012-2013	0%	0%	0%	0%	0%	
2013-2014	2%	2%	2%	2%	0%	
2014-2015	4%	0%	-2%	-2%	0%	
2015-2016	3%	7%	3%	0%	0%	
2016-2017	0%	0%	6%	0%	0%	0%
2017-2018	-2%	2%	0%	0%	-10%	0%
2018-2019	-2%	2%	0%	0%	-10%	0%
2019-2020	4%	0%	0%	0%	0%	3%

- **Student led committees on each campus**

- **Recommend rate changes within RCW limits**

- **Recommend allocation of S&A fee revenues**

- **Recommendations for rate changes and allocations are forwarded to President Schulz and ultimately approved by the Board of Regents**

- **Rate recommendations will be finalized prior to the May 2020 Board of Regents meeting and will be an action item at that meeting**

➢**Rates may (and do) vary by campus**

OTHER MANDATORY FEES

Fees Established per Student Referendum: Current Annual Amount				
	Pullman		Tri-Cities	
	UG	Grad	UG	Grad
Transit Fee	$ 72	$ 72		
Stadium fee	$ 50	$ 50		
Student Union	$ 240	$ 240	$ 300	$ 300
Student Recreation Center	$ 314	$ 314		
Chinook Fee	$ 196	$ 196		
Media Fee	$ 10	$ 10		
Total	$ 882	$ 882	$ 300	$ 300

Established per Student Referendum: Who Pays ?				
	Pullman		Tri-Cities	
	UG	Grad	UG	Grad
Transit Fee	✓	✓		
Stadium fee	✓			
Student Union	✓	✓	✓	✓
Student Recreation Center	✓	✓		
Chinook Fee	✓			
Media Fee	✓	✓		

All fees are fixed except Transit, Student Recreation Center (SRC) & Chinook.

Transit: The Transit Advisory Group may recommend annual increases of no more than the annual rate of increase in the Western Urban Consumer Price Index when necessary to help off-set increases in the cost of operating the local transit system.

SRC / Chinook: Fee increases are recommended by the University Recreation Advisory Board and brought to the S&A fee committee for action . Approval of rate increases follow the same process as S&A fee.

	Technology Fee			
	Pullman		Vancouver	
	UG	Grad	UG	Grad
Who Pays?	✓		✓	✓
Annual Rate	$ 40		$ 40	$ 40

- **RCW 28B.15.051:** *The governing board of each of the state universities, the regional universities, and The Evergreen State College, upon the written agreement of its respective student government association or its equivalent, may establish and charge each enrolled student a technology fee, separate from tuition fees.*

- Established by Resolution of Student Government & Approved by Regents

- Student Government + Regent approval necessary to increase fee

- Student Government may vote to abolish the fee on an annual basis

- Like S&A fees, a student led committees makes recommendations to the President for annual allocation of the fee, and Board of Regents grants final approval.

Other Mandatory Fee: Health Fee

	Health Fee			
	Pullman		**Spokane**	
	UG	**Grad**	**UG**	**Grad**
Who Pays?	✓	✓	✓	✓
Annual Rate	$ 408	$ 408	$ 184	$ 184

- The Pullman student fee supports operations of Cougar Health Services.

- The Spokane health fee provides students with access to primary outpatient health care by Multicare Rockwood Clinic.

- Rate increases greater than inflation are approved by Regents.

- Extension of Pullman fee to summer was approved by Regents in 2003.

Total Mandatory Fees by Campus

Total Mandatory Fees by Campus (2019-20 Rates)						
	Pullman	Spokane	Vancouver	Tri-Cities	Global	Everett
S&A Fee	$ 558	$ 582	$ 559	$ 512	$ 415	$ 527
Transit Fee	$ 72					
Stadium fee	$ 50					
Student Union	$ 240			$ 300		
Student Recreation Center	$ 314					
Chinook Fee	$ 196					
Media Fee	$ 10					
Tech Fee	$ 40		$ 40			
Health Fee	$ 408	$ 184				
Total	$ 1,888	$ 766	$ 599	$ 812	$ 415	$ 527

10-Year History of Pullman Mandatory Fees

			Historical Mandatory Fee Rate Changes						
AY	S&A Fee	Student Recreation Center	Health Fee	Transit Fee	Stadium fee	CUB Fee	Technology Fee	Chinook Fee	Media Fee
2010-11	0.0%	0.0%	3.1%	0.0%	0.0%	0.0%			
2011-12	0.0%	1.7%	3.7%	1.1%	0.0%	0.0%			
2012-13	0.0%	0.0%	0.0%	2.8%	0.0%	0.0%			
2013-14	2.0%	2.0%	3.6%	1.9%	0.0%	0.0%			
2014-15	4.2%	2.0%	25.0%	1.5%	0.0%	0.0%			
2015-16	2.9%	0.0%	0.0%	1.9%	0.0%	0.0%			
2016-17	0.0%	0.0%	2.2%	1.2%	0.0%	0.0%	0.0%		
2017-18	-2.1%	2.6%	10.9%	18.0%	0.0%	0.0%	0.0%	0.0%	
2018-19	-2.0%	0.0%	0.0%	5.0%	0.0%	0.0%	0.0%	0.0%	
2019-20	3.9%	0.0%	0.0%	5.0%	0.0%	0.0%	0.0%	0.0%	0.0%

			Historical Mandatory Fees: Pullman (Annual Rates)							
AY	S&A Fee	Student Recreation Center	Health Fee	Transit Fee	Stadium fee	CUB Fee	Technology Fee	Chinook Fee	Media Fee	Total
2010-11	$512	$289	$268	$50	$50	$240				$ 1,409
2011-12	$512	$294	$278	$51	$50	$240				$ 1,425
2012-13	$512	$294	$278	$52	$50	$240				$ 1,426
2013-14	$522	$300	$288	$53	$50	$240				$ 1,453
2014-15	$544	$306	$360	$54	$50	$240				$ 1,554
2015-16	$560	$306	$360	$55	$50	$240	$40			$ 1,611
2016-17	$560	$306	$368	$55	$50	$240	$40	$196		$ 1,815
2017-18	$548	$314	$408	$65	$50	$240	$40	$196		$ 1,861
2018-19	$537	$314	$408	$69	$50	$240	$40	$196	$10	$ 1,864
2019-20	$558	$314	$408	$72	$50	$240	$40	$196	$10	$ 1,888

Historical Tuition Rates

Historical Tuition Rates (Annual)

AY	Resident Undergraduate	Non-Resident Undergraduate	Non-Resident Undergraduate Online	Resident Graduate	Non-Resident Graduate
2010-11	$8,080	$19,122	$12,118	$8,340	$21,138
2011-12	$9,374	$20,652	$14,058	$9,676	$22,830
2012-13	$10,874	$23,956	$14,058	$11,224	$24,656
2013-14	$10,874	$23,956	$10,874	$11,224	$24,656
2014-15	$10,874	$23,956	$10,874	$11,224	$24,656
2015-16	$10,356	$23,956	$10,874	$11,224	$24,656
2016-17	$9,324	$23,956	$10,874	$11,224	$24,656
2017-18	$9,530	$23,956	$10,874	$11,224	$24,656
2018-19	$9,720	$23,956	$10,874	$11,224	$24,656
2019-20	$9,953	$24,531	$11,135	$11,493	$25,248

Tuition Rate Change History

Historical Tuition Rate Changes					
AY	Resident Undergraduate	Non-Resident Undergraduate	Non-Resident Undergraduate Online	Resident Graduate	Non-Resident Graduate
2010-11	14.0%	5.3%	14.0%	5.0%	5.0%
2011-12	16.0%	8.0%	16.0%	16.0%	8.0%
2012-13	16.0%	16.0%	0.0%	16.0%	8.0%
2013-14	0.0%	0.0%	0.0%	0.0%	0.0%
2014-15	0.0%	0.0%	0.0%	0.0%	0.0%
2015-16	-5.0%	0.0%	0.0%	0.0%	0.0%
2016-17	-10.0%	0.0%	0.0%	0.0%	0.0%
2017-18	2.2%	0.0%	0.0%	0.0%	0.0%
2018-19	2.0%	0.0%	0.0%	0.0%	0.0%
2019-20	2.4%	2.4%	2.4%	2.4%	2.4%

- Prior to last year, there were no increases to non-resident undergraduate or graduate rates since AY 2013

- Resident undergraduate rate increases have been modest (inflationary) or decreased since AY 2014 and declined significantly in AY 2016 and 2017

QUESTIONS

INFORMATION ITEM #5
Renewal of Client Services Agreement- WSU's Online MBA
and Executive MBA Programs
(Stacy Pearson/Matt Skinner/Chip Hunter)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Renewal of client services agreement – WSU's online MBA and
                            Executive MBA programs.

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

BACKGROUND
INFORMATION: The online MBA and Executive MBA programs were launched in
                            the Carson College of Business (CCB) in 2008 and 2009
                            respectively. Pearson Online Learning Services, formerly known
                            as EMBANET, has partnered with the CCB to provide support for
                            marketing, recruitment, and retention since 2009.

                            This partnership has enabled steady incremental growth year
                            over year since its formation in 2009, with total enrollment today
                            of over 800 students. The program has consistently been ranked
                            in the top 10% nationwide, one of the only programs at WSU to
                            be consistently ranked as such by US News and World Report.
                            The programs have graduated 1,200 students and generated
                            $56.5M in revenue to WSU from AY2010-AY2019. This has allowed
                            the CCB to maintain a faculty size and level of talent consistent
                            with strategic objectives, without further subsidy or cross-
                            transfer of funds, on the heels of significant cuts that resulted
                            from the economic downturn.

                            The current client services agreement was set to expire in
                            February 2020. In order to ensure that the program is able to
                            continue enrolling students for fall 2020 and beyond, it was
                            critical that the client services agreement with Pearson Online
                            Learning Services be renewed before the end of the fall 2019
                            semester.

                            The contract covers an 8 year service period from the time of
                            signing the MSA amendment until January, 2028. The agreement
                            is based on a revenue share model through which Pearson Online

Learning Services receives a percentage of revenue paid by enrolled students in exchange for the services provided. Thus the cost of services rendered will be commensurate with enrollment revenue generated by the self-sustaining program. Note that expenditures will be dependent on revenue.

President Schulz has contractual authority of $2,500,000, and authority to sign time-sensitive contracts above this amount provided he consults with the Chair of the Board and presents the contract as an information item at the next regularly scheduled Regents' meeting.

Appropriate consultation and approval with Regent Blankenship was received on October 14, 2019.

REFERENCE: Board of Regents Resolution #170127-543 dated January 27, 2017, Delegation of Authority to Approve Settlement Agreements and Time-Sensitive Contracts, as follows: The Board of Regents hereby delegates authority to the President or designee to execute time-critical contracts and other instruments requiring action between scheduled Board meetings; PROVIDED, however, that when the total cost to WSU are estimated to exceed $2,500,000, the President consults with the Chair of the Board, or Vice Chair if the Chair is unavailable, prior to the execution of such contract or instrument; and PROVIDED FURTHER, that the agreement or instrument is presented to an appropriate committee of the Board of Regents as an information item at the next regularly scheduled Board of Regents meeting.

INFORMATION ITEM #6
Strengthening the University's Compliance Program
Revisions to Committee Charter
and Board Resolution
(Stacy Pearson)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Revision of the Finance and Compliance Committee Charter, and Board
                     Resolution Supporting University-Wide Compliance Program

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

BACKGROUND
INFORMATION: Compliance with regulatory and other legal requirements is a University-
                     wide responsibility and one of the most significant fiduciary
                     responsibilities of the Board and senior University leadership.

                     In order to strengthen and support the University's compliance efforts,
                     we are in the process of drafting proposed revisions to the charter for the
                     Board of Regents Finance and Compliance Committee. These revisions
                     would include a requirement of regular updates to the committee by the
                     University's chief compliance officer regarding compliance issues,
                     corrective actions, and training efforts.

                     In addition, to document and affirm the Board of Regents' commitment
                     to oversight of the University's compliance efforts, we are in the process
                     of drafting a proposed Board resolution directing the University to
                     continue its efforts to develop an effective University -wide compliance
                     program, which will be overseen by a chief compliance officer.

                     The proposed changes to the Finance and Compliance Committee
                     Charter, and the proposed resolution, will be presented as action items at
                     the January 2020 Board of Regents' retreat.

FUTURE ACTION ITEM #1
FY2021 Housing and Dining Rates
(Terry Boston)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: FY2021 Housing and Dining Rates

PROPOSED: That the Board of Regents approve the recommended FY2021 Housing and Dining Rates.

SUBMITTED BY: Terry Boston, Acting Vice President for Student Affairs

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

The Housing and Dining Advisory Board meets throughout the Fall semester to review current operations and discuss any operational changes anticipated for next year. Consideration for any new rate recommendations will be fully vetted by the Advisory Board and will be presented at the March Board of Regents meeting. The new rates would begin with the start of the 2020 Fall semester.

The Advisory Board is comprised of student representatives from the Resident Hall Association (RHA), Associated Students of Washington State University (ASWSU), Graduate and Professional Students Association (GPSA), as well as representatives from the Budget Office, Finance & Administration, and Student Affairs.

ACTION ITEM #1
Proposed 4th Year College of Veterinary Medicine (DVM) Differential Tuition Rate
(Stacy Pearson/Bryan Slinker)

November 15, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Proposed 4th Year College of Veterinary Medicine (DVM) Differential Tuition Rate

PROPOSED: That the Washington State University Board of Regents approve a 4th-year DVM differential tuition rate equal to 13/15 of the regular semester tuition rate. This rate would be effective for students entering the fall 2020 semester, but would not be applied until their final year of study. Based upon current CVM tuition rates, this amounts to $11,156 ($10,636 operating fee plus $520 building fee) per student. This differential amount would apply equally to both resident and non-resident students (i.e., no non-resident differential).

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

SUPPORTING
INFORMATION: The amount of differential tuition discussed in September was based upon the current operating fee only, whereas tuition, as defined in statute, is inclusive of the operating fee and the building fee. Thus, the amount shown above is slightly higher than initially presented in September, and is shown for illustrative purposes only. If approved, the tuition differential going forward will be calculated as 13/15 of the CVM tuition rate, and will adjust accordingly based upon the regular term rates in effect at that time.

ATTACHMENTS: Attachment A - Rational for a differential rate for the 4th year of the DVM curriculum

Attachment B - Student comments in response to differential tuition rate

ATTACHMENT A

Proposal for 4th-year DVM Differential Tuition Rate

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 model to shift from the traditional 8 semesters of tuition charges (2 semesters each for 4 academic years of study), to a differential tuition rate for 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 rate of $11,156 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 of tuition the proposed differential tuition rate 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 (approximately 15 weeks per semester), and thus the fee is computed as 13/15 (0.8667) of a normal semester operating fee. Further, **we propose that this would be a differential tuition rate that applies equally to both resident and non-resident students** (i.e., no non-resident differential). At current year rates, this would generate approximately $1.4 M in additional gross revenue.[2] Rolled ahead to the effective date in FY2024, it would be adjusted to correspond with any intervening tuition increases. This differential tuition rate would go into effect for the class of 2024, and thus any currently enrolled student would not be subject to the differential 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 4th year differential rate for the DVM curriculum is multifactorial.

At the highest level of consideration, without appeal to specific factors, the 4th year is by far the most expensive year of DVM education to deliver, and apart from that consideration, 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 represents

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[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 fee 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.

the annual operating surplus/deficit for the year, while crimson represents the cumulative carry-forward balance. Note that these are net numbers after 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 offset much of any new revenue generated by service fee increases, other specific factors that have added significantly to the expense side of the ledger are:

3) An internal audit in 2014 identified several significant risk areas in VTH business processes, necessitating the addition of several staff positions. 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 and benefits costs escalate. VTH funded these investments.
4) Most staff are paid from revenue. Therefore, each annual mass salary increase for Civil Service employees (most of our VTH staff) and A/P employees, along with the periodic step 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.
6) The ERP overhead assessment on all non-grant 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 benefits are paid from VTH revenue).

> The sum of the FY19/20 effects of items 3 through 7 above 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 items 4 through 7 above, 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.

The factors above put pressure on recurring funds for existing operations. In addition, there are areas, detailed below, 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…1) 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 heavily 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 results in DVM students being utilized more heavily on some services. 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 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 be a multi-year build

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

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 foundations[4]. 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 students better prepare for financial success in all dimensions, including handling their significant educational debt.
5) Enhanced basic dentistry education, probably based at Seattle Humane Society.

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

For a four year period after the "Great Recession", the State Legislature held resident undergraduate tuition flat for two years (13/14 and 14/15) and then reduced resident undergraduate tuition, with backfill, for two years (15/16 and 16/17). DVM tuition was held flat during this timeframe along with all other categories of tuition (even though there was no backfill appropriated for these rate freezes). Although a mere microcosm of the impact this had on the larger dependence of WSU broadly on

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[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.

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

School	Surcharge	Amount	Notes
Auburn	yes	10,294	this is the semseter tuition and fees; they state that a 3rd summer semeseter is charged; I assum 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		
Western	no		
Wisconsin	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 fee 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 fee in current dollars is $10,637.**[5]

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[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). Seven[6] 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 fee 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 fee 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.

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[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 fee.

Median Institutional Indebtedness for 2018 Graduates at AAVMC Member Institutions Internal AAVMC Data Reports 2019

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.

ATTACHMENT B

In response to a proposal for a 4th year DVM differential tuition rate that would go into effect for the Class of 2024, the following student comments were received :

Good Afternoon,

I would like to submit comments for your review and submission to the Regents about the proposed tuition increase for our 4th year education.

I have reviewed the proposal, and there were many good points brought to my attention. For example, I did not consider that increasing the case load proportionally increases a lot of the costs of operation so that the revenue is not all that great. I also agree that we are underserved in terms of support staff, and there is no way to increase the help we have without spending more money on them. All of that being said, I have a very visceral reaction to the idea of paying more money to work as hard as we do at the VTH. A lot of this visceral reaction stems from my belief that I don't think many of the rotations at the VTH actually provide us with very much learning opportunity. I feel as if I am working as a technician and paying for it on top of that. Many of these same feelings were voiced by my classmates during the recent meeting with Dr. Sellon and Dean Slinker, so I know I am not alone. In particular, I made very few medical decisions and was hardly asked to think critically in rotations such as Small Animal Soft Tissue Surgery, Oncology, Radiology, Large Animal Overnights, and Equine Surgery. The reasons for my lack of opportunity to learn during these rotations varied by the rotation, and I would be happy to discuss these issues further. Ultimately, however, in regards to the tuition increase, I feel that the increased cost would not be offset by what we gain as students. I don't even particularly feel that the cost we are paying now is worth the benefit we receive from this fourth year of education. I would like to mention, though, that the off-site rotations offered (Seattle and Boise Humane, Dermatology, Preceptorships) have been very instructive and worthwhile for me, and under no circumstances should these programs be reduced in any way.

I would be ok with paying more for the fourth year of veterinary training if (and only if) you could truly guarantee that we would be learning more than we do now in the VTH and doing less work that should technically be the duty of our support staff. I know this was a point that was mentioned in the proposal as a reason to increase the fourth year tuition, but my fear is that the tuition increase will be instated without ever making true changes to the system. I think it would be near impossible for anyone to promise that the system would change so dramatically by just increasing the tuition and hiring a few more technicians. Instead, I believe we need a complete overhaul of the teaching framework at the WSU VTH and out of the box ideas to increase revenue before we consider tuition increases. One idea I have to increase revenue in a revolutionary way is

to increase the number of emergency patients that are seen through services like the Emergent Service. Since this service does not have a student, they do not have the burden of teaching, and I imagine they can get through cases with slightly less opportunity cost. An additional idea would be to increase the Community Practice Service's capacity. I imagine that they have lower operating cost than specialty services, especially for things like vaccine appointments. It is also the best training for students because it is similar to what the majority of us will be doing in general practice. Finally, you could offer an opportunity for clients to sponsor 4th year veterinary students or the 4th year of education through programs similar to the Good Samaritan Fund that is already in place for pets.

I hope these comments have been constructive, and I hope they will be considered by yourselves and the Regents when the 4th year tuition increase is considered.

Thank you so much for your time.

Katelyn Waggoner
WSU CVM Class of 2020 Secretary
2020 DVM Candidate

I recently recieved this announcement forwarded from a classmate and wanted to weigh in. I would like to know how a fourth year, who is actually making the school money, deserves to pay a larger tuition fee. Our fees to clients are so low I had clients travel hundreds of miles past other qualified professionals to seek our costs. I worked long nights far past my scheduled hours because your hospital is understaffed and I was forced to be man-labor that sincerely detracted from my learning experience. If vet students were paid their working conditions would not be legal (working 15hr days for 14 days straight on overnights) and I feel the tuition increase is only further exploiting these hard working students. The vet school industry is turning further and further into a greedy business and and seems to increasingly prioritize profits over student learning and welfare. Our debt to income ratio is one of the worst of professions out there and instead of trying to combat this WSU is looking to profit from it.

I'm becoming increasingly disappointed in the program at WSU and I hope the program starts taking the points brought up by students at last weeks meeting seriously before our hard-earned degrees become less valued as Washington State loses respect from our professional communities.

I know there is little chance my voice will be heard on this issue but, nonetheless I felt it important to speak up.
-Dr. Taylor Dowell
WSU DVM Class of 2019

BOARD OF REGENTS
WASHINGTON STATE UNIVERSITY

Agenda
Strategic and Operational Excellence Committee
Thursday, November 14, 2019
3:00 p.m. – 4:30 p.m.

Location: WSU Vancouver, Firstenburg Student Commons, Rooms 101-103

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

Information Items	**Section**
1. Strategic Planning Update *(Hoyt)*	SO-1
2. Modernization Initiative Update *(Pearson/Skinner)*	SO-2
3. Graduate Medical Education *(Espenschied/Roberts)*	SO-3
4. NWCCU Revised Accreditation Standards and Review Cycle *(Slinker/Parks)*	SO-4
5. Emergency Rule Revision for WAC 504-26-110 – Standards of Conduct for Students – Composition of Conduct Board *(Boston)*	SO-5
6. Emergency Rule Revision for WAC 504-26-213 – Standards of Conduct for Students – Firearms and Dangerous Weapons *(Pearson/Gardner)*	SO-6
7. Compliance Plan Review of WSU's 403b Plans – Washington State University Retirement Plan and Voluntary Investment Program *(Elliott-Cheslek/Monroe)*	SO-7

Action Item

1. 2021 Board of Regents Meeting Schedule *(Schulz)*	SO-8
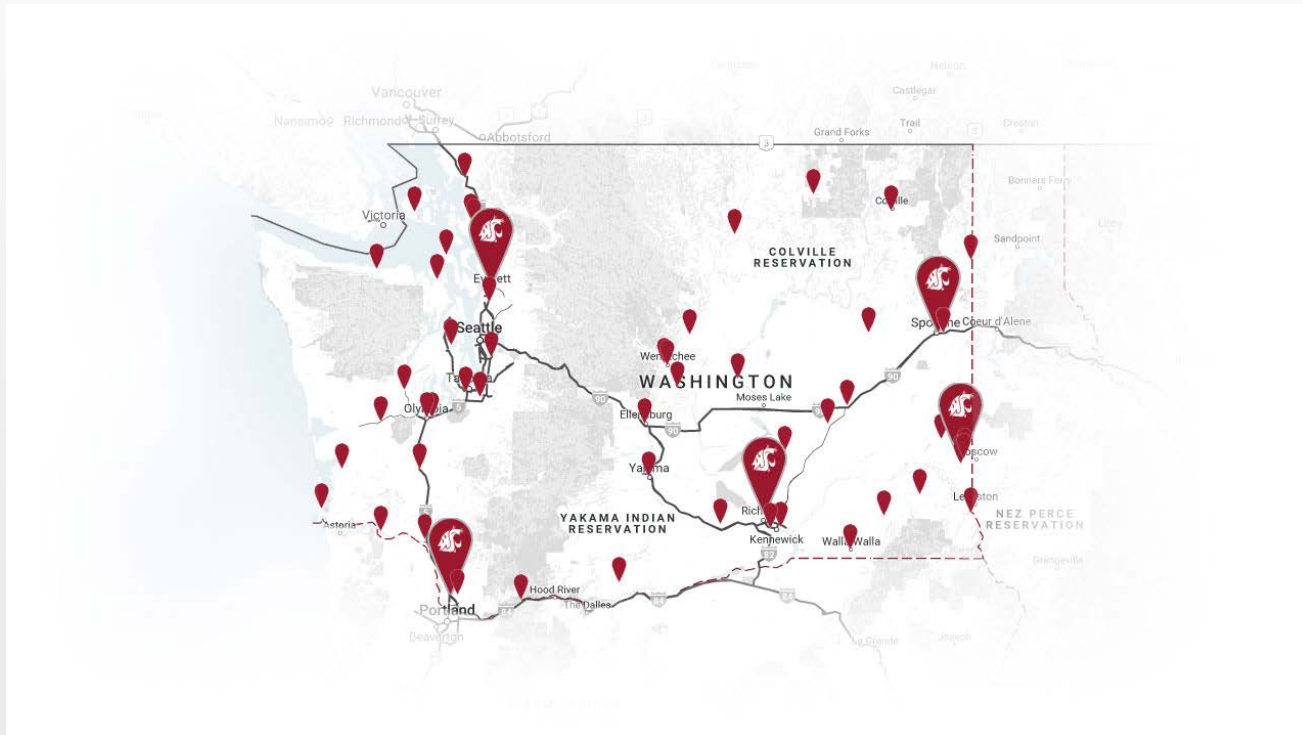
Strategic Planning Process

Step 1

Setting the Stage
August-December 2018
- Analysis of Accreditation Report
- Development of Planning Model
- Presidential Kick-off
- Institution-wide listening sessions on current strategic plan

Step 2

Expanding the Effort
January-April 2019
- Analysis of Data From Initial Listening Sessions
- Creation of SPIEC Committee with system-wide representation
- Strategic Dialogue Among Senior Leadership Teams – Cabinet, Deans, Campuses, Colleges

Step 3

Convening the Community
Land-Grant Symposium
May 2019
- Full-day, System-wide Dialogue
- Exploring In-depth the Three Elements Of WSU'S Land Grant Mission – Teaching Research, Service.

Step 4

Building A Knowledge Base
June-September 2019
- Design environmental scanning process
- Design 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

Step 5

Convening the Community
Visioning Conference - October 2019
Community Input on:
- Assumptions About the Future
- SWOT Analysis
- Core Purpose and Core Values
- Envisioned Future (Big Goal/Vivid Descriptions)
- Short-Term Outcome-Oriented Goals and Objectives

Step 6

Crafting the Plan
Concept Teams
October-November 2019
- Concept Teams Formed
- Based on input from visioning conference, and what we know document/associated research, teams draft goals, objectives and strategies to be included in the strategic plan

Step 7

Strategic Plan Document Drafting
December 2019
- A small drafting team writes the draft strategic plan document.
- Content Includes Purpose, Values Vision and Goals, as well as Underlying Assumptions About the Future

Step 8

Stakeholder Input on
Draft Strategic Plan
January 15-February 15, 2020
- Open Community Comment Period for Draft Strategic Plan
- Includes Input on Draft Purpose, Values, Vision and Goals and Underlying Assumptions About the Future

Step 9

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

Visioning Conference

Process Update: Where We Are Now

Step 6 – Crafting the Plan

- Four concept teams formed to draft goals, objectives, and strategies to be included in the strategic plan

  - o Research, Innovation, and Creativity

  - o Student Experience

  - o Outreach, Extension, Service, and Engagement

  - o Infrastructure and Institutional Effectiveness

- Strategic planning drafting team working in parallel with the concept teams

Next Steps

- Write first draft of the plan

- Advance external engagement efforts

- Continue to engage internally

Internal Engagement Highlight
Student Involvement in the Process

- Three students sit on the Strategic Planning and Institutional Effectiveness Council

  - Morgan Atwood, President, Student Government Council and President, ASWSU Global

  - Kristen Johnson, Director, University and Student Affairs, Graduate and Professional Student Association

  - Brandy Seignemartin, Vice President, Student Government Council and Vice President of Legislative Affairs, ASWSU Health Sciences

INFORMATION ITEM #2
Modernization Update
(Stacy Pearson/Matt Skinner)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Modernization Update

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

BACKGROUND
INFORMATION: The WSU Modernization project is 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. The transition to the Workday Cloud human
                            resources and financial systems will go live in 8 months. This
                            presentation is intended to update the Regents on the progress
                            and challenges.

ATTACHMENT: Modernization Presentation

Modernization Initiative Update

November 2019

Topics

1. Modernization Overview
2. Goals and Guiding Principles
3. Project Timeline
4. Team Structure and Governance
5. Current Status and Activities
6. Current Challenges
7. Preparing for Change

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

Why Now?

System Failure Risk

- Coding in a programing language no longer taught in school
- No outside vendor support
- Declining number of staff able to make required updates

Outdated Processes

- Processes and system are paperwork heavy
- Significant administrative burden on faculty & staff
- Duplicative data entry across disconnected systems

Non Compliance Risk

- Federal and state regulations become more detailed
- WSU's workforce grows outside of the state and around the globe
- Grant awards become more complex

Lagging Fiscal Data

- Do you know how much budget you have left for the year?
- Where is that effort certification for my grant?
- Should I approve the request for time off?

By transitioning to Workday on July 1, 2020, we are helping ensure continuity of University operations and overcoming significant risk

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

Project Timeline

2018   2019   2020   2021+

IMAGINE   DELIVER   RUN   STABILIZE   OPTIMIZE

Pre-Planning | Plan | Architect | Configure & Prototype | Test | Deploy | Support

Prototype 1

Prototype 2

Training

Winter 2019 Project Kick-Off

Spring 2019 Design Workshops

We are here!

Spring 2020 User Acceptance Testing

Ongoing Post-Launch Support

Winter/Spring 2019 Discovery Workshops

Fall 2019 Change Network Kickoff

Bi-Annual Workday Updates/ New Releases

Spring 2019 Advisory Work Groups Begin

Start Using Workday July 2020

7

Milestone Chart – November 2019
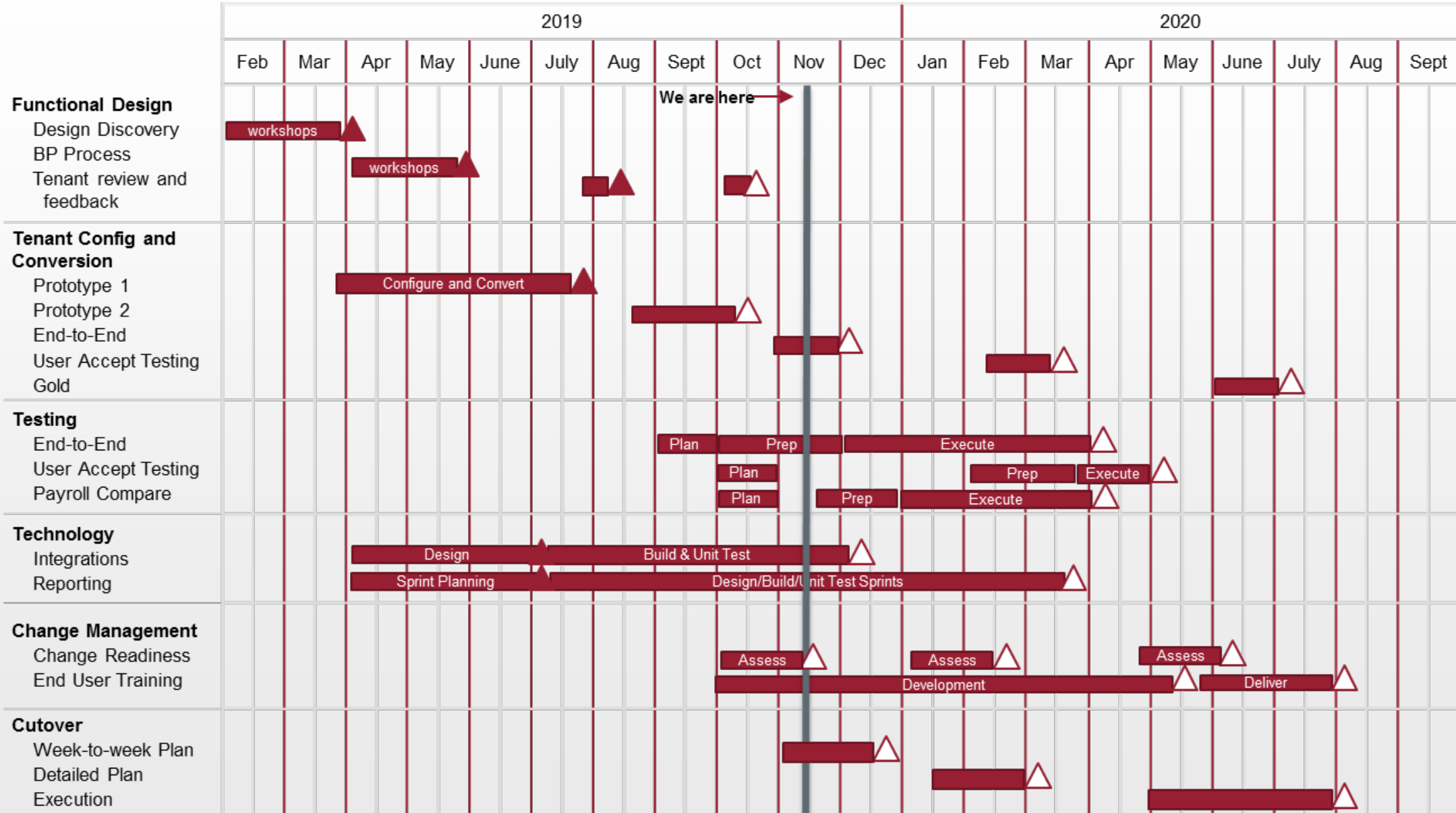
Team Structure

Stacy Pearson
VP Finance and Administration

Supported by
Deloitte.
Jay Dumphy,
Program Director

| **Matt Skinner,** AVP Finance and Administration | **Joy Morton,** Director Financial Systems | **Theresa Elliot-Cheslek,** Chief Human Resource Officer | **Jennifer Klein,** Director Human Resource Management Systems | **Mike Corwin,** AVP Information Technology |

Finance	Reporting	Benefits	Security
Grants		Recruitment	Business Intelligence
Procurement		HCM Core	Integrations
Payroll	Organizational Change Management	Compensation	Data Conversation
Accounting		Absence & Leave	Systems Architecture
		Time Tracking	

Project Governance

Steering Committee & Executive Committee

Executive Sponsor
Stacy Pearson

President's Cabinet

University Area Leaders

Operating Committee
PMO, AVP HR, AVP Finance, Deloitte Program Director

Project Management Office
WSU Directors, Deloitte Project Manager

University Subject Matter Experts

Core Project Team
Data Conversion, Integrations Change, Core Finance, HCM, Grants, Payroll, Procurement

Advisory Work Groups

How Decisions Are Made?

Executive Sponsor
- Guides strategic direction and policy
- Serves as a liaison with Steering and Executive Committees

5%

Operating Committee
- Advised by business process Advisory Work Groups & area leadership
- Provides strategic input; assists with communication

10%

Issue escalation and decision making play integral roles in the success of the implementation

Project Management Office (PMO)
- Facilitates the project work effort
- Manages risks, issues, decision making process and scope

20%

Core Project Team
- Advised by Subject Matter Experts and Advisory Work Groups
- Drives the technology and business process design and is responsible for ensuring the technology and work flow meets university needs

65%

% Decisions

Building Workday

Data Conversion
- Over 1,050,000 historical records to load
- Over 100 sequential data loads

New Data Model (FDM formerly known as Chart of Accounts)
- Rebuild the structure for tracking revenues, expenses and budget from the ground up using modern accounting practices

Business Processes
- In collaboration with Advisory Workgroups, design and configure over 275 delivered Workday business processes

Integration to Other System
- Build out over 85 integrations between Workday and other systems

Communication, Training and Change Management
- Engage constituents at each campus, college and area to help prepare for massive change

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Project Challenges

Integrations
- **A** traditional risk area on any project that must be monitored closely
- Significant number of integrations to be completed by the end of the calendar year
- Monitoring closely and leverage Deloitte consultants to assist with workload

Data Conversion
- Good progress to date
- Last 10% will be the most challenging
- Focus on detailed analysis, verification and building a repeatable process

Reporting
- High priority area that can often be forgotten in projects of this size
- Significant change in process and data structure adds complexity
- Team resources to accomplish reporting and everything on the critical path are becoming constrained
- Reprioritizing report build order to ensure critical reports are ready; make time for "transformational" dashboards

New Data Model (FDM)
- Significant work ahead to finalize the detailed build out and crosswalk from legacy accounting system
- New model requires a higher level of accounting and finance knowledge and skill than the legacy system, which will require socialization and effort to adopt
- Requires more coordination across units to enable multi-dimensional reporting
- Invest significant time to review Data Model with each campus, college and area

Change and Adoption
- Massive overhaul of decades-old processes and system
- Substantial learning curve associated with Workday
- Significant investment in communications, engagement, support, and training activities

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Preparing for Change

To realize the benefits of the Modernization Initiative, we will need to **embrace new processes, technology and ways of working.**

Change management provides a means to reduce the duration and intensity of the performance dip that is inherent with change.

Plan	Implement	Deploy	Stabilize	Optimize

Performance

Valley of Despair

Time
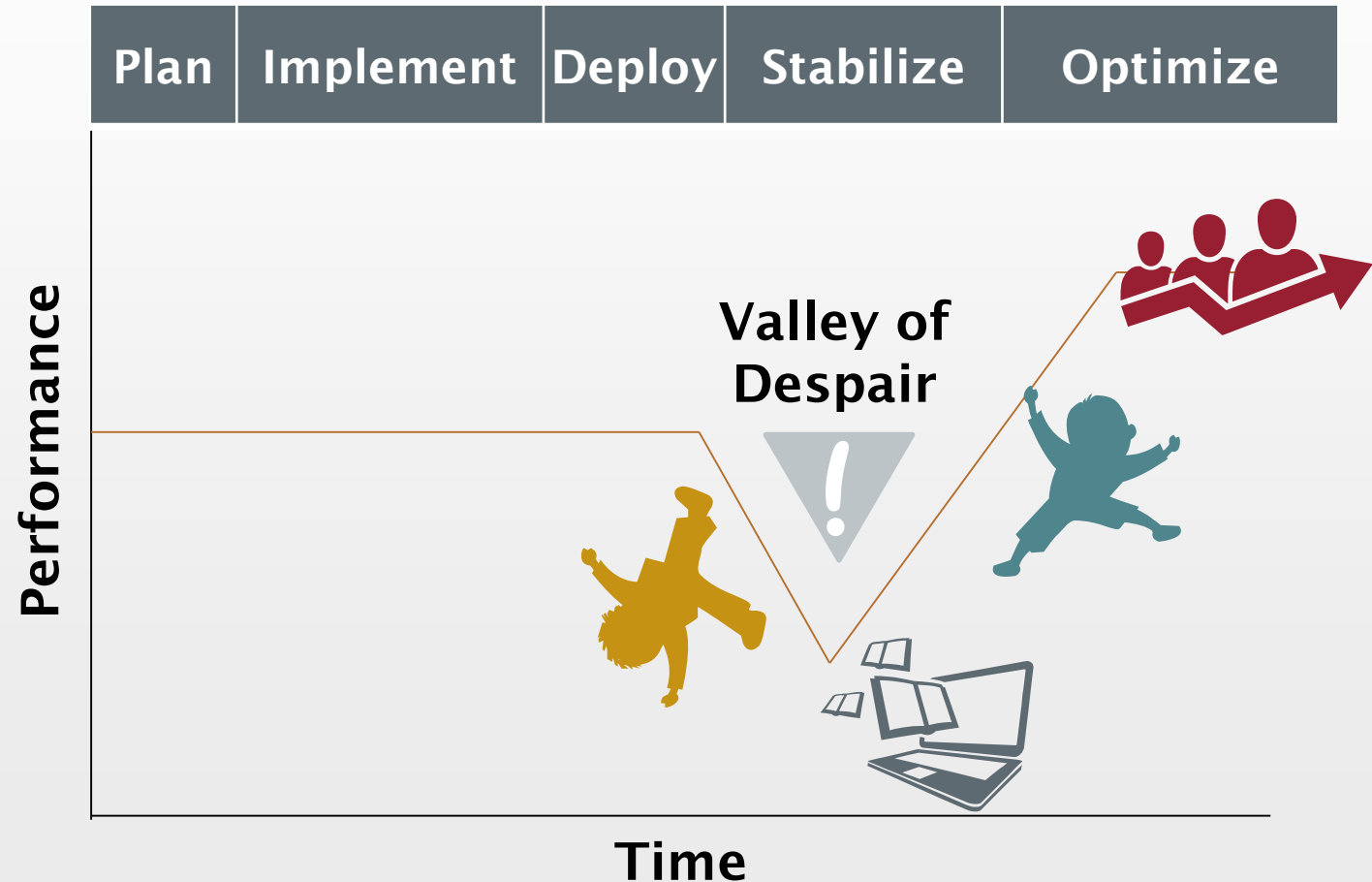
Adapted from "The Valley of Despair," Teibel Education Consulting

Sharing Feedback and Finding Information

The Modernization Initiative Project Team uses various mechanisms to engage stakeholders across different phases of the project.

In Person Meetings
Monthly meetings held across various stakeholder groups to inform and receive buy-in across campus.

Community Events
Forums used to educate a variety of stakeholders groups about key milestones and an outlet for individuals to ask questions.

Advisory Work Groups
Advisory Work Groups will provide expertise by areas of functional knowledge.

Change Ambassador Network and Super Users
Network of change ambassadors and Super Users designated to champion Workday across stakeholder groups and networks around campus .

Local Readiness Activities
Events across campus to build project awareness including kickoff events, roadshows, learning sessions, and other engagement activities

Website and Campus Pages
Publicly accessible resource that features project timeline, news, updates, and other important Workday information

Communications
Electronic communications for Workday Project updates, news, key milestones, and additional information as needed

Modernization Service Desk
Help desk designed to answer any questions that you may have involving the Workday implementation

Frequently Asked Questions (FAQs) and Glossary
Offer materials delivering answers to the most asked questions about Workday from various stakeholder groups and provide information on project terminology

Informational Webinars and Training
Blended learning approach that utilizes diverse methods, tools, and platforms to provide process and role-based learning

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Training & Support Available in 2020

The Modernization Initiative uses a structured approach to identify learning needs to effectively leverage Workday and revised Human Resource and Finance-related business processes. **Delivered "just in time"** so information is not forgotten prior to the time it is useful/actively needed.

Self-service priority

Quick Guide

Short process-specific guide with steps to complete a task in Workday

Web-Based Training

Self-study, online training experience

As needed based on learning needs assessment

Virtual and Instructor-Led Training (ILT)

Interactive classroom setting with trainer, course materials, training environment and exercises

Roadshow

Large group session for complicated processes impacting large audiences

Modernization Service Desk

Post Go-Live support as needed for trouble-shooting specific challenges including a task

Web Simulation

Show-Me-Try-Me functionality that visually walks users through the steps required to complete a transaction in Workday

Discussion and Questions

GRADUATE MEDICAL EDUCATION

ANNUAL INSTITUTIONAL REVIEW

2018-2019

Executive Summary

Approved by GMEC: 10/15/19

412 E. Spokane Falls Blvd
Spokane, Washington 99202-2131

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WASHINGTON STATE UNIVERSITY

Elson S. Floyd College of Medicine

**Washington State University
Elson S. Floyd College of Medicine
Statement of Commitment to Graduate Medical Education
2018-2023**
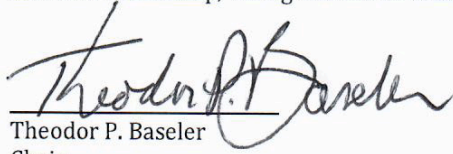
The Elson S. Floyd College of Medicine (ESFCOM) is steadfast in providing high quality education and training to the next generation of physicians for the state of Washington, converging on solutions to the health care triple aim of improving the patient experience, keeping populations healthy, and decreasing the cost of care, all while improving the work life of health care providers. ESFCOM recognizes the need for and benefits of Graduate Medical Education (GME) and is committed to the sponsorship of GME programs believing that such programs enhance medical student education, further our mission in the provision of quality care, respond to the needs of our communities and ensures the training of future generations of health care professionals.

The mission of Graduate Medical Education at ESFCOM is to provide Institutional Sponsorship to (and be affiliated with) high quality programs of Graduate Medical Education in those primary and specialty care disciplines relevant to the College of Medicine's mission. Such Graduate Medical Education Programs will be accomplished in concert with Major Participating Institutions and other health care organizations and educational institutions in the communities affiliated with the College.
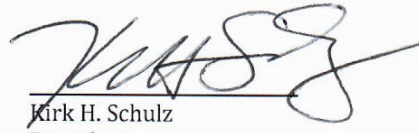
To achieve this mission, ESFCOM will:

- Ensure that all residency programs for which ESFCOM is the Sponsoring Institution, meet or exceed the Institutional and Program Requirements promulgated by the Accreditation Council for Graduate Medical Education (ACGME) and its individual Review Committees.

- Sponsor graduate medical education programs that meet the health care needs of the people of the state of Washington.

- Fully fund GME administrative support for the institution and all GME programs, Graduate Medical Education Committee (GMEC), and GMEC Sub-committees.

- Support the Designated Institutional Official (DIO) who has the authority and responsibility for the oversight and administration of each of ESFCOM's accredited programs.

- Provide committed and competent professionals to the teaching faculty of its Institutionally Sponsored GME programs. Members of the teaching faculty are appointed and selected for their professional abilities and commitment to teaching, medical education, patient care, and the scientific and humanistic bases of medicine.

- Offer educational resources (library, teaching space and equipment, information systems) and curricula common to all GME programs.

- Ensure that all residents have the opportunity to learn and provide safe, effective, and compassionate patient care, under supervision, commensurate with their level of training.

- Ensure that all residents are treated fairly and have ample opportunity to communicate any concerns in a confidential manner.

- Commits to providing the necessary educational, financial, and human resources to support GME in partnership with its major participating institutions.

WASHINGTON STATE UNIVERSITY | Elson S. Floyd College of Medicine
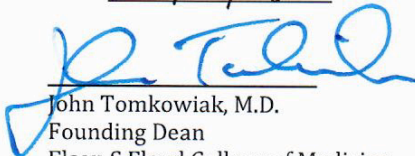
The College of Medicine is committed to excellence in the Graduate Medical Education Programs with which the College sponsors or is affiliated. As members of the College of Medicine's governing body, administration, and GME leadership, we sign below as verification of our commitment to the values expressed above.
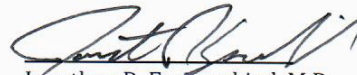
Theodor P. Baseler
Chair
Board of Regents
Washington State University
Date: 6 / 8 / 18

Kirk H. Schulz
President
Washington State University
Date: 6 / 8 / 18

John Tomkowiak, M.D.
Founding Dean
Elson S Floyd College of Medicine
Washington State University
Date: 6 – 14 – 18

Jonathan R. Espenschied, M.D.
Associate Dean, GME & CME
Designated Institutional Official
Elson S Floyd College of Medicine
Washington State University
Date: 6/14/18

James Zimmerman
Vice Dean, Administration, Accreditation & Finance
Elson S Floyd College of Medicine
Washington State University
Date: 6/14/2018

Introduction

The Graduate Medical Education (GME) Office is under the leadership and direction of Jonathan R. Espenschied, M.D., Associate Dean for GME and CME at the Elson S. Floyd College of Medicine Washington State University and Designated Institutional Official (DIO) to the Accreditation Council for Graduate Medical Education (ACGME).

Pursuant to the Institutional Requirements of the ACGME, the following GME information is submitted as an Annual Institutional Review Report from the DIO for 2018-2019 academic year (July 1 – June 30).

The GME community at the Elson S Floyd College of Medicine (ESFCOM) Washington State University (WSU) continues to develop and implement policies, processes, and learning strategies that achieve accreditation requirements and that will prepare our trainees for independent practice. Per ACGME requirements, the DIO must annually submit a written executive summary of the Annual Institutional Review (AIR) to the Governing Body.

The Sponsoring Institution must be in substantial compliance with the ACGME Institutional Requirements and must ensure that each of its ACGME-accredited programs are in substantial compliance with the ACGME Institutional, Common, and specialty/subspecialty-specific Program Requirements, as well as with ACGME Policies and Procedures.

Oversight of trainee assignments and of the quality of the learning and working environment by the Sponsoring Institution extends to all participating sites. ACGME Institutional Requirements state that the DIO, in collaboration with the GME Committee (GMEC) must have authority and responsibility for the oversight and administration of the Sponsoring Institution's ACGME accredited programs. The GMEC is composed of program directors (currently clinical education directors), designated representatives of the major teaching hospitals, and Housestaff officers.

A written statement must document the Sponsoring Institution's commitment to GME by providing the necessary financial support for administrative, educational, and clinical resources, including personnel, and which must be reviewed, dated, and signed at least once

every five years by the DIO, a representative of the Sponsoring Institution's senior administration, and a representative of the Governing Body.

The GME Office implements policies of the GMEC. The ACGME charges the DIO with responsibility for monitoring and advising on all aspects of residency education including compliance with ACGME clinical and educational work hours (including moonlighting), patient safety, and quality improvement requirements, and in maintaining a strong clinical learning environment. Six mechanisms are used to execute this responsibility: 1) Detailed review and response of every letter of notification from the ACGME, 2) Annual Program Evaluation reports to the GMEC by each program director, 3) Maintenance of a GME policy and procedure manual for administration of the training programs, 4) Ongoing follow-up and review of ACGME citations and concerns, 5) The Special Review process, and 6) Communication via an executive summary of the AIR to the Governing Body, represented by this document.

This annual report will review the activities of GME during the past academic year with attention to, at a minimum, results of the most recent ACGME institutional letter of notification; results of ACGME surveys of residents/fellows and core faculty members; and, each of its ACGME-accredited programs' ACGME accreditation information, including accreditation statuses and citations.

The Performance Indicators that the ESFCOM GMEC approved and proposes to utilize in the Annual Institutional Review include:

1. The most recent ACGME Institutional letter of notification

2. Results of ACGME surveys of residents/fellows and core faculty members

3. Each of the AGME-accredited programs' ACGME accreditation information, including accreditation statuses and citations

4. The quality of the GME learning and working environment via the ESFCOM GME Institutional Dashboard (at a minimum, the dashboard will include: ESFCOM GME institutional and program evaluations, faculty evaluations, program APEs, Work Hours, patient safety projects, faculty and Trainee Scholarly Activity)

5. Board pass rates and in-service exams for all ACGME-accredited programs

6. Faculty and Trainee attrition rates

7. Prior year's AIR Action Items and progress on action plans

Graduate Medical Education

The Elson S Floyd College of Medicine Washington State University submitted an "Intent to Apply for Institutional Accreditation" with the ACGME in January of 2018. A completed Institutional Review Document, the Initial Institutional Application, was then submitted to the ACGME Institutional Review Committee on June 18, 2018 in consideration for accreditation as a New ACGME Sponsoring Institution.

The ACGME accreditation process involves the development of the Sponsoring Institution according to the ACGME Institutional and Common Program Requirements (ACGME.org). A Sponsoring Institution must achieve Initial Accreditation, Continued Pre-Accreditation, or Pre-Accreditation in order to complete and submit its first application for an ACGME-accredited training program. In order for the College of Medicine to meet these requirements:

- Submission of the "Intent to Apply for Institutional Accreditation"
- The GME Office was created
- The 25 member GME Committee (GMEC) was formed
- Over 40 GME specific policies were developed in line with the program and institutional ACGME requirements
- Agreement Templates were created in collaboration with contracts and the AG to be used with our clinical affiliate partners
- Physician in Training Agreements were created in collaboration with contracts and the AG

All of this information and several other documents, processes, and structures were created and submitted to the ACGME requesting Sponsoring Institution accreditation. Residency and fellowship programs accredited by the ACGME must function under the ultimate authority and oversight of one Sponsoring Institution. Oversight of resident/fellow assignments and of the quality of the learning and working environment by the Sponsoring Institution extends to all participating sites. **On December 20, 2018, the College of Medicine received Initial Accreditation from the ACGME as a Sponsoring Institution, effective July 1, 2018.**

ACGME Competencies

Below are the ACGME competencies common to all residency and fellowship training programs.

1. Patient Care

Residents must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

2. Medical Knowledge

Residents must demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care.

3. Practice-based Learning and Improvement

Residents must demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning. This is accomplished through monitoring practice, reflecting on analyzing practice to improve, engaging in a plan for improvement and applying and monitoring improvement. Residents are expected to develop skills and habits to be able to meet the following goals:

- Identify strengths, deficiencies, and limits in one's knowledge and expertise;

- Set learning and improvement goals;

- Identify and perform appropriate learning activities;

- Systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement;

- Incorporate formative evaluation feedback into daily practice;

- Locate, appraise, and assimilate evidence from scientific studies related to their patients' health problems;

- Use information technology to optimize learning; and,

- Participate in the education of patients, families, students, residents and other health professionals.

4. Interpersonal and Communication Skills

Residents must demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. Residents are expected to:

- Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds;

- Communicate effectively with physicians, other health professionals, and health related agencies;

- Work effectively as a member or leader of a health care team or other professional group;

- Act in a consultative role to other physicians and health professionals; and,

- Maintain comprehensive, timely, and legible medical records.

5. Professionalism

Residents must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles. Residents are expected to demonstrate:

- Compassion, integrity, and respect for others;

- Responsiveness to patient needs that supersedes self-interest;

- Respect for patient privacy and autonomy;

- Accountability to patients, society and the profession; and,

- Sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.

6. Systems-based Practice

Residents must demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care. Residents are expected to:

- Work effectively in various health care delivery settings and systems relevant to their clinical specialty;

- Coordinate patient care within the health care system relevant to their clinical specialty;

- Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care as appropriate;

- Advocate for quality patient care and optimal patient care systems;

- Work in inter-professional teams to enhance patient safety and improve patient care quality; and,

- Participate in identifying system errors and implementing potential systems solutions.

Graduate Medical Education Committee

The ESFCOM GMEC is an institutional committee of the College of Medicine and is charged with the responsibility of monitoring and advising on all aspects of residency and fellowship education. The DIO in collaboration with the GMEC has the authority and responsibility for the oversight and administration of the ESFCOM medical education training programs, including the Institution's Sponsored ACGME and non-ACGME accredited programs, as well as responsibility for ensuring compliance with the ACGME Institutional, Common, and specialty/subspecialty-specific Program Requirements.

The GMEC meets every 2 months and its membership is established per the ACGME Institutional Requirements and Charter established by the GMEC. The GMEC membership includes the Designated Institutional Official, the Clinical Education Directors (in place of program directors), Quality and Patient Safety Officer, and Associate Deans of Clinical Education. Ex-officio Members include the Chancellor and VP of the Health Sciences Campus, Dean of ESFCOM, and the Vice Dean of Administration, Accreditation and Finance for the COM. Residents, program coordinators, and program directors will be added to the committee once ESFCOM oversees ACGME approved training programs. GMEC reports to the Dean of the College of Medicine through the Associate Dean for GME and CME.

GMEC Members:

Name, Degree	Title, Program
Jonathan Espenschied, M.D.	Chair, Designated Institutional Official Associate Dean, GME & CME
TBD	Vice-Chair
Frank Andersen, MD	Clinical Education Director, Obstetrics and Gynecology
Chris Anderson, MD	Clinical Education Director, Pediatrics
Brenda Bray, BPharm, MPH	Patient Safety and Quality Officer
Mary Ann Clemens, EdD	Special Advisor, Accred, Assess, Evaluation, and Compliance
Dawn DeWitt, MD (Spokane)	Associate Dean of Clinical Education
Patricia Grossman, MSN, FNP-C	Patient Safety and Quality Officer
Jeff Haney, MD	Clinical Education Director, Family Medicine
Carl Heine, MD, PhD	Clinical Education Director, Emergency Medicine
Anjali Kumar, MD, MPH	Clinical Education Director, Surgery
Matthew Layton, MD, PhD	Clinical Education Director, Mind, Brain and Behavior
Kevin Murray, MD (Vancouver)	Associate Dean of Clinical Education
Radha Nandagopal, MD	Clinical Education Director, Art and Practice of Medicine
Larry Schecter, MD (Everett)	Associate Dean of Clinical Education
Lonika Sood, MD	Clinical Education Director, Internal Medicine
Farion Williams, MD (Tri-Cities)	Associate Dean of Clinical Education
TBD	Program Coordinators – No currently sponsored ACGME Programs

Ex-officio GMEC Members	
Daryll DeWald, PhD	Chancellor, WSU Health Sciences
Erika Fleck	Director, Information Technology
Jamie Green	Director of Talent & Recognition
Steve Grossman, MD	Assistant Dean, Outreach & Development - UME-GME Career Pathway
Josh Jacobs, MD	Chair, Department of Medical Education and Clin Sciences
Christopher Martin, EdD, MHS, CHSE	Director of Simulation Based Training
Ken Roberts, PhD	Vice Dean, Academic and Community Partnerships
John Roll, PhD	Vice Dean, Research
John Tomkowiak, MD, MOL	Founding Dean, ESFCOM
Jim Zimmerman	Vice Dean, Administration, Accreditation and Finance

Peer-Selected Trainee GMEC Members:

Name	Program
TBD	No currently sponsored ACGME Programs

Responsibilities of the GMEC include the following:

Oversight of:

- the ACGME accreditation status of the Sponsoring Institution and each of its ACGME-accredited programs;
- the quality of the GME learning and working environment within the Sponsoring Institution, each of its ACGME-accredited programs, and its participating sites;
- the quality of educational experiences in each ACGME-accredited program that lead to measurable achievement of educational outcomes as identified in the ACGME Common and specialty/subspecialty-specific Program Requirements;
- the ACGME-accredited program(s)' annual program evaluations and self-studies;
- all processes related to reductions and closures of individual ACGME-accredited programs, major participating sites, and the Sponsoring Institution; and,
- the provision of summary information of patient safety reports to residents, fellows, faculty members, and other clinical staff members. At a minimum, this oversight must include verification that such summary information is being provided.

Review and approval of:

- institutional GME policies and procedures;
- annual recommendations to the Sponsoring Institution's administration regarding resident/fellow stipends and benefits;
- applications for ACGME accreditation of new programs;
- requests for permanent changes in resident/fellow complement;
- major changes in each of its ACGME-accredited programs' structure or duration of education;
- additions and deletions of each of its ACGME-accredited programs' participating sites;
- appointment of new program directors;
- progress reports requested by a Review Committee;
- responses to Clinical Learning Environment Review (CLER) reports;
- requests for exceptions to clinical and educational work hour requirements;
- voluntary withdrawal of ACGME program accreditation;
- requests for appeal of an adverse action by a Review Committee; and,
- appeal presentations to an ACGME Appeals Panel.

ESFCOM GMEC Organizational Chart:

WSU Board of Regents
(Governing Body)

Dean
ESFCOM

Jonathan Espenschied, M.D.
Designated Institutional Official
Associate Dean, GME & CME
Chair, GMEC

Department Chair

Program Directors

Graduate Medical Education Committee

Assistant DIOs (Regional Clinical Campuses)

Affiliated Hospital Committees

Ad hoc GMEC Subcommittees

GME Quality/Pt. Safety Officer

GME Office

Program Evaluation Committee

Residents & Fellows

Special Review Subcommittee

Clinical Competency Committee

Program Administrators

Clinical Training Programs

The Elson S Floyd College of Medicine does not currently sponsor any ACGME accredited residency or fellowship programs. Several programs are in the discussion and development process.

ESFCOM Sponsored ACGME Training Programs:

Program	Program Director	Associate Program Director	# of Trainees
TBD			

Program Annual Evaluations

At least annually and in the form of a written confidential evaluation, all programs evaluate their faculty performance as it relates to the educational program. Each program is required to conduct a thorough "Program Annual Evaluation" (APE) as defined in the ACGME Common Program Requirements. The program must document formal, systematic evaluation of the curriculum at least annually. The program must monitor and track each of the following areas:

- Resident Performance;
- Faculty Development;
- Graduate performance, including performance of program graduates on the certification examination;
- Program quality, specifically:
- Residents and faculty must have the opportunity to evaluate the program confidentially and in writing at least annually;
- The program must use the results of residents' assessments of the program together with other program evaluation results to improve the program.

Program Annual Reports are reviewed by the GMEC for each training program.

Accreditation

Accreditation is a vital component and requirement of the clinical training process to ensure that graduates are optimally trained and are able to "sit" for specialty and sub-specialty certification boards. The ACGME requires rigorous periodic institutional and training program evaluations and reviews as a part of its accreditation process.

The Sponsoring Institution must be in substantial compliance with the ACGME Institutional Requirements and must ensure that each of its ACGME-accredited programs is in substantial compliance with the ACGME Institutional, Common, and specialty-/subspecialty-specific Program Requirements, as well as with ACGME Policies and Procedures.

The Sponsoring Institution must maintain its ACGME institutional accreditation. Failure to do so will result in loss of accreditation for all its ACGME-accredited program(s).

On December 20, 2018, the College of Medicine received Initial Accreditation from the ACGME as a Sponsoring Institution, effective July 1, 2018.

1.1. ACGME Citations

The ACGME Institutional Review Committee identified two areas not in substantial compliance (citations). The first citation related to the Physician in Training Agreement (PITA) and the GME policies and procedures within that document that needed to be reviewed by the GMEC. The second citation related to the Learning and Working Environment, Supervision and Accountability. Both citations were reviewed by the GMEC and responded to appropriately. The PITA was reviewed by the GMEC and all policies and procedures required in that document have been confirmed. The GMEC reviewed and adjusted the Supervision policy to better align with the ACGME requirements. ACGME citations are tracked at the institutional level as part of effective oversight. The GME Office looks for patterns to pursue common needs so that our interventions are the ideal use of our resources.

1.2. ACGME Survey

Our residents and faculty will complete an annual survey for the ACGME to provide insight into components of their educational environment. This survey is sent directly to our faculty and trainees and the institution receives an aggregate report of the overall survey. An example of what that data will look like when we have active training programs is noted below. ESFCOM GME will also survey all ACGME and non-ACGME trainees annually to collect information on the program and institutions education and training environment. All information is used to improve the quality, safety, and educational value of our training programs. Each area will be discussed during our GMEC meeting as part of the institutional review.

Example Only (not actual data):

Institution Means at-a-glance
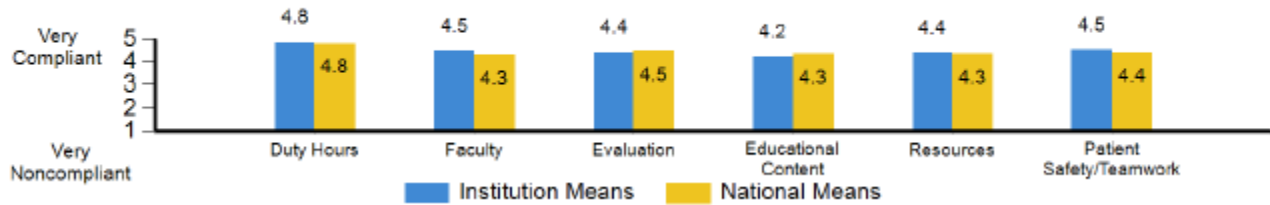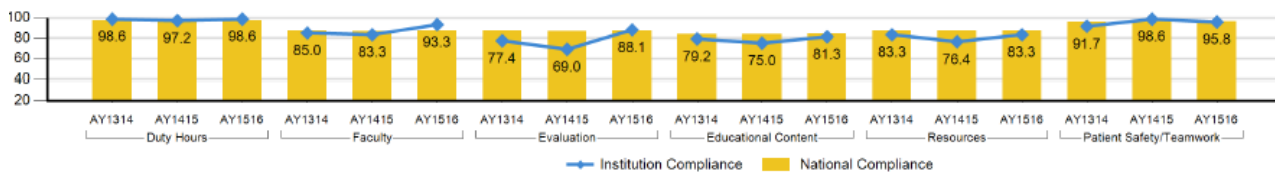

Example Only (not actual data):

Response Rate 100%

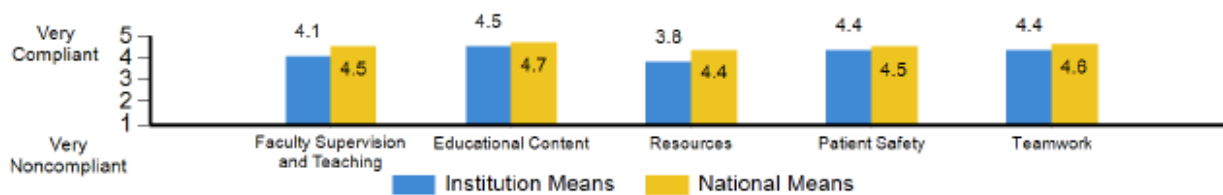**Residents' overall evaluation of the program**

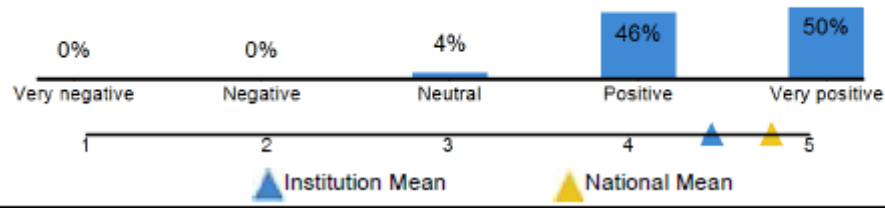

Trending:

ACGME Faculty Survey:

Teaching Faculty from all our sponsored ACGME training programs are asked to participate in the annual ACGME survey to evaluate their respective programs. An example of what that data will look like when we have active training programs is noted below.

Example Only (not actual data):

Institution Means at-a-glance

Faculty's overall evaluation of the program

| Very negative | Negative | Neutral | Positive | Very positive |
| 0% | 0% | 4% | 46% | 50% |

1   2   3   4   5

▲ Institution Mean   ▲ National Mean

Trending:

Example Only (not actual data)

Total Percentage of Compliance by Category

| | AY1314 | AY1415 | AY1516 | AY1314 | AY1415 | AY1516 | AY1314 | AY1415 | AY1516 | AY1314 | AY1415 | AY1516 | AY1314 | AY1415 | AY1516 |
| National Compliance | 89.6 | 87.0 | 81.6 | 88.4 | 90.2 | 84.8 | 93.9 | 93.0 | 89.7 | 88.0 | 91.5 | 85.9 | 100.0 | 98.6 | 95.8 |

Faculty Supervision and Teaching — Educational Content — Resources — Pt Sfty — Teamwork

—♦— Institution Compliance   ▬ National Compliance
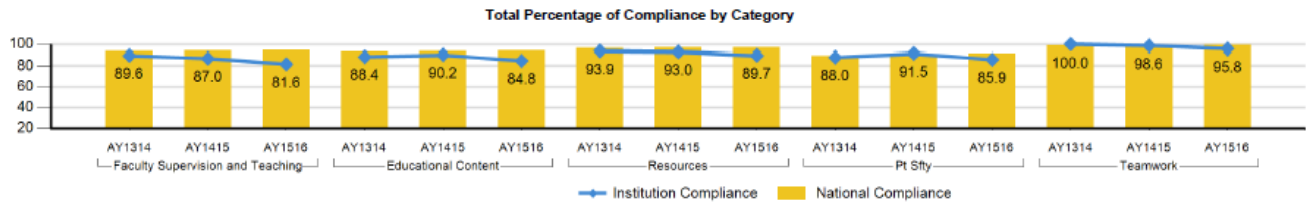
Program Oversight

Transitions of Care

All ESFCOM sponsored training programs will have specialty specific transitions of care policies and procedures which will be outlined for their trainees. These processes will be reviewed by the GMEC, will be in line with the institutional policies, and provide the trainees a standardized process specific to each program or area of care.

Supervision

The GMEC reviewed the existing ESFCOM Policy regarding trainee supervision. In addition, this policy will be reviewed with the Trainees annually during orientation and a specific program policy will also be reviewed. The policy will also be present on the GME website. Each specialty program is also required to demonstrate that the appropriate level of supervision is in place for all residents who care for patients.

Trainee evaluations of both faculty and clinical rotations are used to provide feedback regarding the quality of faculty supervision. All evaluations are reviewed by the respective program director and GME to ensure that high standards of supervision are met. Trainee evaluations regarding the quality of the faculty supervision are incorporated into the faculty evaluations used for academic promotions and are reviewed by the Associated Dean for GME.

Clinical and Educational Work Hours

The GMEC is committed to upholding the clinical and educational work hour standards (formerly duty hours) as required by the ACGME. The GME Clinical and Educational Work Hour Policy meets all the ACGME requirements without exception.

Compliance with the clinical and educational work hour standards will be monitored by the GMEC in several ways including a GME 24-hour anonymous hotline, annual reports, surveys, and internal reviews. The results are as follows:

24-hour Anonymous Hotline – The hotline telephone number will be widely distributed to all trainees and program directors. Each trainee will be provided this information during orientation, and the phone number will also be listed on our website and published in the GME Institutional and Program specific Handbooks. The hotline will be monitored daily for activity. All calls will be investigated within 48 hours. Additionally, all trainees are informed to contact their respective program director or the GME office directly if necessary.

Annual reports – Each program will be required to provide an annual program evaluation and self-assessment of the training program to the GMEC. The report will be provided both in writing and verbally at a GMEC meeting. The report will address clinical and educational work hour compliance for individual programs, based on direct

feedback from faculty and trainees at a formal meeting conducted by the program director.

Annual GME Survey – For each academic year, all trainees will be given an opportunity to comment on program and institutional support as well as clinical and educational work hour compliance.

Evaluations

Trainee evaluations by program directors and faculty will be monitored in several different domains and capacities including: an annual program evaluation, exit interviews, the ESFCOM annual GME Survey, and through various tools and surveys within the ESFCOM GME trainee management system. Program directors are required to meet individually with each trainee at least every six months and provide the trainee with a written summative evaluation.

Each ACGME training program will have a Clinical Competency Committee that reviews the ACGME specialty milestones for each trainee annually, providing a clear depiction of the status of each trainee in terms of expectations and where they should be with regard to their clinical skills. All training programs are required to enlist the participation of trainees in the annual program evaluation. Program directors are also required to verify in writing upon completion of the residency that the graduating trainee is competent to practice independently in the specialty or subspecialty.

Action Plan

The goals listed below comprise the Action Plan for Graduate Medical Education. Each item will be monitored by the GME Office and updated at each GMEC meeting, with the final report presented to the GMEC during the Annual Institutional Review.

2019-2020 Action Plan

	Area of Improvement Identified	Modification & Monitoring Plan	Assigned to
1	Initial Residency Program	Build our initial ACGME accredited residency program in Family Medicine or Internal Medicine. Program development to include: Program Director, Program Administrator, teaching faculty, curriculum, evaluation/assessment, to be in line with all ACGME requirements.	GME, GMEC, Affiliate Institution
2	Program Faculty and Administration Recruitment	Gap analysis/Needs Assessment to be completed for each training program allowing identification of specific positions and specialty areas. Recruitment of Program Director and Program Administrator if needed for each program. GMEC members and ESFCOM faculty will network with colleagues to recruit interested individuals for these required program specific positions.	GME, GMEC, ESFCOM faculty, Affiliate Institution
3	Evaluation/Assessment	The GMEC will develop an Evaluation/Assessment Policy to include Program, Trainee, and institutional evaluation procedures. The GME Office will have a standard Annual Program Evaluation (APE) process to be completed online in the resident management system which will create a seamless interface for monitoring and reporting. All programs will utilize the online APE process. Additionally, further development of educational curriculum around providing and receiving feedback, throughout the various rotations, to allow both positive feedback where indicated, as well as early help to those trainees who are not performing optimally.	GME, GMEC, Programs, ESFCOM

NWCCU Revised Accreditation Standards and Review Cycle

Craig Parks
Vice Provost for System Innovation and Policy
Accreditation Liaison Officer
Washington State University

- All institutions accredited by the Northwest Commission on Colleges and Universities are on seven-year review cycles.

- Prior to 2019, institutions were assessed on five broad educational standards:
  - Mission and Core Themes
  - Resources and Capacity
  - Planning and Implementation
  - Effectiveness and Improvement
  - Mission Fulfillment, Adaptation, and Sustainability

- The Year-Seven review required detailed self-analysis of each standard and an eight-person site-team visit

- All institutions conducted same analysis regardless of Carnegie status

- In 2020 NWCCU will adopt revised standards and review procedures.

- New standards:
  - Student Success and Institutional Mission and Effectiveness (Standard One)
  - Governance, Resources, and Capacity (Standard Two)

- New review procedure splits the comprehensive Year Seven review into two smaller reviews
  - Year Six: Policies, Regulations, Finances (will likely be report only)
  - Year Seven: Institutional Effectiveness (site visit but smaller team)

- Standard One focuses on continuous quality improvement, student learning, student achievement
  - Note "learning" and "achievement" are different concepts

- Standard Two focuses on operations, personnel, finances, student support

- Emphasis is on student success and closing equity gaps

- We are hoping that historically strong institutions will be given reporting shortcuts

INFORMATION ITEM #5
WSU Pullman, Amendments to WAC Chapter 504-26-110:
Composition of conduct board
(Terry Boston)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: WSU Pullman, Amendments to WAC Chapter 504-26-110:
Composition of conduct board

SUBMITTED BY: Terry Boston, Acting Vice President for Student Affairs

SUPPORTING
INFORMATION: The University President has authority to adopt emergency rules, provided that a summary of any action taken is presented to the appropriate committee of the Board of Regents at the next regularly scheduled meeting. Emergency rules may not remain in effect for longer than 120 days; therefore, the adoption of an emergency rule must be followed by the normal rule-making process. The Board of Regents has authority pursuant to Chapter 28B.30 RCW and Chapter 34.05 RCW to adopt, amend, and repeal rules published in the Washington Administrative Code.

The purpose of this agenda item is twofold: (1) as an information item, to summarize action taken pursuant to delegation, and (2) as a future action item, to notify the Regents that action will be requested at a future meeting to approve a permanent rule, specifically, WAC Chapter 504-26-110, which sets forth the composition of the conduct board (see attached) for adjudicating certain student conduct matters.

As background, in Spring 2019, a new student conduct system was implemented after a comprehensive two-year process that resulted in 32 task force recommendations regarding many aspects of the student conduct system. One of the recommendations was to increase the size of the conduct board, with students as the majority of board members.

Since the implementation of the new system, and despite considerable resources and personnel dedicated to convening conduct boards, it has been extremely difficult to recruit, train, and retain a sufficient number of student conduct board members. This is in large part due to the significant time commitment required to participate. Because of this, hearings have been delayed to the point where the amount of time required for WSU to currently schedule student conduct hearings presents potential Title IX

compliance concerns and may negatively impact both reporting and responding students awaiting a conduct hearing.

In order to address the compliance concerns, WSU enacted an emergency change to WAC 504-26-110, which reduces the conduct board's size from five to three members, in alignment with the academic integrity hearing board and the university appeals board. This reduction in size will reduce waiting times for hearings and provide more flexibility in the scheduling of hearings. Reduced waiting times and more flexible hearing schedules will reduce the risk of noncompliance with Title IX's timely resolution requirements, while also promoting the well-being of reporting and responding students awaiting a conduct board hearing.

The proposed changes were discussed with student leaders across the WSU system. They understood the negative impact that the delays were having on students and were generally supportive of the smaller boards, although some expressed concern with the reduction of student conduct board members from three to one. It was conveyed that while only one would be required, whenever possible the board would strive to keep the original vision of a strong student presence (majority students) while ensuring compliance with our institutional agreement from the U.S. Department of Education's Office of Civil Rights. It was also made clear that an administrative law judge will continue to preside over the hearings to ensure objectivity and legal compliance. Ultimately, they understood the need for the emergency rule and supported the change.

The University filed an emergency rule making order on October 22, 2019. Emergency rules are effective for 120 days while the permanent rule making process is in progress. The permanent rule will be presented as an Action Item at the March, 12-13, 2020 meeting.

ATTACHMENT: WAC 504-26-110 Redline Copy

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

WAC 504-26-110 Composition of conduct board. A conduct board must consist of ((~~five~~)) <u>three</u> members. A quorum of ((~~five~~)) <u>three</u> is needed to hear a matter. The presiding officer is not a member of the conduct board and therefore is not considered for purposes of determining whether there is a quorum. A ((~~majority of~~)) <u>minimum of one</u> conduct board member((~~s~~)) hearing a matter must be <u>an</u> enrolled WSU student((~~s~~)) (undergraduate, graduate, or professional) and may be full-time or part-time. The remaining members may be students, or full-time or part-time faculty or staff of any rank or classification. When the complainant or respondent is enrolled at a particular campus, at least one member of the conduct board must be from that campus. No conduct board member may serve on a case if the member previously served on a board in a case involving the same complainant or respondent.
[Statutory Authority: RCW 28B.30.150. WSR 18-23-083, § 504-26-110, filed 11/19/18, effective 12/20/18.]

INFORMATION ITEM #6
WSU Pullman, Amendments to WAC Chapter 504-26-213:
WSU Standards of Conduct for Students, Firearms and dangerous weapons
(Stacy Pearson/Bill Gardner/Terry Boston)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: WSU Pullman, Amendments to WAC Chapter 504-26-213: WSU Standards of Conduct for Students, Firearms and dangerous weapons

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

BACKGROUND INFORMATION: The University President has authority to adopt emergency rules, provided that a summary of any action taken is presented to the appropriate committee of the Board of Regents at the next regularly scheduled meeting. Emergency rules may not remain in effect for longer than 120 days; therefore, the adoption of an emergency rule must be followed by the normal rule-making process. The Board of Regents has authority pursuant to Chapter 28B.30 RCW and Chapter 34.05 RCW to adopt, amend, and repeal rules published in the Washington Administrative Code.

The purpose of this agenda item is twofold: (1) as an information item, to summarize action taken pursuant to delegation, and (2) as a future action item, to notify the Regents that action will be requested at a future meeting to approve a permanent rule, specifically, WAC Chapter 504-26-213, which concerns rules related to the storage and release of firearms that have been stored at the Washington State University Police Department at the Pullman Campus.

The university is updating the rules to remove the option for storage of student firearms at the WSU Police Department. A summary of the background and reason for the rule change follows, and a copy of the chapter, illustrating the specific changes, is appended as Attachment A.

These changes are necessary to ensure that WSU policy is consistent with RCW 9.41.113, which was modified as a result of Washington Initiative 1639. Essentially, the law requires a background check prior to transferring a firearm to the owner, and there is no exception for our unique service of storing firearms for our students who wish to bring them to campus for hunting or sporting activities. The length of time to conduct a background check is unpredictable, varying from days to weeks, which renders the service impractical in meeting the needs of our students, as such a background check would have to be conducted each and every time a

firearm is retrieved. Current legal opinion is that WSU should discontinue this service in order to be consistent with the law as currently written.

The University filed an emergency rule making order on September 26, 2019 in order to maintain compliance with RCW 9.41.113. Emergency rules are effective for 120 days while the permanent rule making process is in progress. The permanent rule will be presented as an Action Item at the March, 12-13, 2020 meeting.

ATTACHMENT: WAC 504-26-213 Redline Copy

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

WAC 504-26-213 Firearms and dangerous weapons. No student may carry, possess, or use any firearm, explosive (including fireworks), dangerous chemical, or any dangerous weapon on university premises or in university-approved housing. Airsoft guns and other items that shoot projectiles are not permitted in university-approved housing. ((~~Students wishing to maintain a firearm on campus for hunting or sporting activities must store the firearm with the Washington State University department of public safety.~~))
[Statutory Authority: RCW 28B.30.150. WSR 18-23-083, § 504-26-213, filed 11/19/18, effective 12/20/18; WSR 08-05-001, § 504-26-213, filed 2/6/08, effective 3/8/08; WSR 06-23-159, § 504-26-213, filed 11/22/06, effective 12/23/06.]

INFORMATION ITEM #7

Compliance Plan Review of WSU's 403b Plans -
Washington State University Retirement Plan
And Voluntary Investment Program
(Theresa Elliott-Cheslek/Ann Monroe)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Plan Revisions and updates of the Washington State University Retirement Plan (WSURP) and the Voluntary Investment Program (VIP)

SUBMITTED BY: Theresa Elliot-Cheslek, Chief Human Resource Officer

BACKGROUND
INFORMATION: The Board of Regents has authority pursuant to RCW 28B.30.095 and RCW 28B.30.150 to govern the affairs of the university, including the financial terms of employment of members of the Washington State University Retirement Plan (WSURP) and Voluntary Investment Program (VIP). Pursuant to this authority, the Board of Regents adopted the WSURP, effective July 1, 1974. Several revisions have been made since that time, the most recent on January 1, 2012.

Treasury Regulations require 403(b) plans to contain certain provisions. The IRS is providing a Remedial Amendment Period for employers to review and possibly amend or restate their 403b plans, which for Washington State University are the Washington State University Retirement Plan (WSURP) and Voluntary Investment Program (VIP). In the event the review shows our plan documents need amendments and updates regarding the form and operation of our plan documents, those proposals would be presented as an action item during the March Board of Regents meeting.

ACTION ITEM #1
2021 Board of Regents Meeting Schedule
(Kirk Schulz)

November 15, 2019

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:

<div align="center">2021</div>

Date	Location
January 21-22, 2021 (Retreat)	TBD
March 11-12, 2021	Tri-Cities
May 6-7, 2021	Spokane
June 3-4, 2021 (Retreat)	TBD
September 16-17, 2021	Pullman
November 18-19, 2021	Vancouver

BOARD OF REGENTS
2021 Board of Regents Meeting Schedule

Resolution #191115-616

BE IT RESOLVED that the Board of Regents of Washington State University hereby adopts the following schedule of meeting dates for 2021:

Date	Location
January 21-22, 2021 (Retreat)	TBD
March 11-12, 2021	Tri-Cities
May 6-7, 2021	Spokane
June 3-4, 2021 (Retreat)	TBD
September 16-17, 2021	Pullman
November 18-19, 2021	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 15th day of November, 2019.

_____
Chair of the Board of Regents

_____
                                                  Secretary of the Board of Regents

BOARD OF REGENTS

WASHINGTON STATE UNIVERSITY

AGENDA

BOARD OF REGENTS MEETING
Washington State University Vancouver
Firstenburg Student Commons, Room 101-103
Vancouver, Washington
Friday, November 15, 2019 – 8:00 am

		Section
I.	OPENING	
	A. Report from the Chair of the Board of Regents	
	B. Report from the President	
	C. Report from the WSU Vancouver Chancellor	
II.	CONSENT AGENDA	
	A. Approval of Minutes – September 20, 2019 and October 9, 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	
VI.	INSTITUTIONAL INFRASTRUCTURE COMMITTEE REPORT	
VII.	FINANCE AND COMPLIANCE COMMITTEE REPORT	
	A. Action Item:	
	1. Proposed 4th Year College of Veterinary Medicine (DMV) Differential Tuition Rate	F-8
VIII.	STRATEGIC AND OPERATIONAL EXCELLENCE COMMITTEE REPORT	
	A. Action Item:	
	1. 2021 Board of Regents Meeting Schedule	SO-9
IX.	OTHER BUSINESS	
X.	PUBLIC COMMENT PERIOD	
XI.	ADJOURN	

MINUTES
Board of Regents
September 20, 2019

The Board of Regents of Washington State University (WSU or University) met pursuant to call in Open Meeting at 8:00 a.m. on Friday, September 20, 2019, at WSU, in Pullman, Washington.

Present: Brett Blankenship, Chair; Regents Ted Baseler, Scott Carson, Marti Dickinson, Johanna Pantig, Lura Powell, Heather Redman, Lisa Schauer, Ron Sims, and Mike Worthy; Faculty Representative A. G. Rud, and President Kirk H. Schulz.

I. **OPENING**

   A. **Report from the Chair of the Board of Regents**. Chair Blankenship welcomed everyone to the meeting and commented that this was the first meeting of the academic year. Chair Blankenship noted there were several individuals who were new to the Regents' meeting and welcomed the following:

- **S**tudent Regent Johanna Pantig. Regent Pantig was appointed by Governor Jay Inslee to serve a term of July 1, 2019 to June 30, 2020. Regent Pantig is a fourth-year student in the College of Pharmacy and Pharmaceutical Sciences at WSU Health Science in Spokane and earned her bachelor's degree in biology from WSU Pullman in May 2016.
- Provost and Executive Vice President Mitzi Montoya. Prior to joining WSU, Provost Montoya held multiple leadership positions at Oregon State University, Arizona State University, and North Carolina State University.   Chair Blankenship commented Provost Montoya brings with her proven leadership skills, experience, and vision.
- Faculty Representative to the Board A.G. Rud. Dr. Rud serves as past Chair to the WSU Faculty Senate and is a distinguished professor of Cultural Sciences, Cultural Studies and Social Thought in Education. Chair Blankenship commented Dr. Rud is nationally known for his expertise in the philosophical dimensions of education.

Chair Blankenship reported the following activities Board members have participated in since the last regular meeting:

- June 7 – The Board of Regents held its annual retreat at WSU Tri-Cities. Regents heard presentations and participated in discussions on topics including Strategic Planning at WSU Health Sciences Spokane, Enhancing the Environment for Scholarly Research – Growing Doctoral Programs, Innovation and Entrepreneurship at WSU, and Governance Risk Management and Compliance. In addition, Regents reviewed the President Schulz's 2019/2020 Goals and Objectives and discussed current issues facing WSU and higher education in the state of Washington.
- July 19 – Regent Pantig attended and participated in Student Government Council meetings held in Vancouver.

- August 16 – Regents Sims, Dickinson, Schauer and Pantig attended the Elson S. Floyd College of Medicine White Coat Ceremony in Spokane.

Chair Blankenship further reported that Regents would be attending the WSU Foundation Annual Recognition Gala that evening. He said the Gala was a wonderful opportunity to recognize donors and volunteers for their contributions and service to WSU.

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

B.   **Report from the President of the University**. President Schulz welcomed the audience and the Regents to WSU Pullman and provided the following updates:

- Elson S. Floyd College of Medicine – WSU welcomed 80 new medical students from an application pool of 1,500 individuals. President Schulz reported the new class is the next step in improving access to healthcare in underserved areas. The class of 2023 is comprised of 54% women, 37.5% first generation college students, and 14% underrepresented races and ethnicity. Students hail from 20 counties across the state, 12 of which are rural and 100% are from or have significant ties to Washington. President Schulz said the entering class underscores WSU's focus on expanding medical education access to students in all parts of the state from all backgrounds to increase the likelihood they will return to their communities or find innovative ways to serve these communities from a distance using advances in technology.
- New wheat variety is a big hit in noodle market – Named Ryan, WSU's newest spring wheat variety is winning over Northwest farmers and grain buyers across the Pacific, thanks to its surprising ability to create an outstanding fresh noodle. Ryan led all public spring wheat varieties for certified seed production in Washington last year. Development of Ryan was led by Dr. Mike Pumphrey, WSU's O. A. Vogal Endowed Chair of Spring Wheat Breeding and Genetics, and WSU scientists say Ryan could transform the market for wheat growers and their customers, here and abroad, because of its remarkable noodle quality. The noodle meets Asian consumers preference for a really bright, clear white noodle.
- Everett students to compete in Energy Department wind competition – WSU Everett is one of 12 collegiate teams selected to participate in the 2020 Collegiate Wind Competition. Awarded a $20,000 grant by the Department of Energy, an interdisciplinary group of professors at WSU Everett will establish a student team to compete in the fourth biennial Collegiate Wind Competition. The competition will take place at American Wind Energy Association WINDPOWER in Denver, Colorado, June 1-4, 2020. Teams will compete in a series of challenges designed to prepare students for a career in wind energy.
- National honor for fostering student democratic engagement – The university was recently selected as a NASPA LEAD Initiative Institution for this academic year. NASPA, a national organization for student affairs professionals, recognizes colleges and universities that are committed to making civic learning and democratic engagement a part of every student's college education. WSU is

among 47 colleges and universities selected nationally and is the only Pac-12 school to be included.

- New PACCAR mentoring program preps business students for work life – The PACCAR mentoring program launched this fall pairs sophomores and juniors with PACCAR employees. After meeting in person during a kickoff event at PACCAR Parts, a division of the Bellevue based company, the employees and students will connect during regular phone calls and Skype sessions throughout the school year. PACCAR mentors will help simulate the business world for students, according to Brad Johnson, a Carson College alumnus and national sales manager for PACCAR Parts. Mentors will answer questions ranging from "What can I wear to work?" to "What software should I use for this project?" PACCAR sees the program as a natural next step to help it recruit top talent.

- Research on hydrogen-powered Unmanned Aerial Vehicles (UAV) – Dr. Jacob Leachman, School of Mechanical and Material Engineering, recently received a $1.8 million grant from the United States Army to demonstrate a liquid hydrogen-powered UAV and refueling system. The $7.2 million total grant from the Army includes researchers from Mississippi State University, Instu Inc., and Navmar Applied Sciences Corporation. UAVs running on liquid hydrogen can fly longer and farther than UAVs running on batteries and require significantly less maintenance than gasoline-powered UAVs. They also produce water vapor as the only emission. More than a dozen WSU undergraduate students worked on the project during the summer.

- NIH grant expands Protein Biotechnology training of Ph.D. students – The National Institute of General Medical Sciences at the National Institutes of Health (NIH) recently awarded WSU $2.3 million over the next 5 years to support the training of Ph.D. graduate students. The grant is a renewal of a long-running training grant that provides essential support for interdisciplinary research and graduate education at WSU. Renewing this competitive grant brings the total NIH investment into the program to more than $10.4 million since it began in 1989 as one of the first nine NIH training grant programs in biotechnology. The training program produces versatile, adaptable scientists and engineers that are poised for productive careers developing biotechnological solution to complex problems.

- Criminal Justice faculty help non-violent offenders take first steps – 2 WSU Criminal Justice faculty members are playing key roles in a national effort to free thousands of non-violent prisoners and help them transition smoothly to civilian life. Dr. Zach Hamilton and Dr. Alex Kigerl are assisting the National Institute of Justice implement aspects of the First Step Act (FSA), new federal legislation designed to create a path to release for prisoners convicted of non-violent drug offenses. The FSA became necessary due to the fallout from the "war on drugs," which led to prison populations quadrupling over the past 30 years. Dr. Hamilton and Kigerl worked on the risk assessment and the needs assessment, so there was a custom score assigned to the inmates based on their violation levels and risk of recidivism.

- Tri-Cities students design prototype to determine layout of radioactive, solid waste – A team of WSU Tri-Cities student mechanical engineers recently partnered with Washington River Protection Solutions (WRPS) to design a prototype instrument that could one day be implemented to assess the exact location, amount, and arrangement of solid radioactive waste in the Department of Energy Hanford Site

tanks. The device could solve a significant challenge at the Hanford site by providing engineers and scientists with a reliable, three-dimensional picture of the layout of solid waste. It would allow the researchers to better assess and prepare for future situations at the Hanford site as compared with currently used methods. Jason Vitali, Chief Technology Officer for WRPS, said the solutions identified by the students during their capstone project were extremely creative, thorough, and have potential for resolving some of the challenges encountered in the high-hazard environment.

President Schulz concluded his report.

II. CONSENT AGENDA.

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

A) Approval of Minutes – May 5, 2019 and June 7, 2019 Board of Regents Meetings

Chair Blankenship 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. STUDENT AFFAIRS AND STUDENT LIFE COMMITTEE REPORT.
Regent Worthy reported on behalf of Regent Schauer who was not able to attend the committee meeting. He said the committee heard a presentation by WSU's new baseball coach Brian Green and new basketball coach Kyle Smith. Regent Worthy said it was an interesting presentation and focused on each of the coach's styles within their respective programs. Coach Smith, with respect to basketball program, employs a highly data driven program and based data the coaching staff selects the starting lineup. Coach Green of the baseball team has spent a significant amount of time with players in team building and cultural exercises. Regent Worthy said both styles and approaches seemed impressive and he looks forward to great things from both Cougar basketball and baseball in the coming year.

V. RESEARCH AND ACADEMIC AFFAIRS COMMITTEE REPORT.
The Research and Academic Affairs Committee reviewed three presentations: Future Action Item – Change the Master of Education (Education Psychology) to Master of Arts in Educational Psychology; Action Item – Establish a Bachelor of Arts in Human Biology; and Information Item – Office of Research Update. Regent Sims reported after review and discussion of the Future Action Item the committee decided to forward that item to the Board for immediate consideration and submitted the following:

Establish a Bachelor of Arts in Human Biology

It was moved and seconded that the Board of Regents approve the establishment of a program in Human Biology and a Bachelor of Arts in Human Biology as proposed. Carried. *(Exhibit B)*

Change the Master of Education (Education Psychology) to Master of Arts in Educational Psychology

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

It was moved and seconded that the Board of Regents change the Master of Education (Education Psychology) to Master of Arts in Educational Psychology (non-thesis option) as proposed. Carried. *(Exhibit C)*

VI.   INSTITUTIONAL INFRASTRUCTURE COMMITTEE REPORT. Regent Powell reported the Committee reviewed and discussed one Information Item: WSU Pullman, Plant Sciences Building, V. Lane Rawlins Research and Education Complex, Building 5 (REC5), Proposal to Complete Facility presented by Vice President for Finance and Administration Stacy Pearson. Regent Powell said the Board of Regents approved REC5 in May of 2017 for a total project budget of $66 million contingent on funding from the legislature. However, when capital funding was approved by the legislature, the appropriation for REC5 was less than anticipated. As a result, the university opted to "shell out" the top two floors of the building for completion at a later date. Regent Powell reported that this is critical space needed for laboratories and student learning, and it has been determined waiting to complete this space at a later date could ultimately be more costly to the university. She further reported Vice President for Finance and Administration Stacy Pearson and College of Agricultural, Human and Natural Resource Sciences Dean Andre' Wright are working together to develop a funding plan that will allow for the completion of the shelled out portion and would return to the Regents for approval at a later date.

VII.   FINANCE AND COMPLIANCE COMMITTEE REPORT. The Finance and Compliance Committee reviewed three Information Items: Internal Audit Update presented by Chief Audit Executive Heather Lopez; FY2019 Fiscal Recover Update presented by Vice President for Finance and Administration Stacy Pearson; and Athletics Budget Review presented by Vice President Pearson. The Committee further reviewed and discussed one Future Action Item: Proposed 4th Year College of Veterinary Medicine Differential Tuition presented by Vice President Pearson. Regent Dickinson submitted the following Action Items for the Board's consideration:

WSU Pullman, Global Animal Health Phase 2, Budget Approval

It was moved and seconded that the Board of Regents adopt resolution 190920-612 and 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 as proposed. Carried. *(Exhibit D)*

State Supplemental Operating Budget Request

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

It was moved and seconded that the Board of Regents adopt resolution 190920-614 and approve the 2020 State Supplemental Operating Budget Request and further 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 as proposed. Carried. *(Exhibit E)*

State Supplemental Capital Budget Request

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

It was moved and seconded that the Board of Regents adopt resolution 190920-613 and approve the 2020 Supplemental Capital Budget request and further 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 as proposed. Carried. *(Exhibit F)*

IX. STRATEGIC AND OPERATIONAL EXCELLENCE COMMITTEE REPORT. Regent Redman reported the committee reviewed the following Information Items: Strategic Plan Update presented by Chief of Staff Christine Hoyt; Fall 2019 Enrollment Update from Provost and Executive Vice President Mitzi Montoya; Response to NWCCU Recommendations presented by Provost Montoya and Vice President for Finance and Administration Stacy Pearson; Modernization Initiative Update presented by Vice President Pearson and Associate Vice President for Finance Matt Skinner; and WSU Spokane Health Sciences Campus Plan Update – An Initiative to Advance Health Statewide presented by WSU Spokane Chancellor Daryll DeWald and Vice President Pearson. Regent Redman further reported the committee reviewed and discussed one Future Action Item: 2021 Board of Regents Meeting Schedule and two Action Items. Regent Redman forwarded the following Action Items for the Board's consideration:

Housekeeping – Resolution for 2020 Board of Regents Meeting Schedule

It was moved and seconded that the Board of Regents adopt resolution 190920-611 and approve the schedule for the 2020 Board of Regents meeting dates as proposed. Carried. *(Exhibit G)*

President's 2019/2020 Goals and Objectives

It was moved and seconded that the Board of Regents approve the President's 2019/2020 Goals and Objectives as proposed. Carried. *(Exhibit H)*

X.   OTHER BUSINESS. Chair Blankenship reported the Board met in Executive Session yesterday with legal counsel to discuss litigation or potential litigation involving the university. He further reported no action would be taken as a result of that Executive Session.

XI.   PUBLIC COMMENT PERIOD. Students Joshua Hiler and Matthew Sutherland provided public comment regarding recent Anti-Choice demonstrations on the Pullman Campus.

XII.   ADJOURNMENT. The meeting adjourned at 9:52 a.m.

Approved by the Board of Regents at its meeting held November 15, 2019, in Vancouver, Washington.

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Chair, Board of Regents

_____
Secretary, Board of Regents

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 *(in millions as of June 30, 2019)*	$470	$502	$515	+ 9%
Endowment Distribution *(in millions)*	$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/) 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.

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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 commitee 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 responsibliy 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 Coug 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 initiaives 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.

The WSUAA – Engaging Alumni Far and Wide

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.

EXHIBIT C
Board of Regents
September 20, 2019

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.

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

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Chair, Board of Regents

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Secretary, Board of Regents

Finance and Compliance Committee
May 4-5, 2017

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.

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Chair, Board of Regents

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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.

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Chair, Board of Regents

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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.

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Chair, Board of Regents

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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:

<div align="center">

2020

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Date	Location
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**:

Date	Location
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.

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Chair of the Board of Regents

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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.

MINUTES
Board of Regents
October 9, 2019

The Board of Regents of Washington State University (WSU) held a special meeting pursuant to call in Open Meeting at 1:00 p.m., on Wednesday, October 9, 2019. The meeting was held on the WSU Pullman campus in Lighty Student Services Building, Room 401.

I.   Call to Order. Regent Brett Blankenship, Chair called the special meeting to order. He welcomed everyone to the meeting and said the purpose of the meeting was consider Action Item 1: WSU Pullman, Plant Sciences Building – V. Lane Rawlins Research Education Complex Building (REC5) Increase Project Budget. Chair Blankenship informed the audience that the Regents would be participating in the meeting by telephone conference call. Chair Blankenship reminded the audience that there would be a public comment period during the meeting and that the public comment period would be after the Board had concluded its business and would be for up to ten minutes. He instructed anyone wishing to make public comment to sign up with Desiree Jacobsen, Executive Assistant to the Board of Regents. Chair Baseler then instructed Desiree to take a roll call.

II.   Roll Call. Present via telephone: Brett Blankenship, Chair; Regents Ted Baseler, Scott Carson, Johanna Pantig, Lura Powell, Heather Redman, Lisa Schauer, Ron Sims, and Mike Worthy.

Present in Pullman: President Kirk Schulz, Interim Provost and Executive Vice President Bryan Slinker, Senior Assistant Attorney General Danielle Hess, Chief of Staff Christine Hoyt Vice, President for Finance and Administration Stacy Pearson, Vice President for Marketing and Communications Phil Weiler, and Faculty Representative to the Board A. G. Rud.

III.   Action Item 1: WSU Pullman, Plant Sciences Building – V. Lane Rawlins Research Education Complex Bldg. 5 (REC5) Increase Project Budget

   Vice President for Finance and Administration Stacy Pearson reviewed the proposed action item.

   After Board discussion, it was moved and seconded that the Board of Regents adopt resolution #191009-615 approving the WSU Pullman, Plant Sciences Building – V. Lane Rawlins Research Education Complex Bldg. 5 (REC5), a $600,000 increase in the project budget, and further delegate to the President or his designee the authority to enter into any and all contracts necessary to complete the project within the budgeted account of $66.6M as proposed.

   Chair Blankenship requested a roll call vote. Motion carried. *(Exhibit A)*

VII.   Public Comment. No public comment.

VIII.   Adjourn. The meeting adjourned at 1:20 p.m.

Approved by the Board of Regents at its meeting held November 15, 2019, on the WSU Vancouver Campus, at the Firstenburg Student Commons, Room 101-103.

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Chair, Board of Regents

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Secretary, Board of Regents

ACTION ITEM #1
WSU Pullman, Plant Sciences Building
V. Lane Rawlins Research Education Complex Bldg. 5 (REC5)
Increase Project Budget
(Stacy Pearson/Olivia Yang)

October 9, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: WSU Pullman, Plant Sciences Building – V. Lane Rawlins Research Education Complex Bldg. 5 (REC5), increase project budget by $600,000

PROPOSED: That the Board of Regents approve the Plant Sciences Building – V. Lane Rawlins Research Education Complex Bldg. 5 (REC5) $600,000 increase in the project budget, 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 $66.6M.

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 on May 5, 2017 with 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 for construction. However, in the 2019-21 state capital budget, the state funded $52,000,000 for construction, for a total project budget of $59,100,000.

As a result of the reduced funding, the top two floors of the facility are left shelled. The University intends to fund $7.5M to complete the remaining floors, using a combination of College reserves and

revenues. The additional funding will result in a new total project budget of $66.6M, or an increase of $600,000.

WSU received $500,000 for pre-design in 2013-15 and $6,600,000 for the design and pre-construction in the 2015-17 state capital budgets. The University requested construction funding in the amount of $58,900,000 in the 2017-19 State capital request and received $52,000,000 for Construction in the 2017-19.

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

The Aerial Site is appended as Attachment A

Attachment A

Aerial Site Map
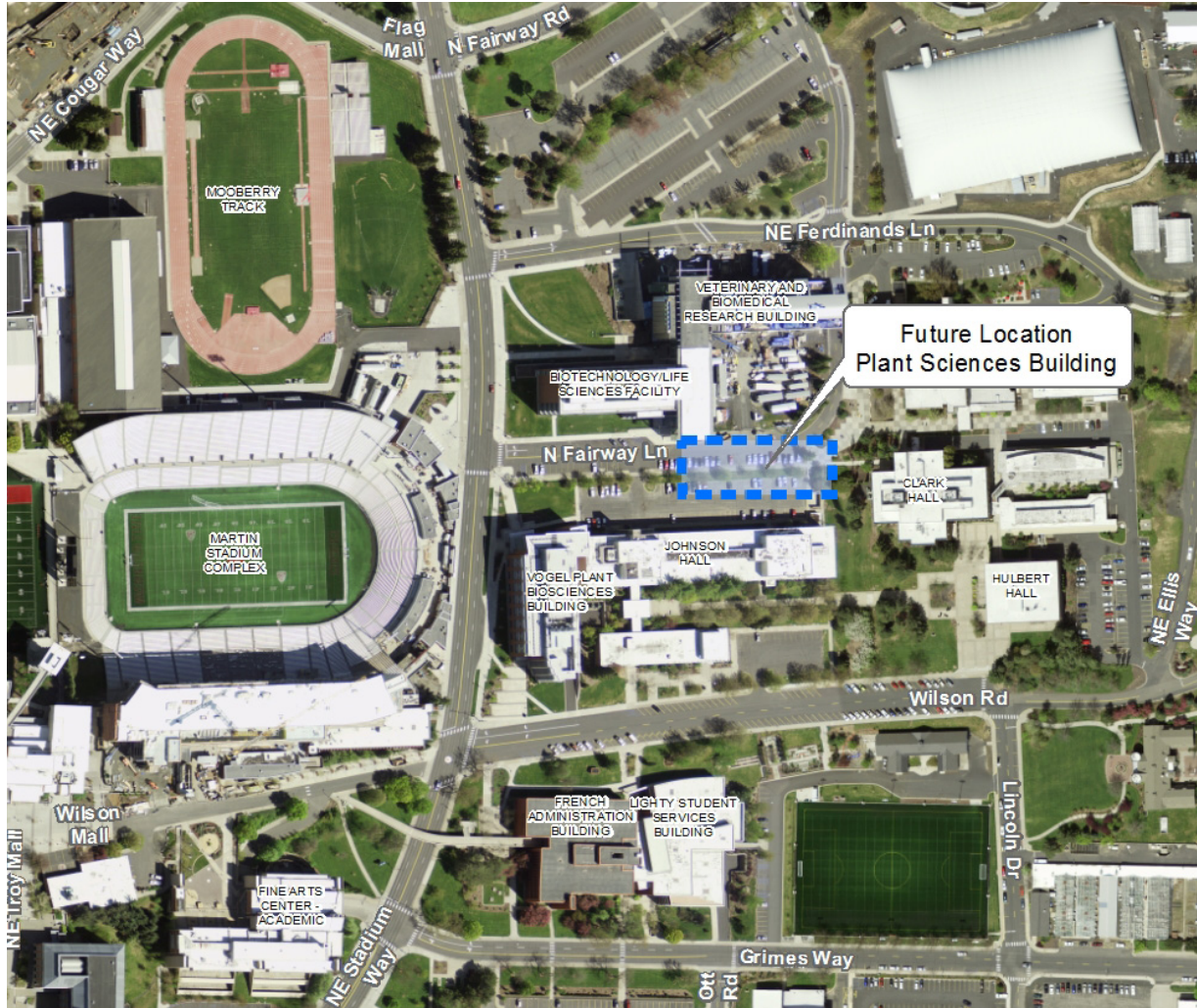
Board of Regents
WSU Pullman, Plant Sciences Building – V. Lane Rawlins
Research Education Complex Bldg. 5 (REC5)
Increased Project Budget

Resolution #191009-615

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 Plant Sciences Building – V. Lane Rawlins Research Education Complex Bldg. 5 (REC5) increased project budget, 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 $66.6M.

Dated this 9th day of October, 2019

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Chair, Board of Regents

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Secretary, Board of Regents

WASHINGTON STATE UNIVERSITY FOUNDATION

November 15, 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:

- Alignment of best-in-industry organizational systems, processes, staffing, and resources continues as WSU Advancement seeks to grow a sustainable philanthropic pipeline to advance WSU's academic, research and service mission. The WSU Foundation Board of Directors approved new Campaign Counting and Reporting Guidelines during their meeting on September 20, as recommended by the Reporting Task Force chaired by Gene Voiland.

  With the new counting and reporting guidelines in place, and thanks to continuing build of systems, the WSU Foundation now has financial reports that provide understanding about historical philanthropic trends at WSU. These reports confirm that FY2019 was the best year in terms of new philanthropic cash distributed to the University in WSU history. Approximately $110 million was distributed to WSU from July 1 to June 30, 2019 to directly enrich academic experiences, create opportunities for discovery and innovation, and to leverage WSU to make tangible, positive impacts across our state and around the globe. Further details will be provided during the Regents meeting.
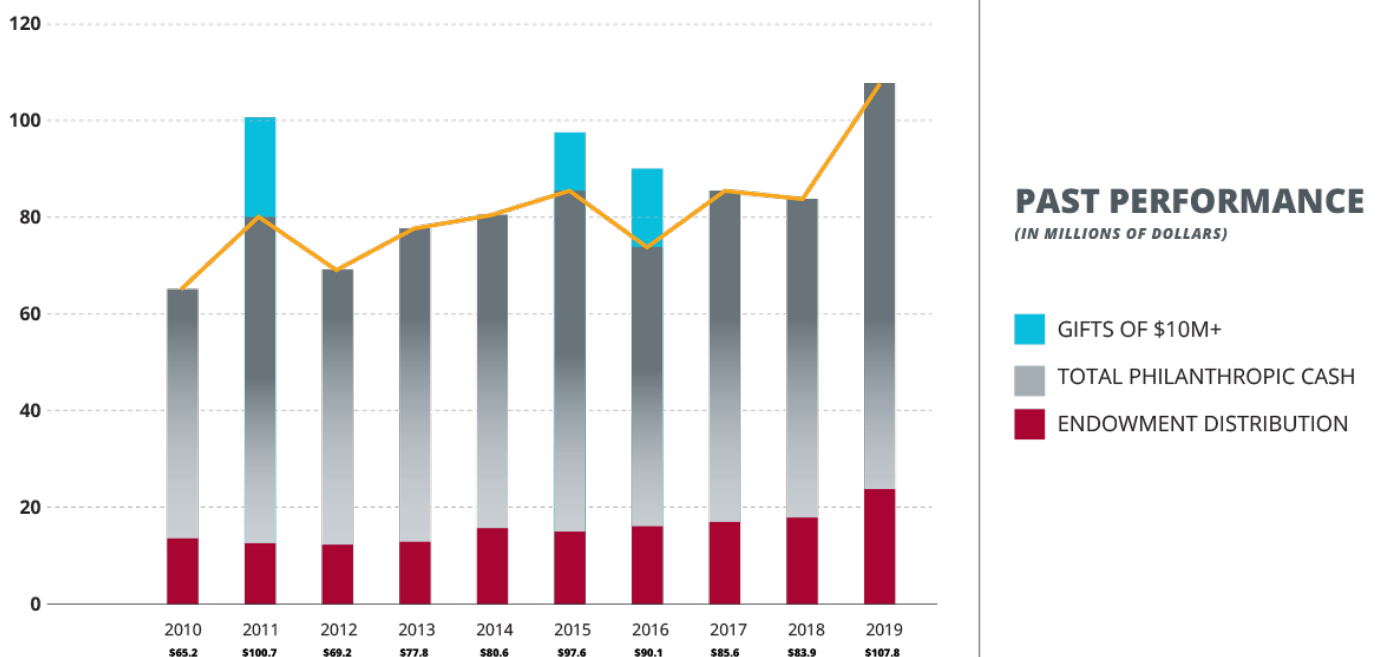
PAST PERFORMANCE
(IN MILLIONS OF DOLLARS)

- GIFTS OF $10M+
- TOTAL PHILANTHROPIC CASH
- ENDOWMENT DISTRIBUTION

2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
$65.2	$100.7	$69.2	$77.8	$80.6	$97.6	$90.1	$85.6	$83.9	$107.8

November 15, 2019

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

Update on the Faculty Manual Project
Given the substantial updates to the faculty manual, we have created a page (https://facsen.wsu.edu/faculty-manual-project) to track changes in order to make this process transparent. Updates include:

- The faculty manual reorganization was passed by the senate on October 13. In this reorganization, we have combined all references to faculty by topic rather than by track or tenure status. Work continues refining policy language around our new Tracks and Appointments for career track faculty. Professor Steve Hines is chairing the Faculty Affairs Committee and has been meeting with administration and faculty to help draft good policy.
- Updates to Section IV.I, referring to proceeds from faculty-authored materials, has passed and we are now compliant with Washington State Executive Ethics Board guidelines.
- A major goal for the remainder of the academic year includes updating Section III.C.3 concerning annual reviews. We will be working with the provost's office to develop guidelines for a faculty dossier composed of three portfolios (for example, teaching, research, service, extension, or entrepreneurial activities). The dossier would then provide a more complete picture of faculty activity as it relates to our mission and be a key component of the annual review process.
  - As part of this process, we envision a redesign of the Teaching Portfolio (https://provost.wsu.edu/teaching-portfolio/) to be based on three major components: student feedback on instruction, formative peer evaluation of teaching, and teaching self-reflection. An additional component based on the scholarship of teaching would be included where appropriate. This effort is being led by the provost's office and senate. Professor Bill Davis, representing the associate deans group, has taken a leadership role in this effort.

Update on Faculty Participation in Strategic Planning
Faculty senate leadership has been involved in our recent system-wide strategic planning process with the goal of producing a meaningful document that captures our land grant mission and values while defining short-term goals and objectives (as well as strategies and tactics). Unlike prior planning work, our goal is for faculty to work in partnership with the president and provost to develop an annual planning process that can quickly respond to opportunities by encouraging innovation in teaching, research, and creative activities. Broad faculty participation is critical in order for the faculty community to have strong buy-in for the plan. Updates:

- A pilot survey was sent to 120 faculty, chairs, and deans in summer of 2019 with a response rate of 72%.
- An all-university survey was constructed and delivered in August of 2019 with 1,845 responses of which 32% identified as faculty.
- A planning conference was held on October 28th. While this conference had about 125 faculty members register, far fewer attended.

All feedback from these efforts is publicly available via a DropBox link on the strategic planning website (http:///strategicplan.wsu.edu). As we move forward, it is proving difficult to recruit faculty, especially research active faculty, to participate in planning. Reasons for this lack of participation include increasingly heavy workloads, a lack of trust in the planning process, a perception that faculty participation will not result in meaningful change, or that very narrow interests are given priority at the expense of broader constituencies. The latter reasons are based on past experience and lack of evidence of change from prior efforts (The Grand Challenges initiative serves as a stand-out example). We are struggling to find ways to overcome this resistance and to engender trust in a new process. Nonetheless, Faculty Senate leadership remains committed to helping craft a strategic plan for WSU that addresses the evolving concerns of our increasingly diversifying faculty population.

STUDENT GOVERNMENT
ASWSUV

November 15, 2019

To: All Members of the Board of Regents
Subject: ASWSUV Regents Report
Submitted By: Davina Cepeda, ASWSUV President
                      Ana Betancourt Macias, ASWSUV Vice President

The mission and objectives of ASWSUV this year all correlate to the roots of the platform that we ran on: putting students first. We highlighted this as our platform because from our collective experiences within ASWSUV and as students, at the end of the day the work that we do is rooted back to how we can benefit our students. Keeping in line with the pillars of WSU Vancouver, our platform, and intertwining community engagement, we integrated a couple of key projects and initiatives for our students through the following: Club Operational Budget (COB), debunking food insecurity, and addressing mental health.

Club Operational Budget (COB)

With growing student engagement, club activities have increased from the previous year as more than 75% of the 28th Senate Allocation Pool (SAP) was requested from student clubs for major key events revolving around cultural events, activities, and more. This year we rolled out our first COB, with the budget starting at $60,000 for the entire year – which cut our SAP to $30,000. Multiple clubs have vocalized their excitement for this process, and requests were rolling in since the beginning of August until the hearing dates at the end of September. Clubs would go through an application process and request items they may need for events or club necessities that would also benefit students outside the club. After all club hearings, the entire COB was successfully allocated to 21 individual clubs resulting in an average of $2,857 per club. We're hoping to go through a reflection process and follow-up with clubs at the end, and project an increase in the COB budget for next year as multiple clubs have mentioned in their hearings that they plan on having at least one key event per semester.

Debunking Food Insecurity

A lot of our students fall within a variety of income brackets, and since WSU Vancouver is also home to a lot of non-traditional students, food insecurity has been on the forefront of

our minds in ASWSUV. We have partnered with our Cougar Food Pantry this year to try and not only provide awareness of the free resource such as the pantry to our students – but also debunk the myth revolving around food insecurity. We have done this by first rolling out an informational video guiding students through the process of requesting food, encouraging student leaders and community members at our events to donate food to our pantry, and remaining conscientious of the language we use while promoting that all students can benefit from this resource. Our next steps include collaborating with community organizations such as the Clark County Food Bank and seeking opportunities for donation boxes in the community for our students.

Mental Health Awareness

Alongside food insecurity, another key topic this year for us on campus is mental health. On top of academic responsibilities, our students have variety of responsibilities they have when they leave campus – some may have dependents that they need to take care of, special circumstances may arise, or more. ASWSUV has continuously supported our Student Wellness Center on campus and highlighting mental health this year is one way we promote the free services students can get through the center. We also decided to host an event revolving around wellness called "October Hope & Health" and connected with the community by inviting local insurance companies, wellness clinics, and other organizations to our campus with the goal of getting students (and their families) connected to the resources outside of campus. We want our students to make sure that they are not only taken care of on campus, but also their families are as well.

November 15, 2019

TO: ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: GPSA Board of Regents Report

SUBMITTED BY: Ralph Chikhany, GPSA President
                             Matthew Sutherland, GPSA Vice President of Legislative Affairs

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

Graduate Writing Center: The GPSA has allocated $10,000 of its budget for 2019-2020 to help support the Graduate Writing Center (GWC). Using these funds, a new 10 hour/week position that started in October was added to the GWC. This position was assigned to a graduate student. In addition, we will be relocating the GWC to a new space and providing more desks and equipment to help make the space more welcoming to graduate students. Following our efforts, the graduate school agreed to provide another GA position for the GWC in the Spring. All of these initiatives will allow the GWC to hold additional walk-in hours and more free weekly one on one appointments for graduate students.

Advocacy in Olympia: Graduate Students need representation in Olympia. GPSA Senate has voted to allocate a portion of our budget to housing for our VPLA to be able to lobby fulltime in Olympia. With UW's GPSS doing the same, this will be the first-time graduate students will have full time lobbyists in Olympia. This is a big step in advocacy for our group and allows us to be more effective in our advocacy.

Resolutions in Senate: Our Senate passed two resolutions. The first was to support the retrial of Dan Hargraves. Our Association and our constituents are disgusted by the willingness of anyone to take advantage of our students. We understand the victim did not want to retry and of course, respect that. We want to express concerns with how the trial was conducted by prosecutors and call on leadership to be vocal in support of taking away Hargrave's credentials, so he cannot be a police officer anywhere again. We also passed a resolution, jointly with ASWSU, to call on our administration to add "Citizenship and Immigration status" to protected classes in Executive Policy 15. We think this is a critical forward-thinking step in shaping policy at WSU to keep students protected, clarify policy, and ensure our University is proactive in student relationships. We are hoping to see administrators and leadership support this change.

Legislative Updates: GPSA sent four executive members (ourselves and two directors) to Washington D.C. for the NAGPS annual Legislative Action Days (September 27-October 1) where we had the opportunity to meet with our representatives in D.C. to advocate for higher education initiatives. We also sent four members (including the president) to the University of Kentucky for the Leadership Academy and NAGPS National Conference (November 7-10) where they had the opportunity to learn about programs, services and legislative initiatives of graduate student governments from universities in the United States. The president represented GPSA at the Washington Student Association in person General Assembly on October 12-13, where many fruitful discussions pertaining to grad/professional students happened with the University of Washington's GPSS president, among other Washington State student government representatives.

November 15, 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 received an operating budget for FY20. Previously, APAC never operated on a true operating budget or followed best practices in terms of budget reconciliation. We started conversations with President Schulz in April and after working collaboratively with the Office of the President and Office of the Provost we have an operating budget and our budget committee is diligently working on APAC policies and procedures for our fiscal health.
2. APAC held the fall professional development seminar, Kevin Parker, former Washington State Representative, who discussed servant leadership, adaptive leadership, and change management. Total of attendance, morning and afternoon sessions, was 280 individuals across the entire WSU system. This winter, on President's Day, APAC will host a round table discussion around constitutional rights, the current political climate, and its effect on students and the workplace. This will allow our staff and faculty to better understand and work with our students and each other. This topic was specifically requested at our Tri-Cities forum. We are also actively working on our spring seminar speaker.
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, and The Commission on the Status of Women, among others.
4. APAC has hosted 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 on October 1st and WSU Vancouver on November 13th. We are looking at a WSU Pullman forum and a WSU Extension forum. 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.
5. APAC is proud to be represented on the Provost Search Committee with our colleague Anna McLeod, Associate Director of Student Services at WSU Everett.
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.

November 15, 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

A Homecoming to Remember
At its semi-annual fall meeting, the WSUAA Board of Directors met to discuss important initiatives. As such, the WSUAA Nominating Committee recommended and the Board approved Shelly Spangler ('07) as the next vice president of the WSUAA. Shelly is the System Manager of Finance at SCL Health in Denver, Colorado, and current president of the WSUAA Colorado Chapter. In addition, Vice President of Advancement Lisa Calvert provided the Board with a strategic update of Advancement priorities, including the introduction of nationally-known advancement consultant Bob Burdenski who is currently completing an assessment of the WSUAA. He presented preliminary information and recommended actions to the Board after interviewing over 30 people.

The WSUAA Fall Leadership Conference, hosted over the same period during Homecoming weekend, had a heavy lineup of events and presentations. Special guest speakers including Regent Scott Carson, President Kirk Schulz, and Chancellor Mel Netzhammer energized WSUAA volunteers on a variety of timely topics. Chapter leaders from all over the country participated in a cultural competency training session to better represent the university and association to their constituents. Participants also honed their recruitment and interpersonal skills.

Additional WSUAA events over Homecoming Weekend included *The Feast* featuring Cougar-connected Cinder Wines, the annual Homecoming Bonfire and Pep Rally hosted by the WSUAA's Student Alumni Ambassadors (and highlighted in the recent HBO special on WSU Athletics), and the always-popular exclusive Platinum Life and Life Member Reception.

BECU Partnership
As part of WSU's relationship with BECU, the credit union will begin supporting the WSUAA's New-Grad Membership Program this December. This program provides a three-year membership to all new WSU graduates from all campuses, including the Global Campus. The WSUAA is also working with BECU to conduct financial literacy training events in Seattle and Spokane this spring, as well as online opportunities for those graduates outside of Seattle and Spokane. Additional in-person financial literacy events will be rolled out to other campuses over the coming year. The programming will include relevant tools for recent graduates from all WSU campuses like information on managing your budget and student loan payoff, tips for purchasing a house, and other pertinent topics.

ASU PreGame
The PreGame events, WSU's official tailgate at select away football games, have concluded for the regular season. In Tempe in October, over 1500 Cougs were welcomed to this incredible invigorating event. Like all PreGames, Cougs enjoyed food and drinks, Cougar gear from The Bookie (at select locations), a selfie with Butch, and a fantastic atmosphere, but the highlight of the event was hearing from President Schulz and Athletics Director Pat Chun. Pat put it best to the crowd when he told them it felt just like a home game, even in the heart of ASU country. Engaging Cougs near and far remains one of the primary goals of the Alumni Association.

The WSUAA – Cougs Lead the Way

ACTION ITEM #1
Proposed 4th Year College of Veterinary Medicine (DVM)
Differential Tuition Rate
(Stacy Pearson/Bryan Slinker)

November 15, 2019

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Proposed 4th Year College of Veterinary Medicine (DVM) Differential
                     Tuition Rate

PROPOSED: That the Washington State University Board of Regents approve a 4th-year
                     DVM differential tuition rate equal to 13/15 of the regular semester tuition
                     rate. This rate would be effective for students entering the fall 2020
                     semester, but would not be applied until their final year of study. Based
                     upon current CVM tuition rates, this amounts to $11,156 ($10,636
                     operating fee plus $520 building fee) per student. This differential amount
                     would apply equally to both resident and non-resident students (i.e., no
                     non-resident differential).

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

SUPPORTING
INFORMATION: The amount of differential tuition discussed in September was based upon
                     the current operating fee only, whereas tuition, as defined in statute, is
                     inclusive of the operating fee and the building fee. Thus, the amount
                     shown above is slightly higher than initially presented in September, and
                     is shown for illustrative purposes only. If approved, the tuition differential
                     going forward will be calculated as 13/15 of the CVM tuition rate, and will
                     adjust accordingly based upon the regular term rates in effect at that time.

ATTACHMENTS: Attachment A - Rational for a differential rate for the 4th year of the DVM
                     curriculum

                     Attachment B - Student comments in response to differential tuition rate

ATTACHMENT A

Proposal for 4ᵗʰ-year DVM Differential Tuition Rate

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 model to shift from the traditional 8 semesters of tuition charges (2 semesters each for 4 academic years of study), to a differential tuition rate for 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 rate of $11,156 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 of tuition the proposed differential tuition rate 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 (approximately 15 weeks per semester), and thus the fee is computed as 13/15 (0.8667) of a normal semester operating fee. Further, **we propose that this would be a differential tuition rate that applies equally to both resident and non-resident students** (i.e., no non-resident differential). At current year rates, this would generate approximately $1.4 M in additional gross revenue.[2] Rolled ahead to the effective date in FY2024, it would be adjusted to correspond with any intervening tuition increases. This differential tuition rate would go into effect for the class of 2024, and thus any currently enrolled student would not be subject to the differential 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 4ᵗʰ year differential rate for the DVM curriculum is multifactorial.
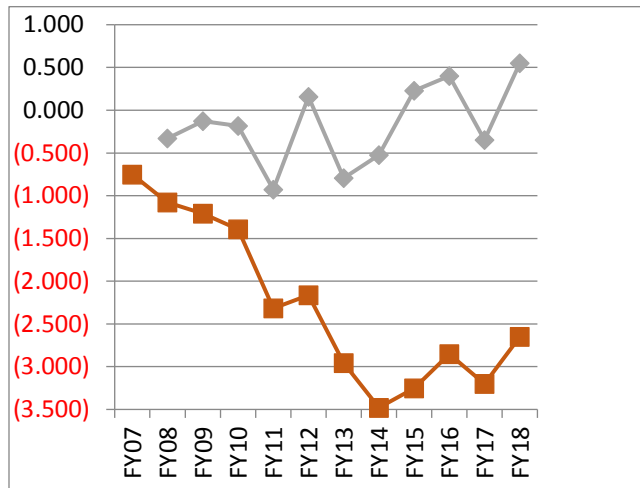
At the highest level of consideration, without appeal to specific factors, the 4ᵗʰ year is by far the most expensive year of DVM education to deliver, and apart from that consideration, it is a full 12 month year, and not a normal 9-month academic year.

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 represents

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[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 fee 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.

the annual operating surplus/deficit for the year, while crimson represents the cumulative carry-forward balance. Note that these are net numbers after 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 offset much of any new revenue generated by service fee increases, other specific factors that have added significantly to the expense side of the ledger are:

3) An internal audit in 2014 identified several significant risk areas in VTH business processes, necessitating the addition of several staff positions. 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 and benefits costs escalate. VTH funded these investments.
4) Most staff are paid from revenue. Therefore, each annual mass salary increase for Civil Service employees (most of our VTH staff) and A/P employees, along with the periodic step 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.
6) The ERP overhead assessment on all non-grant 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 benefits are paid from VTH revenue).

> The sum of the FY19/20 effects of items 3 through 7 above 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 items 4 through 7 above, 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.

The factors above put pressure on recurring funds for existing operations. In addition, there are areas, detailed below, 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…1) 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 heavily 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 results in DVM students being utilized more heavily on some services.   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 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 be a multi-year build

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

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 foundations[4]. 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 students better prepare for financial success in all dimensions, including handling their significant educational debt.
5) Enhanced basic dentistry education, probably based at Seattle Humane Society.

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

For a four year period after the "Great Recession", the State Legislature held resident undergraduate tuition flat for two years (13/14 and 14/15) and then reduced resident undergraduate tuition, with backfill, for two years (15/16 and 16/17). DVM tuition was held flat during this timeframe along with all other categories of tuition (even though there was no backfill appropriated for these rate freezes). Although a mere microcosm of the impact this had on the larger dependence of WSU broadly on

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[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.

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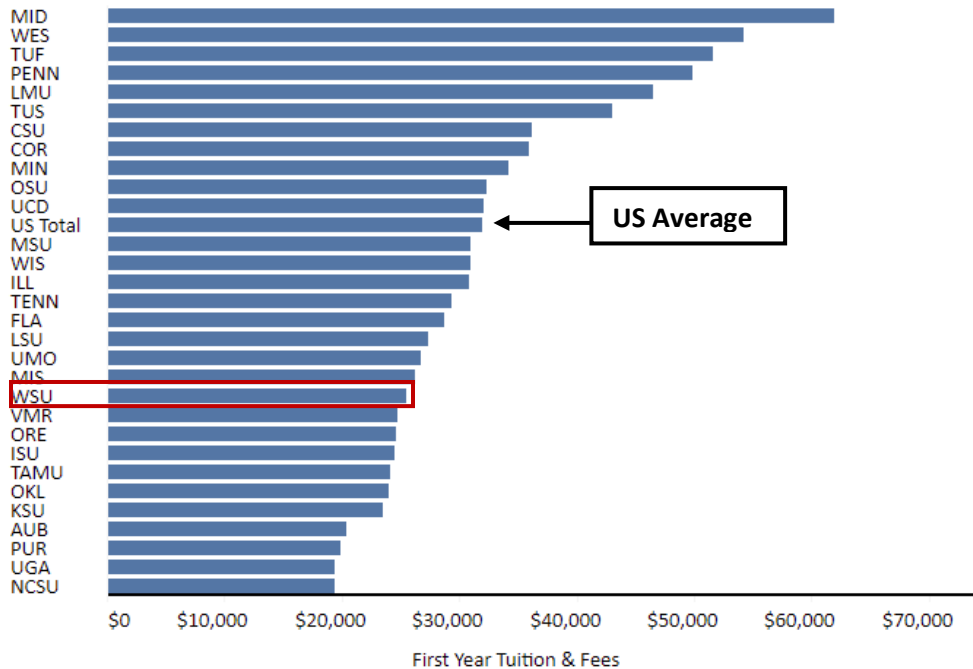
Appendix A: Summary of US Veterinary Schools that impose 4th year surcharges

School	Surcharge	Amount	Notes
Auburn	yes	10,294	this is the semseter tuition and fees; they state that a 3rd summer semeseter is charged; I assum 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		
Western	no		
Wisconsin	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.
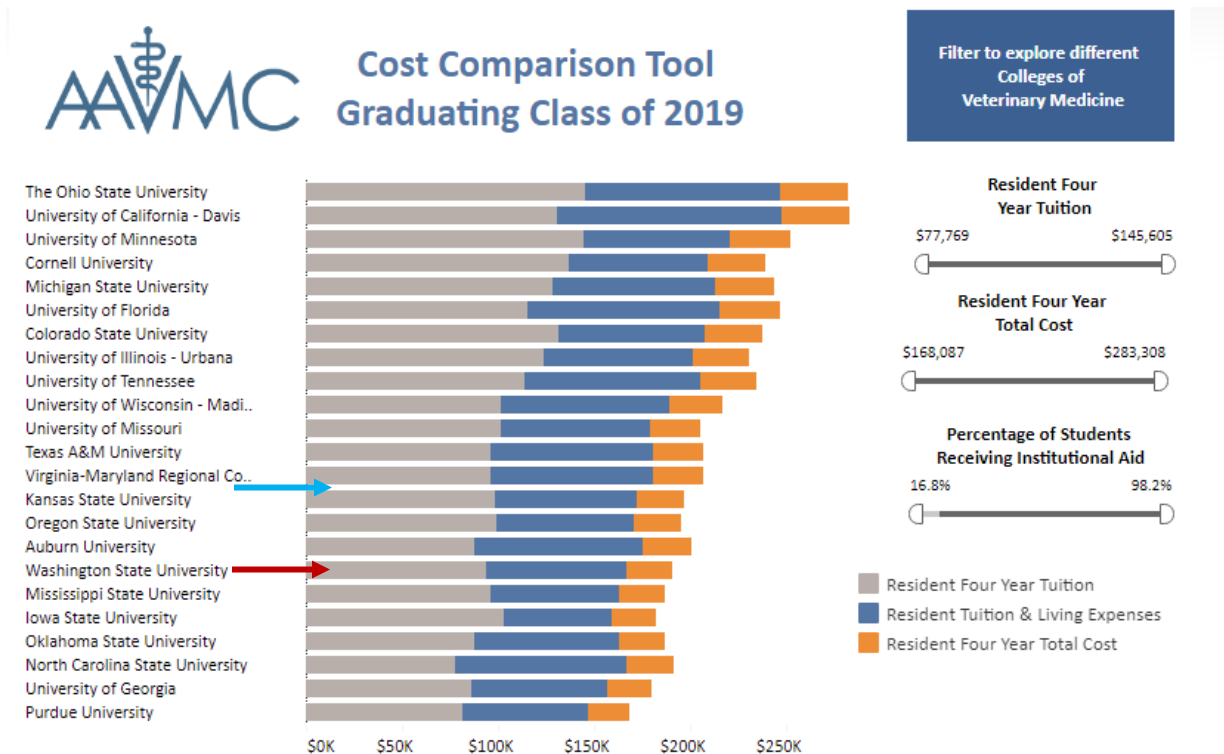
> The relatively better position for WSU CVM in the total 4-year resident tuition and fee cost compared to 1st-year tuition is due to the fact the 11 of the 30 U.S. Schools have a surcharge in the 4th year, ranging from $1,027 (Texas A&M) to $16,626 (Ohio State)…see Appendix E.
>
> We propose a 4th-year fee 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 fee in current dollars is $10,637.**[5]

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[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). Seven[6] 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:
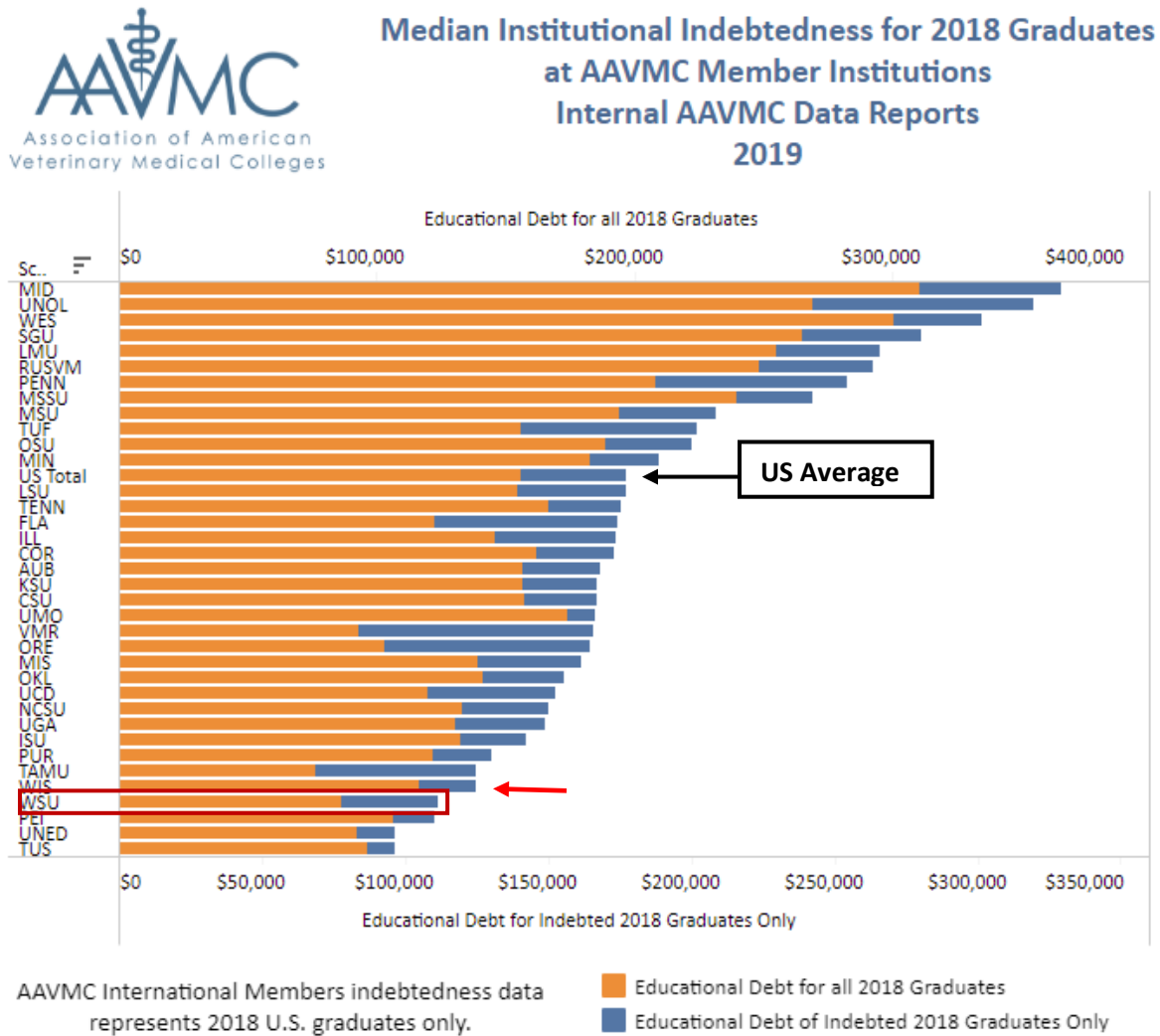
- Because we propose this fee is not effective in FY2024, the exact relative position is unknown, but because all schools can be expected to have their costs go up we anticipate we will still be in the same relative position in the market.
- Also, the exact amount of the proposed fee is not known because 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.

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[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 fee.

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.

ATTACHMENT B

In response to a proposal for a 4th year DVM differential tuition rate that would go into effect for the Class of 2024, the following student comments were received :

Good Afternoon,

I would like to submit comments for your review and submission to the Regents about the proposed tuition increase for our 4th year education.

I have reviewed the proposal, and there were many good points brought to my attention. For example, I did not consider that increasing the case load proportionally increases a lot of the costs of operation so that the revenue is not all that great. I also agree that we are underserved in terms of support staff, and there is no way to increase the help we have without spending more money on them. All of that being said, I have a very visceral reaction to the idea of paying more money to work as hard as we do at the VTH. A lot of this visceral reaction stems from my belief that I don't think many of the rotations at the VTH actually provide us with very much learning opportunity. I feel as if I am working as a technician and paying for it on top of that. Many of these same feelings were voiced by my classmates during the recent meeting with Dr. Sellon and Dean Slinker, so I know I am not alone. In particular, I made very few medical decisions and was hardly asked to think critically in rotations such as Small Animal Soft Tissue Surgery, Oncology, Radiology, Large Animal Overnights, and Equine Surgery. The reasons for my lack of opportunity to learn during these rotations varied by the rotation, and I would be happy to discuss these issues further. Ultimately, however, in regards to the tuition increase, I feel that the increased cost would not be offset by what we gain as students. I don't even particularly feel that the cost we are paying now is worth the benefit we receive from this fourth year of education. I would like to mention, though, that the off-site rotations offered (Seattle and Boise Humane, Dermatology, Preceptorships) have been very instructive and worthwhile for me, and under no circumstances should these programs be reduced in any way.

I would be ok with paying more for the fourth year of veterinary training if (and only if) you could truly guarantee that we would be learning more than we do now in the VTH and doing less work that should technically be the duty of our support staff. I know this was a point that was mentioned in the proposal as a reason to increase the fourth year tuition, but my fear is that the tuition increase will be instated without ever making true changes to the system. I think it would be near impossible for anyone to promise that the system would change so dramatically by just increasing the tuition and hiring a few more technicians. Instead, I believe we need a complete overhaul of the teaching framework at the WSU VTH and out of the box ideas to increase revenue before we consider tuition increases. One idea I have to increase revenue in a revolutionary way is

to increase the number of emergency patients that are seen through services like the Emergent Service. Since this service does not have a student, they do not have the burden of teaching, and I imagine they can get through cases with slightly less opportunity cost. An additional idea would be to increase the Community Practice Service's capacity. I imagine that they have lower operating cost than specialty services, especially for things like vaccine appointments. It is also the best training for students because it is similar to what the majority of us will be doing in general practice. Finally, you could offer an opportunity for clients to sponsor 4th year veterinary students or the 4th year of education through programs similar to the Good Samaritan Fund that is already in place for pets.

I hope these comments have been constructive, and I hope they will be considered by yourselves and the Regents when the 4th year tuition increase is considered.

Thank you so much for your time.

Katelyn Waggoner
WSU CVM Class of 2020 Secretary
2020 DVM Candidate

I recently recieved this announcement forwarded from a classmate and wanted to weigh in. I would like to know how a fourth year, who is actually making the school money, deserves to pay a larger tuition fee. Our fees to clients are so low I had clients travel hundreds of miles past other qualified professionals to seek our costs. I worked long nights far past my scheduled hours because your hospital is understaffed and I was forced to be man-labor that sincerely detracted from my learning experience. If vet students were paid their working conditions would not be legal (working 15hr days for 14 days straight on overnights) and I feel the tuition increase is only further exploiting these hard working students. The vet school industry is turning further and further into a greedy business and and seems to increasingly prioritize profits over student learning and welfare. Our debt to income ratio is one of the worst of professions out there and instead of trying to combat this WSU is looking to profit from it.

I'm becoming increasingly disappointed in the program at WSU and I hope the program starts taking the points brought up by students at last weeks meeting seriously before our hard-earned degrees become less valued as Washington State loses respect from our professional communities.

I know there is little chance my voice will be heard on this issue but, nonetheless I felt it important to speak up.
-Dr. Taylor Dowell
WSU DVM Class of 2019

ACTION ITEM #1
2021 Board of Regents Meeting Schedule
(Kirk Schulz)

November 15, 2019

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:

<div align="center">2021</div>

Date	Location
January 21-22, 2021 (Retreat)	TBD
March 11-12, 2021	Tri-Cities
May 6-7, 2021	Spokane
June 3-4, 2021 (Retreat)	TBD
September 16-17, 2021	Pullman
November 18-19, 2021	Vancouver

BOARD OF REGENTS

2021 Board of Regents Meeting Schedule

Resolution #191115-616

BE IT RESOLVED that the Board of Regents of Washington State University hereby adopts the following schedule of meeting dates for 2021:

Date	Location
January 21-22, 2021 (Retreat)	TBD
March 11-12, 2021	Tri-Cities
May 6-7, 2021	Spokane
June 3-4, 2021 (Retreat)	TBD
September 16-17, 2021	Pullman
November 18-19, 2021	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 15th day of November, 2019.

_____
Chair of the Board of Regents

_____
Secretary of the Board of Regents