The Faculty Senate was called to order by Vice Chair, David Stock, on Thursday, April 3, 1997, in FSHN, T101, at 3:40 p.m. Fifty-one (51) members were present twenty-six (26) members were absent with five (5) vacancies. There were eight (8) non-voting members present. (See attached attendance sheet.)

Minutes of March 6, 1997 Meeting were approved as circulated.

Announcements (Information Items).

1. Faculty Senate officers and administrators met in joint meetings on March 11 and 25, 1997.
2. Faculty Senate officers met with President Smith on March 25, 1997.
3. Responses from Interim Provost G. Gamble on Senate Actions taken at the December 12, 1996, January 30 and February 13, 1997 meetings Exhibit B is as follows:

March 12, 1997

TO: Faculty Senate
FROM: Geoffrey L. Gamble
SUBJECT: Faculty Senate Actions

The actions taken by the Faculty Senate at its December 12, 1996 meeting are noted as follows:

1. The recommendation from the Academic Affairs Committee approved by the Faculty Senate for Undergraduate Major Change Bulletin #14 and #15 and Addendum 1,2 and 3, is approved.

2. The recommendation from the Academic Affairs Committee approved by the Faculty Senate for Addition to Rule 6 Transfer Credit is approved.

3. The resolution from the Budget Committee approved by the Faculty Senate for Faculty Salary Support is noted.

4. The recommendation from the Graduate Studies Committee approved by the Faculty Senate for Graduate Major Change Bulletin #6 and Addendum 6 is approved.

cc: K. DePauw S. Savage
S. Giffen M. Nielsen
T. Purce K. Kravas
R. Smith E. Madison
S. Smith

March 12, 1997
TO: Faculty Senate
FROM: Geoffrey L. Gamble
SUBJECT: Faculty Senate Actions

The actions taken by the Faculty Senate at its January 30, 1997 meeting are noted as follows:

1. The recommendation from the Research and Arts Committee approved by the Faculty Senate for an International Business Institute is approved.

2. The recommendation from the Academic Affairs Committee approved by the Faculty Senate for the Academic Calendar for the years 1997 through 2000 is approved.

3. The following resolution passed by the Faculty Senate is being held until a legal ruling can be obtained.

Instructors have the authority to require students to make up lecture and laboratory contact hours, including scheduling such hours on evening and Saturdays, whenever University holidays create unequal opportunities and time demands for students enrolled in the same or equivalent courses.

cc: K. DePauw S. Savage
S. Giffen M. Nielsen
T. Purce K. Kravas
R. Smith E. Madison
S. Smith J. Geller

March 12, 1997

TO: Faculty Senate
FROM: Geoffrey L. Gamble
SUBJECT: Faculty Senate Actions

The actions taken by the Faculty Senate at its February 13, 1997 meeting are noted as follows:

1. The recommendation from the Academic Affairs Committee approved by the Faculty Senate for Revision to Rule 53 Certification is approved.

2. The recommendation from the Academic Affairs Committee approved by the Faculty Senate for Undergraduate Major Change Bulletin #16 is approved.

3. The recommendation from the Graduate Studies Committee approved by the Faculty Senate for Graduate Major Change Bulletin #7 is approved.

cc: K. DePauw S. Savage
S. Giffen M. Nielsen
4. VWSU Faculty Advisory Committee charge and composition Exhibit C is as follows:

March 26, 1997

TO: Deans and Department Chairs
FROM: Mahmoud M. Abdel-Monem
SUBJECT: VWSU Faculty Advisory Committee

Recently Professor Val Limburg, Chair of the Faculty Senate, and I established a committee to develop an implementation plan for VWSU. The charge to the committee is to articulate a vision for VWSU and reach consensus on an implementation plan for consideration by the university community at large. The following is the membership of this committee:

Paul Brians, Chair Liberal Arts
Roger Willett Sciences
Gregory Hooks Liberal Arts
Tom Brigham Liberal Arts
Mary Lanier-Sanchez Liberal Arts
Joan Winther-Grenier Sciences
Roy Rada Engineering & Architecture
Randy Day Agriculture & Home Economics
Tim Crawford Veterinary Medicine
Mike Trevisan Education
Etta Hollins Education
Jim Eimborg. Libraries

I am writing to inform you of the establishment of this committee. If you have any comments or if you would like to nominate additional individuals to serve on this committee, please write to me at monemC@mail.wsu.edu.

cc: Val Limburg Paul Brians

Cl 1.0921

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5. The Nominating Committee for Faculty Senate Officers reports the following candidates for Faculty Senate officers. Vita will be included in the next Senate agenda. Senators wishing to nominate anyone must submit the name and vita to the Senate office by April
10. Only those who have served in the Senate in the last two years are qualified to serve as Chair or Vice Chair.

Candidates are:
Chair: David Stock
Vice Chair: Robert Greenberg
Legislative Representative: Carolyn Clark

6. Faculty Senate Standing Committees reported committee consideration on the following issues (agenda and previously reported items not included) at the March 27, 1997 Steering Committee meeting:

**Extended University Affairs:** Proposed New Learning Center Sites; BA in Business Administration Extended Degree.
**Academic Affairs:** Procedures for Review of Undergraduate Degree Programs.
**Research and Arts:** Two Year Review of SERIAG
**Faculty Affairs Committee:** Procedures for Documenting Merit Ratings.

Reports.

1. Remarks by the Vice Chair.—D. Stock

Stock called the Senators attention to the document on VWSU and told them if they wanted input on it to contact a member of the Committee listed in the document. Stock stated that the Attorney General’s office reported that the resolution passed by the Senate on making up assignments due to holidays was legal as long as it was in the WSU Time Schedule and also listed in the class syllabus. Stock stated that Academic Affairs will write this up in the form of a rule and bring it to the Senate for approval.

2. Report from Legislative Representatives.—E. Austin, C. Clark

There was no report.

Additions or Changes to the Agenda.

Agenda Items (Action Items).

1. Recommendation from Faculty Affairs Committee for a revision to the 1992 Faculty Manual pg. 61, Section IV, Termination, Nonreappointment Exhibit E from 3/6/97 is as follows:

To: WSU Faculty Senate
From: Ken Duft, Chair, Faculty Affairs Committee
Date: February 26, 1997
Subject: Motion to Approve Suggested Change to Faculty Manual

The proposed change to the Faculty Manual as found in Exhibit C of the January 30, 1997 Agenda of the Faculty Senate was referred back to the Faculty Affairs Committee on the basis of concerns expressed by Senator Chevalier. Those concerns focused on the
presumption of an internal inconsistency and a question regarding whether or not the intent of the change required a vote of tenured faculty within each departmental unit.

Faculty Affairs has reviewed, once again, the content of their motion (and the suggested change) and concluded that there exists no internal inconsistency with other provisions of the Faculty Manual. In particular, those provisions which call for termination are addressed under those sections referencing violations of the professional code of ethics (termination for cause) and conditions of declared financial exigency. Each of the above conditions "stand alone" and are not affected by the proposal to alter those conditions precedent to "nonreappointment". Further, it was the intent of FAC that under those conditions where a department chair, "shall consult with the dean and tenured members of the department" (as opposed to doing so normally), such consultation SHALL NOT imply that an official or unofficial vote be taken regarding the pending act to non-reappoint.

The Faculty Affairs Committee reaffirms its support of the proposed change. That support rests on its belief that the proposed change measurably enhances the protection afforded WSU faculty under those conditions where actions to non-reappoint are being considered.

The Faculty Affairs Committee voted to make the following editorial change on the last paragraph of the 1992 Faculty Manual page 61 titled Nonreappointment. The word "normally" has been removed.

A faculty member on appointment without terminal date and without tenure should make no presumption of reappointment, including reappointment with tenure. A nonreappointed faculty member will be advised in writing by the department chair as soon as it has been decided that the appointment is not to be renewed. Normally, This decision shall be made by the department chair in consultation with the dean and tenured members of the department involved. This notification will be given to the faculty member as follows: (1) at least three months in advance of the termination of services if he or she is in the first year of employment; (2) at least six months in advance of the termination of services if in the second year of employment; (3) at least twelve months in advance of the termination of services if he or she has been employed by the University for two years or longer. At the request of the faculty member, a written statement of the reason for nonreappointment shall be provided.

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Motion carried.

2. Recommendation from Academic Affairs Committee for General Education Goals and Outcomes for WSU Baccalaureate Program Exhibit G from 2/13/97 and New Exhibit D are as follows:

September 25, 1996

To: Glen Hower, Chair, AAC
From: Roger Schlesinger, Chair, General Education Curriculum
Richard Law, Director, General Education  

Subject: Draft Statement of "Goals and Outcomes of WSU's Baccalaureate Programs'

We have enclosed a document, "General Education Assessment Plan: Summary of Progress" [April 25, 1996], which represents the thinking of the General Education Committee on the appropriate goals and outcomes of WSU's general education program as it relates to and supports the more specific goals of the various baccalaureate programs. The document also presents a tentative plan, in outline form, of how to go about assessing the effectiveness of the General Education Program in achieving those goals. We are forwarding this draft report for the purposes of sharing information with the appropriate Senate bodies and with the University community in general. In addition, however, we direct your attention specifically to item II. "Goals and Outcomes of WSU's Baccalaureate Programs," and we solicit your advice concerning appropriate action, including possible revision of the statement by the AAC, and/or formal approval or rejection by AAC or by the Faculty Senate.

The assessment plan is admittedly very much a work in progress rather than a finished document, and it may therefore seem inappropriate to request this level of attention to a draft statement. At the same time, although it is perhaps in need of further refinement, the "goals statement" portion of the document has reached a stage where it can be used--in fact, it has been used by the Extended Degree Program to define its own programmatic goals. Obviously, before other programs use the document and before the GEC can refine its larger plan, it would be useful to have a consensus or a formal sign of approval that we are moving in the right direction. We therefore request the AAC's assistance in obtaining the assent of the University community that this modification of the Commission goals statement is, in fact, an appropriate statement of the goals of the General Education Program and the criteria by which the program should be measured.

A brief history may help to contextualize this request: at the outset of the general education reform in 1986, it was clear that the revised curriculum would be designed to assist students in achieving specific educational goals. Those goals were outlined in the "Report of the Commission on General Education" of February, 1989 (see Appendix A of the enclosed document). In the meantime, the national as well as local conversation on assessment has progressed significantly and, since 1990, the University has been affected in several ways by a state initiative on assessment. Budget requests are now routinely based on assessment data, and WSU graduates are asked to respond in the "WSU Graduate Survey" to a set of goals established by the HEC Board for all baccalaureate institutions in the state (see Appendix B of attached document). Measuring progress toward learning goals has in the past few years become a routine part of accountability and on-going efforts to achieve continuous improvement in many units.

Accordingly, when requested by the central administration to establish a plan for assessing the General Education Program, the General Education Committee saw a need to revise the "goals and outcomes statement" from the Commission document in the direction of greater specificity--to articulate usable goals statements rather than (or as well as) to state an overall philosophy for the program. It was our intention in this revision to remain faithful to the spirit of the original Commission document while adding items from the HEC Board goals. That synthesis is contained in item 11. "Goals
and Outcomes of WSU's Baccalaureate Programs," and we hereby submit it for AAC's approval.

General Education Assessment Plan:
Summary of Progress

April 25, 1996

Assessment Subcommittee of the GEC
John Tarnai, Convener
Dan Bartels
Rich Haswell
Al Jamison
Richard Law
Sue McLeod

Context of Assessment Planning
The primary purpose of all assessment is to improve performance and programs. The recent revisions of the General Education Program have provided numerous opportunities for re-examination of existing practices, testing of assumptions, innovations, and a variety of enhancements. It is clear, however, that the activity thus far represents only the beginning rather than the end of needed improvements. It is essential, therefore, to retain institutional momentum in this regard through continuous on-going assessment of all aspects of the General Education program.

In compliance with the HECB assessment initiative, institutions of higher education in Washington have been obliged to (1) identify program goals and objectives with greater precision than ever before, and (2) develop locally on each campus the expertise necessary to design, administer, and evaluate the results of assessment. WSU has taken a long-range strategic approach to satisfying both of these needs, using a comprehensive reform of the General Education Program already in progress to define the broad objectives of undergraduate education at the university.

It is far more feasible to measure progress in a designed curriculum than in programs where students have completely miscellaneous experiences. Accordingly, WSU's General Education Program has moved from a loose menu approach of distribution requirements to a designed general education curriculum with common core experiences at the freshman year in mathematics, science, history and culture, and writing. As portions of the new General Education program have been put in place, careful curriculum design and preplanning, needs assessments, and pilot offerings of key features have been used to modify and improve the program. Participation by a broad range of faculty in these activities has, for the first time, made on-going assessment routine in many areas of the curriculum, and it has also produced a small cadre of faculty knowledgeable about assessment.

In short, the reform of WSU General Education program is one of the chief vehicles by which on-going assessment has become part of the institutional culture. The program also affords--simply by virtue of its higher level of organization--opportunities to identify institution-wide goals in quantitative skills, science literacy, cultural and
international awareness, and writing skills, and subsequently to measure the
effectiveness of those specific curricula.

A comprehensive assessment plan of the General Education Program will necessarily
examine both student-outcomes and the effectiveness of the several components of the
program; it will use a variety of methods, both formative and summative, and employ
nationally normed instruments as well as ones of our own making.

I. Student Outcomes
In examining educational outcomes for students, we will be more interested in cognitive
development (as described in paradigms such as the Perry Scheme) than in acquisition of
specific kinds of knowledge. Models of this kind of assessment are readily available:

novice/expert comparisons are used by Carnegie-Mellon, and the HECB has experts in
measuring progress within the Perry Scheme.

The new General Education Program offers several strategic points for gathering
information and assessing program effectiveness.

1. Tier III capstones will be main targets of assessment for higher level skills.

2. Writing Placement Portfolio From the start, the WSU Writing Placement/Portfolio
examinations were designed as a unit, to allow the assessment of program outcomes or
provide material for value-added studies. Complete data from the exams is stored
electronically and contain many kinds of information. It should be possible to use the
writing assessments to measure progress toward several of the GE program goals, not
only growth in writing skills but also abilities such as reasoning critically; self-
awareness of how one reasons and makes value judgments, independent learning, and
understanding of and respect for diverse view points. At the same time, the two exams
offer the potential for "value-added" assessments from entry level to mid-career.

3. Tier I courses and the proposed Freshman Seminar are, by virtue of their role as
transition courses, obvious places to check student progress and to measure their
satisfaction/discomfort with the university experience. The outcomes of core courses
have also been defined with greater attention to program goals (i.e., quantitative skills
[mandated by HECB]; science literacy; cultural awareness; international or global
understanding; and critical thinking) than most aspects of the curriculum.

In addition, there are many institutional data-gathering points: the AIN numbers of
entering classes and the Cooperative Institutional Research Program "Entering Freshman
Survey" provides nationally comparable data about entering freshmen. The alumni
survey, an existing instrument, is being re-designed to address the goals of the GE
program and will allow comparison of late-career student attitudes against entry-level
data. As the University develops or adopts new instruments, it will be imperative to
remain alert to potential applications to General Education. The use of some normed
exams, such as ACT (in conjunction with our own instruments) appears to be mandated
by the state; we will adopt such instruments cautiously and use them only for well-
deefined purposes for which there is no locally developed measure.

Student Success
Grade distributions,
rates of attrition through drops
class standing of students in selected courses
student evaluations
peer evaluations
student focus groups and interviews
differences between native and transfer students

II. Goals and Outcomes of WSU's Baccalaureate Programs

The “Goals and Outcomes” listed below define, in draft form, the aims of WSU's undergraduate degree programs, including major programs. Other discipline-specific objectives may be identified and addressed within the various majors. The General Education curriculum should contribute substantially to the achievement of these outcomes, but in conjunction with the students’ experience of the major curriculum. Attempts to measure student progress at certain strategic points in the curriculum do not imply that some single component or course is the sole source of the progress; intellectual growth is a complex and synergistic process with many contributing factors, including extracurricular ones. On the other hand, part of the purpose of articulating programmatic goals and outcomes is to allow instructors to envision more clearly how their separate courses relate to a larger whole.

As outcomes of their education, WSU students must be able to:

1. **Reason critically**
   a. Define and solve problems
   b. Integrate and synthesize knowledge
   c. Assess the accuracy and validity of findings and conclusions
   d. Understand how one thinks, reasons, and makes value judgments
   e. Understand and respect diverse viewpoints, ambiguity and uncertainty
   f. Understand differing philosophies and cultures

2. **Conduct self-directed or independent learning projects**
   a. Demonstrate research and information retrieval skills
      in the library
      on the internet
   b. Evaluate data and apply quantitative principles and methods
   c. Show evidence of continued self-directed learning
   d. Demonstrate creativity in framing and solving problems
   e. Understand how one thinks, reasons, and makes value judgments

3. **Understand the roles of normative views and values, including ethics and aesthetics**
   a. Understand distinctions between value assertions and statements of fact; recognize and respect evidence
   b. Derive the premises upon which systems of value are grounded
   c. Understand historical and contemporary systems of political, religious, and aesthetic values
   d. Understand and respect diverse viewpoints, respect the contingent nature of truth; tolerate ambiguity and uncertainty
   e. Have developed aesthetic sensibilities in regard to art, literature, nature
4. Communicate conclusions, interpretations and implications clearly, concisely and effectively, both orally and in writing
   a. Critically analyze written information
   b. Define, evaluate, and solve problems
   c. Organize for clarity and coherence in writing and speaking tasks
   d. Show awareness of contexts--audiences, styles, & conventions
   e. Use correct standard English
   f. Show evidence of copy-editing skills
   g. Work cooperatively in groups

5. Acquire and assimilate knowledge in a variety of modes and contexts and recognize diverse disciplinary viewpoints and methods
   a. Understand and apply scientific principles and methods
   b. Understand and apply quantitative principles and methods
   c. Understand and apply the principles and methods of the arts and humanities
   d. Understand and apply the principles and methods of the social sciences

6. Understand the historical development of human knowledge and cultures, including both Western and non-Western civilizations
   a. Demonstrate awareness of a broad overview of the human past
   b. Understand perspectives linked to race, gender, ethnicity both in American society and in international contexts
   c. Understand differing philosophies and cultures
   d. Understand the interaction of society and the environment
   e. recognize one's responsibilities, rights, and privileges as a citizen

N.B. These goals were derived from the "Program Goals and Outcomes" statement in the "Report of the President's Commission on General Education" (1989) and the outcomes included in the WSU Graduate Survey; both lists are appended to this document. The General Education Committee has given tentative approval (5/7/96) to this draft restatement of the goals.

Several items in the WSU Graduate Survey are not directly addressed in the curriculum but are relevant to many co-curricular activities. Accordingly, General Education and Residence Life have collaborated to produce a redrafting of the "Goals of the Freshman Year Experience' which includes those items. The draft document is attached as Appendix C.

III. Program Assessment
A. Obvious kinds of information to collect:
   1. Content and structure of curriculum
   2. Enrollment data
      size of courses & sections
      students turned away by course & by semester
      retention/attrition
      grade distribution
   3. Staffing information
      rank of instructor(s), level of TA assistance
   4. Training of instructors and TAs
5- Evaluations/Assessment of Instructors
   uniform/comparable student evaluations
   alumni surveys
   results of focus groups
   outside evaluations
   annual review of instructors
B. Strategic programs to examine carefully:
   1. Tier I courses--[While expensive in faculty preparation time, a broad interdisciplinary
course of study of the kind WSU is implementing at Tier I ensures permanent
institutional focus on entering students, puts ranking faculty in front of freshman and
affords multiple opportunities both for assessment and training a broad spectrum of
faculty in the techniques and of assessment.]
      English 101
      World Civilizations I and 11
      math core courses
      Tier I sciences courses
   2. The English composition curriculum
   3. Writing in the Major courses
   4. Capstone courses
   5. Placement examinations
C. Assessment activities in progress in 1996
   1. Survey of practices in and faculty satisfaction with Writing in the Major Courses--
      Sue McLeod and Richard Law
   2. Comparison of student writing on the Freshman Placement Examination and the
      University Writing Portfolio--Rich Haswell
   3. Statistical analysis of predictive value of AIN (by quartile of entering class) of success
      in Tier I courses and in terms of overall g.p.a.--Fran Hermanson, Dan Bartels, Al
      Jamison

Appendix A
GOALS AND OUTCOMES OF GENERAL EDUCATION
from the
Report of the Commission on General Education
February 14, 1989

1. PROGRAM GOALS AND GUIDELINES

   A. General education courses should be designed to develop student competence
   in a broad spectrum of the disciplines and perspectives by which knowledge is acquired
   and organized in the modern world.

   B. Education is about opening and shaping minds, not just filling them. Given
   the inevitability of change, there can be no conceivable educational content which,
   imparted in an inert form, could adequately serve life-long needs. The educated person
   must consequently have a continually developing framework for acquiring new
   knowledge. Rigorous training in the several modes of thought and explanation
employed in scholarly disciplines bestows the competence--and hence the freedom and independence of mind--for a lifetime of learning.

C. It follows from point B that students should be required to participate actively (in tutorials, small seminars, or other close contact with faculty) in the organization and assimilation of information.

D. Some elements of common experience and common knowledge are essential in the system in order to counterbalance the tendencies toward specialization and divergence in the curriculum. General education must provide the common learning and conscious knowledge of our culture required of citizens and future leaders. At the same time, the prescribed elements in the curriculum should be balanced by larger areas where students can exercise choice.

E. General education courses should form a coherent whole; to this end they should be organized vertically in meaningful sequences as well as horizontally (i.e., across disciplines). This allows study in depth in organized sequences along a variety of tracks. To ensure opportunities for such study, a portion of the required courses should be taken, in the upper division. Some components of the system should be designed to aid students in the process of integrating and synthesizing material and concepts from diverse areas of the curriculum.

F. General Education should reflect the diversity within our society, and should therefore include the perspectives, experience, and contributions of women and racial or ethnic minorities.

G. Students should acquire basic research skills, including a working familiarity with computers and an effective knowledge of libraries.

H. Careful attention must be given to the development of communication skills, particularly writing. To this end, writing experiences should be integrated into all components of general education.

I. General education must include knowledge of the diversity of cultures, including an understanding of at least one other culture. Such study provides insights into other cultures and a better understanding of one's own.

J. The intellectual and cultural resources of the campus, including some programs that bring artists, scholars, and others to WSU, should be coordinated with the general education program.

K. Evaluation and assessment of the quality of teaching and learning must be built into the program at every level.

L. A program of faculty and graduate student development and other forms of instructional support should be established to serve the general education program.

II. OUTCOMES FOR THE STUDENT
General education should contribute measurably to the students' ability to perform certain intellectual tasks. The university also has a responsibility to define areas of critical or necessary knowledge and to ascertain whether its students have mastered them. The following is a broad, preliminary definition of those intellectual abilities and areas of knowledge.

Students who have completed the General Education Program should have made significant progress in their abilities to:

A. Understand the historical development of human knowledge and cultures including both Western and non-Western civilizations. History, as an assessment of the significance of the past and an explanation of the present world, has multiple roles in education. The inclusive study of history reveals the character and evolution of distinct ways of thought and life and the manner and degree to which their interaction has shaped and brought about subsequent civilizations. Hence, it is intrinsically useful for students to acquire a broad overview, including the specific perspectives influenced by class, gender, race or ethnicity, and to comprehend the most salient forces and developments that have caused both change and stability in major world cultures over time.

B. Understand the roles of normative views and values; including ethics and aesthetics. In recognition that values are a part of all human actions, the student should become familiar with the distinctions between value assertions and statements of fact, between moral and aesthetic values, between norms and values, between ethical systems and critical moral philosophy, and with the premises upon which systems of value are grounded. Awareness of historical and contemporary systems of political, religious, and aesthetic values enhances the students' understanding of the cultural bases of their own points of view and encourages them to explore and develop a great degree of coherence in their own values.

C. Understand and respect diverse viewpoints, ambiguity and uncertainty. Experience presents us both with facts and accepted principles and with paradoxes and unresolvable issues. General education should encourage a recognition that this is so, as well as to foster the ability to understand, although not necessarily to accept, other sides of controversial, emotional, or ambiguous issues. To try to see other sides of an argument, holding one's own bias or judgment in abeyance, allows one to gain knowledge of other ways of thinking and, eventually, to see one's own viewpoint and oneself more clearly.

D. Acquire and assimilate knowledge in a variety of modes and contexts. Knowledge is information made meaningful by integration into an existing framework of facts and ideas—the more connections, the better the assimilation. General education should develop techniques for integration. Techniques include observing, questioning assumptions and approaches, using library and other resources effectively, reading, writing, listening, experimenting, learning by doing, applying languages (including mathematics), and recognizing diverse disciplinary viewpoints and methods. Development of such techniques is the key to advancement of knowledge and should be a lifelong undertaking.

E. Define problems and issues.
F. Integrate and synthesize knowledge.

G. Reason critically.

H. Assess the accuracy and validity of findings and conclusions. (Comments on objectives E through H.) Students need to gain a firm grasp of critical reasoning and an explicit awareness of appropriate techniques, including conventional logics (e.g., deductive, statistical) and modes of explanation (e.g., functional, structural, teleological, genetic and historical, comparative, logical). For the most part, these skills will be consciously embodied in general education and major offerings of the various disciplines and professional programs. These courses should make explicit their styles of reasoning and provide the student with exemplary models for emulation and use as tools. Facility with and awareness of these forms of argumentation and skills in critical reasoning will aid the student in subsequent studies. The acquisition of a critical attitude will enable the student to examine intelligently the underlying assumptions implicit in the fabric of knowledge and should help in gaining an understanding of the common threads that connect the various kinds of knowledge.

I. Communicate conclusions, interpretations and implications clearly, concisely and effectively. Conveying knowledge to others persuasively and in a variety of ways is vital in all walks of life.

J. Develop an awareness of how one thinks, reasons, and makes value judgments.

Appendix B
WSU Graduate Survey

Q24 How satisfied are you with Washington State University's contribution to your academic and/or personal growth in each of the following areas:

a. Writing effectively
b. Speaking effectively
c. Critically analyzing written information
d. Learning independently
e. Understanding and applying scientific principles and methods
f. Understanding and applying quantitative principal methods
g. Defining and solving problems
h. Ability to lead
i. Readiness for advanced education
j. Readiness for a career
k. Working cooperatively in a group
l. Understanding differing philosophies and culture
m. Understanding and appreciating the arts
n. Understanding the interaction of society and the environment
o. Recognizing your responsibilities, rights, and privileges as a citizen

Appendix C
Redraft of the Goals of the Freshman Year Experienceby Residence Life Staff
The purposes of the freshman year experience

The freshman year experiences at Washington State University are intended to:

1. provide freshman opportunities to become successful academic and social members of the university learning community

2. enhance the academic experience of freshmen by providing opportunities for satisfying and rewarding interactions with faculty, staff, and students

3. introduce freshmen to the potentials of life-long learning

Freshman Year Experience Outcomes for New Students

During your freshman year, you should make substantial progress in the following life-long processes:

1. grow intellectually and socially

2. use your expanding educational experience to explore your academic and career options

3. learn to understand and respect diverse points of view

4. learn to be a team member and a leader

5. form positive relations with members of the faculty and staff

6. develop friendships with other students that enhance your learning

7. cultivate your personal philosophy, ethics, and identity

8. further your understanding of your responsibilities as a member of a community and as a citizen

GOALS AND OUTCOMES

As outcomes of their education, WSU students should be able to:

1. Reason critically
   a. Define and solve problems
   b. Integrate and synthesize knowledge
   c. Assess the accuracy and validity of findings and conclusions
   d. Understand how one thinks, reasons, and makes value judgments
   e. Understand diverse viewpoints, ambiguity and uncertainty
   f. Understand differing philosophies and cultures

2. Conduct self-directed or independent learning projects
   a. Demonstrate research and information retrieval skills:
      in the library
      on the Internet
b. Evaluate data and apply quantitative principles and methods
c. Show evidence of continued self-directed learning
d. Demonstrate creativity in framing and solving problems
e. Understand how one thinks, reasons, and makes value judgments

3. Understand the roles of normative views and values, including ethics and aesthetics
   a. Understand distinctions between value assertions and statements of fact; recognize and evaluate evidence
   b. Derive the premises upon which systems of value are grounded
   c. Understand historical and contemporary systems of political, religious, and aesthetic values
   d. Understand diverse viewpoints and respect the rights of others to hold them; understand the contingent nature of truth; tolerate ambiguity and uncertainty
   e. Develop aesthetic sensibilities in regard to art, literature, nature

4. Communicate conclusions, interpretations and implications clearly, concisely and effectively, both orally and in writing.
   a. Critically analyze written information
   b. Define, evaluate, and solve problems
   c. Organize for clarity and coherence in writing and speaking tasks
   d. Show awareness of contexts -- audiences, styles and conventions
   e. Be able to use correct standard English
   f. Show evidence of copy-editing skills
   g. Work cooperatively

5. Acquire and assimilate knowledge in a variety of modes and contexts and recognize diverse disciplinary viewpoints and methods.
   a. Understand and apply scientific principles and methods
   b. Understand and apply quantitative principles and methods
   c. Understand an apply the principles and methods of the arts and humanities
   d. Understand and apply the principles and methods of the social sciences.

6. Understand the historical development of human knowledge and cultures, including both Western and non-Western civilizations.
   a. Demonstrate awareness of a broad overview of the human past
   b. Understand perspectives linked to race, gender, ethnicity both in American society and in international contexts
   c. Understand differing philosophies and cultures
   d. Understand the interactions of society and the environment
   e. Recognize one’s responsibilities, rights, and privileges as a citizen

*****

Motion carried.

3. Nominations from Committee on Committees to fill Vacancies on Faculty Senate Committees with terms beginning on August 16, 1997 unless otherwise indicated

Exhibit E is as follows:

FROM THE COMMITTEE ON COMMITTEES
The Committee on Committees submits the following names as candidates to serve on Senate committees with terms beginning August 15, 1996, and ending on the year indicated. Senators are encouraged to study the Committee Manual along with the vitae of the nominees, prior to the meeting of April 17, 1997. Senators desiring to nominate additional persons from the floor MUST PROVIDE written information about the nominees for distribution before the meeting.

**Admission Subcommittee of AAC**

F - 2000 **BURNS, John S.,** Associate Professor, Education. Faculty, RIS. WSU 19 Years. Committee Experience: WSU Current: Leadership Advisory Board; Academic Advising & Reinstatement; Admission Subcommittee of AAC.

F - 2000 **FOTOPOULOS, Stergios B.,** Associate Professor, Management and Systems. Faculty, WSU 12 Years. Relevant Experience and Qualifications: I have been chair of the Admission Subcommittee of AAC for the last two years.

**Committee on Committees**

F - 2000 **SUN, Raymond,** Assistant Professor, History. Faculty, RIS, Graduate Faculty. WSU 6 years. Committee Experience: Current: Chair, Committee for Undergraduate Curriculum and Instruction; Faculty Representative, Extended Degree Program; Advisory Committee Previous: WSU History Search Committee; WSU German Department Search; WSU Graduate School Summer Fellowship Committee

F - 2000 **RUFF, Thomas,** Professor, Teaching and Learning. Faculty, RIS, Graduate Faculty. WSU 29 years. Committee Experience: Current: Committee on Committees

F - 2000 **LEID, Wes,** Professor, Animal Sciences. Faculty, RIS, Graduate Faculty. Committee Experience: WSU Current: Chair, Committee on Committees; Chair, Graduate Studies Committee; Steering Committee; Previous: Distinguished Faculty Address Committee; WSU Faculty Recognition Committee.

**Distinguished Faculty Address**

F - 2000 **REEVES, Raymond,** Professor, Biochemistry/Biophysics and Genetic and Cell Biology. Faculty. WSU 17 Years.

**Faculty Affairs**

F - 2000 **BRUYA, Margaret Auld,** Professor, Nursing. Faculty, RIS. WSU 17 Years. Relevant Experience and Qualifications: Graduate Studies Member 1991 to present, Chair 1992-1993. Committee Experience: Current: Graduate Studies, Travel Committee Subcommittee, Extended University Service. Previous: Faculty Chair ICNE, Scholarship Chair - ICNE, Member Dean’s Search - 5th year review, Bio-pharmacological IRB, Chair Tenured Faculty - ICNE, Undergrad Admission/Academic Standing.
F - 2000  **POTTER**, Kathleen, Associate Professor, Veterinary Microbiology and Pathology. Faculty, RIS, Graduate Faculty, Current Senator. WSU 10 Years. **Relevant Experience and Qualifications:** Director of Admission, College of Veterinary Medicine Committee Experience: WSU Current: Chair, CVM Admissions Committee; Member, Multicultural Recruitment Task Force; Member, DARS Implementation Advising Committee; Member, WICHE Veterinary Medicine Advisory Committee Previous: Member, Various Search Committees (Faculty and Staff); Member, USDA Grant Review Panel; Member, Various Graduate Committees.

**Graduate Studies**

F - 2000  **SCLAR**, David, Associate Professor, Pharmacy. Faculty. WSU 6 Years. Committee Experience: WSU Current: Member Faculty Senate; College of Pharmacy Academic Standing Committee; Department f Pharmacy Practice Chair Search Committee; Previous: College of Pharmacy Tenure & Promotion Policy Committee; College of Pharmacy Academic Standing Committee, Presidents Athletic Counsel; Faculty Advisor Pharmacy Honors Program; USC, School of Pharmacy Academic Planning and Budget Committee; USC, Member, School of Pharmacy Admissions Committee.

F - 2000  **MAGEO**, Janet Marie, Associate Professor. Anthropology. Faculty. WSU 4 years. **WSU Committee Experience:** Current: Graduate Studies Committee.

F - 2000  **CARRIS**, Lori, Associate Professor, Plant Pathology, Faculty, Graduate Faculty, Current Senator, RIS. WSU 8 Years. **Relevant Experience and Qualifications:** Thesis Advisory Committee; Advisor for Graduate students. Committee Experience: Current: CAHE Academic Program in Plant Sciences Committee; CAHE New Plant Sciences Building Committee. Previous: CAHE Faculty Excellence Awards Committee; CAHE Foreign Graduate Students Language Assistance Committee; CAHE All-Faculty Conference Planning Committee.

F - 2000  **BANASIK**, Jacquelyn, Associate Professor, ICNE. Faculty, Graduate Faculty, RIS. WSU 13 Years. **Relevant Experience and Qualifications:** Has been part of the ICNE Graduate Faculty for 5 years. Teaches in the graduate curriculum and serves on numerous student thesis/research committees. Committee Experience: WSU Current: Academic Affairs Committee; Chair elect of ICNE Faculty Organization. Previous: ICNE undergraduate Admissions and Academic Standards Committee, Undergraduate Curriculum Committee.

**Library Committee**

F - 2000  **VON SEGGERN**, Marilyn, Librarian III, Libraries. Faculty. WSU 17 Years. Committee Experience: WSU Current: Previous: Faculty Status Committee; Director of Libraries Review committee; Summer Session Advisory Committee.
Legislative Affairs
F - 2000  DUFT, Kenneth, Professor, Agricultural Economics. Faculty, RIS Graduate Faculty, Current Senator. WSU 30 Years. Relevant Experience and Qualifications: Previously served as WSU representative to Council of Faculty Representatives in Olympia. Committee Experience: WSU Current: Served on Numerous Senate Committees, including Faculty Affairs, Budget, Academic Affairs and Extended University Affairs Committee. Currently Chair of Faculty Affairs Committee.

Organization and Structure
F - 2000  SCHUMANN, Lorna, Associate Professor, ICNE. Faculty RIS Graduate Faculty. WSU 14 Years. Relevant Experience and Qualifications: Graduate Studies Subcommittee; Honorary Doctorate Committee; Merit Scholarship Committee; Committee Experience: WSU Current: Previous: Faculty Grievance Committee, EWU; Research and Arts Committee.

Planning Review
F - 2000  LIDDEL, KNona, Associate Professor, Chemical Engineering. Faculty, RIS, Graduate Faculty. WSU 16 Years. Relevant Experience and Qualifications: Vice-president, Faculty Association for Scholarship of Research; President Association for Faculty Women; Faculty Senator. WSU Committee Experience: Current: Nominating Committee for Senate Officers, Science & Engineering Research Infrastructure Advisory Group; Previous: Past Chair - Research and Arts Committee; Senate Steering Committee.

F - 2000  PETERSEN, James, Professor, Professor, Chemical Engineering. Faculty, RIS, Graduate Faculty. WSU 17 Years. Relevant Experience and Qualifications: Consolidated the Center for Multiphase Environmental Research Committee Experience: Previous: Various committees.

Research and Arts
F - 2000  KALIVAS, Peter, Professor, VCAPP. Faculty, RIS, Graduate Faculty. WSU 12 Years. Relevant Experience and Qualifications: NIH Grant Review Committees as member and chair; International Conference Committees Committee Experience: WSU Current: Departmental Committees; Ph.D. Thesis Committees.

LARSON, Peter, Professor, Geology. Faculty, RIS. WSU 14 Years. Committee Experience: Previous: Student Affairs Senate Committee; 2nd Century Senate Committee; Faculty Senator; Research and Arts Committee.

Student Affairs
F - 2000  HEISS, Cindy, Assistant Professor, Food Science and Human Nutrition. Faculty, Graduate Faculty. WSU 3.5 Years. Relevant Experience and
Qualifications: Has been a faculty participant in PAWS, Freshman Seminar and ALIVE. Advisor to the Student Nutrition Awareness Club & Eastern Broadcast Club. Committee Experience: WSU Current: Computer Classroom Committee; CUOGD & AP4 Selection Committees; Diagnostic Applications Multimedia Computer Group; Wellness Committee; Curriculum Committee; Equipment committee; Student Recruitment Committee Previous: Food Advisory Board, Texas Women’s University; Health Fair Committee, Texas Women’s University.

F - 2000

JORGENSEN, Randy, Associate Director, Residence Life/Student Affairs. Faculty, Current Senator. WSU 11 Years. Relevant Experience and Qualifications: 21 years of closely working with college students, primarily in residence halls and dealing with the full range of student issues and concerns. Committee Experience: WSU Current: Student Affairs Committee; First Year Experience Committee; Senior Year Experience Committee Previous: New Student Orientation Committee; Sexual Assault Task Force; WSU Wellness Committee, Committee for Women in Math, Science & Engineering; Numerous Student Affairs Committees.

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Voting resulted as follows:


Nominations from the Steering Committee for Faculty Senate representatives on the Reconfiguration Committee.—D. Stock (This will be a handout at the door.)

Voting resulted as follows:

Two Senate Representatives: Val Limburg and Steve Elgar

Four Candidates for Provost’s Selection: Kathy Beerman, Mike Miller, Sue Armitage and Greg Hooks.

Agenda Items (Discussion Items).

1. Resolution from Budget Committee for Faculty Senate Budget Committee Participation in Budget Review Hearings (Exhibit M).—T. Brigham

Currently there is no faculty representation on the Executive Budget Committee. In years past the Chair of the Budget Committee was allowed to sit in on the meetings. The
The resolution recommends the Chair of the Budget Committee or designee and the Executive Secretary be active participants on the Committee during budget hearings and discussion of allocations. Questions were asked about the composition of the Committee. The Committee is made up of administrators but not deans. It was recommended that the Brigham add a sentence to the resolution stating that there will be regular reports to the Senate during the hearings. Brigham was asked whether or not he had consulted with any member of the administration about this and he stated that Geoff Gamble was in favor of faculty representation.

The following three degree proposals and external reviews are available in the Faculty Senate office for review. Selected parts of the proposals are attached as exhibits.

2. Recommendation from Academic Affairs Committee for a B.S. in Neuroscience (Exhibit F).—G. Hower

There was no discussion of this item.

3. Recommendation from Academic Affairs Committee for a B.A. in Sport Management (Exhibit G)—G. Hower

There was no discussion of this item.

4. Recommendation from Academic Affairs Committee for a B.A. in Earth Science (Exhibit H).—G. Hower

There was no discussion of this item.

The following two centers have been approved by all appropriate Senate committees. Full proposals are available in the Senate office.

5. Recommendation from Research and Arts Committee for a Center for Multiphase Environmental Research (Exhibit I).—F. McSweeney

A question was asked about library funding. J. Petersen stated that special funding was being requested to cover journals. A question was raised about whether Environmental Science and Regional Planning was aware of this center. Petersen stated that the Chair of the department was aware of the proposal. One of the purposes of this center is to attract external industrial sponsorship of unrestricted research funds. A question was asked about teaching loads of faculty involved in the center. Petersen stated that they would keep their teaching loads.

6. Recommendation from Research and Arts Committee for a Center for Reproductive Biology (Exhibit J).—F. McSweeney

A question was asked about faculty and the director for the center. R. Speth stated that M. Skinner was hired to run the center and the center was formed to promote interaction among a group of multidisciplinary WSU faculty plus faculty from UI. It will enhance the teaching and research mission of both UI and WSU.
7. Recommendation from Graduate Studies Committee for Conditions for Program Residency for Doctor of Philosophy Degrees (Exhibit K).—W. Leid

W. Leid stated that the GSC worked to answer all questions raised by senators last spring when this was denied by the Senate. Leid stated that the faculty in the departments have control of the programs and the quality. The library funds are part of the branch campus budgets and do not come out of the Pullman library budget. G. Furman stated that this proposal builds in some flexibility so that the departments at their discretion can decide where students may fulfill their residency and it establishes some standards of quality for where departments may decide to allow residency. Before a student is approved for residency at a branch the student will have to present their case to their program faculty and to GSC and receive the Committee’s approval.

A call for a quorum and the lack of one resulted in adjournment of the meeting at 6:10 p.m.

The following was not discussed.

8. Recommendation from Graduate Studies Committee for a Master in Nursing at WSU Vancouver (Exhibit L).—W. Leid

Constituents' Concerns.

A concern was raised about an article in the Spokesman Review concerning Internet access at WSU. DePauw stated that the article was misquoted but the Electronic Communication document is in FAC for consideration.

Blackwell requested information about salary increases and what is happening at the legislature.

Adjournment.