The Faculty Senate was called to order by David Stock, Chair, on Thursday, April 30, 1998, in FSHN, T101, at 3:40 p.m. Forty-five (45) members were present, thirty-four (34) members were absent with three (3) vacancies. Nine (9) non-voting members were present. (See attached)

Minutes of April 16, 1998 Meeting were approved as circulated.

Announcements (Information Items).

1. Faculty Senate officers and the Provost met April 21, 1998.

2. Report from the Ad Hoc Committee on Assessment and Accountability is in Exhibit C

   Assessment of quality

   The Issues

First, because the state Legislature’s mandated accountability measures failed to include any assessment of the quality of education provided by WSU, and because the University does not have in place any systematic assessment of the quality of education it provides, we wanted to focus our efforts on issues and procedures for assessing the quality of the educational program at WSU. Our hope is that some measures of the quality of education would be included in the state Legislature’s mandated accountability, as an acknowledgment of the importance of quality education to the State of Washington. The Faculty Senate should do what it can to encourage this.

Second, it is not only the state Legislature that needs to know the quality of the education provided by Washington State University. The university itself should monitor this and work to be sure that high quality is encouraged and maintained across the board. The Faculty Senate should be active in pushing the university administration to facilitate and coordinate university-wide assessment of the quality of the education provided.

There is need for a university-wide assessment of the quality of education. The concern of the Faculty Senate should be with the university as a whole, not a particular school, college or program. However, the committee thought it important to be able to disaggregate any measures in order to assess where problems exist in the university and where there are opportunities to increase the quality. Such disaggregation may allow the tracing of problems to particular programs, student cohorts, admission policies, and other sources.

The committee decided that outcome measures are preferable to process measures. This is especially important when considering university-wide assessment. Processes and programs vary across the university making comparison difficult. By focussing on outcomes this issue is avoided.

Any measures of quality need to be interpreted and understood relative to some sort of baseline. By choosing measures that can be interpreted relative to national trends or to peer institutions, it becomes easier to understand our own strengths and weaknesses.
We wanted to be able to compare WSU to peer institutions and/or national trends for *benchmarking* purposes. Much data can be obtained from sites like the National Center for Educational Statistics (http://nces.ed.gov/pubs/ce/) that show outcomes on a number of dimensions including employment and earnings.

One of the largest issues in developing measures of the quality of the educational program at WSU (or any other institution) is that the measures may be influenced by other factors that work against maintaining a quality program. For example, assessing student performance levels by using grade point average can be offset by grade inflation, with the results that performance is worse but the measure is better. Ideally, assessment measures would not be susceptible to manipulation.

Related to this is the problem of other influences on measures. Again using the example of grade point averages, even if there were no grade inflation, the quality of the students entering into the program would change the outcome measure without any change in the quality of the education provided. We believe that it will always be the case that factors other than the quality of the educational program will influence any assessment measure. For this reason it becomes very important for the Faculty Senate to insist that information on these other factors be collected as well, and that measures of quality be converted to index numbers that properly adjust the measures to remove the effects of these “extraneous” factors on the measures of interest. Included among these controls should be measures of the quality of the students being admitted (high school GPA, index number, amount of remedial work required, etc.).

**Audiences**

The initial impetus for gathering information to assess the quality of the educational program at WSU is to add a quality measure to the mandated assessment and accountability measures directed by the State Legislature. In this way the meaningfulness of the accountability will be enhanced. However, we also feel that this provides an opportunity for the internal management of WSU to have these measures and be able to know how the overall performance of the university with respect to quality education is faring. Thus, we see two separate audiences and we recognize that the measures appropriate to each audience might be different.

**Possible measures or classes of measures**

We have considered several categories or classes of measures in our discussions. Most of the measures pertain directly to student performance across the university. These measures are divided into three categories: assessment of students while they are here, assessment of students at the point of graduation, and assessment after graduation. In addition, some other indicators should, perhaps be added to the mix. These include reputational measures of the quality of the programs at WSU, and indicators of the quality of the faculty on the staff at WSU. We reiterate that before any measure is used for assessment purposes it should (where possible) be turned into an index number that removes the influence of extraneous factors on the measures in question (see above).
Students in residence

- Writing portfolio (proportion “outstanding” or “needs work”): this will cover all students.
- Honors program admissions: this covers both freshman and transfer students.

Students at graduation

- GRE, LSAT, etc. scores – It may also be good to know how many students are sitting for these advanced exams.
- Student survey at graduation. How many have jobs? How many are going to graduate school?

Students after graduation

Our first thought was to assess each graduation cohort or every other graduation cohort in order to track how we are doing. However, to match national data graduation cohorts are not important. Rather we should have data that can be reported for the age group 25-34 regardless of graduation cohort. In some ways that makes things easier allowing a freer choice of how often such data are to be gathered and when a survey might be conducted.

- Employment rates
- Salary levels
- Welfare participation rates
- Election voting rates

Reputational Measures

Quality of faculty

Tying in to other efforts.

Because we thought quality assessment should be an ongoing process. Discussion of measures, procedures, problems, etc. also needs to be ongoing. For this reason we believe it is important for the Faculty Senate to maintain some ties to other programs, committees, and task forces that are also developing procedures for quality assessment.

AAA (Assessment, Accountability, and Accreditation) Advisory Board, Jane Sherman, Associate Vice Provost
Assessment Review Committee, Karen DePauw, Vice Provost for Academic Affairs
Statewide Accountability Team
Statewide Assessment Task Force
WSU Assessment Coordinator, John Tarnai, SESRC

* * * *
Reports.

1. Remarks by the Chair.—D. Stock

Stock announced the report from the Ad Hoc Committee on Assessment and Accountability is in Exhibit C. Stock asked any senators who had comments or suggestions to email Peter Burke, Chair of the committee. Stock reported the officers met with the Provost on April 21 and much of what was discussed at that meeting will be discussed later in the meeting. Stock reported that he and Carolyn Clark attended a meeting along to discuss planning for Spokane. Stock stated more faculty will be involved in the planning as time goes on.

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

There was no report.

Additions or Changes to the Agenda.

Senator Blackwell moved to add a resolution as new action item 1. Seconded. Motion carried.

Stock moved that a request from the Provost’s office be considered as the last action item. Seconded. Motion carried.

Senator Greenberg moved action item 9 to new action item 2. Seconded. Motion carried.

Amended agenda was approved.

Agenda Items (Action Items).

NEW ITEM

1. The following resolution was approved by the Senate.

Be it resolved: That the Faculty Senate of Washington State University abhors the sentiments expressed April 13 in the CUB auditorium by the speaker on the Holocaust, especially the implications that the victims were themselves responsible for their fate.

Seconded. Motion carried.

MOVED TO 2

9. Recommendation from Organization and Structure Committee for Faculty Senate Bylaws changes. Exhibit L from 4/16/98 agenda is as follows:
MEMORANDUM
TO: Faculty Senate
FROM: Kenneth Struckmeyer, Chair, Organization and Structure Committee
DATE: April 6, 1998
SUBJECT: Constitutional Changes

At a recent meeting of the Organization and Structure Committee the following Constitutional changes were discussed and approved. At this time Faculty Senate approval is recommended.

ARTICLE III
ORGANIZATION

Section 2: Officers

A. Officers The officers of the Senate shall include a Chair, a Vice Chair, the immediate past Senate Chair, and an Executive Secretary.

B. Chair The Chair of the Senate shall be elected by and from the membership* of the Senate, or from among those individuals who have served in the Senate within the previous two four academic years or served as a member of the Faculty Senate Steering Committee within the previous four years. The Chair shall preside over meetings of the Senate.

C. Vice Chair The Vice Chair of the Senate shall be elected by and from the membership* of the Senate, or from among those individuals who have served in the Senate within the previous two four academic years or served as a member of the Faculty Senate Steering Committee within the previous four years. The Vice Chair shall assume the duties of the Chair in the absence of the Chair.

*i.e., both continuing Senators and those whose terms are expiring are eligible for election.

Rationale:

In the past three years the nominating committees for Senate officers have requested this change to the Constitution. The purpose of the change is to increase the pool of individuals qualified to run for Senate office.

E. Steering Committee The standing committees of the Senate shall include a Steering Committee.

1. The duties of the Steering Committee shall include matters relating to agenda, referral, voting, and elections. The Steering Committee shall also act as an emergency advisory council to the President, and it may serve as a Summer Executive Committee to carry out functions delegated to it by the Senate. The Steering Committee will carry out all advisory functions of the Senate during the summer or any interval of three weeks or more when classes are not held during
the academic year. Any such action by the Steering Committee requires that a meeting of the Steering Committee have at least six members and that at least 75 percent of the members present vote for the action. Any exercise of this general authority shall be reported by the Executive Secretary to the Faculty Senate at its next meeting.

Rationale:
The language recommended above was part of the Bylaws of the Faculty Senate until five years ago when it was removed along with other provisions of the Bylaws relating to specific responsibilities of standing committees. It was noted at that time that Article III, Section 3.E.1 includes a provision for delegation by the Senate to its Steering Committee (as a Summer Executive Committee) of such functions as it deems appropriate. In the absence of such a delegation, the Steering Committee would only be able to represent the Faculty with respect to a major policy issue after convening a special Senate meeting. It is probable that such a meeting would be powerless to act for lack of a quorum. Much important planning goes forward during the Summer and it is important that the Faculty voice be a part of that planning. Delegation of advisory powers to the Steering Committee provides an informed and effective channel for that voice.

2. The Chair, Vice Chair, and Executive Secretary of the Faculty Senate shall, ipso facto, be members and officers of the Steering Committee. It shall include the Chair of the Senate from the previous year and the chairs of the following committees: Academic Affairs, Budget, Extended University Affairs, Faculty Affairs, Graduate Studies, Planning Review, Research and Arts and Student Affairs. The Steering Committee shall include one elected member of each branch campus faculty organization. It shall also include one graduate student selected by the Graduate and Professional Student Association and one undergraduate member who will be the Associated Students of Washington State University President or that President's designee.

Rationale:
The Committee felt the branch campuses have opportunities and problems that are unique to their setting and need a local faculty organization. These organizations need to have a link between their organization and the Faculty Senate. It was felt the Steering Committee was the best way of accomplishing this link.

* * * * *

If there is not a two-thirds majority present Exhibit H will be considered in place of Exhibit L from 4/16/98.

Exhibit H was considered and approved.

1. Nominations from the Faculty Senate Nominating Committee for Faculty Senate officers for 1998-1999 Exhibit D is as follows:
FACULTY SENATE OFFICER CANDIDATES FOR 1998-1999

CHAIR
GREENBERG, Robert, Associate Professor, Accounting and Business Law. Faculty, RIS, Graduate Faculty. Current Senator. WSU 14 years. Relevant Experience and Qualifications: This past year served as Vice Chair of the Faculty Senate. Chaired the committee to review the Ombudsman’s Office. Served on the Steering Committee and filled in for the Chair in his absence. Committee Experience: Current: Faculty Senate; Services and Activities Fee Committee. Previous: Chair, Budget Committee; AICPA Personnel Testing Task Force (Level I and II).

VICE CHAIR
BURKE, Peter, Professor and Scientist, Sociology. Faculty, RIS, Graduate Faculty, Current Senator. WSU 10 years. Relevant Experience and Qualifications: Currently serving as chair of the ad hoc Senate committee on Assessment and Accountability. Member of the WSU Assessment, Accountability and Accreditation Advisory Board. Past editor of the Social Psychology Quarterly. Chair-elect of the Social Psychology Section of the American Sociological Association.

PATE, Brad, Associate Professor, Physics and Material Sciences. Faculty, RIS, Graduate Faculty. Current Senator. WSU 9 years. Relevant Experience and Qualifications: Have served in the Senate the past 2 years. Committee Experience: Chair, Provost’s Search Committee on Libraries; Search Committee for Vice Provost of Research; Material Science Graduate Studies Committee; alternate member Science Library Advisory Committee. Previous: Physics Qualifying Exam Committee; member, vice-chair, chair, Stanford Synchrotron Radiation Laboratory Users Organization; numerous Physics faculty search committees.

EXECUTIVE SECRETARY (Three Year Term)
CRANE, John, Associate Professor, Biology/Zoology. Faculty, RIS, Graduate Faculty. WSU 28 years. Relevant Experience and Qualifications: Member of the Faculty Senate Steering Committee. Served four terms in the Senate. Actively involved in student advising in the PAWS program. Committee Experience: Chair, Faculty Affairs Committee; Graduate Studies Committee; Environmental Science Policy Committee; Catalog Subcommittee; Faculty Senate Elections Subcommittee; Faculty Status Committee; Committee on Faculty Evaluation; WSU President’s Excellence Awards Selection Committee for Instruction; University Student Retention Committee; Legislative Affairs Subcommittee; Long Term Temporary Faculty Task Force; Budget Committee; Committee on Committees; University Student Retention Task Force.

BRIGHAM, Thomas, Professor and Scientist, Psychology. Faculty, Graduate Faculty. WSU 26 years. Relevant Experience and Qualifications: I have served two terms in the Faculty Senate and I am currently serving the remainder of Dick Crain’s term as Executive Secretary of the Senate. I have taught undergraduate and graduate courses each of my 26 years at WSU while maintaining an active research program. A number of those research projects have received national awards and I am a Fellow
of the American Psychological Association. I have played an active role in the graduate program in psychology and have supervised 26 Ph.D. dissertations while mentoring many women and students of color. I was founding director of the Student Advising and Learning Center and served a two year term in the position.

Committee Experience:
- Research and Arts, Chair
- Organization and Structure
- Faculty Affairs
- Planning Review, Chair
- Academic Affairs, Chair
- Budget, Chair
- University and ad hoc committees
- Chair, Evaluation of the Graduate School Dean Committee
- Chair, Evaluation of the Dean of the Division of Arts, Humanities and Social Sciences Committee
- member of the Committee on Student Deportment
- Chair, Search Committee for the Director of SALC
- member Greek Life Advisory Committee
- Vice Chair, Faculty Status Committee
- member Provost Search Committee
- member Dean of Liberal Arts Search Committee

Legislative Representative/Council of Faculty Representatives
2 year term


Balloting resulted as follows:

Chair: Robert Greenberg
Vice Chair: Peter Burke
Executive Secretary: Thomas Brigham
Legislative Rep: Matthew Carroll

1. Nominations from the Committee on Committees to fill vacancies on Faculty Senate Committees. 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 immediately 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 30, 1998. Senators desiring to nominate additional persons from the floor MUST PROVIDE written information about the nominees for distribution before the meeting.

Budget Committee
F - 2000 DUFT, Ken D., Professor, Agriculture Economics, Faculty, Graduate Faculty, Current Senator. WSU 31 Years. Relevant Experience and Qualifications: Faculty Affairs Committee, Budget Committee; Academic Affairs Committee; Extended University Affairs Committee; Legislative Affairs Committee; Pullman Board of Education.
F - 2001  **KERR**, Halbert S., Professor, Finance, Insurance and Real Estate, Faculty, Graduate Faculty. WSU 21 Years. **Relevant Experience and Qualifications:** Professor of Finance; Chair, Department of Finance; Accreditation Steering Committee; Union Board; WSU Budget Committee; WSU Academic Affairs; Academic Advising & Reinstatement Committee.

**Distinguished Faculty Address Committee**

F - 2001  **SOLTIS**, Douglas, Professor, Botany, Faculty, Graduate Faculty. WSU 14 Years. **Relevant Experience and Qualifications:** Arboretum and Botanical Garden Committee; Graduate Student Advisory Committee; Committee on Reorganization; Student Recruitment Committee; Systematics Search Committee; Advisory Committee for VADMS

**Graduate Studies Committee**

F - 2001  **HUME**, Richard L., Professor, History, Faculty. WSU 30 Years. **Relevant Experience and Qualifications:** Committee on Committees; Faculty Affairs Committee; Deans Advisory Committee, College of Liberal Arts; Meyer Fellowship Committee; Departmental Committee on Graduate Studies.

F - 1999  **HARSH**, James, Associate Professor and Scientist, Crop and Soil Sciences, Faculty Graduate Faculty, Current Senator. WSU 16 Years. **Relevant Experience and Qualifications:** Numerous college department and university committees including senate Library Committee. CAHE Library Committee; CAHE Applied Biology B.S. Degree Curriculum Committee; Advisory committee to the Science Libraries.

**Legislative Affairs**

F - 2001  **AUSTIN**, Erica Weintraub. Associate Professor, Faculty, Graduate Faculty. WSU 9 Years. **Relevant Experience and Qualifications:** Council of Faculty Representatives; Legislative Affairs, Chair; Faculty Affairs Committee; Liberal Arts Deans Advisory Committee Chair.

**Organization and Structure Committee**

F - 2001  **MATOUZZI**, Robert N., Librarian, Manuscripts, Archives and Special Collections. WSU 3 Years. **Relevant Experience and Qualifications:** Published Historian, Faculty Development Committee; Database Coordinating and Implementation Committee; Library Faculty Affairs Committee; University Reinstatement Committee (SALC).

**Research and Arts Committee**

F - 2001  **MILLER**, Robert J., Professor, Psychology, Faculty. WSU 24 Years. **Relevant Experience and Qualifications:** Research and Arts Committee; College of Liberal Arts Recruitment, Retention and Scholarship Committee; CLA Dea’s Advisory Committee, Liberal Arts Research Advisory Committee; OGRD Committee; Extended Degree Program Advisory Committee, Todd Hall Renovation Committee.

* * * * *

1. Recommendation from Academic Affairs Committee for Name Change from Honors Program to the Honors College

Exhibit G is as follows:

MEMORANDUM
TO: Thomas Brigham, Executive Secretary Faculty Senate
FROM: Monty Nielsen, Registrar
FOR: Academic Affairs Committee
DATE: 10 April 1998
SUBJECT: Proposed Name Change of Honors Program to Honors College

At its meeting on 1 April 1998, the Academic Affairs Committee approved the name change of the Honors Program to Honors College, effective fall 1998.

AAC committee members unanimously approved this proposal, based on the rationale presented in the proposal from University Honors Program Director Jane Lawrence and the support in the memos from Dean Leon J. Radziemski and Professor Wes Leid.

At this time, Faculty Senate review and approval of the proposal to recognize the Honors Program as the Honors College is recommended, to be effective fall 1998.

MEMORANDUM
TO: Thomas Brigham
Interim Executive Secretary, Faculty Senate
FROM: Jane Lawrence Director, University Honors Program
RE: Proposal to Change the Name of the University Honors Program
DATE: February 27, 1998

On behalf of the Honors Council, I would like to submit for consideration and approval by the Faculty Senate the attached proposal to change the name of the University Honors Program to the University Honors College.

This proposal has been developed through extensive consultation with the Honors Council (the presidentially-appointed committee that oversees the Honors Program), the Honors faculty, the Honors Student Advisory Council, and the Honors Advisory Board (our external advisory committee made up of alumni and friends of the Honors Program). All of these groups are unanimous in support of this proposal. This change also has the support of the Provost.

We hope to implement this change during 1998. I look forward to responding to any questions that might arise and to providing any additional information that the Senate may require.

Thank you for consideration of this request.
February 27, 1998

Proposal to Change the Name of the University Honors Program to the University Honors College

Jane Lawrence, Director
University Honors Program

1. Abstract

The University Honors Program (UHP) proposes that its name be changed to the University Honors College. We believe that this change will better serve the University. It is anticipated that the visibility, stature, and alumni identification with the new unit will be strengthened. Based on the experience of other universities who have made such a change, we anticipate that WSU will become even more attractive to high-ability students. In addition, increased visibility could lead to more external resources, and hence to a better education for our students. No increase in resources or new administrative positions are being requested because of this proposal.

2. History

The Honors Program was started in 1960 after a year-long study by a faculty committee and extensive discussions of their recommendations by the then Faculty Senate. The first coordinator of the Program was Dr. Sydney Hacker, Chair of the Mathematics Department. Within a few years he was succeeded by Dr. Vishnu Bhatia who served as director until 1993. Dr. Jane Lawrence became director in 1994.

The mission of the UHP is to provide an enhanced liberal education and a supportive learning environment for WSU's academically-talented undergraduate students. These goals are achieved through the active involvement of faculty noted for their excellence in undergraduate teaching in Honors courses and seminars and in research settings. Honors students take the UHP's four-year structured curriculum in lieu of University general education requirements. In addition, an array of extracurricular activities and a special residential community extend Honors education beyond the classroom.

The UHP fulfills a number of important functions for WSU. Rated by Money Magazine as one of the top eight Honors programs in the US, the UHP aids in the recruitment and retention of high-ability students and in WSU's ongoing efforts to diversify its campus community. Through its emphasis on innovative teaching, it supports faculty development and renewal. Many of WSU's most distinguished faculty teach regularly in the Program, and many faculty use their time in Honors to develop new courses for later implementation in home departments. During the last several years, new Honors course offerings have been developed with the College of Sciences and the College of Agriculture and Home Economics. A summer internship program for Honors students in the science majors also has been implemented.
The Program is currently working with the faculty at WSU Vancouver and WSU Tri-Cities to establish Honors Programs on those campuses. In addition, in 1996 and 1997 the Honors Program, with support from the State Board for Community and Technical Colleges, organized conferences for Washington community colleges to assist with the development of Honors programs in that sector.

As of May 1997, the UHP has over 3,000 graduates. Many have gone on to prestigious graduate and professional schools. Just in the last two years, some of the schools that WSU Honors Program graduates have been admitted for graduate work include: Stanford University, the University of Indiana, the University of Virginia, the University of North Carolina, the University of Washington, the University of Vermont, and the Massachusetts Institute of Technology.

Some sense of the recent growth in the Program highlights the contributions that Honors makes to the campus community.

**UHP PROGRAM ENROLLMENT 1988-1997**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988-89</td>
<td>620</td>
</tr>
<tr>
<td>1989-90</td>
<td>667</td>
</tr>
<tr>
<td>1990-91</td>
<td>646</td>
</tr>
<tr>
<td>1991-92</td>
<td>680</td>
</tr>
<tr>
<td>1992-93</td>
<td>655</td>
</tr>
<tr>
<td>1993-94</td>
<td>686</td>
</tr>
<tr>
<td>1994-95</td>
<td>701</td>
</tr>
<tr>
<td>1995-96</td>
<td>829</td>
</tr>
<tr>
<td>1996-97</td>
<td>898</td>
</tr>
<tr>
<td>1997-98</td>
<td>1032</td>
</tr>
</tbody>
</table>

**UHP FIRST-YEAR STUDENTS 1988-1997**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NEW FRESHMEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988</td>
<td>209</td>
</tr>
<tr>
<td>1989</td>
<td>190</td>
</tr>
<tr>
<td>1990</td>
<td>176</td>
</tr>
<tr>
<td>1991</td>
<td>168</td>
</tr>
<tr>
<td>1992</td>
<td>189</td>
</tr>
<tr>
<td>1993</td>
<td>199</td>
</tr>
<tr>
<td>1994</td>
<td>220</td>
</tr>
<tr>
<td>1995</td>
<td>230</td>
</tr>
<tr>
<td>1996</td>
<td>260</td>
</tr>
<tr>
<td>1997</td>
<td>337</td>
</tr>
</tbody>
</table>
### UHP

#### HIGH SCHOOL GPA AND SAT SCORES FOR FIRST-YEAR STUDENTS 1988-1997

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FRESHMEN</th>
<th>AVERAGE GPA</th>
<th>AVERAGE SAT verbal</th>
<th>AVERAGE SAT math</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988</td>
<td>209</td>
<td>3.83</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>1989</td>
<td>190</td>
<td>3.87</td>
<td>53</td>
<td>**</td>
</tr>
<tr>
<td>1990</td>
<td>176</td>
<td>3.86</td>
<td>53</td>
<td>58</td>
</tr>
<tr>
<td>1991</td>
<td>168</td>
<td>3.85</td>
<td>52.5</td>
<td>58</td>
</tr>
<tr>
<td>1992</td>
<td>189</td>
<td>3.82</td>
<td>50.8</td>
<td>57.9</td>
</tr>
<tr>
<td>1993</td>
<td>199</td>
<td>3.89</td>
<td>51.8</td>
<td>59.1</td>
</tr>
<tr>
<td>1994</td>
<td>220</td>
<td>3.84</td>
<td>51.1</td>
<td>57.8</td>
</tr>
<tr>
<td>1995</td>
<td>230</td>
<td>3.81</td>
<td>55.1</td>
<td>64.3</td>
</tr>
<tr>
<td>1996</td>
<td>260</td>
<td>3.83</td>
<td>61.7</td>
<td>63.9</td>
</tr>
<tr>
<td>1997</td>
<td>337</td>
<td>3.82</td>
<td>61.2</td>
<td>62.4</td>
</tr>
</tbody>
</table>

** not available for these years

### UHP

#### TOTAL COURSE OFFERINGS 1988-1997

<table>
<thead>
<tr>
<th>YEAR</th>
<th># OF COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988-89</td>
<td>66</td>
</tr>
<tr>
<td>1989-90</td>
<td>69</td>
</tr>
<tr>
<td>1990-91</td>
<td>67</td>
</tr>
<tr>
<td>1991-92</td>
<td>65</td>
</tr>
<tr>
<td>1992-93</td>
<td>66</td>
</tr>
<tr>
<td>1993-94</td>
<td>68</td>
</tr>
<tr>
<td>1994-95</td>
<td>65</td>
</tr>
<tr>
<td>1995-96</td>
<td>73</td>
</tr>
<tr>
<td>1996-97</td>
<td>100</td>
</tr>
</tbody>
</table>

### UHP

#### GRADUATES 1988-1997

<table>
<thead>
<tr>
<th>YEAR OF GRADS</th>
<th>TOTAL NUMBER</th>
<th>ETHNIC</th>
<th>NUMBER WHO STUDIED ABROAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988</td>
<td>79</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>1989</td>
<td>107</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td>1990</td>
<td>95</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>1991</td>
<td>116</td>
<td>2</td>
<td>31</td>
</tr>
<tr>
<td>1992</td>
<td>104</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>1993</td>
<td>121</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>1994</td>
<td>120</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>1995</td>
<td>116</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>1996</td>
<td>133</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>1997</td>
<td>146</td>
<td>22</td>
<td>32</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1137</td>
<td>93</td>
<td>220</td>
</tr>
</tbody>
</table>
3. Current Arrangement

The status as of February 1998 is as follows:

A. Name
The current name is the University Honors Program.

B. Administrative Structure

The UHP is not administratively located within a college, but reports directly to the Provost's Office. The Honors Program has a director, two assistant directors, and two faculty members (one 50% time and the other 64% time) assigned to the program. A presidentially-appointed faculty committee, the Honors Council, oversees the Honors Program.

C. Budget

The budget for the University Honors Program is allocated through the Provost's Office and allows the Program to compensate departments for releasing faculty to teach courses and to operate the Program.

D. Curriculum

Honors students take the UHP's four-year structured curriculum in lieu of University general education requirements. In keeping with the Program's commitment to internationalization, over fifty percent of Honors students study a second language and/or study abroad.

4. PROPOSED ARRANGEMENT

A. Name

The proposed name is the University Honors College (UHC).

B. Administrative Structure

No changes are planned in the administrative structure.

C. Budget

There are no anticipated changes to the budget and no additional personnel requested as a result of this change.

D. Curriculum

Three years ago, a faculty task force appointed by Provost Tom George did a careful review of the Honors curriculum. Since then we have been implementing many of the Task Force's recommendations. While no major curriculum changes are anticipated because of the transition to an Honors College, like every academic unit we continuously seek ways to strengthen and enrich our course offerings and options.
5. Rationale

A recent article in the *Christian Science Monitor* (February 14, 1997) indicates that since 1993 the number of honors colleges in the US has doubled to approximately 40 and that more are being proposed. The reasons the article offers for this growth are these colleges and universities increased ability to compete for top students and the fact that "these programs ... enhance a school's reputation and visibility." A 1994 article in *The National Honors Report* (a publication of the National Collegiate Honors Council - the umbrella organization for Honors programs/colleges) indicated the most commonly cited reasons for making the transition from an Honors program to an Honors college. They include: to promote continuity or cohesion in the curriculum; to strengthen identity or visibility for honors; to showcase excellence in undergraduate education; to strengthen the image of the campus; to facilitate independence and experimentation; and to provide opportunities for talented students. A list of institutions that have Honors Colleges and that are members of the National Collegiate Honors Council is attached to this proposal.

In the Pacific Northwest, students can select among the following Honors colleges: the Robert Donald Clark Honors College at the University of Oregon, the Honors College at Oregon State University, and the William 0. Douglas Honors College at Central Washington University. The University of Washington has an Honors Program that is currently undergoing a resurgence in support from the University. In the last year they have received $200,000 for recruitment scholarships and are scheduled to have new facilities (conference/seminar rooms, classrooms, office suite, lounge, library) in the Mary Gates Hall, the new 180,000 square foot building devoted to undergraduate education.

Many of the new Honors colleges being created are either brand new colleges (Indiana University of Pennsylvania) or are Honors programs that have made the transition into Honors Colleges (the University of Pittsburgh). Few of the programs in the latter category are as old or as comprehensive as WSU's Honors Program. For example, in 1991, the University of Montana decided to change its 12-year-old Honors Program into an Honors College. At the time the College was approved, its curriculum was not even set. Since then it has received over $3 million in donations, a name--the Davidson Honors College, and new facilities.

The Honors Program at WSU, with its excellent regional and national reputation and history of commitment to academic excellence, is ready to make the transition to an Honors College. WSU's University Honors College would continue to be a campus-wide association of faculty and students united by a common concern for academic and personal excellence. It will continue to provide support for instructional experimentation and renewal, and for the best possible teaching and learning circumstances for participating faculty and students.

The designation as a college will assist the University and the UHC to continue to attract and retain talented and motivated students. The UHC also would continue our efforts to actively collaborate with faculty, colleges, and departments from across WSU to develop new curricula and programs that meet the needs of all of our students.
In addition, it is hoped that the name change will lead to increased fundraising, as has happened at the University of Montana and the University of Pittsburgh. Such funds would be used for student enrichment (field trips, guest speakers, scholarships for study abroad, etc.), to reduce class size, to fund course development, and for faculty development activities.

Finally and most importantly, this change will confirm WSU's continuing commitment to providing its students with a quality undergraduate education. It is our belief that the University Honors College will play as vital a role in WSU's future as the University Honors Program has in its past.

6. Timetable

We seek the approval of the Faculty Senate during 1998 followed by approval of the Board of Regents.

7. Approval Process

This proposal has been developed through extensive consultation with the Honors Council (the presidentially-appointed committee that oversees the Honors Program), the Honors faculty, the Honors Student Advisory Council, and the Honors Advisory Board (our external advisory committee made up of alumni and friends of the Honors Program.) All of these groups are unanimous in support of this proposal. In addition, this proposal has been reviewed and endorsed by the Provost's Office.

HONORS COLLEGES *

Arizona State University
Ball State University
Clemson University
Florida International University
Henderson State University
Jackson State University
Kent State University
Louisiana State University and A&M College
Northwestern State University of Louisiana
Oakland University
Ohio University
Old Dominion University
Oregon State University
Pittsburgh State University
Scottsdale Community College
Southern University and A&M College
State University of New York College at Oswego
University of Central Arkansas
University of Houston
The University of Illinois at Chicago
University of Maryland Baltimore County
Hi Jim,

I thought I’d contact you before the Academic Affairs meeting where you will be considering the Honors College. I believe it is the next step in our evolving Honors Program, and support it completely. This event should allow us to build our #8 ranking of a few years ago and help us get into the top 5.

I know there had been some questions raised about a College without faculty, however I understand this is a common mechanism in other institutions. Also Programs do exist without faculty FTE at WSU. For example the Materials Sciences PhD program has no FTE faculty, but uses faculty from three Departments. Of course, they do not aspire to becoming a College (I think).

Feel free to call on me if you need further information about our position on this matter.

Regards
Leon Radziemski
Leon J. Radziemski, Dean
College of Sciences
Washington State University
P.O. Box 643520
Pullman WA 99164-3520
Phone: 509-335-5548
FAX: 509-335-3295
e-mail: LRadziemski@wsu.edu

Jim,
I just wanted to take the time and give my personal support to making the change from an Honors Program to an Honors College. I have taught in the Honors Program since 1991 and I have been extremely impressed with the high quality of these students. Indeed, they only seem to be better and better academically and personally. They have
so encouraged me that I have developed the first Honors course in the College of Agriculture and Home Economics, entitled "Introductory Animal Science for Honors Students", AS 198. As this Honors Program was created shortly before I graduated from High School in this state (1963, for those who wish to know), I believe the time has come to take the next step and make the Honors Program an Honors College. This renaming will give even more visibility to a well known and outstanding group of students and will provide more opportunities for obtaining funds to support these high achieving students as well. I see no down side to the renaming and I wished to let you know how much I support this outstanding group of students and the name change to an Honors College. Please let me know if I can assist you in any way to ensure that this change does occur.

With highest regards,

Wes
R. Wes Leid
e-mail: wesleid@WSU.edu

* * * * *

Motion carried.

3. Recommendation from the Steering Committee for Revisions of Rule 68 and 69 the Withdrawal Policy, New Exhibit F is as follows:

Accountability Plan and Withdrawal Policy Exhibit

Proposed Revision to Academic Rules 68 and 69
(as per AAC discussion 4/15/98)

68. WITHDRAWAL FROM A COURSE BETWEEN THE 5TH WEEK AND THE END OF THE 9TH WEEK. A student may, with the payment of a service fee, withdraw from a course between the 5th week and the end of the 9th week with a grade of W. For undergraduates who enter WSU in fall 1998 or later, the maximum number of WSU withdrawals is 6, not counting withdrawals that result from the cancellation of enrollment. After the 6th withdrawal, a student may in exceptional circumstances submit a petition through the student's major department (usually through the advisor) for additional withdrawals to be exempted from this limit of 6 withdrawals. The petition will be reviewed by the dean's office of the student's college within two weeks of submission. The petition must be filed by the end of the term in which the course was taken.

69. WITHDRAWAL FROM A COURSE AFTER THE 9TH WEEK OF A SEMESTER. Withdrawal from a course after the 9th week of a semester is available under the following conditions:

(a) Withdrawal may be granted for a course for which a passing grade is being earned if withdrawal is recommended by the Director of Health and Wellness Services as a result of illness, or if withdrawal is recommended by the academic dean of the unit in which the course is taught, because of other documented extenuating circumstances.
(b) From the end of the 9th week through the last day of instruction, new undergraduate students working towards their first WSU degree may be eligible to use an uncontested course withdrawal.

c) Two uncontested course withdrawals are allowed in the course of earning a bachelors degree.

d) The grade shall be marked W, and the service fee shall be mandatory.

e) For undergraduates who enter WSU in fall 1998 or later, the maximum number of WSU withdrawals is 6, not counting withdrawals that result from the cancellation of enrollment. After the 6" withdrawal, a student may in exceptional circumstances submit a petition through the student's major department (usually through the advisor) for additional withdrawals to be exempted from this limit of 6 withdrawals. The petition will be reviewed by the dean's office of the student's college within two weeks of submission. The petition must be filed by the end of the term in which the course was taken.

*** ***

It was suggestion a clarification be added to the end of the second to the last sentence of Rule 68 “the dean will make the final decision to grant or deny the petition within two weeks of submission.”

Amended Rule 68 carried.

Add the same statement that the dean will make the final decision. In part e after enrollment add “only 2 of these withdrawals may come after the ninth week” to the end of the first sentence.

Motion carried.

5. Recommendation from Academic Affairs Committee for Undergraduate and Professional Major Change Bulletin #1 and 2 and Addendum #1 Exhibit H from 4/16/98 and New Exhibit G is as follows:

UNDERGRADUATE AND PROFESSIONAL MAJOR CHANGE BULLETIN NO. 1
Spring 1998

The requirements and courses listed below reflect the undergraduate major curricular changes approved by the Catalog Subcommittee since approval of the last Undergraduate Major Change Bulletin. All new and changed courses are printed in their entirety. New and dropped courses are identified under the course prefix and number. Other changes are underlined. The column to the far right indicates the date each change becomes effective.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Business

Requirements for the Bachelor of Arts in Business, Business Economics option, revised. 8-98

1For a total of 7 hours of Biological and Physical Sciences.
2Math 201 and 202 are strongly recommended.

CAC  
new 337  Black Social Psychology 3 Prereq CAC 101 or 131. Approaches and perspectives in contemporary psychology that lead to a broader understanding of the social psychological functioning of African Americans.

CropS  
new 403  Advanced Cropping Systems 3 Prereq CropS 201; Pl P 429 or c/?, or graduate standing. Understanding the management of constraints to crop production and quality; biological, physical, and chemical approaches to crop health management. Field trips required. Credit not granted for both CropS 403 and 503.

GenCB  
drop 210  [B] Genetics and Society 3 1-99

GenEd  
Univ 300  Accessing Information for Research 1 Effective research strategies in the disciplines, including emerging information resources, such as Internet.

Geol  
new 103  The Solar System 3 Overview of the results of modern planetary exploration, geological processes and environments on planets and moons in our solar system. Field trip required.

H A  
new 258  Fundamentals of Cooking and Dining Room Service 2 (0-6) Prereq FSHN 120. Practical applications of cooking techniques, dining room service, and restaurant operations including safety, sanitation, flow of goods and industry trends.

H A  
320  Industry Experience 1 (0-3) Prereq H A major; H A 220. Students work in various hospitality operations for 1,000 hours; work performance must be documented. Two supervised reports required. S, F grading.

H A  
358  Foodservice Systems and Control 5-20 Prereq Acctg 230, FSHN 120, H A 258.

Hort  
new 305  Growth and Development of Crop Plants II 2 Prereq Hort 304. Continuation of Hort 304.
Hotel and Restaurant Administration

Requirements for the Bachelor of Arts in Hotel and Restaurant Administration revised. 8-98

Hotel and Restaurant Administration Degree Program (120 Hours)

Sophomore Year
Second Semester Hours
300-400-level Engl [W] (GER) 3
Acctg 231 3
B Law 210 3
Dec S 215 4
HA 258 2
HA 280 3

Junior Year
First Semester
HA 358\(^2\) 3
Mgt 301 3
Mktg 360 3
Physical [P] Sciences (GER)\(^1\) 3 or 4
Complete Writing Portfolio
or Semester Abroad in Switzerland

---

\(^1\) For a total of 7 hours of Biological and Physical Sciences.

\(^2\) HA 356 and 357 required as substitute for HA 358 at Seattle and Brig sites.

Pl P 403 Advanced Cropping Systems 3 Same as CropS 403. Credit not granted for both Pl P 403 and 503. 8-98

Psych 495 Practicum in Personnel Psychology 2 (0-9) to 6 (0-18) May be repeated for credit; cumulative maximum 6 hours. Prereq 6 hours Psych. Supervised experience in local industries and organizations; application of personnel psychology and resource management principles to work environments. S, F grading. 5-98

Social Work
Social Work minor dropped. 8-98

**UNDERGRADUATE AND PROFESSIONAL MAJOR CHANGE BULLETIN NO. 2**  
**Spring 1998**

The requirements and courses listed below reflect the undergraduate major curricular changes approved by the Catalog Subcommittee since approval of the last Undergraduate Major Change Bulletin. All new and changed courses are printed in their entirety. New and dropped courses are identified under the course prefix and number. Other changes are underlined. The column to the far right indicates the date each change becomes effective.

**A S**  
*Honors, Introductory Animal Science* 3 An new 198  
introductory course for animal science, agriculture and home economics, and science honors students.  
1-99

**Architecture**  
Requirements for the Bachelor of Architecture revised. 1-99

**Sophomore Year**

1. 3 hours of Fine Arts Electives are required by the School of Architecture.
2. At least 3 hours of Physical Science Electives from the school’s approval list are required for admission into the third year.

**Architecture**  
Requirements for the Bachelor of Science in Architecture, Construction Management Option, revised. 1-99

**Senior Year**  
**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch 462</td>
<td>3</td>
</tr>
<tr>
<td>Cst M 442 [M]</td>
<td>3</td>
</tr>
<tr>
<td>Cst M 455</td>
<td>3</td>
</tr>
<tr>
<td>Engl 201 [W], 301 [W], or 402 [W] (GER)</td>
<td>3</td>
</tr>
<tr>
<td>Approved Elective¹</td>
<td>3</td>
</tr>
</tbody>
</table>

**Fifth Year (WSU Spokane)**  
**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cst M 452</td>
<td>4</td>
</tr>
<tr>
<td>Cst M 457</td>
<td>3</td>
</tr>
<tr>
<td>Cst M 471</td>
<td>3</td>
</tr>
<tr>
<td>Cst M 495</td>
<td>3</td>
</tr>
<tr>
<td>Cst M 499</td>
<td>3</td>
</tr>
</tbody>
</table>

**Hist**  
*Medieval Russia 1147-1700* 3 Political, economic, social, and cultural developments in Russia from the foundation of Moscow (1147) through the accession of Peter I (1700).  
1-99
Liberal Arts
Liberal Arts (Lib A) prefix established. 1-99

**ADDENDUM NO. 1 TO UNDERGRADUATE AND PROFESSIONAL MAJOR CHANGE BULLETIN NO. 2 SPRING 1998**

The requirements and courses listed below reflect the undergraduate major curricular changes approved by the Catalog Subcommittee since approval of the last Undergraduate Major Change Bulletin. All new and changed courses are printed in their entirety. New and dropped courses are identified under the course prefix and number. Other changes are underlined. The column to the far right indicates the date each change becomes effective.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Title</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aero</td>
<td>391</td>
<td>Private Pilot Ground School</td>
<td>2 Prereq Aero 391 or by interview only.</td>
<td>This course covers all aspects of preparation for the FAA private pilot written test. Cooperative course taught by UI (Aero 391), open to WSU students.</td>
</tr>
<tr>
<td>Aero</td>
<td>392</td>
<td>Instrument Pilot Ground School</td>
<td>2 Prereq Aero 391 or by interview only.</td>
<td>This course covers all ground-based aspects of instrument flying to prepare students to take the FAA instrument pilot written test. Cooperative course taught by UI (Aero 392), open to WSU students.</td>
</tr>
<tr>
<td>CE</td>
<td>401</td>
<td>[T] Global Climate Change</td>
<td>3 Prereq completion of one Tier I and three Tier II courses in appropriate area of coherence.</td>
<td>Examining poverty in U.S. and globally; description of groups most often poor; identification of effective solutions and successful interventions.</td>
</tr>
<tr>
<td>Entom</td>
<td>375</td>
<td>Fundamentals of Orchard Ecology</td>
<td>(2-2) Prereq Entom 340 or two years field experience.</td>
<td>Integration and application of knowledge of ecology, identification and life histories of orchard pests and their management.</td>
</tr>
<tr>
<td>Entom</td>
<td>376</td>
<td>Measuring Populations in Orchards</td>
<td>2 Prereq Entom 375.</td>
<td>Common sampling methods and factors influencing population dynamics of arthropods and management options. Field trips required.</td>
</tr>
<tr>
<td>Entom</td>
<td>377</td>
<td>Biological and Bio-Rational Tactics</td>
<td>2 Prereq Entom 376.</td>
<td>Different tools to be used in an integrated pest program for Washington Orchards. Field trips required.</td>
</tr>
<tr>
<td>HD</td>
<td>403</td>
<td>[T] Families in Poverty</td>
<td>3 Prereq H D 101, 204 or 6 hours in H D or social sciences; completion of one Tier I and three Tier II courses in appropriate area of coherence.</td>
<td>Examining poverty in U.S. and globally; description of groups most often poor; identification of effective solutions and successful interventions.</td>
</tr>
</tbody>
</table>
Immersion Studio 6 (1-10) Prereq A.A. degree, portfolio review, 2-3 year Interior Design degree. Intense and concentrated experience in design of interior spaces from abstraction and concept to complex interiors of larger scale.

[Families in Poverty 3 Prereq H D 101, 204 or 6 hours in H D or social sciences; completion of one Tier I and three Tier II courses in appropriate area of coherence. Examining poverty in U.S. and globally; description of groups most often poor; identification of effective solutions and successful interventions.

Japanese

Drop Japanese minor. (Japanese Studies minor will remain) 8-98

[M] Exercise Science Laboratory Skills and Techniques 2 (0-6) 3 (2-3) Prereq Kin 463. Routine exercise physiology field and laboratory techniques.

Special Topics V 1-3 May be repeated for credit; cumulative maximum 6 hours. Prereq junior standing or by interview only. Topical issues in natural resource sciences.

[H] Masterpieces of Scandinavian Literature in Translation 2 3 May be repeated for credit; cumulative maximum 6 hours. Topics in Scandinavian literature from the Icelandic sagas to the present.

Spanish for Native Speakers 4 Prereq fluency in Spanish. Readings on Spanish-speaking communities; information and corrective feedback for native speakers of Spanish, grammatical emphasis in writing and speaking.

Teacher Preparation
Admission to Teacher Preparation

Minimum Criteria

1. Completion, within the last three years, of 80 hours of supervised work with children or youth in a diverse setting.
2. ACT or SAT score which meets current state requirements. (Inquire at Teacher Education Student Services Center.) Those holding a bachelor’s degree and those with two years of successful college work in which competency in oral and written communication, math and reading has been demonstrated are exempt.
3. Completion of at least 30 semester hours of course work.
4. Minimum cumulative g.p.a. of 2.50.
5. Engl 201 or equivalent composition course with a minimum grade of C.
6. SpCom 102 or equivalent public speaking course with a minimum grade of C.
7. T & L 300
2, 8. Elementary and Early Childhood Majors: Math 251 and at least two GER science courses with minimum grades of C.
Secondary Majors: Nine hours of course work in the primary endorsement area. Certified in major department; major department may have additional criteria for teaching option candidates.

8. An interview and writing sample may be required.

**General Education Requirements**

*The following courses have been approved for Tier III Capstone status:*

- CE 401 [T] for Ecology of the Planet area of coherence 8-98
- HD 403 [T] for Structure of Society area of coherence 8-98

*The following course has been approved for [H] Arts and Humanities status:*

- Scand 323 for Forms of Artistic Expression and Human Values and Religious Thought areas 1-99 of coherence

*The following course has been approved for Writing in the Major [M] status:*

- Kin 470 8-98

*****

Strike all reference to areas of coherence from descriptions.

Motion carried.

6. Recommendation from Academic Affairs Committee for a BA in Public Affairs at WSU Vancouver **Exhibit I** from 4/16/98 is as follows:

**MEMORANDUM**

**TO:** Thomas Brigham, Executive Secretary Faculty Senate  
**FROM:** Becky Bitter, Registrar's Office  
**FOR:** Academic Affairs Committee  
**DATE:** 10 April 1998  
**SUBJECT:** Proposed Bachelor of Arts in Public Affairs at WSU Vancouver

At its meeting on 8 April 1998, the Academic Affairs Committee approved the proposed Bachelor of Arts in Public Affairs at WSU Vancouver, effective fall 1998.

Members of the AAC approved the BA in Public Affairs at WSU Vancouver following discussion with Mylon Winn, branch campus coordinator, and after receiving external reviews.

At this time, Faculty Senate review and approval is recommended.

Program Proposal: Bachelor of Arts in Public Affairs  
Washington State University Vancouver
PROGRAM NEED

Washington State University (WSU) proposes to offer a Bachelor of Arts (B.A) in Public Affairs to students at WSU Vancouver. The proposed degree program would provide an undergraduate education for students wishing to develop their interests in the public and non-profit sectors and would be a complement to the Master of Public Affairs (M.P.A.) degree which was launched in 1994. The B.A. in Public Affairs would specifically prepare students for careers in the public and non-profit sectors of Southwest Washington and offer training for "in-service" students (already employed) desiring professional growth and advancement. The program would accept undergraduate transfers with backgrounds in related academic disciplines. The degree is designed to be a generalist program, with an emphasis on analytic skills and administrative knowledge in accordance with the National Association of Schools of Public Affairs and Administration (NASPAA) guidelines. Initially, students would be accommodated through day and evening classes. Whether students are experienced practitioners or just launching their careers, there would be opportunities to pursue concentrations in such substantive areas as Public Administration and Management, Public Policy and Politics, and Justice Studies. For students who have little work experience in public service, the degree would require practical field experiences through supervised internships with public or non-profit organizations. The internship would allow students to work closely with experienced mentors, who will help them integrate theory with practice and introduce them to a professional network. Those students with extensive public/non-profit sector experience would receive a parallel benefit from a uniquely defined community service project.

A. Relationship to Institutional Role and Mission

Washington State University is the land-grant university for the state. It has the responsibility to prepare students for "productive lives and professional careers, to basic and applied research in various fields, and to the dissemination of knowledge statewide" (WSU Catalog 1997). Specifically, the mission of the WSU branch campus is to offer placebound students access to higher education in academic disciplines unavailable at another college or university in Southern, Central, or Southwestern Washington (Design for the 21st Century, AECB, 1990).

The proposed B.A. in Public Affairs at WSU Vancouver will complement the University's mission by offering place bound students access to training for careers in the public and non-profit sectors of Southwest Washington. In addition, the program will serve publics outside the university community with the research and advisory capabilities that are afforded by our faculty. These publics are primarily governmental and non-profit public agencies or community groups. WSU Vancouver public affairs faculty and students have already provided service to the regional offices of the United States Department of Agriculture Forest Service, City of Vancouver, Town of Yacolt, Clark County, Lower Columbia Economic Development Council, Clark County Volunteer Lawyers Association, the Vancouver Police Department, the Clark County Sheriffs Office, the United States Department of the Interior Bureau of Land Management, Washington Association of Counties, Community Health Center, Southwest Washington Health District, United States Senator Patty Murray's Vancouver
Office, Senator Slade Gorton's Vancouver Office, Clark County Planning Division, Center for National Independence in Politics (i.e., "Project Vote Smart"), and various other non-profit organizations. The Masters in Public Affairs program also has organized several local government training forums and conducted many applied research projects for local government. The Public Affairs faculty also publishes a quarterly newsletter on applied research (i.e., "Partners") for all state and local government officials and relevant non-profits in the region and has recently conducted an extensive needs assessment for government training needs in the region.

B. Documentation of Need for Program

1. Student Interest/Demand

Tables 1 and 2 (see Appendix A) examine potential student interest in the proposed B.A. program. Prospective students were identified through their enrollment in a Political Science or Criminal Justice class in the spring of 1997 at WSU Vancouver. A total of 94 potential Public Affairs students responded to the survey. All students were provided with the proposed B.A. program structure for their review and comment. Seventy-six percent of respondents indicated that they had "a great deal of interest" in the proposed B.A. program. When asked how useful the proposed B.A. program would be to their current or future career goals, 80 percent indicated the program would be "very useful."

Another indicator of student demand is the number of students who have identified either Political Science or Criminal Justice as their major area of emphasis in the General Studies degree at WSU Vancouver (B.A. in Social Science). The data in Appendix A, Table 2 (from CLA student advisors and student surveys at WSU Vancouver) indicate that there were 59 students in Political Science and Criminal Justice in 1995-96 and 62 in 1996-97. This is a 5 percent increase in one year and indicates (see Appendix A, Table 1) a potential pool of students wanting the degree.

The data presented in Appendix A, Table 3 are from the same survey of Political Science and Criminal Justice students discussed previously. These data indicate that potential Public Affairs students are typically enrolled at WSU Vancouver for employment purposes (75%), are place bound students without other higher education options (92%), are working while going to school (28% part-time and 28% full-time), and are full-time students (78%).

2. Workforce Needs and Service to Community

In 1960 one out of eight people in the work force was employed by government. By 1980 this figure had increased to one in six. While the growth in public sector employment at the national level has since decreased, there has been a dramatic growth in state and local government positions, and spending still accounts for over a third of the Gross National Product.

Governments in the 1990s and coming century, however, can no longer afford to sustain the operations and services provided so easily three decades ago. As government budgets are tightened and funding is withdrawn from an increasing number of programs
and benefits, both the public and elected officials appear to be losing confidence in the
government’s ability to act effectively and solve societal problems. Indeed, many
citizens have grown to view government itself as one of the biggest problems.

Public administrators and policy specialists, and those aspiring to the profession are
greatly affected by these changes. They are being asked to do more with less, to allocate
diminishing resources to meet the demands of citizens and elected officials, and to work
in an environment of increased public scrutiny and skepticism. There even has been a
call from the Vice President and many academics for "reinventing government."

In this light, WSU Vancouver proposes a new degree program which will foster and
develop the abilities of present and future public administrators in Southwest
Washington to meet the challenges of government in the twenty-first century. The B.A.
in Public Affairs is designed to promote professionalism, inventiveness, and a
commitment to public service for current and future government employees in
management, policy analysis, and justice studies.

There is both strong community and strong student interest in developing and offering
undergraduate education in Public Affairs in Southwest Washington. The region has six
county governments (including Pacific, Wahkiakum, Cowlitz, Clark, Skamania, and
Klickitat counties), over sixty cities, and numerous special districts. In addition, there
are many federal (e.g., U.S.D.A. Forest service, National Park Service) and state
agencies (e.g., Department of Natural Resources, etc.) located and active in the region,
as well as various public utility districts and quasi-public agencies such as the
Bonneville Power Administration. Other community members interested in the program
would include the many non-profit public interest groups located in the City of
Vancouver and Clark County (see Appendix A).

Clark County and the surrounding area is experiencing rapid growth. The Washington
State Office of Financial Management (July 1986) has projected the population of Clark
County to increase by 21 percent in the period of 1990 to 2000 (238,053 to 290,066) and
to increase by 19 percent in the period from 2000 to 2010 (290,066 to 346,509).
Concomitant with this population growth will be the expansion of government agencies
and services in the area. Federal, state and local governments will require many highly
trained employees in areas such as criminal justice, public budgeting and finance, public
policy analysis, etc.

In order to investigate and document community and student interest in developing an
undergraduate program in public affairs at WSU Vancouver, several surveys were
conducted during the 1996-97 academic year. One survey investigated community/
employer support for the proposed B.A. program while another survey examined
potential student demand for the program. Prospective students and employers were
identified through lists provided by state and local governments, the Southwest
Washington Health District, Clark County, the League of Women Voters, local
chambers of commerce in Southwest Washington, and by records of student inquiries at
WSU Vancouver. Both prospective employers and students were provided with the
proposed B.A. program structure for their review and comment. The proposed program
presented below is a direct result of these comments and feedback.
The data in Appendix B, Table 1 documents community support for the proposed B.A. program. The survey was mailed to 1,500 addresses in Clark, Cowlitz, Klickitat, Lewis, Skamania, and Wahkiakum counties (The service area of WSU Vancouver). This sample included 777 non-profits, cities, counties, public utility districts, businesses, school boards, the council of governments of the Longview/Kelso area, neighborhood organizations, public agencies, and health care industry providers. In addition, 723 individuals who have expressed an interest in university educational offerings in public affairs, government, or continuing education courses in those areas were included in the sample. Over 700 public, non-profit and private organizations/agencies were sent surveys to ascertain their level of support for the program. Over 490 organizations and agencies responded to the survey resulting in a response rate of 32.7% percent. When asked their level of interest in having a Public Affairs undergraduate program at WSU Vancouver, almost 75 percent said "a great deal of interest." Only 7.4 percent of respondents indicated "not much interest" and 17.9 percent said they were "somewhat interested."

Survey recipients also were asked about the utility of the proposed B.A. program for professional training and development of employees in their organization. Over 64 percent indicated that the program would be "very useful" and 21.2 percent said "somewhat useful." Only 14.3 percent of respondents felt the program would be not very useful."

The data in Appendix B, Table 2, provide information on the number of new jobs expected to be created in the public and non-profit sectors of Southwest Washington in the next five to ten years. Almost 53 percent of respondents (n--237) foresee job growth in their organizations/ agencies in the near future. A total number of 1059 jobs are estimated to be created, which is an average of 4.47 jobs per organization/agency. Of those organizations/ agencies expecting job growth, 62.9 percent believe that a B.A. program at WSU Vancouver would help meet their organizations/personnel needs. Almost half of these jobs would be in local governments in Southwestern Washington.

C. Relationship to Other Institutions

1. Duplication

At this time, the most proximate access to higher education in Washington State is at Evergreen State College which is over 100 miles to the North. Portland State University offers some Public Affairs (Criminal Justice) training in Portland, Oregon. However, with the full impact of Measure 5 (property tax reduction initiative) now taking effect, Oregon's public universities are having major financial problems. Reciprocity with Oregon is no longer a viable option for many Washington students. Having the B.A. degree at WSU Vancouver would greatly assist place bound students who now pursue that degree by attending out-of-state public and private universities and colleges in Portland, Oregon.

2. Uniqueness of Program

The program seeks to develop critical thinking about political and social values and develop the ability to conduct objective analysis of political structures and bureaucratic processes. The B.A. in Public Affairs at WSU Vancouver will be designed primarily to
educate people for service in public and non-profit agencies. Professional standards and expectations will be reflected in the design of the program. The program is modeled following the guidelines of the National Schools of Public Affairs and Administration (NASPAA).

The multidisciplinary perspective of the BA Program provides a unique format for the implementation of public affairs at the undergraduate level. The multi-disciplinary perspective provides for the blending of theory, methodology, and experience in an academically sound degree format.

The B.A. in Public Affairs will maintain a regionally affiliate and responsive design. Students will maintain internship options with on a regional level. Faculty will focus on inclusion of appropriate agency/institutional personnel and issues as an integral part of the program.

II. PROGRAM DESCRIPTION

A. Goals and Objectives

The primary goals of the Bachelor of Arts in Public and Affairs at WSU Vancouver are:

1. To offer undergraduate education to place bound students in the areas of Public Policy and Politics, Justice Studies, and Public Administration and Management.

The program seeks to develop critical thinking about political and social values and develop the ability to conduct objective analysis of political structures and bureaucratic processes. The B.A. in Public Affairs at WSU Vancouver will be designed primarily to educate people for service in public and non-profit agencies. Professional standards and expectations will be reflected in the design of the program.

2. To conform with the guidelines of the National Schools of Public Affairs and Administration (NASPAA).

3. To offer a series of courses that will meet the general educational needs of students and the community. This will be accomplished by focusing on community and student needs in the areas of public management, public policy and criminal justice. Preliminary community needs assessments have already been conducted and were used in program design.

4. To support and strengthen the teaching capabilities of the faculty. The program will provide opportunities to develop new relevant courses and new ways of teaching existing courses.

5. To serve publics outside the University community with the research and advisory capabilities that are afforded by our faculty. These publics are primarily governmental and non profit public agencies or community groups. Public service is an important goal in that it increases opportunities for faculty to do research, and opens the way for internships and job placement for our students.
6. To develop the research and publishing capabilities of the faculty. A high quality of teaching cannot be maintained if the faculty is not actively pursuing research interests. The program should foster and encourage interdisciplinary research capabilities of faculty in the general area of public affairs.

B. Curriculum

1. Course of Study

The Bachelor of Arts in Public Affairs at WSU Vancouver is organized into core requirements for all Public Affairs students with additional course work necessary for concentrations in: Public Administration and Management, Justice Studies, and Public Policy and Politics. The required core curriculum provides an important foundation in statistics, research methods, computer applications, applied public policy, and public administration. In addition, students are required to participate in a public affairs internship (government or non-profit organization) and/or a significant public service project with a government/non-profit agency. Students are encouraged to choose course work in their preferred concentration for certification when setting up their program. A minimum of 37 semester credit hours are required for graduation.

The following information details the necessary prerequisites, course work, and credits required in each of the concentrations. Students also may combine any of the listed courses into preferred individualized course schedules, with the advice and agreement of their faculty advisor.

The Program in Public Affairs at WSU Vancouver is an interdisciplinary program which is organized for liberal arts and professional undergraduate and graduate education. The B.A. in Public Affairs, modeled after the Master of Public Affairs degree at WSU Vancouver, would allow students to combine course work in three related areas in the social sciences related to Public Affairs. The B.A. would require a set of core courses in theory, methods, statistics, computer applications, and allows for specific concentrations in Justice Studies, Public Policy, and Public Administration and Management. It should be acknowledged at this time that 100 and 200 level courses cannot be taught at the Vancouver Branch campus. Therefore all of the following courses must be at the 300 and 400 level. All 300 and 400 level courses listed in this proposal have been taught and will be taught over a two year period. All of the concentrations in public affairs require the following core course work:

**Required Core Courses (22 credits)**

- **Methods:** Soc 320 - Intro to Social Research (3 credits)
- **Statistics:** Soc 321 - Quantitative Techniques (4 credits)
- **Foundation:** PolS 300 - The American Constitution (3 credits)
- **Policy:** PolS 316 - American Public Policy (3 credits)
- **Administration:** PolS 340 - Intro to Public Administration (3 credits)
- **Comparative Leadership:** Mgt 401 - Leadership Skills (3 credits)
Three areas of concentration and certification are possible for the B.A. in Public Affairs degree: Public Administration and Management, Justice Studies, and Public Policy and Politics. Details of these concentration course options are presented in Appendix C.

2. Admission Requirements

The admission requirements will be the current WSU requirements as stated in the Catalog.

C. Faculty

The Bachelor of Arts in Public Affairs will be interdisciplinary drawing primarily on faculty in Political Science, Sociology, and Business Administration. Because the program is a modification of degree options offered by the Department of Political Science and the Program in Criminal Justice at the Pullman main campus, most of the core courses will be taught by five Political Science faculty members which are currently in residence. In addition to the five Political Scientists, Business Administration faculty and three resident Sociology faculty members will be teaching core and support courses for the three concentrations in the program. Additional hires in Criminal Justice and Public Administration are planned for support of the M.P.A. and B.A. degrees in Public Affairs when the most senior political scientist retires. Additional courses may be delivered by adjunct faculty approved by relevant departments in Pullman. This will ensure that a critical mass of faculty are involved in the instruction of the degree. Program faculty are presented in Table 1, Page 14.

D. Students

1. Projected Enrollment

Based on current enrollment patterns of undergraduates interested in the B.A. degree and current enrollments (See Appendix A, Tables 1 and 2), it is likely that approximately 46 students would enroll in the proposed degree program initially. Assuming growth each year (conservative estimate of current social science growth at WSUV), the program could potentially grow to 62 students in 5 years. Given the size of the political science and criminal justice undergraduate programs in Pullman, this is a reasonable and conservative estimate. Estimated size of the proposed B.A. in Public Affairs program from Fall 1998-2002 (Year N) is presented in Table 2 below.

Table 2
Estimated Size of Program

<table>
<thead>
<tr>
<th>No. of Students</th>
<th>Year 1*</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>46</td>
<td>50</td>
<td>55</td>
<td>60</td>
<td>62</td>
</tr>
<tr>
<td>FTE</td>
<td>33</td>
<td>37</td>
<td>44</td>
<td>52</td>
<td>57</td>
</tr>
</tbody>
</table>

*Based on the information provided in Appendix A, Tables 1 and 2, assuming that 75% of current political science and criminal justice students would enroll as of 1998. This forecast also assumes students will take approximately 10 credits of course work per semester in year one, and that the average student credit hour load will gradually increase through year N to approximately 14 credit hours.
2. Expected Time for Program Completion

Most of the initial students admitted to the program will be taking approximately 4 courses a semester meaning that they will finish in 2 to 2.5 years (see Table 3, page 15). Public Affairs faculty at WSU Vancouver will work with WSU recruiters and student support specialists to recruit and retain students who represent the diversity of the State of Washington.

Student advising will be provided by the tenure track faculty involved in program instruction. Students will be encouraged to consult with those faculty most familiar with their chosen area of concentration.

3. Diversity

Increasing diversity is an institutional commitment shared by all campuses of Washington State University. The Bachelor of Arts in Public Affairs will pursue these goals:

a. Provide an academic environment that recognizes and appreciates the value of diversity and supports the well-being and success of all participants in a multicultural committee.
   i. WSU Vancouver has completed an Americans with Disabilities Act audit of facilities and programs and is implementing action in areas of need.
   ii. Many B.A. faculty have participated and future B.A. faculty will participate in Diversity Workshops, Disabilities Act Workshops and Sexual Harassment Workshops. These training workshops are an ongoing effort to provide an institutional climate for diversity.
   iii. Cultural awareness days will receive institutional support and publicity.

b. Provide an administrative structure led by a senior-level administrator that promotes, coordinates, and monitors programs to achieve ethnic and racial diversity in an effective and timely manner.
   i. WSU Vancouver has appointed a student specialist to serve as a liaison to the Disabled Students Services Office. The student support specialist has formed a disabilities support group for people with disabilities and has also appointed a multicultural study group to make recommendations for minority climate, recruitment and retention.
   ii. The student support specialist will also work with the State Schools for the Blind and the Deaf (both located in Vancouver) to provide institutional transitional support to those two student bodies.

c. Increase minority student enrollments and graduation rates to equal or exceed levels of appropriate subgroup populations.
   i. WSU Vancouver has designated 25% of its unrestricted scholarship funds for its minority students.
   ii. WSU Vancouver will organize ethnic career fairs to increase networking with local governments and non-profit organizations. WSU Vancouver's local government newsletter (published jointly with the Southwest Washington Association of Governments) also will be used to target potential minority in-service students.
iii. The B.A. program will be advertised in local newspapers and magazines oriented to ethnic or disabled readers.

d. Increase minority, women and disabled faculty representation in all instructional and administrative units to levels commensurate with affirmative action goals. Advertisements for current and future faculty positions will be advertised in publications of organizations of women and minority interests (e.g., Women and Politics Newsletter of the American Political Science Association).

e. Increase minority, women and disabled staff representation in all units to levels commensurate with affirmative action goals. WSU Vancouver will advertise staff positions in newspapers and magazines oriented to minority, women and disabled readers.

III. PROGRAM ASSESSMENT

A. Internal Review

There will be no deviations from the internal process on file with the BECB used to review the proposal.

B. External Evaluation:

The institutional Representative will coordinate the review of this proposal following HEC Board guidelines for new degree programs. A copy of the proposal will be sent for comment to:

1. All other four-year public institutions in Washington
2. The institutional representative will select additional reviewers who are recognized experts in the field of Public Affairs from outside Washington State.
3. One additional reviewer who is an expert in the field of Public Affairs from the State of Washington.

Reviewers will be asked to comment on program quality, need, and cost. They will be advised of other reviewers and institutions who received copies of the proposal.

Exit interviews and biennial surveys of graduating students will be used to track program success in placing students in government and non-profit organizations and graduate school (the B.A. also will be used to recruit students into our Master of Public Affairs degree track as well). The evaluation process now in use for the M.P.A. program will provide a model for this evaluation.

Those agencies and organizations employing our students will be surveyed to document program quality and address curricular needs. In addition, the Program in Public Affairs is currently in the process of establishing an Advisory Committee to oversee the M.P.A. program and this committee would also be responsible for oversight of the B.A. program as well. The Advisory Committee will be composed of community (non-profit) and government leaders (e.g., chiefs of police, city mayors, city managers, county commissioners, civic leaders, etc.).
IV.  FINANCES

A. Personnel

Instituting the B.A. in Public Affairs at WSU Vancouver involves only minor changes to current teaching assignments and therefore requires only modest increase in funding. WSU Vancouver already has 5.0 FTE lines assigned to Political Science Department faculty (4.0 in Political Science and 1.0 in Criminal Justice) and 3.0 FTE assigned to Sociology department faculty as support for the Master of Public Affairs degree and the B.A. in Social Science. With the addition of a new 1.0 FTE in Criminal Justice, we will be able to offer 9 undergraduate courses in Political Science, 6 in criminal Justice, and 5 in Sociology (total of 20 courses). All of these courses would either be core courses or electives for the B.A. In addition, the degree would utilize several existing business administration (i.e., management) courses for the public administration and management track. This number of undergraduate courses also allows for an ample number of graduate courses to support the M.P.A. program. Currently there are enough vacant seats in political science courses to accommodate the expected enrollment growth that the introduction of the B.A. in Public Affairs would generate for the first several years.

B. Library

The adequacy of existing library collections, services, etc.: The WSU Vancouver branch campus library currently supports a Masters in Public administration degree. The library is growing with nearly 10,000 books and more than 400 journal subscriptions. Library users have access to over fifty fulltext and bibliographic databases, including PAIS Decade (Public Affairs Information Service), Health Planning and Administration, Social Science Abstracts, Index to Legal Periodicals, LEXIS/NEXIS, Stat-USA, Econlit, Criminal Justice Abstracts, Newspaper Abstracts, ABI/Inform, and Social Science Citation Index. The library also subscribes to Sage Public Administration Abstracts.

The WSU Vancouver Library participates, along with the WSU Libraries in Pullman and the other WSU branch campus libraries, in an Extended Campus Library Service (ECLS), which facilitates the delivery of books and documents between all the WSU Libraries. The WSU Vancouver Library is also a charter member of the Portland Area Library System (PORTALS), a consortium of seventeen institutions of higher education and public libraries in the Portland/Vancouver area. This consortium which included Portland State University and the Oregon Health Sciences University, extends direct borrowing privileges to students and faculty of WSU Vancouver, and to all PORTALS members. PSU offers a Masters in Public Administration. Both of these arrangements, ECLS and PORTALS, provide rapid delivery of journal articles and books to the participating libraries.

The need for new Library collections - serials (journals, indexes in print, electronic form, microfilm, etc.), monographs, media: The library subscribes to the core journals in public affairs, and can obtain article quickly and easily from journals it does not own. The library subscribes to all the journals that are requested by WSLTV professors, if the cost of the journal is not exorbitant. The library provides students and faculty access to the essential indexes and databases in the field of public affairs. (See Appendix F). The
WSUV Library is building the public affairs monographic collection. Additional funds ($4000) should be added to the library's budget in order to support the continued development of these collections.

The need for new library personnel: No additional personnel are necessary to support this specific program.

The need for additional library services: When the WSU Vancouver Library goes beyond the WSU Libraries for document delivery services, we use the PORTALS (Portland Area Library System) libraries and the libraries in the Washington State higher education system that provides WSLJV free interlibrary loans. No additional funds will be necessary for reference services and library instruction.

For branch campuses/extended university proposals: WSU's original vision of branch campus libraries was that of a "reading room" with basically all library resources being delivered from the Pullman campus. Clearly, the vision has been modified. However, WSU's branch libraries shall continue to rely on the resources of the main library in order to provide a high quality library service to WSU faculty and students in Vancouver.

The Vancouver library has been encouraged to continue to use the cataloging services at Pullman. We are presently doing 95% of our monographic acquisitions and are planning to manage our own serials ordering within the next year. We do borrow books and obtain journal articles from WSU Pullman libraries, however we employ the staff who provides the document delivery services. WSU Libraries in Pullman provides 70% of the material we do own locally.

WSU Vancouver's library pays for access to the important indexes and databases in the Public Affairs program. In support of the Masters program in Public Affairs the library subscribes to fifty journals in public administration, criminal justice and law. Additionally the library subscribes to journals supporting both the Masters in Business Administration and the Masters in Nursing and a program focus on environment science. Each of these programs' resources contributes to the Public Affairs courses at WSU Vancouver. The library is currently spending over 40% of its acquisitions budget in the areas of public administration, criminal justice, public health, gerontology, health policy, environment issues, business administration, political science and pre-law in order to build a solid, basic public affairs collection. The library provides all of its reference and instructional services locally.

C. Computers

1. Computer Services: WSU Vancouver has several fall-service computer laboratories. Students have access to IBM compatible PCs and Macintosh computers which are all directly connected to the WSU mainframe computer and the internet. These work stations can be used for statistical analyses, graphics, word processing, and spreadsheets. A full-time staff member with a B.S. in Computer Science is responsible for the laboratory and is assisted by an additional full-time position. Part-time laboratory staff also are present to assist students and faculty during all times the laboratory is open. An additional Writing Lab is available with full-time technical assistance and multiple computers for word processing.
2. Space/Equipment Needs: With the opening of the new campus, there are now two behavioral science instructional laboratories, computer laboratories for both statistical computing and word processing, media and graphic facilities, faculty research laboratories, graduate research laboratories, as well as new offices and more general campus amenities.

D. Budgetary Impact

The proposal to introduce the B.A. in Public Affairs at WSU Vancouver requires few new resources. Existing faculty lines in Political Science, Criminal Justice, and Sociology have been requested in anticipation of the B.A. degree and to support the M.P.A. program. The degree would raise expenses only minimally, increase enrollments, and broaden service to SW Washington.

The general academic supervision for the WSU Vancouver B.A. in Public Affairs (and Master of Public Affairs degree) will be provided by the Director of the Public Affairs Program, who will act as the agent for the department chair (currently Professor Lance LeLoup of WSU Pullman). The Director of Public Affairs is appointed by the department chair in consultation with the Area Coordinator of Liberal Arts at WSU Vancouver (currently Professor Karen Peterson). The director will work with both the department chair and area coordinator to provide the following administrative tasks: scheduling of appropriate courses in a manner that will allow students to complete the program in a timely manner; providing the chair with appropriate annual review materials for political science and criminal justice faculty; and providing the department chair with the necessary information to assess the program's quality and plan for its development. Presently, the WSU Vancouver Director of Public Affairs is Associate Professor Brent S. Steel. He has been responsible for the Master of Public Affairs program since its inception in 1994 and will add these duties to his existing duties. Clerical support, student advising, and student internship supervision responsibilities will be performed by the personnel listed in Appendix D. Budget specifics are outlined in Table 4, page 18, and Appendix E.

Table 1
Tenure Track Program Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Discipline</th>
<th>Status</th>
<th>%Effort in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brezina, Tim</td>
<td>Asst Prof</td>
<td>Sociology (Criminology, Deviance)</td>
<td>Full</td>
<td>30%</td>
</tr>
<tr>
<td>Goodstein, Jerry</td>
<td>Asst Prof</td>
<td>Management (Organizational Theory, Ethics)</td>
<td>Full</td>
<td>12.5%</td>
</tr>
<tr>
<td>Long, Carolyn</td>
<td>Asst Prof</td>
<td>Political Science (Public Law, Public Policy)</td>
<td>Full</td>
<td>60%</td>
</tr>
<tr>
<td>Newman, Meredith</td>
<td>Asst Prof</td>
<td>Political Science (Public Admin &amp; Policy)</td>
<td>Full</td>
<td>25%</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Department</td>
<td>FTE</td>
<td>Percentage</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------</td>
<td>------------------------------------------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>Simon, Leonore</td>
<td>Asst Professor</td>
<td>Criminal Justice</td>
<td>Full</td>
<td>40%</td>
</tr>
<tr>
<td>Sowards, Kathryn</td>
<td>Asst Professor</td>
<td>Sociology (Methodology, Health &amp; Medical Policy)</td>
<td>Full</td>
<td>30%</td>
</tr>
<tr>
<td>Steel, Brent</td>
<td>Asst Professor</td>
<td>Political Science (Public Admin &amp; Policy)</td>
<td>Full</td>
<td>25%</td>
</tr>
<tr>
<td>Taylor, Dorceta</td>
<td>Asst Professor</td>
<td>Sociology (Environmental Sociology, Social Movements, Science and Technological)</td>
<td>Full</td>
<td>25%</td>
</tr>
<tr>
<td>Tripp, Tom</td>
<td>Assoc Prof</td>
<td>Management (Negotiations, Organizational Theory)</td>
<td>Full</td>
<td>12.5%</td>
</tr>
<tr>
<td>Tsurtani, T.</td>
<td>Full Professor</td>
<td>Political Science (Theory, Comparative Politics)</td>
<td>Full</td>
<td>15%</td>
</tr>
</tbody>
</table>

**TOTAL FTE FACULTY DEVOTED TO DEGREE PROGRAM** 2.75 FTE

---

**Table 4**

Summary of Program Costs – Year 1 and Year N

<table>
<thead>
<tr>
<th>Line Item</th>
<th>Internal Reallocation</th>
<th>New State Funds</th>
<th>1998-1999 Year 1</th>
<th>2000-2001 Year N Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Salaries</td>
<td>0.00</td>
<td>3,080.00</td>
<td>3,080.00</td>
<td>3,080.00</td>
</tr>
<tr>
<td>(Includes 72% benefits)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Salaries</td>
<td>162,589.00</td>
<td>0.00</td>
<td>162,589.00</td>
<td>186,719.00</td>
</tr>
<tr>
<td>2.75 FTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical Salary</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>27,940.00</td>
</tr>
<tr>
<td>1.0 FTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship Supervisor</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>31,202.00</td>
</tr>
<tr>
<td>1.0 FTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goods and Services</td>
<td>2,750.00</td>
<td>0.00</td>
<td>2,750.00</td>
<td>4,750.00</td>
</tr>
<tr>
<td>Travel</td>
<td>2,750.00</td>
<td>0.00</td>
<td>2,750.00</td>
<td>4,750.00</td>
</tr>
<tr>
<td>Equipment</td>
<td>0.00</td>
<td>7,000.00</td>
<td>7,000.00</td>
<td>4,000.00</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone</td>
<td>825.00</td>
<td>0.00</td>
<td>852.00</td>
<td>1,761.00</td>
</tr>
<tr>
<td>Computing</td>
<td>1,000.00</td>
<td>0.00</td>
<td>1,000.00</td>
<td>1,800.00</td>
</tr>
<tr>
<td>Library</td>
<td>0.00</td>
<td>4,000.00</td>
<td>4,000.00</td>
<td>4,000.00</td>
</tr>
<tr>
<td>WHETS</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Total Direct Costs</td>
<td>169,914.00</td>
<td>14,080.00</td>
<td>183,994.00</td>
<td>269,820.00</td>
</tr>
<tr>
<td>Indirect Costs @32%</td>
<td>79,959.53</td>
<td>6,625.88</td>
<td>86,585.41</td>
<td>126,974.12</td>
</tr>
<tr>
<td>TOTAL COST OF PROGRAM</td>
<td>249,873.53</td>
<td>20,705.88</td>
<td>270,579.41</td>
<td>396,794.12</td>
</tr>
</tbody>
</table>
This has been approved by Budget, Library, Catalog and Extended University Affairs Committees and has received positive external reviews.

Motion carried.

7. Recommendation from Graduate Studies Committee for Graduate Major Change Bulletin #1 Exhibit J from 4/16/98 is as follows:

**GRADUATE MAJOR CHANGE BULLETIN NO. 1**  
**Spring 1998**

The requirements and courses listed below reflect the Graduate Major Curricular Changes approved by the Catalog Subcommittee and the Graduate Studies Committee since approval of the last Graduate Major Change Bulletin. All new and changed courses are printed in their entirety. New and dropped courses are identified under the course prefix and number. Other changes are underlined. The column to the far right indicates the date each change becomes effective.

<table>
<thead>
<tr>
<th>CE</th>
<th>545</th>
<th>Industrial Waste Problems</th>
<th>3</th>
<th>Prereq C E 542 or c//.</th>
<th>8-99</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>restore</td>
<td>Evaluation and feasible solutions of industrial waste problems. Cooperative course taught by WSU, open to UI students (CE 539A).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CropS</th>
<th>503</th>
<th>Advanced Cropping Systems</th>
<th>3</th>
<th>Graduate-level counterpart of CropS 403; additional requirements. Credit not granted for both CropS 403 and 503.</th>
<th>8-98</th>
</tr>
</thead>
<tbody>
<tr>
<td>new</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Human Nutrition**

Master of Science for Non-Thesis Option in Human Nutrition established 8-98

Requirements
36 total hours; 32 graded hours; 4 hours of thesis or special problems. Required courses; 3 hours advanced nutrition, 2 hours written seminar, 1 hour oral seminar, 3 hours research techniques, 3 hours statistics; 26 hours of 500-level courses; 6 hours 300-400-level courses; thesis or special project; and oral presentation and defense.

<table>
<thead>
<tr>
<th>PI P</th>
<th>503</th>
<th>Advanced Cropping Systems</th>
<th>3</th>
<th>Graduate-level counterpart of PI P 403; additional requirements. Credit not granted for both PI P 403 and 503.</th>
<th>8-98</th>
</tr>
</thead>
<tbody>
<tr>
<td>new</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Motion carried.
8. Recommendation from Faculty Affairs Committee for Section V, VI, and VII of the Faculty Manual Exhibit F from 4/2/98 is as follows:

MEMORANDUM
TO: Faculty Senate
FROM: John Crane, Chair, FAC
DATE: March 26, 1998
SUBJECT: Sections V, VI and VII

The Faculty Affairs Committee submits for your discussion and approval the revised Sections V, VI, VII of the Faculty Manual. We have only included text that has been rewritten or added. The Committee has left all subtitles of sections that have not been changed so that you have a full understanding of what is in each section. If you have any suggested changes to the wording or comments please email them to John Crane at cranej@mail.wsu.edu or Dorene Branson at branson@wsu.edu. Comments may also be sent to Dorene Branson Faculty Senate office zip 1038. Any wording changes must be sent to FAC in writing before they are considered on the floor of the Senate.

In Section V, sections F and G dealing with Copyright and Patent policies are being revised in FAC. We hope to have this document ready for the next Senate meeting.

SECTION V  UNIVERSITY POLICIES AFFECTING FACULTY

A. PROCEDURES AND RECORDS
1. Payroll Procedures
2. Personnel Records
3. Faculty Workload

B. POLICY ON WAIVER OF TUITION AND FEES FOR PERMANENT EMPLOYEES
1. Eligibility and Enrollment Restrictions
2. Implementation of the Program

C. POLICY ON PURSUIT OF ADVANCED DEGREES AT WASHINGTON STATE UNIVERSITY

D. POLICY ON COMPENSATED OUTSIDE SERVICE BY FACULTY MEMBERS—CONSULTING
1. Introduction
2. Guidelines

E. EXTENDED PROFESSIONAL ACTIVITIES
1. Introduction
2. General Provisions
3. Appeals
4. Evaluation
[F and G Copyright and Patent Policies are in the process of being rewritten and reviewed by FAC and will come in a separate document.]

H. FACULTY INVOLVEMENT AND RESIDUAL RIGHTS IN FILMS, VIDEOTAPES, AND OTHER INSTRUCTIONAL MEDIA

I. BUSINESS POLICIES AND PROCEDURES

Many additional policies and procedures which may effect faculty are included in the Business Policies and Procedures Manual which is available in department, school and college offices. Among the policies covered in detail in that manual are the following.

1. Use of Name
2. Project Funds From Outside Sources
3. Faculty and Staff Travel
4. Applicant Travel
5. Equipment
6. Purchasing
7. Cash Received by Employees Outside Controller's Office
8. Approval of Contracts and Memoranda of Agreements
9. Bonding of Employees

SECTION VI    POLICIES AND PROCEDURES FOR TEMPORARY FACULTY

Washington State University employs a limited number of temporary faculty. In no instance should temporary employment be used to jeopardize WSU's commitment to equal opportunity in employment and affirmative action.

A. TYPES OF TEMPORARY APPOINTMENTS

Temporary faculty appointments may be divided into two categories: (1) terminal appointments with specific end dates determined by the nature of the assigned task, funds or contracts; and (2) contingency appointments, with end dates, in which continued employment is determined by specific contingencies.

1. Terminal Appointment Definition
2. Contingency Appointment Definition
3. Hiring Policies And Procedures

B. ESTABLISHMENT OF POSITIONS

1. Periods of Appointment
2. Relocation Expenses
3. Temporary to Permanent

C. TITLES

1. Adjunct and Visiting Titles
2. Lecturer and Instructor Titles
3. Postdoctoral and Predoctoral Titles
4. Foreign Scientists

D. SETTING SALARIES, EXTRA COMPENSATION, AND ANNUAL REVIEW

1. Salary Criteria
2. Annual Review and Salary Increases
3. Extra Compensation

E. RIGHTS AND PRIVILEGES

1. Benefits and Retirement
2. Unemployment Compensation

F. LEAVE

1. Leave Accruals
2. Holidays
3. Leave Usage and Payoff
4. Sick Leave
5. Work-Related Illness
6. Emergency Leave
7. Professional/Retraining Leave
8. Civil Duty and Military Leave
9. Leave Without Pay

G. WAIVER OF TUITION AND FEES FOR FULL-TIME TEMPORARY EMPLOYEES

H. SUSPENDED OPERATIONS

I. OBLIGATIONS

1. Code of Ethics
2. Patents and Copyrights

J. TERMINATION

1. Nonreappointment
2. Resignations
3. Under Extraordinary Circumstances
4. For Cause: Violation of the Faculty Code of Professional Ethics or Conduct Regulations
5. For Cause: Physical or Mental Health Reasons
6. For Cause: Unsatisfactory Performance

K. RETIREMENT
SECTION VII  REVISION OF PRECEDING SECTIONS

Revision of the preceding sections of this Faculty Manual may be proposed by any unit of the University or by any member or group of members of the faculty. All proposals shall be submitted in writing to the Executive Secretary of the Faculty Senate. Proposals ordinarily shall be reviewed by the Faculty Affairs Committee, but may be reviewed by the Faculty Status Committee and sent with the reviewing Committee's recommendation to the Senate Steering Committee. The Senate Steering Committee shall inform the President of the recommendations prior to action by the Senate. The Faculty Senate shall submit its recommendations to the President, who has final responsibility, as delegated by the Board of Regents, for revisions or changes in the Faculty Manual. The Executive Secretary of the Faculty Senate shall be responsible for informing the University community of approved changes in the Manual and for adding these changes to the published revisions of the Manual at appropriate intervals.

* * * * *

Under Termination for Cause definitions should be same for Temporary as well as permanent faculty. “For cause or violation of the Conduct Code.”

Motion carried.

NEW

9. Request from the Provost’s Office to suspend the change in Rule 66 for Fall 1998 semester.

Motion carried.

Agenda Items (Discussion Items)

1. Faculty Affairs Committee brings forth for discussion Revision of the Reemployment Policy from Section IV of the Faculty Manual Exhibit K from 4/16/98.

Original funding for this program came from a pool of money provided by the deans. That funding is no longer available.

Comments from faculty:
This will be counterproductive because faculty that would consider the 40% rehire program will now stay on full time indefinitely.
The administration states this is a benefit and benefits are subject to change. If it is a benefit it is the only one that appears in the Faculty Manual; so it is a part of the contract.
If the funding is pulled centrally where does that leave retiring faculty?
If a faculty member retires at 62 and starts drawing Social Security you have reduced benefits for the rest of your life, by using the 40% you are able to wait to draw Social Security until you are 65 and able to obtain full benefits.
Another issue is there are departments who have faculty who are in over-abundance in an area that is continuing to lose students. Requiring departments to employ people at
40% who are not interested in new methods of pedagogy causes an already dying program to be further depressed. This program is sucking the lifeblood out of Foreign Languages.

A suggestion was made to alter the policy to allow the faculty automatic access to the 40% and over the course of the year following he/she will be subject to the normal annual review process and the reappointment of he/she in the years subsequent can be subject to a departmental faculty review rather than individual administrative prerogative.

When you accept 40% you become a temporary faculty and termination would follow under the section of the manual that deals with termination of temporary faculty. Reemployment should be need based.

It was requested that someone from the Budget Office come explain how this works because it was stated that hiring back at 40% actually costs departments money. This issue has created a great deal of confusion and anger on the part of the faculty toward the administration and the facts need to be sorted out.

Constituents' Concerns.

Concern was raised about a policy just released from the Graduate School about the availability of RA/TA waivers for out of state tuition being limited to four years for PhD students. This policy will hurt areas in science and engineering where the average time to PhD completion is 5.7 years. It will eliminate international students from finishing their degrees at WSU. A request was made to have the Graduate Studies Committee look into this policy.

Shier from Philosophy asked why senators are not given choices on whom to vote for for committee elections. Stock stated that in recent years the policy was changed due to the lack of faculty willing to serve on committees.

A question was raised about why the University has not told faculty about the availability of long term group health care.

Adjournment.

Meeting adjourned at 5:30 p.m.

Thomas Brigham
Executive Secretary