The Faculty Senate was called to order by Robert Greenberg, Vice Chair, on Thursday, February 12, 1998, in FSHN, T101, at 3:40 p.m. Forty-seven (47) members were present, thirty-two (32) members were absent with three (3) vacancies. Nine (9) non-voting members were present. (See attached.)

Minutes of January 29, 1998 Meeting were approved as circulated.

Announcements (Information Items).

1. Faculty Senate officers and the Provost met on February 3, 1998.

2. Minor Change Bulletin #7 Exhibit B is as follows:

MEMORANDUM

TO: Deans and Chairs
FROM: Julia Pomerenk, Assistant Registrar
DATE: 2 February 1998
SUBJECT: Minor Change Bulletin No. 7 and Corrections to the 1997 WSU Catalog

The courses listed below reflect the minor curricular changes approved by the catalog editor since approval of the last Minor Change Bulletin. All changes are underlined. Deletions are crossed out. The column to the far right indicates the date each change becomes effective. The corrections have been noted since the publication of the 1997 WSU Catalog and are effective immediately.

Chem 101  [P] Introduction to Chemistry  4 (3-3)  Prereq math placement beyond Math 101 or c// in 101. Basic chemical concepts; atomic theory, periodicity, reaction stoichiometry, gases, solutions, acids, basis, pH, equilibrium, kinetics, energy, applications to life sciences. Cooperative course taught by WSU, open to UI students (Chem 101).


Chem 105  [P] Principles of Chemistry I  4 (3-3)  Prereq one year high school chemistry or Chem 101; Math 107 or c//. Stoichiometry, structure, gases, liquids, solids, solutions, thermodynamics, kinetics, equilibrium, volumetric, and gravimetric analysis. Credit not granted for both Chem 105 and 115. Cooperative course taught by WSU, open to UI students (Chem 111).
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chem 106</td>
<td>Principles of Chemistry II</td>
<td>4 (3-3)</td>
<td>Chem 105 or 115; Math 107 or higher placement; Acid-base, ionic, molecular, solubility, oxidation/reduction equilibria; kinetics, electrochemistry; systematic chemistry of the elements; coordination compounds. Credit not granted for both Chem 106 and 116. Cooperative course taught by WSU, open to UI students (Chem 114).</td>
<td>1-98</td>
</tr>
<tr>
<td>Chem 220</td>
<td>Quantitative Analysis</td>
<td>2</td>
<td>Chem 106 or 116; Rec c// in Chem 222. Theories of quantitative chemical analysis; statistical evaluation of data; chemical equilibrium; volumetric and gravimetric methods of analysis; introduction to electrochemistry. Cooperative course taught by WSU, open to UI students (Chem 253).</td>
<td>1-98</td>
</tr>
<tr>
<td>Chem 222</td>
<td>Quantitative Analysis Laboratory</td>
<td>2 (0-6)</td>
<td>Chem 220 or c//. Application of classical methods in volumetric and gravimetric analysis; acid-base, redox and EDTA titrations; ion-exchange chromatography; introduction to spectrophotometry. Cooperative course taught by WSU, open to UI students (Chem 253).</td>
<td>1-98</td>
</tr>
<tr>
<td>Chem 340</td>
<td>Organic Chemistry I</td>
<td>3</td>
<td>Chem 106 or 116. Structures of organic compounds, fundamentals of reaction mechanisms, alkenes, alkynes, and aromatic compounds; basic spectroscopy. Credit not granted for both Chem 340 and 240.</td>
<td>8-98</td>
</tr>
<tr>
<td>Chem 342</td>
<td>Organic Chemistry II</td>
<td>3</td>
<td>Chem 340; Rec 341 or c//. Continuation of Chem 340; carbonyl compounds, carboxyl derivatives, amines, carbohydrates, proteins, nucleic acids.</td>
<td>8-98</td>
</tr>
<tr>
<td>Chem 461</td>
<td>Atomic and Molecular Physics Phenomena</td>
<td>3</td>
<td>Chem 332, Math 273. Basic concepts of atomic structure and spectroscopy; quantum mechanics of atomic phenomena. Credit not granted for both Chem 461 and 561.</td>
<td>8-98</td>
</tr>
<tr>
<td>Chem 561</td>
<td>Atomic and Molecular Physics Phenomena</td>
<td>3</td>
<td>Graduate-level counterpart of Chem 461; additional requirements. Credit not granted for both Chem 461 and 561.</td>
<td>8-98</td>
</tr>
<tr>
<td>Chem 564</td>
<td>Atomic and Molecular Phenomena</td>
<td>3</td>
<td>Rec Chem 461 or 561, 509; Phys 450. Phenomena which yield information on structures, energy levels, and interactions of molecules in solid, liquid, and gaseous phases.</td>
<td>8-98</td>
</tr>
<tr>
<td>ES/RP 370</td>
<td>[H] Environmental Ethics</td>
<td>3</td>
<td></td>
<td>8-98</td>
</tr>
<tr>
<td>Hist 360</td>
<td>Foundations of Western Civilization</td>
<td>3</td>
<td></td>
<td>8-98</td>
</tr>
</tbody>
</table>
Hort 518  Post-Harvest Biology and Technology  3 (2-3) Prereq graduate standing. Graduate-level counterpart of Hort 418; additional requirements. Credit not granted for both Hort 418 and 518. Cooperative course taught by WSU, open to UI students (PISc 518).

Hort 538  Ornamental Plant Production I  3 (2-3) Graduate-level counterpart of Hort 438; additional requirements. Credit not granted for both Hort 438 and 538. Cooperative course taught by WSU, open to UI students (PISc 530).

Mus 203  Voice  Prereq c// in Mus 431, 432, or by interview only. 8-98
Mus 303  Voice  Prereq c// in Mus 431, 432, or by interview only. 8-98
Mus 403  Voice  Prereq c// in Mus 431, 432, or by interview only. 8-98

NATRS 403  Natural Resource Planning  3 (2-3) Prereq Bot 372, NATRS 204, 300, 301, or by interview only, junior standing; Rec NATRS 438. Natural resource management planning processes to include public and private lands: inventory, public involvement, implementation, monitoring, assessing resource values. Field trip required. Credit not granted for both NATRS 403 and 503.

NATRS 420  Wood, Wood Products and Marketing  2 Prereq Bio S 104 or Bot 120; Rec NATRS 204 or by interview only. Wood science and its role in the manufacture and marketing of forest products. Credit not granted for both NATRS 420 and 520.

Corrections to the 1997 WSU Catalog

Page 76
Biological Systems Engineering
BSysE
120  Innovation in Design  2 Same as ME 120.

Page 82
Biological Science
Bio S

Page 173
Recreation and Leisure Studies
RLS
395  Practicum in Recreation/Leisure Research  V 1 (0-3) to 4 (0-12) By interview only. May be repeated for credit; cumulative maximum 8 hours. Supervised practicum. S, F grading. 1

1Combined maximum for Kin and RLS 300-level practicum courses 8 hours.

Corrections to Previously Approved Bulletins
Russian

425  Seminar in Russian Literature  3  Prereq Rus 311 or 320.  Advanced practice in reading Russian stories and poems, discussing them, and examining their reflection of Russian life.

Graduate Major Change Bulletin No. 4

Nursing

Core Courses and Credit Hours in the Areas of Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurs 504</td>
<td>6 4</td>
</tr>
<tr>
<td>Nurs 507</td>
<td>2</td>
</tr>
<tr>
<td>Nurs 700</td>
<td>6</td>
</tr>
<tr>
<td>Nurs 700/702</td>
<td>3</td>
</tr>
</tbody>
</table>

Speech and Hearing Sciences

SHS

503  Research Methods Part II  2  Experimental and descriptive designs, application of statistics, analysis of statistical results.

Zoology

Zool

560  Environmental Physiology  3  Prereq Zool 254, 350, or 353.  Graduate-level counterpart of Zool 460; additional requirements.  Credit not granted for both Zool 460 and 560.  Cooperative course taught by WSU, open to UI students (WLF 560).

*****

3. The Provost’s memo concerning the Ombudsman Position Exhibit C is as follows:

Date: February 3, 1998
To: David Stock, Chair Faculty Senate
From: Gretchen M. Bataille, Provost
RE: Ombudsman Position

As you know, I have been working with the Senate leadership as well as other groups on campus to address the issues of complaint resolution and to establish the Office of the Ombudsman as a strong complement to other sources of information and complaint resolution at WSU. There are many elements that need to come together to achieve the goals we all have for appropriate redress for grievances for faculty, staff, and students. Although I have attempted to find temporary solutions to ensure service from the Office of the Ombudsman this spring, it is clear that there are differences of opinion about how that office can best serve University employees. There is also a lot of confusion and misinformation, such as the assumption that there is any attempt to weaken the role of the Office of the Ombudsman. That is not now, nor has it ever been, my intent. It also is not the intent of the proposed Complaint Resolution Procedures.

I requested that the Acting Division Chief of the Attorney General's Office (Antoinette M. Ursich) research the history of the position of the Ombudsman when it appeared that there were a number of interpretations of both the process and the charge to that office. According to her research, there are "no policies, manuals, or other documents
restricting the Provost's authority to appoint an ombudsperson. I have therefore concluded that the Provost's appointment authority is very broad, and that you may legally use whatever selection process you determine best serves the needs of the University."

In spite of this recognition that the Provost has broad powers of authority in regard to this office, I am mindful of the concerns that have been expressed by previous ombudsmen, the staff of the office, and others in the University community. I also received a copy of the proposed Resolution to be presented to the Faculty Senate. I am in full agreement with the proposed Resolution to appoint a committee to make recommendations to the Faculty Senate and, subsequently, to the Office of the Provost about the structure, staffing, and role of the Office of the Ombudsman. I will work with you to make appointments to this committee and to provide the committee with the appropriate background material to complete the task by early April. As you know, there are a number of different structures used for such offices in higher education, and I believe that a fresh look at what will work best at WSU is appropriate.

Please convey this information to members of the Faculty Senate,

MEMORANDUM

To: David Stock, Chair  
   Tom Brigham, Executive Secretary Faculty Senate (1038)
From: John Donnelly
Date: February 2, 1998
Subject: Request for Faculty Senate Discussion and Action on Ombudsman's Office

Last Friday, following the Faculty Senate meeting on January 29, a number of former WSU Ombudspersons met with Fritz Blackwell to review the Senate's discussion of the resolution he presented regarding the Ombudsman's position. Besides Fritz Blackwell and me, Walfred Peterson, Mary Gallwey, and Patricia Bezdicek were present. As a result of our discussion, I have been deputized to serve as spokesman for our group of concerned Ombudspersons at the next Faculty Senate Meeting on February 12.

To facilitate the Senate's discussion of this item in an efficient manner, I have drafted the enclosed statement and resolution. All in our group of concerned Ombudspersons support it unanimously, and we ask that it be substituted for the resolution on the position of the Ombudsman introduced by Fritz Blackwell at the January 29 meeting.

As the January 29 Senate discussion revealed, there are two inter-connected issues to keep in mind: (1) the Provost's proposed interim (6 months) appointments of three 0.25 FTE Ombudspersons in place of one faculty Ombudsperson at .75 FTE, and (2) the draft of the new WSU Complaint Procedures released last week for comment. The proposed WSU Complaint Procedures follow the recommendations of the Consultant's Report prepared by Brown & Biermann and call for the drastic reduction in the scope and functions of the Ombudsman's Office. Thus, if the proposed WSU Complaint Procedures are implemented, it would make moot the first issue of how the Ombudsman's Office should be staffed. For this reason, it is helpful to think about the future of the WSU Ombudsman's Office while assessing, at the same time, the strengths and weaknesses of the proposed new WSU Complaint Procedures.
To provide additional background information on this, I have included a copy of my February 9, 1997 memorandum to the Provost offering a critique of the Consultant's Report and of its recommendations regarding the streamlining of WSU's complaint procedures and the subsequent downsizing of the Ombudsman's Office. I ask that you distribute copies of this memo to all Faculty Senators along with the above proposed substitute resolution on the Ombudsman's Office and its future role in relation to the proposed new WSU Complaint Procedures.

Thank you.

Resolution for Evaluative Review of University Ombudsman's Office and Determination of Its Future Role in Relation to the Proposed New WSU Complaint Procedures

Whereas the position of WSU's University Ombudsman was created more than 25 years ago following negotiations between President Terrell and a committee representing faculty (before the existence of the Faculty Senate), and

Whereas it is important for the University to maintain an independent, neutral Ombudsman's Office with strong oversight and investigative powers, and

Whereas the recently released draft of new WSU Complaint Procedures proposes to streamline and centralize the complaint process, and, in so doing, to radically restructure the Ombudsman's Office such that it would eliminate the Ombudsman's vital, core investigative and oversight functions, and

Whereas, the committee releasing the draft WSU Complaint Procedures nonetheless states that one of its Remaining Tasks is the "Review and evaluation of the Ombuds [sic] Office", and

Whereas the released draft document detailing the new WSU Complaint Procedures fails to address two of the committee's own stated goals for the design of a new streamlined complaint process: (1) Protect confidentiality, and (2) Provide safeguards against reprisal, and

Whereas the seven-person committee proposing the new WSU Complaint Procedures, as well as the review and evaluation of the Ombudsman's Office, has no academic faculty representation whatsoever, and

Whereas the Ombudsman's position has remained vacant since last summer, and the implementation of the Provost's proposed interim appointment of three .25 FTE persons for 6-months, January 1 - June 30, 1998, is significantly behind schedule, thereby making it difficult for departments or units to release the three .25 FTE persons in the middle of this semester, and

Whereas former WSU Ombudspersons have recommended that the University Ombudsman position continue to be filled by one tenured faculty member with at least a .75 FTE, if not a 1.00 FTE, appointment, and that this appointment is best initiated with the beginning of WSU's fall semesters, therefore,
Be It Resolved that the Faculty Senate Create a Special Committee:
To conduct an evaluative review of the Ombudsman's Office and to recommend its future structure, staffing, and role in relation to the proposed new WSU Complaint Procedures;

To be composed of at least two representatives appointed by the Faculty Senate, two members from the committee drafting WSU's Complaint Procedures, two former Ombudspersons, two members designated by the Provost;

To bring its recommendations to the Faculty Senate by early April in time to allow for the implementation of its recommendations for the Ombudsman's Office by the beginning of next fall semester.

John Donnelly, Ombudsman, 1984-87  Walfred Peterson, Ombudsman, 1987-90
Fritz Blackwell, Ombudsman, 1979-81  Mary Gallwey, Ombudsperson, 1993-97

MEMORANDUM

To: Gretchen Bataille Provost
From: John Donnelly
Associate Director
Date: July 21, 1997
Subject: Consultant's Report: Comments and Recommendations with Special Reference to the Ombudsman's Office

I understand that the Ombudsman's position will not been filled until you have completed your study of the Consultant's Report and consulted with Faculty Senate leaders. What follows is a memorandum I sent to Geoffrey Gamble as Interim Provost early last February in response to public requests for input on the Consultant's Report. I thought it might be of some interest and use to you in your deliberations.

Thank you for sharing the Consultant's Report prepared by Brown & Biermann. I offer the following comments and suggestions regarding the Report and its recommendations. They are informed and motivated primarily by my three-year experience as University Ombudsman (1984-87), and by my more recent 3-year term as member and chair of the Faculty Status Committee.

1. Need for Clarification of "Complaints" to Be Channeled and Centralized

A. Distinction between "sexual harassment and discriminations complaints versus "all employment related and work climate" complaints:

There is considerable confusion in the Report as to whether it is addressing (1) only sexual harassment and discrimination complaints (within the legal framework of equal opportunity programs) or, (2) more broadly, all employment-related/work climate complaints. Based on my experience as Ombudsman, I would strongly recommend that employees with complaints in the second category not be limited to the Report's recommended "one-door CHR process in seeking advice and resolution. Less than 10% of the approximately 500 cases (employees and
students) I handled each year as Ombudsman involved complaints of sexual harassment or discrimination; the other 90% involved complaints regarding classroom/work climate issues, performance evaluations, management and personnel issues. As noted below, I believe it would be a serious mistake to redefine the Ombudsman Office to receiving only student complaints as recommended by the Report.

B. Distinction between "formal" and "informal" complaints:

The Report recommends that the distinction between informal and formal complaints be abolished (para 2.a), and that "all complaints" should be filed with the CHR. To administratively decree that there shall henceforth be no "informal" complaints will not necessarily make it so in practice! Referring again to the above caseload distribution of the Ombudsman's Office, the vast majority of the employee complaints received were handled on an informal basis whereby employees, often under considerable stress and fear of retaliation, could explore their concern/complaints and seek advice and assistance for resolution. Given WSU's commitment to improving the work climate and employee relations, in addition to preventing sexual harassment and discrimination, it would be a serious mistake, I believe, to try to force all such informal employee concerns into "formal complaints" to be processed only through the one door of the CHR. To do so will (a) discourage and suppress many employee complainants because they will be apprehensive of such a formal, centralized process with uncertain confidentiality, and (b) increase the institutional costs of handling and resolving many such "informal" complaints by redirecting them from the Ombudsman's Office to the more formal CHR investigative process. In short, I would advocate that only complaints of sexual harassment and discrimination be declared "formal" and required to be initiated through the CHR. This would be most consistent with the Report's apparent goal of limiting WSU's legal liability and costs within the Equal Employment Opportunity framework. But there are many more other employee complaints that do not involve sexual harassment and discrimination. These can be addressed more effectively, and with a much lower cost to all parties concerned, through other informal channels of conflict-resolution (such as the Ombudsman's Office).

2. Redefining the Role of the Ombudsman's Office?

A. Report's Confusion and Inconsistency on Role of Ombudsman's Office in Relation to the Formal CHR Complaint Process:

The Report recommends that the office of Ombudsman be redefined so as to limit it to dealing "with the academic problems of students and not with issues of discrimination, harassment, or any other employee complaints." (para. 4--italics added) For reasons given above, I believe this recommendation is wrong and in need of more careful reconsideration. In addition, the Report itself is flawed in its understanding of the Ombudsman Office and the role it has played, and should continue to play, in improving the work climate for WSU employees. The Report first recommends abolishing any distinction between informal and formal complaints (para 2.a), but then recommends, inconsistently, that "when there is a finding of no unlawful conduct, complainants ... may be referred to HRS or another resource for
follow-up with performance or other management issues." (para. 2.e.--italics added). In other words, if an employee complaint does not involve legally-actionable discrimination or sexual harassment, it may then be considered to be a "performance or other management issue" which can be referred to "another resource"--but not to the Ombudsman's Office as the Report also recommends that it now be limited to assisting only students with academic concerns. Why, then, force all performance and other management-employee issues through the centralized, one-door CHR process? Why not preserve and enhance the Ombudsman's Office to follow up with these other employee-related complaints?

B. Maintaining the Independent- Investigative- Oversight Function of the Ombudsman's Office:

Finally, the Report recommends (para. 4) the further downsizing of the Ombudsman's function, stating that the "Ombudsman should not be empowered to carry out parallel investigations with the CHR nor should it entertain complaints by those found to have violated University policy, who wish to have another body review the corrective action imposed." The Report further adds that the Ombudsman's Office "would benefit... from a cooperative approach with the CHR." Again, I think this recommendation represents a misunderstanding of the Ombudsman's role and responsibilities. If implemented, this recommendation would eliminate a vital, core function of the Ombudsman's raison detre, namely to provide an independent (i.e., non-centralized!), neutral monitor of all University policies and procedures, including the CHR and other formal grievance processes. Of course, as with other University offices and administrators, the Ombudsman's Office should continue its "cooperative approach" with the CHR, but this should not mean sacrificing its independence and power to carry out parallel inspections and oversight. In this regard, the Report seems to operate from the premise that once the new centralized, one-door complaint process is implemented, there will be no need for any checks and balances to hold the CHR accountable in carrying out its mission as written on paper. For example, the Report simply decrees that all complaints filed with CHR "will be investigated in a consistent and professional manner ... and in a timely manner." (para. 2.a, c); or, again, where there is no finding of unlawful conduct, complainants are to be referred to another resource "for follow-up" (para 2.e). While administrators and employees may be assumed to be all people of good will carrying out their duties in good faith, I think it would be a mistake to limit the Ombudsman's independent role to monitor and investigate these procedures. No matter how mutually cooperative the approach prescribed, the need for retaining such institutional checks and balances remains if the complaint process is to function most effectively at WSU.

Summary

The Report seems to be fixated with the goal of recommending an employee complaint procedure that will limit the legal liability of WSU in cases involving sexual harassment and discrimination. Fair enough, but too much is forfeited in trying to reach this goal. The Report goes too far in recommending (1) that "all employee related-complaints" be declared "formal" and restricted to the centralized, one-door CHR complaint process; and (2) that the role and responsibilities of the Ombudsman's Office be limited and downsized to student academic complaints. Instead, I would recommend the
strengthening of the Ombudsman's Office to carry out the functions described above by offering longer-terms in office combined with additional support for professional training. Much of the latter could be accomplished in cooperation with the CHR.

These comments are offered in the spirit of constructive criticism aimed at contributing to the deliberations Provost's Council on how best to improve WSU's complaint process and work climate. Please let me know if I can provide any additional assistance with this project.

*****

4. Update on the status of the Ombudsman search and position description. Exhibit D and the following: Based on the Senate’s discussion of the Ombudsman position at the January 29 meeting and a memorandum from John Donnelly, Provost Bataille has agreed to postpone the search for Ombudsman until an ad hoc committee can conduct an evaluative review of the Ombudsman’s Office and recommend its future responsibilities, structure, and staffing. The Chair of the Faculty Senate in cooperation with the Provost will be appointing this committee in the near future. The committee will consist of two representatives of the Faculty Senate, two former Ombudsmen, two members of the committee drafting the Complaint Procedures and two members designated by the Provost. The committee will report back to the Faculty Senate and the Provost by April 2, 1998. Because of these developments, Senator Blackwell has asked that his resolution be withdrawn.

5. Faculty Senate Standing Committees reported committee consideration on the following issues (agenda and previously reported items not included) at the February 5, 1998 Steering Committee meeting:

   Academic Affairs: Diversity courses for General Education.
   Budget: Extended Degrees in Human Development and Public Affairs.
   Faculty Affairs: The Faculty Manual
   Extended University Affairs: MS in Landscape Architecture, Extended Degrees in Human Development and Public Affairs
   Research and Arts: Process for Review of Centers.

Reports.

1. Remarks by the Vice Chair.—R. Greenberg

   Greenberg reported David Stock, Chair of the Faculty Senate is recovering from heart surgery and will be on medical leave for a month. Greenberg called attention to Information Items 3 and 4 dealing with the Ombudsman. The Senate officers and the Provost will appoint a committee to conduct an evaluative review, recommend future responsibilities, structure and staffing. Greenberg reported the Provost has agreed to faculty representation on the new Budget Policy Committee.

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

   There was no report.
Additions or Changes to the Agenda.

There were no additions or changes to the agenda.
The agenda was approved as circulated.

Agenda Items (Action Items).

1. Recommendation from Graduate Studies Committee to Drop MS in Geological Engineering Exhibit H from 1/29/98 is as follows:

   MEMORANDUM
   TO: Faculty Senate
   FROM: Lynda Carey
   DATE: November 18, 1997
   SUBJECT: Recommendation to Drop the MS Degree in Geological Engineering

   At its meeting on October 10, 1995, the Graduate Studies Committee recommended approval of the request to drop the Master of Science in Geological Engineering due to lack of student and faculty interest. However, this recommendation was never approved by the Senate or the Board of Regents.

   This is to request that the Senate consider the recommendation to drop the MS in Geological Engineering and forward it to the Regents for approval.

   cc: Karen P. DePauw, Interim Dean
       Joe Cote, Chair, Graduate Studies Committee

   Motion carried

2. Recommendation from Graduate Studies Committee for the PhD in Communication Exhibit I from 1/29/98 agenda is as follows:

   MEMORANDUM
   TO: Faculty Senate
   FROM: Lynda Carey
   DATE: January 14, 1998
   SUBJECT: Graduate Studies Committee Action

   At its meeting on December 2, 1997, the Graduate Studies Committee recommended approval of the requests to extend the following degrees to branch campuses:
   - Master of Arts in Communication to WSU Tri-Cities
   - Master of Arts in Interior Design to WSU Spokane
   - Master of Science in Architecture to WSU Spokane

   The committee also recommended approval of the following new degree proposals:
   - PhD in Communication
   - Master of Technology Management
Cover Sheet for Program Proposals

Institution: Washington State University

Degree-Granting Unit (Department(s), College, School or Interdisciplinary Unit)
Communication/Liberal Arts

Degree (Level) Doctor

Of (Type) of Philosophy

In (Major) Communication

Proposed Starting Date Fall 1997

Academic Department Representatives:

(Name) Alexis S. San

(Title) Director

(Address) Morrow School of Communication, WSU, Pullman, WA 99163-2520

(Telephone) (509) 335-1556 (Fax) (509) 335-1555

(E-Mail)

Endorsement by
Chief Academic Officer

Date 9/24/96

PROPOSAL FOR A PH.D. PROGRAM IN COMMUNICATION
MURROW SCHOOL OF COMMUNICATION
WASHINGTON STATE UNIVERSITY

I. Program Need

A. Relationship to Institutional Role and Mission

The 1991 Plan for Graduate Education from the Higher Education Coordinating Board calls for increased enrollments in doctoral-level programs to address expected growth in faculty retirements, to improve diversity among graduate students and
faculty, and to provide increased access to professional development courses for employees in the state's businesses. These goals were reiterated for Washington State University by Provost Tom George, who called for WSU to "maintain and achieve growth in selected graduate academic and research programs." Provost George also said, "In keeping with our mission as a research university, we support the goal set by the Higher Education Coordinating Board that our number of graduate students double to 4,000 by the year 2010" (Academic Vision, 1993).

The proposed doctoral program in Communication will be highly attractive to a large number of graduate students from across the nation because of its quality, uniqueness, and faculty with national reputations. The proposed program will help WSU achieve goals for graduate education and research set by the HEC Board and WSU.

The proposed Ph.D. program will have a strong foundation in the School of Communication's M.A. and research programs. A 1995 national study of research productivity in telecommunications ranked the Murrow School 11th out of 300 schools (Journal for the Association of Communication Administration, 1995). The M.A. program has been ranked 25th in the U.S. for overall quality out of 180 programs and one of the 7 best in the West Coast out of 27 (Communication Education, 1988.) Therefore, considering student demand and program quality, the communication graduate program is a logical candidate for growth at WSU.

B. Documentation of Need for Program

1. Student Interest and Demand.

The Murrow School of Communication receives about 200 completed applications each year from prospective graduate students. About 44 students are admitted each year. The School currently enrolls 76 graduate students, 60 in the M.A. program and 16 in the Interdisciplinary Ph.D. program administered by the Graduate School. Each year, about 10 of our second year M.A. students express an interest in pursuing the Ph.D. in Communication. Some enroll in the Interdisciplinary Program at WSU; others go to other universities. In recent years, our M.A. graduates have enrolled in communication doctoral programs at the University of Washington, Purdue, Syracuse, the University of Pennsylvania, the University of Wisconsin, Pennsylvania State University, the University of Iowa, the University of Texas, the University of Minnesota, and Ohio State University. Many of these students would have remained at WSU if we had a Ph.D. program in Communication. Since we do not currently advertise the Interdisciplinary Ph.D., interest in the program has come largely from the ranks of our M.A. students. With a doctoral program in Communication and a national recruitment campaign, each year we expect to generate at least 100 applications specifically for the Ph.D. program.

2. Changes in Occupation or Profession

Ph.D.s in communication are employed as teachers and researchers in universities and colleges, as well as in media and other communication industries (such as television networks, public relations and advertising agencies, and large newspapers.)
Rapidly developing technologies in communication and a growing interest in audience and media research have opened up new career opportunities for communication Ph.D.s. However, the major employment venue is still in universities and colleges. A recent comprehensive study of employer demand for communication Ph.D.s by Melvin DeFleur of Syracuse University offered the following conclusions: "All of these data considered together, show that Ph.D. Production is declining in all fields of communication when compared with the number of undergraduates served. This decline actually began fifteen years ago and it will continue into the future. The shortage of Ph.D.s will be most severe in journalism and mass communication, but it will be significant in all fields.

As the number of communication Ph.D.s coming out of graduate schools continues to decrease, the demand for such persons to hire for entry-level positions will increase sharply. One reason is that existing faculty will be retiring at an increasing pace. Many were hired during the expansion of higher education in the two decades following World War II, and they are rapidly reaching retirement age. A second trend that will create more demand for new Ph.D.s is the increasing enrollments that are forecast to take place after 1993 due to the rising number of births in earlier years. This trend will continue for many years ahead. The result of these three factors considered together is that there will be far too few Ph.D.s to fill the vacancies that will be created.

In more specific terms, the data assembled in the present report suggest that about 2,400 vacancies will have to be filled in the communication disciplines during the five years ahead. Both the content analysis of the advertisements and the survey data indicated that the majority of administrators require or prefer the Ph.D. as qualifications for their positions. However, basing calculations on the actual number of Ph.D.s that will be produced in all communication graduate programs, only about 1,200 will actually be awarded. This means that only half of those institutions that seek new entry-level faculty members with doctorates will be successful. The remainder will have to hire faculty with lesser degree qualifications" (DeFleur, 1992).

The proposed doctoral program in Communication at WSU will help fill the need for Communication Ph.D.s, not only in universities but also in media and other communication organizations.

C. Relationship to Other Institutions

1. Duplication

There are three doctoral programs in communication in the Northwest at this time - two at the University of Washington and one at the University of Oregon. The School of Communications at the University of Washington offers a Ph.D. in Communications which emphasizes the study of mass communications and the media. A Ph.D. in Speech Communication is also offered by the Department of Speech Communication at the University of Washington, emphasizing interpersonal, organizational and rhetorical communication. The School of Journalism and Communication at the University of Oregon offers a Doctoral Program in
Communication and Society, which emphasizes "the exploration of the institutions, processes and products of both traditional forms of mass media such as print and broadcast, and emerging communication technologies such as fax and satellite" (University of Oregon, 1993.) Therefore, two of the existing doctoral programs emphasize mass communications, while the third focuses on areas of study traditionally identified with speech communication. A need exists for Ph.D. programs to suit the interdisciplinary nature of communication. This nature is reflected not only in student demand, but in a trend to merge mass communication and speech communication programs into departments or schools of communication (Dennis, 1994), and in the integration of mass communication and speech communication research in common journals. The WSU doctoral program will emphasize intra-, interpersonal communication (areas traditionally covered in speech communication), and mediated (mass) communication. The effects of new communication technologies on individuals and society will also be emphasized. Therefore, the proposed program at WSU combines the study of speech communication and mass communication, an approach that is not duplicated in any other university in the Northwest.

2. Uniqueness of Program

Our proposed doctoral program requires a common core of courses in mass communication and speech communication, and specialization in one cognate area outside of communication. No other program like this exists in the Northwest. Only two similar programs exist in the United States, at the University of Maryland and Arizona State University. The proposed program meets the changing nature of the field as an academic discipline and profession. It will attract students interested in mass communication and/or speech communication. Graduates will be employable for teaching and research in mass communication, speech communication and communication departments. The proposed program, by integrating speech communication and mass communication in a single curriculum, is unique in the Northwest.

II. Program Description

A. Goals and Objectives

The Ph.D. Program in Communication at WSU will prepare faculty for research and teaching positions in Mass Communications, Speech Communication and Communication departments, and for research positions in media and other communication industries. The program has the following unique features:

1. Study and research in mass communication (journalism, advertising, public relations, broadcasting and media studies) and speech communication (interpersonal, organizational and rhetorical communications) are combined in one program with a common core of courses.

2. One cognate area in addition to the communication core and emphasis is required according to the interests of the student. Possible cognate areas are Anthropology, Business, Psychology, English, History, Political Science and Sociology.
3. An explicit emphasis on preparing faculty for teaching, with the requirement of a course on pedagogy in the communication disciplines.

4. An emphasis on preparing Communication Ph.D.s for an increasingly multicultural environment in the United States and a shrinking global village, with the requirement of a course on Intercultural and International Communications.

B. Curriculum

1. Intellectual Basis for Curriculum

The field of communication is concerned with the transmission of information in human interaction. It includes the study of the encoding and decoding of messages (interpersonal processes), communication between individuals or in small groups (interpersonal and group communication), communication within large organizations (organizational communications the analysis of messages (rhetorical studies) and the analysis of mass media institutions, functions, audiences and effects (mass communication.) Traditionally, the study of communication at the doctoral level has been pursued in two departments: speech communication, for interpersonal, group, organizational and rhetorical studies, and mass communication for mass media studies. The proposed doctoral program at WSU combines course work and research in these departments. Our basic assumption is that communication is best understood and analyzed combining the intellectual traditions from speech communication and mass communications. Further, new communication technologies, such as telecommunications and computers, are minimizing the structural and psychological distinctions between speech communication and mass communication.

A thorough understanding of communication requires knowledge of other basic processes of human interaction, societies and institutions. This knowledge is best gained from traditional disciplines in the humanities, social sciences and business. Our proposed doctoral program requires one cognate area from these allied fields.

2. Course of Study

Core: 9 Hours Minimum

Com XXX (new course): Communication as an Interdisciplinary Subject: Theories and Research

For doctoral students who do not have an M.A. in Communication from WSU:

Com 501: Theory Building in Communication

Com 570: Communication Theory

For doctoral students with an M.A in Communication from WSU:

Com 580: Topics in Communication
Com 599: Seminar in Communication
Communication Emphasis: 6 hours
Graduate courses in the School of Communication related to the student's dissertation topic.

Intercultural Requirement: 3 hours
Com 599: Seminar in Intercultural Communications

Research Methods: 12 Hours Minimum
Com XXX (new course): Advanced Research Methods in Communication

Plus 9 hours of research methods courses. Examples:
Com 509: Quantitative Research Methods
Com 591: Qualitative Research Methods
Anth 506: Research Design and Methods
Dec S 515: Quantitative Methods I
Dec S 540: Quantitative Methods II
Psych 513: Seminar in Quantitative Methods and Research Design
Soc 521: Regression Models
Soc 522: Advanced Sociological Methodology
Hist 580: Historiography

Teaching Tool: 3 Hours Minimum
Com 504: Teaching Practicum (1 hour each semester for 3 semesters, minimum) and/or Ed Ad 510; Improvement of Instruction.

Interdisciplinary Specialization: 12 hours minimum from one cognate area, which should be a Ph.D. degree granting department at WSU.
Examples of cognate areas:

Anthropology
Business
Engineering
Communication
English
History
Political Science
Psychology
Sociology
Education

Dissertation: 20 hours minimum
Com 800 (New Course): Doctoral Research

TOTAL HOURS: 65; AT LEAST 42 HOURS MUST BE IN GRADED GRADUATE LEVEL COURSEWORK BEYOND THE M.A.
3. Admission Requirements:
   a) an M.A. in Communication or related field from an accredited university.
   b) Undergraduate grade point average for the last 60 hours of at least 3.00.
   c) Combined Verbal and Quantitative GRE scores of at least 1000, obtained within 5 years of the date of application.
   d) For international students, a minimum TOEFL score of 580.

   Extensive professional experience and exemplary letters of recommendation may be considered in lieu of requirements b and c above.

C. Faculty

The program will be staffed by existing faculty in the Murrow School of Communication, including 14 who are members of the Graduate Faculty at Washington State University (See Table 1). The 14 graduate faculty members represent 3.50 FTE, at 25% effort each, for the Ph. D. program. Our faculty have established national reputations as scholars in research areas to be emphasized in the proposed doctoral program, including media and socialization, intercultural and international communication, communication apprehension, organizational communication, rhetorical studies, new technologies, media history, media ethics, press coverage of minorities, media management, broadcast/media law and regulation, public messages and health information campaigns. (See Appendix A.) Quantitative, historical, critical and legal research methodologies are represented in the research of the faculty.

D. Students

1. Projected Enrollments for 5 years:

   The program will enroll 9 full-time students a year. Full enrollment at 27 FTE students will be reached in the third year. (See Table 2).

2. Expected time for program completion: Students with a Master's degree in communication or related field, and maintaining a full course load (at least 10 credit hours per semester) can complete the program in 3 years.

3. Ethnic and Gender Diversity: The School will aggressively recruit program U.S. ethnic minority students for the proposed doctoral using the following strategies:

   a) Develop lists of prospective candidates who are U.S. ethnic minorities using resources of the Association for Education in Journalism and Mass Communications, The Speech Communication Association, the International Communication Association, the Association of Historically Black Colleges, and other organizations promoting racial and gender diversity.

   Solicit applications from persons on this list.
b) Work with the WSU Graduate School and the private sector to fund fellowships and research/teaching assistantships specifically for U. S. ethnic minorities and women.

c) Implement a mentoring system for ethnic minorities and women students in the program. Mentoring will be made available to all students.

E. Administration

Program Administration:

The program will be administered by the Ph.D. Program Coordinator in the School of Communication, also the School's Graduate Program Coordinator, assisted by a Ph.D. program committee of three. The program coordinator and committee members will be graduate faculty in the School, graduate faculty in the School, elected by communication graduate faculty. Terms of appointment will be three years. The program coordinator will be released from teaching one course in the academic year.

The program coordinator will be responsible for recruiting, record keeping and general advising. The committee will be responsible for evaluating candidates for admission to the program, and reviewing program proposals.

Secretarial and other support will be provided by existing staff in the School (see Table 3.)

Student's Advisory Committee:

The student's doctoral committee will have at least three members; all committee members should be graduate faculty in Ph.D. granting units at WSU. At least two should be from the School of Communication, including the committee chair.

III. Program Assessment

A. Assessment Plan

To determine whether the program's goals and objectives are met, the following assessment strategies will be used:

1. Survey of alumni: employment; program evaluation; progress towards tenure and promotion, including research productivity, if hired as faculty.
2. Internal and external program reviews at the end of the fourth year (one year after the first class graduates.)

Information provided by the alumni survey and program reviews will be used to determine whether changes in the curriculum, policies and procedures are needed.
IV. Finances

A. Program Costs

Faculty: $6,000.

All courses required in the proposed program are currently offered in the School of Communication and cognate departments, except for Advanced Research Methods in Communication and Communication as an Interdisciplinary Field. Enough seats are available in existing courses to accommodate ten new doctoral candidates each year, in addition to 70 students currently enrolled in the M.A. program. To preserve undergraduate enrollments (currently about 650 certified majors), part-time instructors will be hired to teach two undergraduate classes normally taught by graduate faculty, who would then teach the two new graduate courses instead, offered once a year. The cost per course for a part-time instructor is $3,000. Therefore, for two courses, the total cost will be $6,000. Well qualified part-time faculty with doctoral degrees and professional experience are available to teach in the undergraduate program.

Staff: - 0 -

Staff support for the program will be provided by existing administrative and office staff (see Table 3.)
Research/Teaching Assistants: - 0 -

The School employs 20 to 39 graduate teaching assistants each semester, depending on undergraduate enrollments. Only seven assistantships are permanent line positions; the rest are supported by funds generated by undergraduate enrollments. Approximately a third to one-half of graduate students enrolled in the Communication M.A. program are supported by assistantships. All fulltime doctoral students enrolled in the Interdisciplinary Ph.D. Program with communication as an area of emphasis are supported by assistantships. Assistantships now held by interdisciplinary Ph.D. students will be assigned to students in the Communication Ph.D. program. This shift in positions will be accomplished over time as students currently on appointment leave, complete their degrees, or shift from the Interdisciplinary Ph.D. to the Communication Ph.D.

Total costs for the program are $6,000. Additional course enrollments by on campus doctoral students will more than offset these costs.

VI. Impact on Related Programs in the School of Communication

A. Undergraduate Programs

The proposed doctoral program will provide better qualified teaching assistants for the undergraduate program. Doctoral students, typically, have more professional and teaching experience than M.A. students. They also will be on campus for at least four years compared to 2 years for M.A. students, thus providing better continuity. With the doctoral program in place, most teaching assistants will
be Ph.D. students. Courses that will benefit from more experienced teaching assistants include Mass Communication and Society, Public Speaking, and Media Writing.

The School will be able to maintain undergraduate enrollments at current levels (650 certified majors, 600 pre-majors) with a doctoral program. Additional faculty will not be needed, except for two part-time instructors to teach two classes at a cost of $6,000.

B. M.A. Program

With a communication doctoral program in place, and assuming no increase in undergraduate enrollments (that generate funding for teaching assistantships) and teaching assistantships, M.A. enrollment will be reduced by 11 and Ph.D. enrollment increased by 14. The reduction in the M.A. enrollment is expected if additional graduate assistantships are not available. It is our experience that up to two-thirds of M.A. students can enroll without graduate assistantships. The School's existing faculty can support a total graduate enrollment of about 80.

Without additional graduate assistantships, enrollment of fulltime M.A. students will be reduced by 11. The overall quality of the M.A. student cohort, however, will improve. We expect that up to one-third of M.A. students will be applying for admission to the Ph.D. program at the completion of their M.A. degree. The projected loss of 11 M.A. students can be recovered if undergraduate enrollments generate more teaching assistantships, thereby allowing the School to admit more M.A. students. Additional faculty will not be needed.

C. Graduate Enrollments/Faculty Research

Overall, graduate enrollments will increase from 59 on-campus and 11 off-campus students to 62 on-campus and 10 off-campus students. The increase is significant for Ph.D. students. Currently, we have 14 on-campus and 2 off-campus Ph.D. students in the Interdisciplinary program. With a communication doctoral program in place, full enrollment at the third year will be 62 on-campus students, including 27 in the doctoral program. This increase in fulltime doctoral students will provide stability to courses taught by teaching assistants, stronger graduate student support to faculty research programs, and more student credit hour enrollments.

**TABLE 1**

<table>
<thead>
<tr>
<th>NAME</th>
<th>RANK</th>
<th>STATUS</th>
<th>% Effort in Program (PROPOSED PH.D. PR)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PROPOSED PH.D. PR</td>
<td>Year 1</td>
<td>Year 3</td>
</tr>
<tr>
<td>Graduate Faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Austin, Erica</td>
<td>Associate Professor</td>
<td>PF</td>
<td>8</td>
</tr>
<tr>
<td>Ayres, H. Joseph</td>
<td>Professor</td>
<td>PF</td>
<td>8</td>
</tr>
<tr>
<td>Cronin, Mary</td>
<td>Assistant Professor</td>
<td>PF</td>
<td>8</td>
</tr>
<tr>
<td>Hopf, Tim</td>
<td>Professor</td>
<td>PF</td>
<td>8</td>
</tr>
</tbody>
</table>
James, Lincoln  Associate Professor  PF  8  20
Krueger, Elizabeth  Associate Professor  PF  8  20
Limburg, Val  Associate Professor  PF  8  20
Nofsinger, Robert  Associate Professor  PF  8  20
Pinkleton, Bruce  Assistant Professor  PF  8  20
Reagan, Joey  Associate Professor  PF  8  20
Salvador, Michael  Associate Professor  PF  8  20
Sias, Patricia  Assistant Professor  PF  8  20
Tan, Alex  Professor  PF  8  15
Yoon, Kak  Assistant Professor  PF  8  20

Other Faculty

Johnson, Glenn  Associate Professor  PF  5  10
Kelly, Roberta  Instructor  TF  5  10
Marcelo, Marvin  Instructor  TF
Petek, Daniel  Instructor  TP
Robison, Neal  Associate Professor  TF  5  10
Taflinger, Richard  Instructor  TF  5  10
Thompson, Randy  Instructor  TP
Vincent, Peter  Instructor  TP
Wilson, Elizabeth  Assistant Professor  PF  8  10
Busselle, Rick*  Assistant Professor  PF  8  20
David Demers*  Assistant Professor  PF  8  20
Susan Ross*  Assistant Professor  PF  8  20
Trina Sego*  Assistant Professor  PF  8  20
Char Word*  Assistant Professor  PF  8  20

(Tri Cities)

1total faculty FTE = 1.77; 5.08 FTE students/FTE faculty.
2total faculty FTE = 4.3; 6.27 FTE students/FTE faculty.
Graduate Faculty also specialize in theory and methods. See Appendix A. PF permanent fulltime; TF = temporary fulltime; TP = temporary part time. Tenure track. Will apply for graduate faculty status.
*Tenure track faculty hired effective 15 August 1996. All with Ph.D.s; potential graduate faculty.

TABLE 2
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></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Year</td>
<td>9</td>
<td>18</td>
<td>27</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>FTE Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Year</td>
<td>9</td>
<td>18</td>
<td>27</td>
<td>27</td>
<td>27</td>
</tr>
</tbody>
</table>

1year of full enrollment
2assuming 9 students are accepted, and 9 finish the program
TABLE 3

ADMINISTRATIVE STAFF

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>RESPONSIBILITIES</th>
<th>%OF EFFORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>(to be elected by</td>
<td>PhD Program Coordinator</td>
<td>Recruiting, record keeping general advising, program</td>
<td>15%</td>
</tr>
<tr>
<td>communication faculty)</td>
<td>School of Communication</td>
<td>review.</td>
<td></td>
</tr>
<tr>
<td>Tan, Alex</td>
<td>Director</td>
<td>Overall Administration</td>
<td>5%</td>
</tr>
</tbody>
</table>

ADMINISTRATIVE SUPPORT STAFF

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>RESPONSIBILITIES</th>
<th>%OF EFFORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jones, Barbara</td>
<td>Administrative Manager</td>
<td>Administrative</td>
<td>5%</td>
</tr>
</tbody>
</table>

PROGRAM SUPPORT STAFF

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>%Of Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camacho, Elsa</td>
<td>Program Support Supervisor</td>
<td>Student Services</td>
<td>20%</td>
</tr>
</tbody>
</table>

SUPPORT STAFF

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>%Of Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burnham, Vicki</td>
<td>Office Assistant II</td>
<td>Office Support</td>
<td>5%</td>
</tr>
<tr>
<td>Proctor, Jane</td>
<td>Office Assistant III</td>
<td>Office Support</td>
<td>5%</td>
</tr>
</tbody>
</table>

TABLE 4

SUMMARY OF PROGRAM COSTS – Year 1 and Year N

<table>
<thead>
<tr>
<th>Line Item</th>
<th>Internal Realloc</th>
<th>New State Funds</th>
<th>Other Sources (a)</th>
<th>Year 1 Total</th>
<th>Year N (b) Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Salaries (#FTE) Benefits @ %% 26%</td>
<td>11,359.27</td>
<td></td>
<td></td>
<td>11,359.00</td>
<td>11,359.00</td>
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<tr>
<td>Faculty Salaries (#FTE) Benefits @ %% 26%</td>
<td>230,263.17</td>
<td></td>
<td></td>
<td>92,105.00</td>
<td>230,263.17</td>
</tr>
<tr>
<td>TA/RA Salaries (#FTE) Benefits @ %%</td>
<td>0</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Clerical Salaries (#FTE) Benefits @ %% 26%</td>
<td>12,195.03</td>
<td></td>
<td></td>
<td>12,195.00</td>
<td>12,195.00</td>
</tr>
<tr>
<td>Other Salaries (c) (#FTE) Benefits @ %% 26%</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contract Services</td>
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<td>7560.00</td>
<td>7560.00</td>
</tr>
<tr>
<td>Goods and Services</td>
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<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Travel</td>
<td>0</td>
<td></td>
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<td>0</td>
<td>0</td>
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<tr>
<td>Equipment (d)</td>
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<td></td>
<td></td>
<td>0</td>
<td>0</td>
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<tr>
<td>Other (e) (Please Itemize)</td>
<td>0</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Indirect (if applied to program)</td>
<td>0</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
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<tr>
<td>TOTAL COST OF PROGRAM</td>
<td>261,377.47</td>
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<td>123,219.00</td>
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<tr>
<td>FTE students</td>
<td>9</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>---</td>
<td>----</td>
<td></td>
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<tr>
<td>Cost-per-FTE</td>
<td>13,691.00</td>
<td>9,630.00</td>
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</tr>
</tbody>
</table>

NOTES:  
(a) Please indicate the source of funds.  
(b) Indicate academic year when the program is expected to reach full enrollment.  
(c) Describe position or duties.  
(d) Detail type and number of equipment needed.  
(e) Please describe what is included in this category.  

1Faculty salaries based on year 1% effort.  
2Full enrollment at third year of program.

*****

Motion carried.

3. Recommendation from Graduate Studies Committee for the MA in Communication at WSU Tri-Cities Exhibit J from 1/29/98 agenda and New Exhibit E are as follows:

9/30/97

PROGRAM PROPOSAL
MASTER OF ARTS DEGREE IN COMMUNICATION
COMMUNICATION MANAGEMENT/PUBLIC RELATIONS WSU TRI-CITIES

I. Program Need

A. Relationship to Institutional Role and Mission

In cooperation with its many partners, Washington State University at Tri-Cities provides needed educational opportunities to the Greater Columbia Basin region. Sited in an area that places a high value on graduate and professional education, the campus is in a unique position to continue to play a strong role in expanding access to post-baccalaureate degrees. Communication courses already fill a need in the undergraduate curriculum in Humanities, and a graduate program in communication can serve the needs of professionals in the community seeking retraining, professional advancement and continuing professional development. The proposed communication program in communication management/public relations complements existing Tri-Cities programs, particularly those in environmental science, business, sociology, and engineering.

The Master of Arts degree in Communication is designed to help fulfill the articulated industrial and governmental demand for professional communicators with advanced skills. There is a clear local need for advanced degree employees in public and media relations, journalism, and technical communications, and WSU Tri-Cities is committed to responding to significant documented demand.

The Master of Arts degree in Communication would be the first graduate degree in the liberal arts at WSU Tri-Cities. For the past two years, course work at the undergraduate level has been very well received. The Communications Advisory Committee, composed of professionals in the field, strongly supports this action. Communication Management/Public Relations was identified as an area of significant student interest in our 1993 Survey of Higher Education Needs.
B. Documentation of Need for Program

1. Student Interest or Demand

A needs assessment survey performed in the Spring of 1993 has indicated a high demand for a program in communication, and particularly for a program in communication management/public relations. The survey, conducted by the WSU Social and Economics Sciences Research Center, gathered the views of 1919 adults in Benton, Franklin, Walla Walla and S. Yakima Counties about their higher education needs. Approximately 10% of the respondents interested in Humanities and Liberal Arts education responded that Communication was the program in which they were most interested.

In addition, professionals from large employers such as Battelle, Westinghouse and now Fluor Daniel have requested opportunities for employees to obtain graduate degrees in communication, particularly in communication management/public relations. Skills in these areas have become of increasing importance for industry in the Tri-cities area as they face the challenges of environmental remediation and restoration, and budget cutbacks. Employees seeking to advance into management-level positions in the industry frequently require advanced degrees, with skills in communication management and public opinion research becoming a high priority. Gary Petersen, a member of the School of Communication Professional Advisory Board, has been working closely with the Dean's office and the School of Communication to develop cooperative program opportunities that would benefit the university and the professional community.

2. Economic Growth and Development

Owing to the Hanford mission, the Tri-Cities is on the cutting edge of change. It has the advantage of a highly professional and educated workforce, one that has maintained its desire to be on the evolutionary forefront. While the Hanford site has been downsizing, the rest of the community has seen a rapid increase in technological and commercial ventures. New electronics communications (Internet and Home Page development) have sprung full-fledged onto the scene. There is more demand now than ever before for professional communicators to help develop, plan strategies and market new businesses. But students entering the workplace need to have the current cutting-edge communication skills that will give them the competitive advantage in the marketplace.

3. Changes in Occupation or Profession

Nearly 50 percent of the existing communications staff at the major Hanford contractor Public Affairs shops have been terminated from employment. This has released more than 30 individuals to fend for themselves on the open market. These individuals were trained to be professional communicators on Hanford Project business areas. These skills need to be redirected for work in the open commercial world where significant job opportunities now exist.
4. Workforce Needs of Local Industry

Communications IS the fastest moving profession in the world today. A year ago small business never would have understood or planned for their own need to have a Home Page up and running on Internet. Today, in the local Tri-Cities community, such small businesses as Shields or Basin Office Systems are finding that they can and must do business on Internet. With the use of P-Cards (purchasing cards) provided by American Express and others, purchases are being made completely over Internet. The demand for capable and qualified Public Affairs, Marketing and Communications professionals who have the skills to work with electronic communications, multi-media, Internet, and electronic Home Pages is growing dramatically.

5. Service to the Community

In the course work initiated to date, students are already involved in community-related projects. One of them, for example, revolves around the always difficult task of communicating highly technical information to non-technical audiences. This is particularly relevant at the Hanford site, but has growing importance elsewhere in our increasingly complex high technology society.

In addition, the initial faculty member who has been hired for the Communication program at WSU Tri-Cities has a specialty in risk communication. Under her leadership, there will be significant graduate student research opportunities in the local community, particularly when coupled with areas such as environmental sociology and agriculture pesticide studies.

6. Relationship to HECB Policies and Goals

The M.A. in Communication is a non-duplicative degree program, meeting articulated needs. The degree already exists at WSU Pullman. The program has previously been granted preapproval" status by the HECB to be extended to WSU Tri-Cities.

C. Relationship to Other Institutions

1. Duplication

No other M.A. programs in Communication Management/Public Relations are offered by public or private institutions in the state of Washington. The University of Washington offers a certificate in Public Relations via extension. Eastern Washington University offers a program which combines Organizational Communication and Public Relations in an Interdisciplinary M.A..

2. Uniqueness

The six course University of Washington program is taught by "Practicing PR Professionals" and provides less intensive training than our proposed program. Our proposed program is research based while the University of Washington certificate program is not.
The program at Eastern Washington University is of necessity (because of the interdisciplinary element) less concentrated than the program we are proposing. It is also not available to place bound students in the Tri-Cities.

II. Program Description

A. Goals and Objectives

This program is designed to provide advanced communication training with an emphasis in Communication Management/Public Relations for place bound individuals in the greater Columbia Basin region. The program seeks to prepare individuals strongly grounded in theory and research, but practically oriented in light of today's rapidly evolving communications technology landscape. Students are expected to be able to organize, integrate, synthesize, and analyze complex information. A project/thesis which makes a measurable contribution of local relevance will then be a capstone objective for every successful graduate.

B. Curriculum

1. Course of Study

I. Communication Core (9 hours)
   Corn 501 Theory Building in Communication
   Corn 570 Communication Theory
   and
   Corn 509 Quantitative Research Methods
   or
   Corn 591 Qualitative Research Methods

II. Specialization (22-24 hours)
   A. Seminar/Topics (3 hours)
   Corn 580 Topics in Communication (Campaigns Seminar)
   or
   Corn 599 Seminar in Communication

   B. Professional Courses (6 hours)
   Corn 599 Seminar in Communication
   (Public Relations/Communication Management emphasis)
   or
   PR 475 Seminar in Public Relations
   and
   PR 512 Public Relations Management

   C. Electives (9 hours) - choose three of the following:
   SpCom 401 Persuasion
   SpCom 435 Applications of Communication Theory
   Adv 580 Advertising Psychology
   Corn 520 New Communication Technologies
   Corn 535 Seminar: Training and Consulting
   Corn 550 Mass Media and The First Amendment
   Mgt 501 Management of Organizations
   Mgt 560 Management
Mkt 505 Survey of Marketing
Mkt 567 Consumer Behavior
PR 475 Seminar in Public Relations
Soc 522 Research Methods
Soc 550 Social Psychology

or any Methods and Statistics course in EdPsych or Psych

*Appendix A contains a description of courses.

D. Project/Thesis (4-6 hours)

E. Delivery Mechanism

On-site faculty, augmented by WHETS courses and participation of local adjunct expertise. A new permanent faculty member in Communication was hired for WSU Tri-Cities in 1996.

2. Admission Requirements

Requirements for admission to graduate programs in Communication are the same throughout WSU, independent of campus. They include:

1. Applicants must hold a bachelor's degree from an accredited institution.
2. Applicants must have earned a 3.0 cumulative G.P.A. (based on a 4.0 system) over the final two years of their undergraduate work (or graduate work, if applicable). Students who do not have a 3.0 G.P.A. can be admitted on a provisional basis if the circumstances warrant it.
3. Students from countries where English is not the native language must submit TOEFL scores of 550 or better. Information about the TOEFL can be obtained by contacting:
   Test of English as a Foreign Language
   CN 6141
   Princeton, NJ U.S.A. 08541-6151
4. Graduate Record Examination (GRE) scores, transcripts, letters of recommendation and essays are then used to assist in the evaluation of applications.

C. Faculty

1. Faculty Profile

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Status</th>
<th>%Effort in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>*E. Austin</td>
<td>Associate Professor</td>
<td>Full</td>
<td>12.5%</td>
</tr>
<tr>
<td>*B. Pinkleton</td>
<td>Assistant Professor</td>
<td>Full</td>
<td>12.5%</td>
</tr>
<tr>
<td>*J. Andsager</td>
<td>Assistant Professor</td>
<td>Full</td>
<td>12.5%</td>
</tr>
<tr>
<td>*A. Tan</td>
<td>Full Professor</td>
<td>Full</td>
<td>5.0%</td>
</tr>
<tr>
<td>*J. Ayres</td>
<td>Full Professor</td>
<td>Full</td>
<td>7.5%</td>
</tr>
<tr>
<td>**C. Word</td>
<td>Assistant Professor</td>
<td>Full</td>
<td>100%</td>
</tr>
<tr>
<td>**New Hire Fall/1998</td>
<td>Assistant Professor</td>
<td>Full</td>
<td>100%</td>
</tr>
</tbody>
</table>

* These faculty members are located at the Pullman Campus. They will be involved in administration, hiring, and teaching courses via WHETS.

**These faculty members are or will be located at WSU-Tri-Cities.
D. Students
1. Projected Enrollment

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year N(5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Count</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>FFE</td>
<td>10</td>
<td>12</td>
<td>15</td>
<td>20</td>
</tr>
</tbody>
</table>

2. It is expected that a student taking 6 credits per semester will complete the program in 3 years.

3. Diversity
WSU Tri-Cities has a well-developed and highly articulated Diversity Plan for the campus. In addition, to recruit students from under represented groups, we will:

1. Coordinate our efforts with other ongoing efforts at WSU Tri-Cities. In particular, we would ask the Admissions Office, and the Multicultural Advisory Committee at the campus to bring to our attention under represented students that they feel should be contacted about this program.
2. Ads will be placed on a routine basis in vehicles likely to reach under represented students.
3. Local business leaders would be contacted to help identify under represented students.
4. Any under represented students who respond to our recruitment effort will be personally contacted by a member of the faculty to discuss the program and this student’s interests.
5. The Minority recruiters at WSU Tri-Cities will be provided with names of prospective students and asked to contact said students.
6. Students who choose to enroll in this program will be assigned an advisor (Mentor).
7. During orientation sessions for new students, these students will be introduced to other faculty and students. One portion of the orientation will be devoted to inter/intra cultural sensitivity.

E. Administrative/Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>%Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adm. Mgr.</td>
<td></td>
<td>Budget, Personnel</td>
<td>10%</td>
</tr>
</tbody>
</table>

Support Staff
- Vicki Burnham OA I Secretarial Work 10%
- Jane Proctor OA III Secretarial Work 10%

+ Tri-Cities Staff
III. Program Assessment

The program will be assessed in terms of whether place bound students (a) enroll in the program; (b) successfully progress through the program; (c) complete the program and (d) report the program to be of value in their endeavors.

Employer surveys will also be used. More detailed information appears in Appendix B.

IV. Finances

A. Summary of Program Cost

A summary of program costs for the program is provided in Tables 1 and 2. The program will be supported principally by state funds allocated to WSU Tri-Cities. Some funds were already allocated during the 1995-1997 biennium in anticipation of initiation of the program; additional state funds have been allocated for the 1997-99 biennium.

Indirect cost charges to the program are based on the assumption that 32% of total program costs are attributable to support services (e.g. student services, administrative support, physical plant). Benefits are based upon 26% of salaries for exempt staff. 30% for classified staff and 25% for faculty.

B. Operating Costs

The proposed Master of Arts degree program in Communication is estimated to cost $16,800 per FTE in year I and $15,370 per FTE at full enrollment. The 1993-1994 Education Cost Study (HECB, Feb. 1995) suggests a cost/student of approximately $13,000. Allowing for 2.5% annual inflation, per student program costs will be well within the expected range by year 5.

V. External Evaluation of Proposal

(To be accomplished)

| TABLE 1 |
| Summary of Program Costs--Year 1 |

<table>
<thead>
<tr>
<th>Line Item</th>
<th>Internal Reallocation</th>
<th>New State Funds</th>
<th>Year 1 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative salaries</td>
<td>$ 2,000</td>
<td>$ 2,000</td>
<td>$4,000</td>
</tr>
<tr>
<td>0.10 FTE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefits 0 26%</td>
<td>520</td>
<td>520</td>
<td>$1,040</td>
</tr>
<tr>
<td>1.50 FTE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty salaries</td>
<td>40,000</td>
<td>20,000</td>
<td>60,000</td>
</tr>
<tr>
<td>Benefits @ 25%</td>
<td>10,000</td>
<td>5,000</td>
<td>15,000</td>
</tr>
<tr>
<td>TA/RA salaries (#FTE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefits @ #%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical salaries</td>
<td>3,000</td>
<td>3,000</td>
<td>6,000</td>
</tr>
<tr>
<td>0.30 FTE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Benefits @ 30%  900  900  1,800
Other salaries (#FTE)
Benefits @ #%
WHETS/WHEN  10,000  10,000
t (1 course net)
Goods & Services  2,000  2,000
Travel  2,000  2,000
Library  3,000  3,000  6,000
Computing  3,200  3,200  6,400
Indirect  31,350  22,410  53,760
TOTAL COST OF PROGRAM  97,97070,030  168,000
FTE students  10
Cost-per-FTE student  16,800

TABLE 2
Summary of Program Costs--Year N

<table>
<thead>
<tr>
<th>Line Item</th>
<th>Internal Reallocation</th>
<th>New State Funds</th>
<th>Year N Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative salaries</td>
<td>$ 3,375</td>
<td>$ 3,375</td>
<td>$6,750</td>
</tr>
<tr>
<td>0.10 FTE Benfits 0 26%</td>
<td>875</td>
<td>875</td>
<td>$1,750</td>
</tr>
<tr>
<td>1.50 FTE Faculty salaries</td>
<td>45,000</td>
<td>67,500</td>
<td>112,500</td>
</tr>
<tr>
<td>0.25%</td>
<td>11,250</td>
<td>16,880</td>
<td>28,130</td>
</tr>
<tr>
<td>TA/RA salaries (#FTE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefits @ #% Clerical salaries</td>
<td>3,380</td>
<td>5,620</td>
<td>9,000</td>
</tr>
<tr>
<td>0.30 FTE Benfits @ 30%</td>
<td>1010</td>
<td>1690</td>
<td>2,700</td>
</tr>
<tr>
<td>Other salaries (#FTE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefits @ #% WHETS/WHEN</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
</tr>
<tr>
<td>(1 course net) Goods &amp; Services</td>
<td>2,000</td>
<td>2,000</td>
<td>4,000</td>
</tr>
<tr>
<td>Travel</td>
<td>2,000</td>
<td>2,000</td>
<td>4,000</td>
</tr>
<tr>
<td>Library</td>
<td>3,650</td>
<td>10,950</td>
<td>14,600</td>
</tr>
<tr>
<td>Computing</td>
<td>3,900</td>
<td>11,700</td>
<td>15,600</td>
</tr>
<tr>
<td>Indirect</td>
<td>35,970</td>
<td>62,400</td>
<td>98,370</td>
</tr>
<tr>
<td>TOTAL COST OF PROGRAM</td>
<td>112,410</td>
<td>194,990</td>
<td>307,400</td>
</tr>
<tr>
<td>FTE students</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost-per-FTE student</td>
<td>15,370</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

APPENDIX A
Course Descriptions

Corn 501 Theory Building in Communication
Relationship of research to theory development; evaluation of current theory and research; planning and executing research within specified theoretical frameworks.
Corn 509 Quantitative Research Methods
The basics of quantitative studies of communication questions and communication industries are explored. The process of research is examined: hypothesis or question development, research designs, sampling, instrument design, administration, analysis and interpretation, and applications to communication industries.

Corn 520 New Communication Technologies
Graduate-level counterpart of Corn 420; additional requirements. Credit not granted for both Corn 420 and 520. Prereq senior standing. New communication technologies, their impact on communication processes, access, regulation, and communication in organization/professional contexts.

Corn 535 Seminar in Training and Development
May be repeated for credit; cumulative maximum 6 hours. Instructional aspects of training and consultation in organizational communication; team-building, presentational skills, conflict resolution, assessment leadership, group dynamics.

Corn 550 Mass Media and the First Amendment
Graduate-level counterpart of Corn 450; additional requirements. Credit not granted for both Corn 450 and 550. Prereq senior standing. Theoretical and philosophical bases of press, individual and government interaction centering on First Amendment.

Corn 570 Communication Theory
This course is designed to explore various theories of communication. To understand how theories are developed and applied, students also should understand the logic behind communication research. Along with the formal text, students read research from the several theory areas and discuss applications of the theories. By the end of the course, students should be able to answer the following: (1) Why use research? (2) What are the basic theories of communication? (3) How is communication research actually conducted in relation to the theories and research? (4) What are the values and shortcomings of the theories and research? (5) How can this knowledge be used to solve a communication problem? Readings also give students some understanding to the roots of communication theory.

Corn 580 Topics in Communication
This course varies from semester to semester. The topic sometimes is contemporary, historical, technical, or analytical, etc., depending on the interests of faculty and students.

Corn 591 Qualitative Research Methods
This course focuses on non-quantitative research methods, including those used for historical research, legal research, and rhetorical criticism and discourse analysis. The course is team taught, with students completing research projects in each of the three methodology units.

Corn 599 Seminar in Communication
This course is designed to be responsive to student and faculty concerns. Some seminar topics will be professional in nature and others theoretical.
PR 512 Public Relations Management
Topics covered are principles of planning, organizing, staffing, budgeting and controlling public relations campaign programs. The course usually includes a semi-professional campaign planning project.

PR 475 Seminar in Public Relations
Often a research practicum, the seminar focuses on theory, methods, and applications. Each semester addresses a different research area relevant to public relations. Topics have included evaluative research of public relations programs, formative research for program planning, persuasion and political communication, and gearing messages to a child audience. Research projects in conjunction with the course provide opportunities for putting theory and principles into practice.

Adv 580 Advertising Agency Operation and Campaigns
Graduate-level counterpart of Adver 480; additional requirements. Credit not granted for both 480 and 580. Prereq Adver 381, 382, Mktg. 360. Principles and functions of advertising management: campaign planning, execution, presentation and evaluation.

Sp Corn 401 Persuasion
Theories of persuasion and social action-, study of strategies and techniques for the persuasive use of language and other symbols.

Sp Corn 435 Advanced Organizational Communication
Prereq Sp Corn 335. Advanced concepts, models and methods for in-depth analysis of contemporary communication organizations.

Mgt. 501 Leading, organizing, decision making, planning, controlling, conflict management, and behavior in work organizations.

Mktg. 505 Survey of Marketing
Marketing management; relevance of marketing to company profitability and consumer satisfaction; decision regarding price, product, promotion and distribution.

Mktg. 560 Research Methodology
Prereq Dec S 215. Types of data needed and available, collection and analysis of data as they relate to decisional research.

Mktg. 567 Consumer Behavior Theory
Prereq Mktg 505. Theory in consumer and buyer behavior; conceptual and empirical research role of purchase and consumption behavior on society and marketing.

Soc 522 Advanced Sociological Methodology
May be repeated for credit; cumulative maximum 12 hours. Prereq Soc 521. Scaling theory, sampling theory, experimental design, measurement of association, multivariate analysis, current methods and techniques.
Soc 550 Advanced Social Psychology—same as Psych 550
Theories, findings, and methods in group processes, interpersonal attraction, and personal perception. Cooperative course taught by WSU, open to UI students (Psych 520)

APPENDIX B
Assessment Plan

This assessment plan is intended as a primary means for measuring progress toward achievement of the program goals and objectives. The following is a description of components of this assessment plan.

Entry Level and Baseline Student Data

Baseline student data will be collected and compiled at the time students are admitted to the program. Application materials will be used to provide the initial academic and demographic characteristics of the students. Data will be collected from normal University admissions forms (e.g., previous courses taken, other institutions attended, degrees earned, grade point average) and from other pertinent sources (e.g., veteran and ethnic status). Baseline information may also be obtained from student records kept by program faculty, who hold periodic discussion with students.

Students enter the Masters of Arts degree program with a number of individual objectives ranging from enhancing professional development opportunities with their current employer, obtaining prerequisite training for entering the communications industry, to progress toward a Ph.D. This information becomes essential baseline data for student-related end of program assessment.

Intermediate Assessments

Intermediate assessment measures will include examinations for each course and annual reviews of student achievement and progress. All departments perform an annual review of each graduate student and apprise them of their status each year in accordance with the policy approved by the University Senate in 1976. The elements of this review can be used in student and program assessments.

The students' curriculum committee will also evaluate the background, goals, and progress for each student prior to approval of curricular plans. The formation of a committee and the preparation of a curricular plan in this program may not occur until the second or third semester of study for students taking one to two courses per term.

End of Program Assessment

The End-of-Program Assessment will include thesis or special project reports, a final oral examination, and an exit questionnaire regarding the students experience in the graduate program. This final assessment will contribute to the determination of achievement of the program objectives.
Evaluation of thesis and non-thesis special project products will be performed by faculty graduate committees. The evaluation criteria will include research methods and quality of the work performed as a contribution to the discipline, and written and verbal communication skills. The oral examination includes an oral presentation by the student on the thesis or special project, oral examination of the student by the faculty committee on the thesis or project work, and on course work and topic in which students are expected to be knowledgeable as a program outcome.

As permanent faculty are added to the program, the evaluation of research programs will also become increasingly important in achieving the program objectives. Evaluation of the research programs are expected to include the quality of student theses, student and faculty publications, presentations at professional society meetings, grant applications submitted and funded, and other indicators of contributions to the profession. Annual reviews of permanent faculty research will also serve as a source of data and information for assessment of the program.

The data collected in this program can also be used for comparison with analogous data for: (i) Masters of Arts students at WSU Pullman, (ii) other WSU Tri-Cities graduate students, (iii) Masters of Arts graduates in comparable Communication programs elsewhere in the nation. This information is important to our student services, our diversity committee, and in our retention and graduation rate analysis.

Alumni Surveys

The Office of Student Affairs Research annually conducts a survey of all graduates from the previous academic year. Information supplied by these surveys will contribute to evaluations of the quality and effectiveness of the Masters of Arts program in Communication at the Tri-Cities campus.

As the number of branch campus alumni grows, data from this survey will also be aggregated for the campuses separately. In the meantime, randomly selected graduates from the M.A. program will be contacted by telephone to discuss their perceptions of the program.

Employer Surveys

Currently there is considerable resistance to the separate surveys of employers being done by the numerous higher-educational institutions. Many of the Masters of Arts degree students, however, are expected to be employed in the Tri-Cities, and will remain so after completion of the program. Judging from the feedback that Hanford contractors already provide on current instructional programs, substantial employer input on the Communication M.A. program is anticipated. This input will be supplemented by information derived from periodic employer surveys that accompany legislative studies and needs analyses carried out by WSU Tri-Cities.
Program Reviews

Periodic program review is essential for assessing the vitality of educational programs, especially on the branch campuses. Program reviews are particularly useful as opportunities for assessment of progress toward programmatic goals, and an analysis of program relevancy vis-à-vis University goals and objectives. Program centrality, need, and quality are major components of this assessment activity. Student ratings of course work and student interviews allow assessment effectiveness of the curriculum, and the way it is being carried out at the end of each semester. These student evaluations use both departmental and WHETS assessment instruments. The regular re-certification of all adjunct faculty provides another vehicle for global program assessment. Specific information provided by surveys of both program alumni and employees is invaluable in the overall assessment activity.

Communication program to monitor clientele needs, how they are being met by the program, program progress, and to also make recommendations to the department. This advisory group will complement the School of Communication's Professional Advisory Board.

Exhibit E

Branch Campus Library Facilities

1. The adequacy of existing library collections, services, etc:
   a. Comment on the adequacy of existing library collections, equipment, personnel and services in terms of the proposed Master of Arts in Communication degree program with its Tri-Cities program model in Environmental and Risk Communication Management.

The Tri-Cities program model was developed by the Murrow School of Communication, the unique strengths of the Tri-Cities branch campus including a wealth of library resources in science technology, including environmental science.

The WSU Tri-Cities Max E. Benitz Memorial Library moved this past summer into new and expanded quarters in the most recently completed building on the branch campus, the Consolidated Information Center (CIC). Twenty-nine thousand of the CIC's seventy thousand square feet are devoted to library space. Merged with the Benitz Library in this space and the Hanford Technical Library (HTL) and the local Public Reading Room of the U.S. Department of Energy (DOE). The HTL is operated by Battelle Memorial Institute's Pacific Northwest National Laboratory (PNNL) in support of DOE operations at the Hanford Nuclear Site. Together, the Benitz Library, the HTL, and the DOE Public Room form the Consolidated Libraries of the CIC.

With well over a million items in the combined collections of the Consolidated libraries, an unusually rich supply of information resources is provided for all local branch campus faculty, students, and staff. Directly supportive of the Communication degree's Tri-Cities program model, the HTL collections are particularly strong in
environmental science and environmental crisis management literature. Other directly supportive subject area strengths of the HTL collection include: chemistry, nuclear science and engineering, materials science, biology, engineering, applied physics, applied math, including computer science, medicine, technical writing, and business.

Already, the WSU Benitz Library is building a closely related environmental sociology collection. For example, the following journal titles, relevant to environmental communication, were recently added in support of environmental sociology: *Competition and Change, Industrial and Corporate Change, Organization and Environment, and Science as Culture*.

Emphasis in building the overall Benitz Library collection will be on the social sciences and humanities to balance the strengths of the HTL collection and to build core collections in newly created degree programs. In addition to environmental sociology, other closely related materials in human resource management and business communications will be acquired to support the business degree programs.

In addition, Fluor Daniel, Hanford, currently the primary DOE con special collection of human resource materials in the Consolidated Libraries. Consisting of both recent monographs and media materials, this collection consists of extensive training and developmental with direct applications to the proposed communications degree program.

b. How do you propose to fund existing serials in light of ever increasing subscription costs?

Electronic indexing and document delivery services are making it increasingly less necessary to have resources directly available. A very small number of core literary journal titles are all that are necessary to support the program to give students contact with the journals through examining entire individual issues. Journal article needs beyond the core collection can be met using the Extended Campus Library Services (ECLS) document delivery service operated by the branch campus libraries and based in Holland Library; the Benitz Library interlibrary loan service; the document delivery service of the HTL and other commercial document delivery services. A significant number of online and CD-ROM journal article full-text services are also available from both the WSU libraries and the HTL. The full-text services make copies of complete articles available to print for free on demand. Consequently, the need for having paper copy of journals available, especially in a branch campus setting, is being rapidly diminished.

1. The need for new collections:
   a. Serials
      1) List new serial titles (and cost) that will be needed.

*Communication Research* - $300
*Communication Theory* - $85
*Journal of Applied Communication Research* - $100
*Journal of Public Relations Research* - $175
*Management Communication Quarterly* - $180
Costs are for annual subscription rates. Due to the cross-disciplinary nature of these journals, costs may not necessarily be charged entirely to this program.

2) What funds have been designed for these titles and for the ongoing serials subscriptions?

Funds in support of library development for this degree program have been designated by the Campus Dean. As the campus grows, the Benitz Library acquisitions budget is being steadily increased year by year to accommodate collection development with emphasis on new degree programs.

3) Can any of your current serials subscriptions be cancelled to purchase the new titles?

Yes, some will be cancelled due to the availability of the full-text services.

4) What additional library equipment will be needed and how will it be funded?

Since new library equipment is being installed for the Beintz Library as part of the CIC building project, there will be an ample number of work situations with both CD-ROM and outline capabilities to support existing and new degree programs. The HTL has an equal number of work stations, many providing closely related indexing and full text services.

Both CIC Project and gift funds are being utilized.

b. Monographs
1) Will monographs need to be purchased?

Yes, for reserve purposes and to provide a core collection of landmark works in the field.

2) Have continuing funds been designed for these and future purchases?

Yes, as noted in 2.a.2) above.

3) What additional library equipment will be needed and how will it be funded?

No additional equipment will be needed.

c. Media

1) Are media materials needed?

Yes

2) Have funds been designated?

Yes, comparably priced media materials are purchased from regular acquisitions funds and are considered core collection materials. Expensive items are at times purchased cooperatively with Multi-Media Services in Holland Library. Program fund accounts, in lieu of library funding, are sometimes also used to purchase expensive items.
3) What additional multimedia equipment will be needed and how will it be funded?

Multimedia equipment is funded through the Telecommunications budget and shared by the entire campus.

3. The need for new library personnel:
   a. Will specialized expertise, e.g., knowledge of specific languages or a specific discipline, be required to serve your new degree program?

None beyond a specialization in academic branch campus library reference services.

b. Will additional library staff of faculty need to be hired?

A national search is being conducted for a reference services librarian who will provide and coordinate reference and interlibrary loan services for the Benitz Library, providing an additional full-time library faculty member. The additional position will be utilized to meet the increased demands of a growing curriculum and student body.

c. If so, how will the position(s) be funded?

Through increases in the regular funding for the library.

4. The need for additional library services:
   a. To what extent will additional library services (e.g., interlibrary loan services, on-line networked access, reference service or library user education) be required?

Expansions of Benitz Library faculty and staff now underway should more than adequately meet these increases for this and other new degree programs.

b. Have funds been designated for this purpose?

Yes, through expansion of the regular library budget.

5. For Branch Campuses/Extended University Proposals:
   a. To what extent will collections and services be provided from Pullman?

Books will be borrowed from other WSU libraries. Photocopies of Journal articles will be requested through ECLS. ECLS provides the labor involved in locating and sending books and locating and presenting for photocopy the journal articles. As noted earlier, funding for ECLS is provided by the branch campuses. Use of books will be tracked and frequently requested items will be purchased for the local collection.

b. To what extent will they be provided by the branch campus?

As noted earlier, reserve, core collections, and other frequently used items will be provided locally, including selected journal subscriptions.
c. Are there other local libraries (non-WSU) that will be serving those needs?

Only to a very limited degree. Available are the Richland Public Library, the Mid-Columbia Library System, and the Columbia College (CBC) Library, none of which have in-depth collections in communications or any of the closely related areas.

c. What arrangements have been made with these local libraries?

We have informal reciprocal borrowing arrangements with CBC Library. Members of the public may be made Temporary Borrowers and check out materials from the Benitz Library for a year. Although there is frequent, ongoing communication with the other libraries, there are no other formal arrangements.

6. Does not apply to branch campus.

7. List any other library resource considerations:

The enriched environment of the Consolidated Libraries is unique among branch campuses throughout the world. Especially cogent to the environmental emphasis of this degree program is the linkage the HTL and the DOB Public Reading Room provided for WSU faculty, students and staff to the Hanford Nuclear Site. Hanford, being one of the most significant environmental cleanup sites in the world, to bring researchers from across the globe into the Tri-Cities to study the Site’s unique environmental challenges.

Harvey Gover  
Prepared  
10-21097

Adequacy.doc

**EXHIBIT 4**  
**SIZE OF PROGRAM**

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>20</td>
<td>50</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>FTE</td>
<td>12</td>
<td>30</td>
<td>42</td>
<td>45</td>
</tr>
</tbody>
</table>

**EXHIBIT 5**  
**ADMINISTRATIVE/SUPPORT STAFF**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>%Effort in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Staff:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Val Miskin</td>
<td>Director of Graduate Programs</td>
<td>Program Management</td>
<td>25.0</td>
</tr>
</tbody>
</table>
Support Staff:
Ernst W Stromsdorfer  Associate Dean Program Evaluation  12.5
Todd Taylor  Director, CBE Office of Technology  Manage the electronic transmission of extended degree courses, including both hardware and software  12.5
(to be hired) Graduate Program Manager  Manage course  50.0
(to be hired) Distance Program Coordinator  Coordinate Extended Degree Program Services  50.0

Total FTE Staff Devoted to Degree Program:  1.50

EXHIBIT 6
SUMMARY OF PROGRAM COSTS – YEAR 1 AND YEAR 4

<table>
<thead>
<tr>
<th>Line Item</th>
<th>Internal Reallocation</th>
<th>New State Funds</th>
<th>Other Sources (a)</th>
<th>Year 1 Total</th>
<th>Year 4 (b) Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Salaries: 1.5 FTE in Year 1 and thereafter</td>
<td>$0</td>
<td>$0</td>
<td>VM (.25FTE) – $14,108 EWS (.125 FTE) – $11,086 TT (.125 FTE) – $5,625 Graduate Program Coordinator (.50 FTE) - $20,000 Distance Program Manager – EUS (.50 FTE) - $17,000</td>
<td>$84,400</td>
<td>$84,000</td>
</tr>
<tr>
<td>Benefits @ 24.4%</td>
<td></td>
<td></td>
<td></td>
<td>$16,548</td>
<td></td>
</tr>
<tr>
<td>Faculty Salaries: 1.0 FTE in Year 1; 2.0 FTE in Year 2; and thereafter @ $70,000 per academic year; 2/9ths of one FTE to cover summer instruction</td>
<td>$0</td>
<td>$0</td>
<td>$77,778</td>
<td>$96,800</td>
<td>193,500</td>
</tr>
<tr>
<td>Benefits @ 24.4%</td>
<td></td>
<td></td>
<td></td>
<td>$18,978</td>
<td></td>
</tr>
<tr>
<td>Graduate Teaching Assistant: 1 in Year 1 and thereafter</td>
<td>$0</td>
<td>$0</td>
<td>Salary - $10,278 Waiver - $4,565</td>
<td>$16,100</td>
<td>$16,000</td>
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<td>Benefits @ 1.5% plus $1,000 health insurance</td>
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<td></td>
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<td>$1,308</td>
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<tr>
<td>Contract Services</td>
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<td>$0</td>
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<td>$0</td>
</tr>
<tr>
<td>-------------------</td>
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<tr>
<td>Goods and services:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies @ %50/Mo</td>
<td>$0</td>
<td>$0</td>
<td>$24,400</td>
<td>$24,400</td>
<td>$24,400</td>
</tr>
<tr>
<td>Postage @ $50/Mo</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone @ $100/Mo</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1 – 10 trips to Seattle @ $500</td>
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<td>$0</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>Year 2 and thereafter – 20 trips to Seattle @ $500</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment (d)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other (e) Please Itemize:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHETS Fees: 3-4 hour courses in Year 1; 8 3-hour courses in Year 3 @ 5,800 per course</td>
<td>$0</td>
<td>$0</td>
<td>$29,000</td>
<td>$29,000</td>
<td>$58,000</td>
</tr>
<tr>
<td>Course Development</td>
<td></td>
<td></td>
<td></td>
<td>$32,000</td>
<td>$32,000</td>
</tr>
<tr>
<td>Indirect – 32.0% libraries and other indirect costs</td>
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<td>$0</td>
<td>$0</td>
<td>$125,000</td>
<td>$171,500</td>
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<tr>
<td>TOTAL COST OF PROGRAM</td>
<td>$125,000</td>
<td>$0</td>
<td>$265,637</td>
<td>$390,700</td>
<td>$535,900</td>
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<tr>
<td>FTE Students</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Cost-per-FTE Student</td>
<td></td>
<td></td>
<td>22,139</td>
<td>$32,558</td>
<td>$11,909</td>
</tr>
</tbody>
</table>

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Motion carried.

4. Recommendation from Graduate Studies Committee for the Master of Technology Management Exhibit K from 1/29/98 is as follows:

HECB Cover Sheet for Program Proposal  
(Draft October 13, 1997)

Institution: Washington State University  
Degree-Granting Unit: College of Business and Economics  
Degree (Level): Master of Technology Management  
Proposed Starting Date: August, 1998
Academic Department Representative:

(Name): Val Miskin, Director of Graduate Programs  
College of Business and Economics  
Washington State University  
telephone: 509-335-7617; fax: 509-335-3851  
E-mail: miskin@wsu.edu

Endorsement by  
Chief Academic Officer:

Date:

TO: Academic Affairs Committee

FROM: Nancy L. Baker, Director of Libraries, 5610 (335-4558)

DATE: September 18, 1997

SUBJECT: PROPOSED MASTERS OF TECHNOLOGY MANAGEMENT

Although I believe the Libraries' collections are adequate to meet the needs of this program, I do have some concern about the ability of the Libraries to support a graduate level program in such a specialized discipline with the current level of staffing in our library Extended Degree Program (EDP) office. To date, we have only been supporting a BA in the Social Sciences in the Extended Degree Program. A library specialist (.5 FTE), i.e. a high level classified staff, has been quite sufficient to handle this demand. However, since graduate level courses require much more research than undergraduate programs, and this graduate program is interdisciplinary business and engineering, the level of expertise necessary to serve these students may not match the current library staffing.

Based on recent discussions with the College of Business and Economics and the Extended Degree Program, I am convinced that the Libraries will be given sufficient staffing to serve this program if and when it is necessary. The Libraries has enjoyed a close working relationship with the Extended Degree program in the past. With this commitment, I am prepared to sign off on this proposal.

Program Proposal:

Extended Degree Program -  
Master of Technology Management

Introduction

The Information Systems, Telecommunications, and Manufacturing Technology fields are experiencing burgeoning growth. These advances in technology have profound and pervasive impacts throughout the societies and economies of our world. This growth presents opportunities to our economy and business community nationally and globally now and for the foreseeable future. The new technological environment brings fast-
paced and ever-evolving challenges for individuals, firms, and institutions in the realm of efficient communication, the conduct of business activities in general, and the production and delivery of goods and services. The effects of these technological impacts cut across all operations of government and the private sector, affecting wholesale and retail establishments, financial institutions, health care, education, manufacturing, entertainment industries, and beyond.

Effective management that incorporates and utilizes technology is key to the success of modern organizations, enterprises, and the individuals within them. All functional business areas and all strata of society are adapting ever-changing technologies to meet their goals and needs. Technology is a major resource that is the catalyst to accomplish and even exceed the manager's goals and expectations. At the strategic level of a firm's operation, information technologies must be identified, analyzed, evaluated, and implemented by informed and discriminating executives. Operationally, the continual flow of reliable, readily accessible data is vital to all organizations. And, at the production, marketing, and distribution levels, effective utilization of information technology enhances both efficiency and innovation.

The College of Business and Economics (CBE) at Washington State University (WSU) has identified at all levels of the firm a clear need for corporate managers who are specifically educated in the management of technology. In response, the CBE proposes to develop a post-baccalaureate program leading to a Master of Technology Management (MTM) degree to be delivered state-wide to firms, organizations, and locations in the state having appropriate distance learning technologies. This new program will prepare its graduates with the awareness and skills to apply these emerging technologies in supporting business strategies and operations at all levels of management responsibility.

I. Program Need

A. Relationship to Institutional Role and Mission

This proposed program relates directly and precisely to the tripartite mission of WSU of 1) teaching and learning; 2) research; and 3), service and outreach. In particular, it addresses the following university Planning Goals:

Goal 2: Expanded Access with Quality, particularly with respect to expanding educational opportunities throughout the state by modem telecommunications and computer technology.

Goal 3: Increased Diversity, particularly with respect to providing access to higher education for all students regardless of their economic or disability status, gender, ethnicity, sexual orientation, religious background, or geographic location.

Goal 5: Enriched Learning, particularly with respect to the development of innovative technology.

This proposed program likewise pursues the objectives set forth in the Academic Vision of Washington State University. The university's goals of Outreach, Information Technology, and Diversity are served by this proposal. Workers in firms and
organizations throughout the state, who are place-bound due to the needs of their jobs and their employers, will have greater access to advanced education and training. This program will use the most up-to-date information technology in its delivery, including electronic access to library and other supporting materials. It will also utilize the latest technologies with respect to student interaction, course instruction, and delivery systems. In short, it will use state-of-the-art information technology techniques to upgrade the technology management skills of place-bound workers in firms and organizations throughout the state.

B. Documentation of Need for the Program

1. Elements of Program Demand and Need. Washington State University is recognized in Washington and nationally as a leader in providing distance education programs. All of the courses in this program are intended to be delivered via the Washington Higher Education Telecommunications System (WHETS).

   In 1995 the Higher Education Coordinating Board (HECB) authorized WSU to deliver an upper-division degree completion program for the Bachelor of Arts in Social Sciences on a statewide basis. This was the first time the HECB granted a statewide instructional area for a distance education program.

   2 WHETS was designed and constructed by WSU in 1985. It consists of a number of electronic classrooms using compressed video technology. WHETS allows for real-time interaction between all sites. The purpose of the system is to increase access to students in areas under-served by upper division and graduate level education. Originally the system served WSU branches in Spokane, Tri-Cities, and Vancouver. The system has now expanded to serve eight cities with 28 classrooms statewide. Almost 200 courses were delivered in 1996-97. Finally, we should note that the role of VMETS, and its increasing cost effectiveness, will be enhanced by the scheduled introduction of the K-20 statewide communications system.

   According to input from businesses within the state and the CBE's own information, the CBE has found that many initial MTM degree candidates are already in the state's workforce, though clearly not all in proximity to existing WSU facilities. In discussions with one firm in Seattle, firm representatives estimated that an initial cohort of 30 degree candidates was a very reasonable expectation. The size of this firm and its aggressive educational and training program suggests that a continuing cohort of 30 students is clearly a possibility from this firm alone.

   Therefore, the CBE plans to develop the MTM program to be offered initially in Seattle at one or two corporate sites, at all WSU branch campuses via classroom facilities, and on the Pullman campus. This will allow place-bound students access to such a program taught by WSU business faculty from the Pullman, Vancouver, Spokane, and Tri-Cities campuses. (Please see the supporting letters from the deans of the branch campuses.)

   This proposed program builds on the successful history of WSU’s Master of Engineering Management (MEM) program, which the College of Engineering and Architecture has been offering to Boeing engineers since 1993. The MEM program is delivered through
an interconnection of "ETS and the Boeing Educational Network (BEN). Through this technical arrangement, the audio/video signal from "ETS is redistributed to various Boeing locations via BEN, so student employees of Boeing can participate without leaving their workplace. The MTM will follow the same delivery procedures and use the latest technology to enhance the quality of instruction.

2. **Relationship to the Master Plan for Higher Education.** This proposed program addresses the objectives and issues raised in the Challenge for Higher Education: 1996 State of Washington Master Plan for Higher Education.

On page 5, the Master Plan for Higher Education challenges public two-and four-year institutions to:

"a) increase access to quality learning and submit a plan to accomplish this that addresses restructuring, use of technologies, partnerships, and other means of providing quality learning at lower cost; the plan should propose enrollment and efficiency goals against which progress can be assessed". This proposed program will use state-of-the-art electronic technology to provide higher education access to place-bound workers and managers in firms and organizations throughout the state. The cost savings to workers and firms should be dramatic. Finally, the proposed program includes a well-designed method for program evaluation.

3. To emphasize the importance of offering education to place-bound employees statewide, consider the situation in state is earning $60,000 a year and quits to attend college full-time- 12 months-at the WSU Pullman campus- Apart from the direct educational costs to the student, the cost to that individual is $60,000 in forgone earnings per year, the sum that also measures the value of the student's lost production to the firm if the firm takes no other action. Of course, the firm's managers will rehire or reallocate labor within the firm, but there will still be some lost production and the firm will incur hiring and training costs, at the minimum. Such costs can be avoided or minimized by bringing education to the place-bound worker.

"b) constantly innovate and respond to changes in the workplace including ways to improve productivity". "This proposed program will employ state-of-the-art techniques for delivering the latest advances in information technology within the context of managing the productive organization. This program is the first such effort being made in the state of Washington and likely will become the prototype for extending education to the place-bound student throughout the state and Northwest region.

"c) report outcomes of efforts to restructure, improve student learning, and other mission-related activities. "This proposed program must meet the national accreditation standards of the AACSB-International Association for Management Education (AACSB) required of all nationally recognized business education programs. The program also has a well-conceived evaluation component internal to the College of Business and Economics.

"d) achieve statewide goals set forth by the Board for people of color and students with disabilities. "This proposed program is targeted to employees and managers of firms in the State of Washington and students served by the WSU branch campuses who are
place-bound due to the needs of their jobs, their employers, and their families. All qualified individuals within the areas of access will be eligible for this education. Worker-students with a disability may find this program easier to access than those programs that are totally campus-based. The program will be advertised widely so that all under-served groups in the program delivery locations will be apprised of its opportunities.

In summary, this proposed program sharply focuses on the Master Plan's stated goals of improving access to higher education for a diverse as well as a place-bound population throughout the state. It will accomplish this by employing the latest technologies to deliver this education and to assess the impact of that delivery method on the quality and quantity of education received.

C. Relationship to Other Institutions

1. Duplication. The CBE has ascertained through a review of graduate catalogs of higher education institutions across the Pacific Northwest and within the state's higher education institutions that no such degree of this type is offered by distance learning in the state, or for that matter, the entire Pacific Northwest region. This finding is further verified through discussion with corporate training officers in the state. Among universities in the Northwest with graduate programs in Business Administration, only Seattle Pacific University and the University of Oregon even offer an on-campus Master's degree in Management Information Systems—a degree related to but not the same as the MTM.' Note also that the Office of the Extended Degree Programs has surveyed the available distance learning offerings in the Pacific Northwest and has discovered that no such distance degree program is being offered at this time.

2. Uniqueness of the Program. The MTM degree is a general management degree focusing on the implementation and management of new information technologies to enhance the operations and productivity of organizations. It will specifically prepare persons with the technological expertise and experience needed to make strategic and operational business decisions using today's emerging data management and communications technologies.

The distance degree for the Master of Technology Management is quite unique at this time. No other institution in the State of Washington is now offering such a degree to the identified population of need. The Master of Engineering Management currently offered at WSU's three branch campuses is designed for engineers to extend their technical expertise within the organizational context. The MTM degree differs significantly from this proposed program and the population of students whom it is intended to serve also differs. There is no distance degree at the master's level for this program area in the Pacific Northwest. Please note the letters of support and endorsement from the campus deans of Spokane, Tri-Cities, and Vancouver. Note also the letter of support from Dean Leon Radziemski, Dean of the WSU-Pullman College of Sciences and Vice-Chair of the Washington Technology Center.
The MTM program and the Master's in Engineering Management program will serve different student markets as is indicated by the stated undergraduate business core courses that are preferred for entrance into the MTM program in contrast to those engineering core courses that are typically held by persons entering the MEM program. But, the two degrees will be highly complementary in fulfilling the needs of place-bound workers in firms and organizations throughout the state. As noted, the core (required) courses of the two programs differentiate the technical (MEM) degree from the general management (MTM) degree and they differentiate the population to be served as well. (See footnote 5 below.) However, the two programs may share specific elective courses depending on the individual needs and interests of the student-workers and the needs of their employers.

Finally, we should note that this postgraduate degree is complementary to the undergraduate degrees now being offered in the three WSU branch campus locations, both by WSU itself and by other colleges and universities in these three areas. For those with the appropriate career interests and background, the MTM degree is a natural post-graduate following to the baccalaureate degrees of business administration, computer science, and management information systems in its several variants.

In Spokane, the following undergraduate degrees are offered:
Whitworth College-Business Administration; Computer Science
Gonzaga University-Business Administration; Computer Science
Eastern Washington University-Business Administration; Computer Science; Computer Information Systems.
WSU-Business Administration; Computer Science

In the Tri-Cities/Walla Walla area, the following undergraduate degrees are offered:
WSU-Business Administration
Walla Walla College-Business Administration; Computer Science; minor in Management Information Systems

In the Vancouver/Portland area, the following undergraduate degrees are offered:
WSU-Business Administration
Portland State-Business Administration; Computer Science
University of Portland-Business Administration; Computer Science; Computer Applications Management
Reed College-Business Administration/Computer Science
Lindfield College-Business Administration; Computer Science; Business Information Systems
Warner Pacific College-Business Administration
Lewis and Clark College-Business Administration
Concordia College-Business Administration

II. Program Description
A. Goals and Objectives.

The CBE will design, develop, and place in steady-state operation the Master of Technology Management degree to be offered to place-bound employees and managers of firms throughout the State of Washington and students at the WSU
branch campuses via distance learning technologies. The immediate concentration of MTM courses will be offered via WHETS, utilizing other technology to enhance the quality of interaction among students and their instructors.

The program design includes three existing Master of Business Administration (MBA) courses, two new MTM courses covering the topics of finance and marketing technology, two graduate-level Management Information Systems courses and two technology management-related courses from existing CBE, CEA or College of Sciences courses. Finally, each MTM student will complete an individual corporate-related, real world project under the direction of MTM faculty.

The instructional techniques and methods learned from implementing this program can then be applied to other WSU degree programs and courses as a model for future expansion of WSU's Extended Degree Programs at the graduate level.

B. Admission Requirements. Students who matriculate for the Master of Technology Management program must have completed a business or technology related undergraduate baccalaureate degree; or, they must have had significant previous experience in the management or use of technology. Some students may need to complete selected undergraduate or graduate core courses to prepare them for the rigorous, advanced level business and management requirements of the MTM program. In summary, the admission requirements are:

General Admission Requirements:
1. A bachelor's degree from an accredited institution of higher education;
2. Previous experience in a management or a technology related field;
3. An above average cumulative grade point average in one's previous degree;
4. An above average Graduate Management Admissions Test (GMAT) score; and,
5. Three letters of reference regarding the applicant's academic or industry experience.

Foundation Requirements
1. An undergraduate business degree or specific foundation courses in accounting, finance, marketing, and organizational systems; or,
2. An undergraduate technology degree or specific foundation courses in mathematics, statistics, operations, and computer systems.

C. Curriculum

For students meeting all foundation requirements, the advanced MTM curriculum has four components comprising a total of 30 credits: MTM core courses (21 credits), CBE, CEA and science elective courses (6 credits), and an Individual Student Project (3 credits).

MTM Core Course Requirements (21 credits)

Decision Sciences 581 (DEC S 581) Operations Management
Finance 529 (FIN 529) Financial Management and Capital Investment for the High Tech Firm (new course)
Management 590 (MGT 590) Strategy Formulation and Organization Design
Management 593 (MGT 593) Managerial Leadership and Productivity
Management Information Systems 580 (MIS 580) Information Systems Management
Management Information Systems 574 (MIS 574) Business Telecommunications and Electronic Commerce
Marketing 561 (MKTG 561) Technology and New Product Marketing (new course)

5 Students who are deficient in any of the foundation courses can acquire the needed training at local community colleges and universities as well as through the branch campuses in Tri-Cities and Vancouver. The key foundation courses relevant at the freshman and sophomore levels are: Economics 101-Fundamentals of Microeconomics; Economics 102-Fundamentals of Macroeconomics; Accounting 230-Introduction to Financial Accounting; Accounting 231-Introduction to Managerial Accounting; Business Law 210-Law and the Legal Environment of Business; Decision Sciences 215-Statistics; Management Information Systems 150-Technological Survival Skills for Today's Manager; Mathematics 201 -Introduction to Finite Mathematics of Business and Economics; Mathematics 202-Introduction to Mathematical Analysis for Business and Economics; and, six semester hours of communications courses at the 100 or 200 level. The key foundation courses relevant at the junior and senior levels are: Decision Sciences 340- Operations Management; an Economics 300 or 400 level elective; Finance 325-Finance; Management 301-Principles of Management and Organization; Management Information Systems 350-Business Information Systems; Marketing 360-Marketing; and, Management 491 -Business Strategy and Policy or Management 492-Small Business Policy.

MTM Elective Courses (6 credits)

To be selected from approved lists of graduate courses from the College of Business and Economics, the College of Engineering and Architecture, and the College of Sciences.

MTM Student Project (3 credits)

A final faculty-supervised project will be required, analyzing a selected program or product in an actual company. These will involve the application of information technology in some fashion, and culminate in a feasible recommendation for implementation.

Exhibits 1, 2 and 3 above provide detail to the curriculum and course sequence for the MTM proposal. This plan gives students the flexibility of a two-year or three-year curriculum depending on their work loads and personal situations. The course sequence facilitates an open admission policy for fall or spring semester during any given year.

The MTM core course sequence is designed to be repeated during each 12-month period to facilitate a rolling admissions policy. The entire set of MTM courses will be structured to allow degree completion in either a two-year or three-year cycle. Sample programs are shown in Exhibit 1.

Exhibit 2 sets out the three-year start-up plan for the MTM program. This sequencing accommodates the first two student cohorts and shows the steady state curriculum plan by Year 4. This plan allows students the flexibility to choose either the two-year or three-year completion plan.
Exhibit 3 is a tentative list of electives to consider from the College of Business and Economics, the College of Engineering and Architecture, and the College of Sciences.

**D. Support Services**

**Library and Research Support.** Students in WSU's Extended Degree Program have computer access to a wealth of library and other information resources at home, work, or their local WSU Learning Center. These include Griffin, the online catalog for WSU and Eastern Washington University that lists books, journals, and government documents owned by the two universities. Students can also search online catalogs for University of Washington, University of Washington Law Library, Western Washington University, Central Washington University, the Evergreen State College and the Washington State Library through the Washington State Cooperative Library Project. Other academic and public libraries will be linked to this program in the future. Students have computer access to several periodical and journal indexes, some of which include full text of the articles. *ABI/Inform Global* provides abstract and index coverage of more than 1,000 business and economics journals, 300 of which are published outside the United States.

Full text articles are available for about half of the journals. Abstract and index coverage begins with 1985; dates for full text coverage vary, back to 1990. Periodical Abstracts provides abstracts and index coverage of more than 1600 general interest periodicals and social science and humanities journals. Full text articles are available for about 600 of the periodicals and journals. Coverage dates are the same as with *ABI/Inform Global*. Students can download, print, and e-mail the citations and full text articles.

Many U.S. government agencies now provide access to their materials electronically via telnet or a Web site. These include the Congress of the United States, the United States Census Bureau, the Federal Reserve Board and others whose publications and statistics are of value to students in business. In addition, the United States Government Printing Office (GPO) has been mandated by Congress to provide electronic access to publications previously distributed in paper and microfiche. GPO Access is the gateway to these resources. Students can access it via telnet or the Web. Much more U.S. government information will become available in the next year or two.

All students also have access to an extended degree library technician via toll-free phone or e-mail. This technician, located in Holland Library at WSU Pullman, provides the following services for students: database searches on any subject; retrieval and checkout of requested sources; free copying of any materials that do not circulate; free first class mailing of books and copied materials.

**Hardware and Software Support.** The MTM program would initially be offered at one or two corporate locations and the WSU branch campuses that have interactive WHETS-type classrooms and that offer computer laboratory support or its equivalent to its students. (Many students will have their own computer and software capability since we expect initially to be located in high-technology firms.) WHETS will be the primary means of instruction and extensive use will be made of the Internet, e-mail, and other emerging technologies to support and enhance the distance learning experience. The
CBE will cooperate with WHETS in the scheduling of courses. The firms that are the points of reception will maintain their WHETS-compatible and interactive video systems.

E. Faculty

This proposed program has been discussed and approved by the CBE Curriculum Committee, which represents the academic interests of the CBE faculty as a whole. CBE faculty will be available to provide instruction and student support from the three WSU campuses that currently offer the MBA and undergraduate business programs and from the WSU-Spokane campus. Faculty will also be available from the Engineering Management faculty at WSU-Pullman and WSU-Spokane. Select faculty will also be available from the College of Sciences at WSU-Pullman.

Graduate Faculty Requirement. Each graduate degree must have at least five graduate faculty associated with it. The following Graduate Faculty in the College of Business are qualified to teach the courses in this program and will participate in that instructional process:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bin Tong Chen</td>
<td>Decision Sciences</td>
<td>Pullman</td>
</tr>
<tr>
<td>Bernard Han</td>
<td>Management Information Systems</td>
<td>Pullman</td>
</tr>
<tr>
<td>Halbert Kerr</td>
<td>Finance</td>
<td>Pullman</td>
</tr>
<tr>
<td>David J. Lemak</td>
<td>Management</td>
<td>Tri-Cities</td>
</tr>
<tr>
<td>Val Miskin</td>
<td>Management</td>
<td>Pullman</td>
</tr>
<tr>
<td>Richard Reed</td>
<td>Management</td>
<td>Pullman</td>
</tr>
<tr>
<td>Craig K. Tyran</td>
<td>Management Information Systems</td>
<td>Vancouver</td>
</tr>
<tr>
<td>Uchila N. Umesh</td>
<td>Marketing</td>
<td>Vancouver</td>
</tr>
<tr>
<td>Joseph Valacich</td>
<td>Management Information Systems</td>
<td>Pullman</td>
</tr>
</tbody>
</table>

The core MBA courses included in the MTM program are currently at or near full capacity and the new MTM and MIS courses are not currently being taught. In Year 1 of the program, 1.0 FTE faculty position will be needed when only core courses are being offered. The remaining position of 1.0 faculty FTE would be needed in Year 2 and thereafter when the MIS and technology courses are added. All of these positions would be funded from the MTM program revenues.

F. Students

1. Projected enrollments. Discussions have been held with a large corporation in the Seattle area that indicate initial demand for the program in that firm will be at least 30 students per year. For the first (pilot) year, the program will enroll a cohort of 20 candidates, who will take an average of four to five credit hours in the fall and spring semesters and three credit hours during the summer session. In Year 2 a new cohort of 30 students per class will be enrolled and carried to completion in Year 3 or Year 4. At present, plans are that all future cohorts will be capped at 30 continuing students per year. See Exhibit 2 for detail.
2. Expected time for program completion. Students will be employed full-time at their jobs and will have significant household or family responsibilities. Thus, students will most likely select either the two-year or three-year cycle resulting in an average of 1.5 courses per semester and one during the summer.

3. Diversity. This program will reflect the diversity of the eligible labor force of the firms in which it is located and the diversity on the WSU branch campuses. While some businesses may provide funding to support this program, it will be open to qualified applicants throughout the state. To ensure that the availability of the program reaches the widest possible audience, including groups that are under-served, the CBE will advertise the program widely in any firm or organization to which the program is offered. Of course, there will be extensive advertising also at the WSU branch campuses, which are major sources of diverse student enrollment.

G. Administration

The College of Business and Economics and the Office of Extended University Services (EUS) will share and coordinate the management of this program. The CBE is responsible for designing the curriculum, delivering the CBE courses to complete the degree, and will take the lead in the assessment of the program. EUS/Extended Academic Programs will take the lead in the day-to-day management of the program from the standpoint of matriculation of students, enrollment in courses, securing financial aid, tracking progress, advising, and all other related activities that are necessary to ensure a student's normal progress to the degree. CBE and EUS will coordinate the advising program to ensure that students maintain normal progress to the degree.

There will be a need for a half-time Graduate Program Coordinator position for the program in the development, implementation, and operational phases of the program. In addition, there will be the need for a half-time position for a Distance Program Manager at Extended University Services (EUS).

Examination Administration. There is the issue of ensuring security during the administration of examinations. One approach, that currently undertaken by the College of Engineering and Architecture for the Master of Engineering Management at Boeing, is to administer take home examinations that carry a deadline and a proviso that all work submitted is independently done. This is similar to any take home examination now in place on the WSU Pullman campus. Also, many firms and organizations have training centers, such as the Boeing Information & Support Services Learning Centers. Staff at these centers can proctor examinations. In other situations, the firm or organization will be requested to provide a proctor for any given examination. That proctor will be instructed by the course instructor as to the proper procedures and standard of conduct expected of a WSU student during an examination.

III. Program Assessment

Assessment Plan. During the first year of the program two types of assessment will occur. The students, to help improve the presentation and techniques of course offerings, will provide the first assessment. The second assessment will track the
academic performance of students taking the MTM/CBE courses and compare their progress with their counterparts on the Pullman campus in the more traditional setting. The CBE Office of the Dean, using the existing student evaluation form to assess each instructor and class will conduct the student assessment. Finally, we should note that the firms in which the program is to be initially delivered maintain their own course and program assessment procedures. These will add to the information on student progress and techniques for course improvement.

**Student Assessment during the First Year of Operation.** Assessment at this stage will focus on the course presentation and the use of technology to deliver the course material and to interact with the students. Students will assess each course at mid-term and at term's end. During the summer of 1998, assessment techniques will be developed cooperatively by the CBE, the EUS, and the firm or firms that will receive the program. EUS is aware of several techniques and approaches to assess distance learning courses. These will be consulted and an effective synthesis will be developed to perform this stage of the assessment.

**Assessment of Student Learning Outcomes.** Normally, in a degree program, assessment of results is a function of a student's final grade point average and his or her probability of graduating within the normal time period. In addition, this academic assessment will include information on the impact of the degree program on job placement after graduation. After Year 1 operations, we will adopt a model that evaluates the success of students in each course that is attempted. The program courses will also be assessed as a group.

Students completing the MTMJCBE distance courses will be compared against students at the Pullman, Vancouver, and Tri-Cities campuses who are studying the same or related courses delivered by conventional methods or via WHETS. Two complementary approaches will be used:

1. A comparison of grades
2. Student assessment of classes and instructors, focusing on the nature and quality of the learning process

Multivariate statistical analysis will be used to control for those differences in grades and student assessment scores that are not due to the course content and the nature and quality of class instruction. In effect, we are conducting a natural experiment, in which the students at the distant delivery site or sites are the treatment or experimental group and the students at the Pullman site are the comparison or control group students.

Where,

\[ \text{Outcome} = \text{the one of several qualitative course/instructional assessment scores or the grade earned in a given MTM/CBE course or an otherwise identical CBE Pullman, Vancouver, or Tri-Cities course, e.g., Management 593-Managerial Leadership and Productivity} \]

\[ P = \text{a categorical variable that equals 1 if the student took the course via MTM/CBE; 0, otherwise-i.e., the student took the course on the WSU Pullman campus in a conventional classroom setting} \]
B = a vector of standardizing control variables taken from the student's college transcript, such as most recent GPA prior to taking the MTMJCBE course (or GPA prior entering into the MBA program, for the comparison group), gender, ethnic origin, age, college/community college transfer status, semester in which the course was initially enrolled in by the student, whether the course is being delivered via WHETS or conventional classroom and so forth

e= a statistical error ten-n to close the model
i=individual student, i
x=any given MTNVCBE course or paired Pullman, Vancouver, or Tri-Cities MBA/CBE course

Dr. Ernst W. Stromsdorfer, associate dean, CBE, will design and conduct the assessment. Dr. Stromsdorfer is a nationally recognized expert in the evaluation of educational and training programs at the secondary and post-secondary levels. He has just finished directing a three-year experiment funded by the Fund for the Improvement of Post-Secondary Education to test the conversion of introductory economics into a laboratory social science via the use of computers.

**Student Assessment of Instructors and Classes.** Next, as noted above, CBE teacher/course evaluations will be conducted and the student assessments therefrom will be used to complement the statistical analysis. The broad components of this evaluation questionnaire are shown in the panel below. A standard CBE course/instructor form now exists. It will be revised to include assessment questions that are specific to understanding better the quality of the instruction/learning process and the quality of the material learned relative to the technology-based and learner-centered educational strategies. The assessment information will be fed back into the program design and delivery of the courses to improve the overall quality of the instruction process. In short, we will focus on quality achievement and continuous improvement in the program and course through self-evaluation, student evaluation, and peer review.

**CBE Questionnaire for Student Evaluation of Instruction.**

- Part I Twenty-seven questions that directly rate the course or instructor
- Part II Seven background information questions
- Part III Five questions evaluating the teaching assistants in laboratories or discussion sections
- Part IV Two supplementary questions dealing with the overall conduct of the course and instructor
- Part V Specific recommendations—a section that allows for written critique or recommendations on the part of the students.

Source: College of Business and Economics. Washington State University. Pullman, WA.

**AASCB-International Association for Management Education Accreditation.** An additional assurance of quality will be accreditation for the degree program. The CBE will assiduously work with the AACSBy, the organization that currently accredits the WSU/CBE programs, to ensure accreditation. Such accreditation is a guarantee of quality at the national level and should help assure that graduates get real jobs and perform more effectively in their current jobs.
IV. Finances

Summary of Program Costs. Exhibit 6 sets forth the detail on projected costs of this pilot program.

1. Funds from Internal Reallocation. Indirect costs, such as libraries, student services, and other institutional support will be funded initially by internal reallocation.

2. New State Funds. No new state funds will be requested for this program.

3. Other Sources. Development costs will be underwritten by initial multi-year grants from firms that have requested the development and delivery of this program for their employees. Students will be charged the regular tuition and fees applicable to the program.

When the program is eventually offered at multiple WSU sites, the on-going costs will be covered by the usual combination of internally allocated state funding for new enrollments and student tuition.

Expenditure Categories:

Salaries. At Year 1, one (1.0) faculty FTE position is required. At Year 2 and beyond, two (2.0) faculty FTE positions will be required plus two-ninths (2/9ths) of one (1.0) faculty FTE to cover summer instruction. There will be one half time (0.50) graduate teaching assistant required in Year 1 and thereafter. There will be one half time (0.50) FTE staff graduate program manager required in Year 1 and thereafter. There will be one half time (0.50) FTE staff distance program manager required in Year 1 and thereafter.

Goods and services cost in the first year amount to $2,400. They maintain this level in Year 2 and thereafter.

Travel is estimated at $5,000 in the first year. This cost is projected at $10,000 in Year 2 and thereafter.

Equipment No new equipment cost is anticipated.

Other costs:

WHETS transmission cost amounts to $29,000 in Year 1 (five courses) and $58,000 in Year 2 and thereafter (ten courses).

New course development costs. Four new courses will need to be developed. These are MKTG 561-Technology and New Product Marketing; Fin 529- Financial Management and Capital Investment for the High Technology Firm; MIS 572-Database Management; and, MIS 574-Business Telecommunications and Electronic Commerce. These courses will cost $8,000 each to develop, for a total one-time cost in Year 1 of $32,000.
**Costs per Student FTE.**

Costs per student FTE in Year 1 are $32,558, and in Year 4 costs are $11,909. These costs reflect the higher initial costs of developing and maintaining a new distance education program, including revising the curriculum, reengineering the courses and supporting the technology operating costs.

**External Evaluation of Proposal**

This proposal represents the development of a new program to a new location.

Two outside reviews have been solicited from the following universities. These are:

University of Colorado at Colorado Springs  
Richard Dicenza, Dean  
College of Business and Administration  
Graduate School of Business Administration  
PO Box 7150  
1420 Austin Bluffs Parkway  
Colorado Springs, Colorado 80933-7150  
Phone: 719 262 3113  
FAX: 719 262 3494  
e-mail: RDISENZ@UCCS.EDU

University of Oregon  
Timothy W. McGuire, Dean  
Charles H. Lundquist College of Business  
Undergraduate School of Business  
Graduate School of Management  
1208 University of Oregon  
286 Gilbert Hall  
Eugene, Oregon 97403-1208  
Phone: 541 346 3300  
FAX: 541 346 3331  
e-mail: TMCGUIRE@OREGON.UOREGON.EDU

The Graduate School of Business Administration at the University of Colorado-Colorado Springs has recently designed and implemented a distance learning program for their Master in Business Administration. The Graduate School of Management at the University of Oregon has one of only two master's programs in Management Information Systems in the Pacific Northwest. This program is offered only on the University of Oregon campus.

**EXHIBIT 2**  
**PROTOTYPICAL TWO-YER AND THREE-YEAR MTM PROGRAM CYCLE**

<table>
<thead>
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<th>Three-Year Cycle</th>
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<tbody>
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<tr>
<td>MGT 593</td>
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</table>
EXHIBIT 2
MASTER OF TECHNOLOGY MANAGEMENT: OVERVIEW OF CURRICULUM AND COURSE SEQUENCING

<table>
<thead>
<tr>
<th>Semester</th>
<th>Program Year 1</th>
<th>Program Year 2</th>
<th>Program Year 3</th>
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<td>MGMT 593</td>
<td>MIS 574</td>
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<tr>
<td></td>
<td></td>
<td>MKTG 561</td>
<td>MGT 590</td>
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<td></td>
<td>FIN 529</td>
<td>MGT 593</td>
<td>FIN 529</td>
</tr>
<tr>
<td>Summer</td>
<td>CBE/CEA/CS</td>
<td>MIS 600</td>
<td>MIS 600</td>
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<tr>
<td></td>
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<td>Indep Project</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

Total Annual
SCH  240  600  840  900
FTE  12  30  42  45
Notes:
1Enrollment assumptions are as follows: a cohort of 20 students per class will be admitted in Year 1. For FTE estimation purposes we assume that half of the enrollees will choose the two-year cycle. This means that they will take two courses in the fall and the spring and the summer. The second half of the students take one course in the fall, spring, and summer, plus one extra course in their last year. For Year 1 this will generate a total of 240 Student Credit Hours (SCH) for the year or 12 FTE [(240/2)/10=12]. These students are carried to completion in Year 2 or Year 3, depending on the cycle chosen by the student. During the second year, 50 students will be enrolled – the original cohort of 20 and a new cohort of 30, with half of the total only taking one class per semester. There will be 600 SCH generated in Year 2, resulting in 30 FTE. The fourth year of operation represents the full steady state, with ten courses offered per year and with enrollment limited to 30 continuing students in each class. Based on the assumed course structure and level of student concentration, 900 SCH will be generated, resulting in 45 FTE.

EXHIBIT 3
TENTATIVE ELECTIVE COURSES TO BE CONSIDERED

- Management Information Systems 572 (MIS 572) Database Management
- Engineering management 580 (EM 580) Quality Control and Reliability Design
- Engineering management 585 (EM 585) Quality Engineering Using Experimental Design
- Mechanical Engineering 575 (ME 575) Computer Integrated Manufacturing
- Decision Sciences 591 (DEC S 591) Statistical Analysis for Business Decisions
- Marketing 506 (MKTG 506) Marketing Management and Policy
- Accounting 533 (ACCTG 533) Administrative Control
- Chemistry 425 (CHEM 425) Quantitative Instrumental Analysis
- Chemistry 427 (CHEM 427) Environmental Chemistry
- Environmental Science and Regional Planning 404/504 (ES/RP 404/504) Ecosystem Management
- Environmental Science and Regional Planning 428 (ES/RP 428) Introduction to Pollution Prevention
- Environmental Science and Regional Planning 424/524 (ES/RP 424/524) Environmental Health Assessment
- Environmental Science and Regional Planning 444/544 (ES/RP 444/544) Environmental Assessment
- Environmental Science and Regional Planning 545 (ES/RP 545) Hazardous Waste Management
- Other business, engineering, or science courses, as approved

Also, the following asynchronous courses are available through EUS and may also be considered for fulfilling elective program requirements:

- **Semester Based (Video)**
  Marketing 477 (MKTG 477) Promotion Management
  Marketing 450 (MKTG 450) Personnel and Human Resources management

- **Flexible enrollment: (correspondence)**
  Business Law 411x (B LAW 411x) Law of Business Organizations
  Finance 427x (FIN 427x) Investments and Security Analysis
Management 401x [M] (MGT 401x) [M] Organizational Behavior
Real Estate 406x (RE 406x) Real Estate Administration

- **Other available EUS courses:**
  - Psychology 470 (PSYCH 470) Motivation (available summer 1997)
  - Political Science 402 (POL S 402) Civil Liberties

Motion carried.

5. **Recommendation from Academic Affairs Committee for the “School of Accounting, Information Systems and Business Law”**

**Exhibit L** from 1/29/98 is as follows:

**MEMORANDUM**

TO: David Stock, Chair
    Faculty Senate

FROM: Julia Pomerenk, Assistant Registrar

FOR: Academic Affairs Committee

DATE: 5 December 1997

SUBJECT: School of Accounting, Information Systems and Business Law

At its 14 November 1997 meeting, the Academic Affairs Committee approved the School of Accounting, Information Systems and Business Law starting spring of 1998. The supporting documents are attached. At this time Faculty Senate approval is recommended.

Attachments

**MEMORANDUM**

TO: Steering Committee of the Faculty Senate

FROM: A. Gale Sullenberger, Dean
    College of Business and Economics
    Glenn L. Johnson, Chair
    Department of Accounting and Business Law

DATE: August 25, 1997

SUBJECT: Establishment of a School

**Proposal**

It is proposed that the Management Information Systems (MIS) area in the Department of Management and Systems be merged with the Department of Accounting and Business Law to form the School of Accounting, Information Systems, and Law. Both the MIS faculty and the accounting/business law faculty separately met, and both faculties unanimously approved a merger into a School.

**Requirements**

Per the WSU Educational Policies and Procedures Manual (p. 23), a school must have the following:
(1) An individual budget-The Department of Accounting and Business Law and the Department of Management and Systems both have individual budgets. Once the proposed school is approved, then a proportional part of the Department of Management and Systems' budget, pertaining to the NUS faculty, will be transferred to the accounting department. The result will be an individual budget for the proposed school.

(2) An administrative officer-Professor Glenn L. Johnson is the chair of the Department of Accounting and Business Law, and it is proposed that he will become the director of the proposed school.

(3) An authorized faculty-The accounting, business law, and management information system faculty are all authorized.

(4) A set of courses (and prefixes) leading to undergraduate and graduate degrees-There are a set of courses and prefixes that lead to a BA in Business Administration with an accounting concentration, a BA in Business Administration with a MIS concentration, a BA in Business Administration with a Law and Public Policy concentration, a Master of Accounting, and a Ph.D. in Business Administration with an accounting concentration.

The Case for School Designation

The Accounting and NUS areas are similar professionally in that they are both related to professions, both have a professional constituency, and both have a professional course of study that is highly rigorous and has a conceptual basis. Thus, there is a natural match between accounting and MIS.

The Accounting, and MIS areas are also similar because they are both related to the same industry-public accounting. Most of the large public accounting firms, especially the "Big Six" firms, have consulting groups in which a large part of their work has to do with NUS. For example, the "Big Six" public accounting firm of Arthur Andersen LLP includes the large and profitable Andersen Consulting, which does a lot of NUS work. Again, there is a natural fit between Accounting and NUS.

There has been a growing trend towards merging Accounting and NHS. For example, the following universities have completed such mergers: Ohio State University, Indiana University, Arizona State University, Southern California University, University of Colorado, Brigham Young University, etc. Thus, one could argue for the merger to keep up with the competition.

The merger would also help in the employer recruiting of our accounting majors. By having our accounting majors take several MIS courses, they make themselves more attractive to recruiters because they are more unique with both accounting and NUS skills and therefore more competitive in the marketplace. The same is true for NES majors who take more accounting classes.

In order for a person to take the Certified Public Accounting (CPA) exam beginning in the year 2000, the person must have had at least 150 credit hours. Since our undergraduate accounting program is only 120 credit hours, we are proposing that our accounting graduates, who are interested in public accounting, go into our 34 credit hour Master of Accounting program, which would result in 154 credit hours in total. We will
also propose strengthening the Master of Accounting program by replacing several graduate electives with several MIS courses. Thus, there is again a natural match between Accounting and MIS, since the MIS courses could be used to help meet the 150 credit hour requirement, as well as strengthening the Master of Accounting program.

Another argument for school designation is that such an entity is more conducive to raising larger sums of private money than is a department. The school designation is more prestigious than a department designation and is therefore more attractive to large donors. Also, there would be the potential to find a large benefactor that the school could be named after, as well as increasing the potential to attract benefactors for distinguished professorships.

Cost Impact

There is no additional cost of merging. As mentioned earlier, once the merger is approved, then the MIS share of the Department of Management and System's budget will be transferred to the accounting department to form a separate budget for the proposed school. Thus, the budget transfer will cover the costs of the MIS faculty (goods and services, travel, telephone services, etc.) in the proposed school. It should be made clear that there has been no transfer of budget money and there will be no transfer until the proposed merger is approved.

Space Impact

Since the Department of Management and Systems hired six new faculty members, they do not have the space to accommodate their new hires. In contrast, the Department of Accounting and Business Law has five offices available, which formerly housed instructors (who merged in other offices) and a now retired faculty member. Because of management and systems' space problem, the availability of accounting offices, and the NUS faculty's desire to move, the NUS faculty moved to the accounting and business law area in August 1997. It is understood that the proposed school has to be approved and that the physical move is not an attempt to circumvent the approval process.

**ESTABLISHMENT OF A SCHOOL**

*(Faculty Senate 4/11/85)*

A school is defined as a combination of two or more departments, programs, or curricula that combination occurs, the functions as an *alternative* to an academic department. When such a individual units lose their identities, and the school becomes the fundamental teaching and administrative unit. The faculty of the school perform the regular duties of instruction, research, and public service, and the faculty continues the same degree of control over curriculum, academic affairs, and promotion and tenure considerations as exercised by the faculty of the previous units.

A school must have (1) an individual budget, (2) an administrative officer, (3) an authorized faculty, and (4) a set of courses (and prefixes), leading to undergraduate and graduate degrees. A school is not envisioned as an organizational entity placed between college and department, it is an alternative to a department, and thus, the creation of a "school" does not authorize the unit to develop an additional level of administration, nor
does it require the inclusion of the unit's name in the designation of the college. A school is administered by a director that reports to the dean of the college in the same way that department chairs report to the dean.

Units to be considered for the "School" designation must have distinct differences from a department within a college. In addition, a case must "be made for the school designation on the basis of these distinct differences or conditions. Examples include, but are not limited to, the professional nature of the course of study, custom in the academic community, requirements of accreditation, admission criteria that are unique to the unit seeking designation as a school, and breadth of curriculum and participating disciplines. The establishment of a school does not authorize additional expenditures for administration, facilities, or space, and the effect of the new school on established programs and departments within the college must be carefully considered when proposing an academic unit for this designation.

The initiative for the creation of a school may come from the chairs of departments or programs involved, or from the cognizant dean, the Executive Vice President and Provost or the President. The approval procedure includes the faculty of units involved, cognizant dean, Academic Affairs and Graduate Studies Committees (and subcommittees, if appropriate), Faculty Senate, central administration, and the Board of Regents.

Motion carried.

6. Recommendation from Academic Affairs Committee for Revision to Rules 6d, 32, 70, 90j, 90i, 101, 123, 54, 66, 73, 89, and new 93 Exhibit M from 1/29/98 is as follows:

M E M O R A N D U M

TO: Thomas Brigham, Executive Secretary
Faculty Senate
FROM: Julia Pomerenk, Assistant Registrar
FOR: Academic Affairs Committee
DATE: 23 January 1998
SUBJECT: Revisions to the Following Academic Regulations:
Rules 6d, 32, 54, 66, 70, 73, 89, 90i, 90j, and 123
Elimination of Rule 101
Establishment of Rule 93

At its meeting on 14 November 1997, the Academic Affairs Committee (AAC) approved revisions to the following academic regulations: Rules 6d, 32, 54, 66, 70, 73, 89, 90i, 90j, and 123; elimination of Rule 101; and establishment of Rule 93, to be effective fall 1998.

The AAC considered this combination of changes to the academic regulations based on separate requests received from interested individuals across the WSU community. The revisions, grouped by requester, follow with explanation.
At this time, Faculty Senate review and approval of the revisions to Rules 6d, 32, 54, 66, 70, 73, 89, 90i, 90j, and 123; elimination of Rule 101; and establishment of Rule 93 (as detailed below), to be effective fall 1998, is recommended.

cc. J. Evermann
M. Nielsen

Rule Changes Requested by Extended University Services

These changes were viewed as editorial by the AAC. Changes to Rule 32 and Rule 123 simply replace the term “correspondence” with the term “flexible enrollment” to reflect current usage by Extended University Services. The change to Rule 70 includes needed direction for extended degree students to the appropriate administrative office for withdrawals. The change to Rule 90j allows the X grade to be used for flexible enrollment courses and allows the X to be replaced by a letter grade for flexible enrollment courses. The elimination of Rule 101 was recommended by the Correspondence Course Task Force though not approved by the Senate. Elimination of Rule 101 allows grades for flexible enrollment courses to count toward a student’s grade point average.

Rule 32  Flexible Enrollment Extension Credit for Teaching Certificates
A maximum of 3 semester hours of the fifth year of study for the Standard Certificate may be taken by flexible enrollment credit correspondence.

Rule 70  Withdrawal from the Institution
Students who wish to withdraw from the institution initiate the withdrawal through the Office of Student Affairs at WSU Pullman, or the Student Services Office at WSU Spokane, WSU Tri-Cities, or WSU Vancouver, or through the Extended Degree Program Office.

Rule 90j  Grades and Grade Points/X
Denotes continuing progress toward completion of special problems, research, thesis, or doctoral dissertation, (i.e., 499, 600, 700, 702, 800), or flexible enrollment courses; X grades are converted to S or to a letter grade upon satisfactory completion. An X grade may also be used when no final grade is reported due to instructor’s illness or absence from town.

Rule 101  Grade points shall not be granted for work taken by correspondence. Points will be counted for work taken in the extended university centers sponsored and controlled by Washington State University.

Rule 123  Limit on Flexible Enrollment Correspondence Credit
A student working for a degree at Washington State University shall be limited on flexible enrollment correspondence course credit to not more than 25% of the total hours required for any undergraduate degree.
Rule Change Requested by the College of Business and Economics

The AAC viewed this revision to Rule 54 as beneficial. The change allows students to certify a minor or second major at 60 hours, rather than having to wait until 90 hours are completed. The AAC saw advantages in allowing students to certify and plan for minors and second majors earlier in their academic careers.

Rule 54 Minor or Second Major

A student who has completed 60 semester hours may certify a minor or second major with the approval of the department offering the minor or second major. The student should consult with the department concerning hours and grade point requirements and an approved schedule of studies to meet such requirements.

A second major requires completion of departmental and college requirements for the major exclusive of General Education Requirements.

A minor requires a minimum of 16 semester hours, half of which must in upper-division work. Upon completion of the requirements, the department will notify the Registrar’s Office, and the minor or second major will be posted on the student’s permanent record (transcript).

Rule Review Requested by Former Faculty Senate Chair

The AAC acknowledged that this revision to Rule 66 would have an impact on a student’s ability to change enrollment during the first ten days of classes. However, AAC members were convinced that an instructor’s knowledge and approval was needed, at least for some classes, after the fifth day.

Rule 66 Adding a Course

Students may add course enrollments only during the first five days two weeks of classes. (NOTE: If the course is being added pass, fail, the approval of the student’s faculty adviser is also required.)

A student wishing to petition for an exception to the five-day two-week deadline listed above must obtain the approval of the instructor and pay a service fee to add a course late.

Rule Change Requested by the Former University Ombudsman and Assistant Director of Composition

AAC members viewed this revision to Rule 73 as a clarification only. Members stated that students should be made more aware of the consequences of absences from class and that instructors should be able to set attendance policies. The addition of “parental responsibilities” to the list of other excused absences was viewed as a fitting clarification and update to students’ outside obligations.
Rule 73 Absences
Absences impede a student’s academic progress and should be avoided.

(a) An instructor shall report flagrant cases of absences in any course to the chairperson of the student’s major department or the Vice Provost for Student Affairs.

(b) University Sponsored
Any student who is required to participate in off-campus, university-sponsored activities such as field trips, musical performances, judging teams, intercollegiate athletic events, etc. should obtain an official Class Absence Request form from the faculty or staff member supervising the off-campus activity. The form must contain specific information concerning the activity and date, be signed by the supervising faculty or staff member, and be submitted by the student at least one week in advance to the individual instructor of the student’s classes. It is requested that a student not be penalized for absence from class provided a properly signed Class Absence Request form has been filed with the instructor prior to the absence. These university sponsored absences are subject to an instructor’s attendance policy and are not intended to imply additional acceptable absences. In all instances, it is the student’s responsibility to make up all work missed. Problem cases should follow the Academic Complaint Procedures, Rule 104.

(c) Other Excused Absences
Students must sometimes miss examinations or other academic obligations affecting their grades because of illness, personal crises, mandated court appearances, parental responsibilities, and the like.

Rule Correction Requested by the Registrar’s Office
The AAC viewed this revision, which corrects an oversight, as editorial. The withdrawal deadline was moved from the end of the 12th week to the end of the 9th week a few years ago; the reference to that deadline in this rule was not noticed at the time.

Rule 90i Grades and Grade Points/W
This is the term to be used if the student has filed, in the Registrar’s Office, official notice of a withdrawal from the course prior to the end of the 9th 12th week, or withdrew from the university in accordance with Rule 70.

New Rule Requested by the Former University Ombudsman
The AAC viewed this new rule as beneficial to assist students and instructors if questions arise concerning grades, by assuring that final assignments, if not in the possession of the student, are kept available for review for one year.

Rule 93 Retention of Final Examinations, Final Projects, and Final Papers
Final examinations, final projects, and final papers are university records which must be maintained for one year after the end of the term, unless they are returned directly to the student. Department chairs or directors are responsible for identifying appropriate
storage location, which may include the instructor’s campus office. Both the chair or the
director or their designees and the instructor shall have ready access to these final
examinations, final projects, and final papers.

**Rule Review Requested by the Former University Ombudsman**

AAC members viewed this revision to Rule 89 as a needed improvement to the submittal
of Summer Session grades. The ombudsman had relayed a concern that during Summer
Session some instructors extend the due dates for class assignments beyond the last
scheduled day of class and, therefore, beyond the time that students would expect their
time to be obligated to a class. The revision would necessitate that Summer Session
grades are submitted nearer to the time that the scheduled classes end.

**Rule 89 Final Grade Submittal**

Final grades will be submitted to the Registrar’s Office by 4:00 p.m. on the second
working day after the close of finals week. (Final grades for Summer Session will be
submitted to the Registrar’s Office by 4:00 p.m. on the second working day following
the first six weeks for courses that fall within the early six-week block and by 4:00 p.m.
on the second working day following the last scheduled day of instruction for courses
that fall within the eight-week and late six-week blocks on the last day of Summer
Session.)

**Rule Change Requested by Extended University Services,**

*Dean of the College of Business and Economics,*
*Interim Dean of the College of Liberal Arts,*
*Dean of the College of Agriculture*
*WSU Spokane Dean,*
*WSU Tri-Cities Dean,*
*WSU Vancouver Dean,* and
*Extended Degree Programs Director*

AAC members were convinced that this revision to Rule 6 was necessary to continue to
accommodate transfer students on the branch campuses. The revision removes the
sunrise clause and allows students who meet the listed seven conditions to continue to
petition for up to 13 additional semester credits beyond the limit of 60 semester credits
from a two-year school. The earlier assumption that the student need for this exception
would decrease over time (because students would enroll in a branch campus directly
from a two-year school and would receive needed transfer advising from the two-year
school or from WSU before transferring) proved to be untrue.

**Rule 6d Transfer Credit**

Students who initiated postsecondary education prior to September 1, 1996 may be
allowed additional credit from a regionally accredited two-year or community college
under the following conditions:

*****

Motion carried.
7. Recommendation from Academic Affairs Committee for a B A in Women’s Studies Exhibit N from 1/29/98 is as follows:

MEMORANDUM

TO: Thomas Brigham, Executive Secretary
Faculty Senate

FROM: Julia Pomerenk, Assistant Registrar

FOR: Academic Affairs Committee

DATE: 23 January 1998

SUBJECT: Bachelor of Arts in Women’s Studies

At its meeting on 21 November 1997, the Academic Affairs Committee (AAC) approved the proposal to establish the Bachelor of Arts in Women’s Studies, effective fall 1998.

Approval by the AAC followed review and approval from the Budget Committee, the Catalog Subcommittee, and the Library Committee. AAC members discussed external reviews from the University of Washington and the University of Oregon in their consideration of the new degree, as well.

At this time, Faculty Senate review and approval of the Bachelor of Arts in Women Studies, effective fall 1998, is recommended.

cc. J. Evermann
D. Haynes
M. Nielsen

A PROPOSAL TO ESTABLISH A
MAJOR REVISION IN AN EXISTING PROGRAM

Institution: Washington State University

Degree-Granting Units: Women's Studies Program
College of Liberal Arts

Degree: Bachelor of Arts in Women's Studies

Proposed Classification of Instructional Programs Code:

Proposed Starting Date of Program: August 1997

Academic Unit: Women's Studies Program

Representative: Deborah J. Haynes, PhD
Women's Studies Program
Washington State University
Pullman, WA 99164-4007
509-335-1794 - FAX 509-335-4377
email: haynes@wsu.edu
Endorsement by
Chief Academic Officer

WOMEN'S STUDIES PROGRAM
DEGREE PROPOSAL

I. NEED FOR A MAJOR PROGRAM CHANGE

We are proposing a new degree, which represents a reshaping and formalization of presently existing program. Several years ago the Women's Studies Program developed a Major Concentration offered through General Studies culminating in either a Bachelor of Arts in Humanities or Social Sciences, or a Bachelor of Liberal Arts concentrated in Women's Studies. Simultaneously we have offered a minor in Women's Studies. With the appointment of a full-time Director in August 1996, we are now ready to move to the next developmental level of the Women's Studies Program: the establishment of an autonomous Bachelor of Arts in Women's Studies.

a. Relationship to Institutional Role and Mission

The new degree in Women's Studies is clearly related to WSU's role and mission in preparing students to live and work in an increasingly diverse culture. In particular, the Women's Studies Program helps prepare WSU students to understand the role of diversity within the United States, especially pertaining to the ways gender is linked to race, ethnicity, class, sexuality, ability, and other differences. This is accomplished in a number of ways: by providing core courses within the Program; encouraging crosslisted courses with other departments and colleges; providing gender-based research and teaching materials to the general faculty; accepting a leadership role in transforming the curriculum to include the new scholarship on women; influencing other university units to provide courses, speakers and programs to aid in creating a general awareness of these issues; and serving as a resource to the public.

b. Need for BA Degree in Women's Studies

There are several reasons for proposing the new degree in Women's Studies at this time. First, student interest in and commitment to the program has continued to grow, with 110 minors in Women's Studies and 13 major concentrators through General Studies. In Fall 1996, we conducted a written survey of students in 31 courses; 50 students indicated their immediate desire to major in Women's Studies as soon as a Bachelor's degree can be offered.

Second, we have established a critical mass of qualified professors and instructors to support a degree in Women's Studies. Our comprehensive interdisciplinary curriculum currently consists of 45 core and crosslisted courses, involving faculty from 16 other departments. The faculty includes 2.5 FTE in Women's Studies, three adjunct instructors, graduate students from American Studies, English, and Sociology, and a large number of associated faculty in additional departments such as Anthropology, Comparative American Cultures, Criminal Justice, History, Political Science, Psychology, and Zoology. In addition, the Women's Studies Executive Committee, which advises the Director, consists of two former Program Directors, several full-time faculty, and others representing the Women's Studies constituency.
Third and most importantly, the new degree is in line with the HECB 1992 Update to the Master Plan for Higher Education, with the statement of WSU's Heritage, Mission, and Values, as articulated by President Smith in 1990, and with the Spring 1996 Strategic Plan for Washington State University. Offering a degree in Women's Studies will help to fulfill WSU's institutional goal of increased diversity, especially incorporating the perspectives of women into the curriculum. There are several ways in which this is accomplished: a) through the establishment of new knowledge; b) through the preparation of WSU students to understand diversity; c) through helping to recruit and retain a diverse student body-, and d) through the preparation of students for new demands in the workplace, as well as preparation for graduate schools. The new scholarship within Women's Studies has wide acceptance and support nationally and internationally, and the Women's Studies Program has a university-wide leadership role to encourage academic awareness of gender-based issues. In addition, confronted with dramatic shifts in the state's demography, Women's Studies will work to improve the classroom climate for women and people of color, as well as contribute to students' employability, since prospective employers tell our career services office that an understanding of diversity is an important part of many positions in business, industry, government, and education.

c. Relationship to Other Institutions

One measure of the reputability of Women's Studies is the growth of programs, institutes, degrees, journals and presses during the past twenty years. There are presently more than 600 organized undergraduate and graduate programs offering degrees, certificates, or minors in Women's Studies, more than 75 centers or institutes for research on women, innumerable professional journals, and over 40 feminist presses. (More information on these statistics can be found in Women's Studies, Area & International Studies Curriculum Integration Project published by The National Council for Research on Women, 1996.) Within the PAC 10 schools, all but two (WSU and the University of Oregon) have offered the Bachelor's degree in Women's Studies. As of May 1, 1997, the University of Oregon has formally applied for the B.A. in Women's Studies. Within the state of Washington, only the University of Washington already offers the BA in Women's Studies. Western, Central, and Eastern all offer only a minor in Women's Studies. This current proposal brings the WSU Women's Studies Program into line with its peer I institutions nationally and regionally. Having two such programs in the state will offer increased access to women (and to male students), who have already indicated their desire for such a degree at WSU. Also, with our branch campuses and learning centers in various-geographical locations around the state, WSU reaches a unique student body that would be well served by a new major in Women's Studies.

II. DEGREE DESCRIPTION

The Women's Studies Program will retain its present curriculum of core and crosslisted courses, with appropriate modifications as faculty members change and with a process of normal curricular evolution to meet changing student needs. The Program offers an interdisciplinary study of gender, as well as a focus on interrelationships of gender to race, ethnicity, sexuality, ability, and other forms of difference. Its emphasis is on women's lives, roles, and contributions, but with considerable attention paid to gender broadly defined.
a. Goals and Objectives
The Women's Studies Program is designed to achieve four major objectives: 1) to provide students with a systematic knowledge of the multidisciplinary scholarship about and by women and gender; 2) to enhance the qualifications of students preparing for careers in business, education, government, health services, communications, the sciences and social sciences; 3) to facilitate an understanding of diversity and its relationship to society; and 4) to further university and societal goals of diversity and equity. Women's Studies courses emphasize collaborative learning and critical thinking. Each student's personal awareness and intellectual development is of major importance. Students are encouraged to reevaluate assumptions and analyze the structures and systems controlling and shaping women's lives.

b. Curriculum for proposed Women's Studies BA degree
Students must complete 39 hours of WSt courses, of which at least 20 hours must be above the 200 level, and they must fulfill all university and college requirements for graduation. (These requirements are similar to those in other established departments such as Comparative American Cultures and English.) The new degree will feature a core of required courses and a longer list of core and crosslisted courses from which students may choose. A special feature of the core required courses is the WSt 410 Internship, which offers students a variety of options for professional engagement during the undergraduate years. Opportunities to fulfill this requirement range from legislative work in Washington, D.C. and Olympia, to local work in Pullman for a variety of university and public agencies.

COURSE OF STUDY

15 Hours of Required WSt core Courses
WSt 200 Introduction to Women’s Studies 3
WSt 300 Intersection of Race, Class, and Gender 3
WSt 391 Seminar in Women’s Studies 3
WSt 481 Theoretical Issues in Women’s Studies 3
WSt 410 Internship 3

Required Core 15

24 Hours from the following list, to include:
A. At least 6 hours of courses in Arts and Humanities
WSt 216 Main Currents in American Culture
WSt 298 History of Women in American Society
WSt 306 Introduction to Literary Criticism
WSt 308 Women Artists I
WSt 309 Women Writers
WSt 310 Women Artists II
WSt 301 Topics in Women’s Studies
WSt 335 Women in Latin American History
WSt 363 Women of Note
WSt 375 Women and Ethics
WSt 382 Modern American Literature
WSt 398 Women in the West
WSt 405 Contemporary Art: Issues of Representation, Race and Gender
WSt 409 Women Writers in the American West

Total Arts/Humanities 6
B. At least 6 hours of courses in Social Sciences

WSt 150 Marital and Sexual Life Styles
WSt 204 Family Systems
WSt 230 Human Sexuality
WSt 290 Women and Work
WSt 302 Contemporary Masculine and Men’s Issues
WSt 305 Gender and Politics
WSt 311 Topics in Women’s Studies
WSt 315 Women in Management and Leadership
WSt 320 Resource Management and Problem Solving
WSt 324 Psychology of Women
WSt 330 Women and Law
WSt 351 The Family
WSt 384 Sociology of Gender
WSt 403 Violence Toward Women
WSt 421 The Frontier and the American West
WSt 484 Lesbian and Gay Studies

Total Social Sciences 6

C. At least 3 hours of courses emphasizing Women of Color, Race, Ethnicity or Global Perspective

WSt 316 Gender and Culture
WSt 321 Topics in Women’s Studies
WSt 332 Global Feminism
WSt 402 Cross-Culture Gender and Kinship
WSt 460 Gender, Race, & Nature in American Culture

Total Race/Ethnicity 3

9 elective hours may be chosen from the above lists or from the following:

WSt 250 The American Health Care System
WSt 307 Biology of Women
WSt 380 History of Medicine
WSt 475 Marginality and Movement
WSt 410 Internship
WSt 499 Special Problems

General Electives 9
TOTAL HOURS 39

c. Faculty

The faculty for this new degree program are already in place. The core Women's Studies Program is taught by 2.5 FTE, with additional support of two adjunct instructors and three or four graduate students. The interdisciplinary nature of Women's Studies is reflected in the fact that many of the associated tenured and tenure track faculty who teach in the Program have regular appointments in crosslisted departments. This is common in most Women's Studies programs and departments; and it lends a stability and strength to our Program. See Table 2 for faculty profile. Recent curriculum vitae are attached for the core faculty.
d. Students

Table 3 shows the enrollments in Women's Studies courses. The numbers show that interest in Women's Studies is high and has been consistent over a number of years. We project that the new degree will attract more students; as mentioned earlier, 50 students have already indicated their intention to declare a major in Women's Studies as soon as a major option is available. The expected time for degree completion will remain four years, the same as for the present major concentration through General Studies.

e. Facilities/Support

No new costs for facilities or support will be associated with initiating this new degree program. In particular, during the 1996-97 academic year the Director of Women's Studies worked closely with Mary Nofsinger on the Holland Library Women's Studies collection. During Spring 1997, they redefined the general collection guidelines to reflect-both the purpose of the Program and the focus for new acquisitions. No new costs to the library will be associated with establishing this major.

f. Administration

The administrative structure of the Women's Studies Program was strengthened and solidified in 1996, with the appointment of a full-time Director. No further major changes are anticipated.

II. PROGRAM ACCREDITATION AND ASSESSMENT

The assessment plan for the degree program will be part of the overall assessment plan of the university. Each of the five main components of WSU's assessment process is listed below, with a description of how information from each component will be used to evaluate the proposed new degree.

1. Collection of entry baseline information: Admissions and enrollment data on degree program participants will be summarized and compared with data on other WSU students to determine areas of similarities and differences. This information may be used to make program modifications. In the future, other baseline data such as placement examination scores and entering student surveys may also be included in the comparison.

2. Intermediate assessment of quantitative and writing skills: Students in the proposed new degree program will be included in any intermediate assessments conducted by the university.

3. End-of-program assessment: The University has established a policy governing end-of-program assessment in the major. Students in the new degree program will be compared with the performance and outcomes of other WSU students. In addition to the university-wide assessment, WSt 481, Theoretical Issues in Women's Studies, is a capstone course that will provide students with an integrative experience and end-of-program assessment unique to Women's Studies.

4. Post-graduate assessment of satisfaction of alumni and employers: Program participants who graduate with the new degree will be included in the annual survey of graduates, and they will have the opportunity to speak directly about their experiences during the annual "Life After Women's Studies" event. Graduates will also be eligible for inclusion in any employer surveys conducted for assessment purposes.
5. Periodic review: A biennial unit review is required by WSU for all of its academic units, during the Spring semester of odd-numbered years. This is a self-study conducted by each academic unit, and is used by the University to measure progress toward unit goals. An accreditation review schedule for the proposed degree program will be arranged by consulting with the Northwest Association of Schools and Colleges.

IV. FINANCES

No new costs will be associated with initiating this new degree program. The Women's Studies Program has a small stable core faculty with 2.5 FTE. Most of our teaching is done with crosslisted courses; approximately seventeen other departments and programs are involved. Therefore, the Program does not require additional faculty in order to offer a BA degree. Also, we moved into newly renovated office facilities in Wilson Hall two years ago, which will provide adequate space for the foreseeable future. This program has traditionally been on the "low cost" end of the Social Sciences programs.

**TABLE 1**

**WOMEN’S STUDIES STATISTICS**

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<td></td>
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<td></td>
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<tr>
<td>WS/CCFS 350</td>
<td>3 102</td>
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<tr>
<td>WS/Soc 351</td>
<td>3 7 4 86 3 67 7 80 9 71 9 105</td>
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<td>10 8 8</td>
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<tr>
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<tr>
<td>WS/Engl 382</td>
<td>1 50 29 54</td>
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</tr>
<tr>
<td>WS/Soc 384</td>
<td>4 35 4 29 4 39</td>
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<tr>
<td>WS/391 21</td>
<td>19 25</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WS/His 398</td>
<td>5 22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WS/Anth 402</td>
<td>0 18 1 11</td>
<td></td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>WS/CRMJ 403</td>
<td>25 31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>WS/410 2</td>
<td>4 11 10 22</td>
<td></td>
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<tr>
<td>WS/His 421</td>
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<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>WS/460 17</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WS/PEP 475</td>
<td>12 5 5</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>WS/481 16</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>WS/484 18</td>
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<td></td>
</tr>
<tr>
<td>WS/499 39 29 34 44 28 20</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Semester Totals</td>
<td>538 961 559 100 7 496 785 612 996 487 815 579 993</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

V. PROPOSAL REVIEW

The proposed degree change has begun its formal process of review:

Women's Studies Program and Executive Committee
Dean of College of Liberal Arts
Budget Office
Library
Faculty Senate and Committees
Provost
HEC Board
### TABLE 2
PROGRAM FACULTY

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Highest Degree</th>
<th>%FTE* Assigned to WSt</th>
<th>Disability/ Gender/ Ethnic Orig</th>
<th>Specialty</th>
<th>Status</th>
<th>Credits Taught Per Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deborah Haynes</td>
<td>Assoc PhD</td>
<td>100</td>
<td>European-American</td>
<td>FA Perm</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noel Sturgeon</td>
<td>Assoc PhD</td>
<td>100</td>
<td>European-American</td>
<td>Feminist Perm</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mary Bloodsworth</td>
<td>Assoc Prof</td>
<td>.50</td>
<td>European-American</td>
<td>Philosophy Perm</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marian Sciachitano</td>
<td>Lecturer MA</td>
<td>.50</td>
<td>Asian-American</td>
<td>English Temp</td>
<td>6</td>
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<tr>
<td>Judy Meuth</td>
<td>Lecturer MA</td>
<td>.50</td>
<td>European-American</td>
<td>Wildlife Biologist</td>
<td>6</td>
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</table>

### TABLE 2A
CROSSLISTED PROGRAM FACULTY

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Rank</th>
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</thead>
<tbody>
<tr>
<td>*Susan Armitage</td>
<td>American Studies</td>
<td>Faculty/Full Time</td>
</tr>
<tr>
<td>Shila Baksi</td>
<td>Anthropology</td>
<td>Faculty/Part Time</td>
</tr>
<tr>
<td>Mary Blair-Loy</td>
<td>Sociology</td>
<td>Faculty/Full Time</td>
</tr>
<tr>
<td>Mary Bloodworth</td>
<td>Philosophy/WSt</td>
<td>Faculty/Full Time</td>
</tr>
<tr>
<td>Joan Burbick</td>
<td>English</td>
<td>Faculty/Full Time</td>
</tr>
<tr>
<td>*Nancy Corbin</td>
<td>Counseling Services</td>
<td>Psychologist</td>
</tr>
<tr>
<td>*Lonnie Dunlap</td>
<td>Career Services</td>
<td>Faculty/Full Time</td>
</tr>
<tr>
<td>Shelli Fowler</td>
<td>English/CAC</td>
<td>Faculty/Full Time</td>
</tr>
<tr>
<td>*Bonnie Frederick</td>
<td>Foreign Language</td>
<td>Faculty/Full Time</td>
</tr>
<tr>
<td>Diane Gillespie</td>
<td>English</td>
<td>Faculty/Full Time</td>
</tr>
<tr>
<td>Tamara Helm</td>
<td>Fine Arts</td>
<td>Faculty/ Part Time</td>
</tr>
<tr>
<td>Priscilla Hernandez</td>
<td>Psychology</td>
<td>Faculty/ Part Time</td>
</tr>
<tr>
<td>Paul Hirt</td>
<td>History</td>
<td>Faculty/Full Time</td>
</tr>
<tr>
<td>Joan Keeley</td>
<td>Mgmnt Systems</td>
<td>Instructor/Part Time</td>
</tr>
<tr>
<td>Pricilla Keswani</td>
<td>Anthropology</td>
<td>Faculty/ Part Time</td>
</tr>
<tr>
<td>Susan Kilgore</td>
<td>American Studies</td>
<td>Faculty/Full Time</td>
</tr>
<tr>
<td>*Faith Lutze</td>
<td>Criminal Justice</td>
<td>Faculty/Full Time</td>
</tr>
<tr>
<td>Jeanette Mageo</td>
<td>Anthropology</td>
<td>Faculty/Full Time</td>
</tr>
<tr>
<td>Amy Mazur</td>
<td>Political Science</td>
<td>Faculty/Full Time</td>
</tr>
<tr>
<td>Nancy McKee</td>
<td>Anthropology</td>
<td>Faculty/Full Time</td>
</tr>
<tr>
<td>Stacia Moffett</td>
<td>Zoology</td>
<td>Faculty/Full Time</td>
</tr>
<tr>
<td>Noel Sturgeon</td>
<td>Women’s Studies</td>
<td>Faculty/Full Time</td>
</tr>
<tr>
<td>Leonard Orr</td>
<td>Tri-Cities/English</td>
<td>Faculty/Full Time</td>
</tr>
<tr>
<td>Susan Poch</td>
<td>Human Development</td>
<td>Faculty/ Part Time</td>
</tr>
<tr>
<td>Jan Stets</td>
<td>Sociology</td>
<td>Faculty/Full Time</td>
</tr>
</tbody>
</table>
Linda Stone  Anthropology  Faculty/Full Time
Mary Watrous  History  Faculty/Part Time
Amy Wharton  Sociology  Faculty/Full Time

*These individuals served on the Women’s Studies Executive Committee, 1996-97

TABLE 3
SIZE OF PROGRAM

(Estimated) Year 1 Year 2
     1998 1991
FTE Students
          
Academic Year  188 182

Credit Hours Enrollment of Students in Program:

    Lower Division   745    749
    Upper Division   1,077  1,068

(Actual Minors) 1996 1997
         Current  Current
         Minors   Minors

Actual Headcount (crosslisted courses with other departments):

          Academic Year  2,854  2,911
          Summer      132     135

TABLE 4
SPACE/CAPITAL REQUIREMENTS – NEW AND/OR EXISTING

<table>
<thead>
<tr>
<th>New</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Space Type</td>
<td>Cost</td>
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<td>Construction</td>
<td>Cost</td>
</tr>
<tr>
<td>Renovation</td>
<td>Cost</td>
</tr>
<tr>
<td>Lease</td>
<td>Cost</td>
</tr>
<tr>
<td>Est</td>
<td>Cost</td>
</tr>
</tbody>
</table>

Classrooms
Laboratories
Telecommunications
Offices
Library
Special Use
General Use
Support
Medical
Residential

TOTALS

Source of Funds
### TABLE 5
**EQUIPMENT EXPENDITURES**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year N (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1998</td>
<td>1999</td>
</tr>
</tbody>
</table>

New Equipment (Detail):
- Upgraded software, additional memory $750.00 $700.00

Equipment Replacement (Detail):
- Front Office: computer, printer, typewriter 2,000.00 $500.00
- Faculty: computer/printer upgrades $1,500.00

Equipment Repair and Maintenance for
New or Existing Equipment (Detail):
- Repair/maintenance of computers $250.00 $400.00
- Printers, fax machine (No service agreements – $ amounts are approximate only)

**TOTALS** $3,000.00 $3,100.00

### TABLE 6
**ADMINISTRATIVE/SUPPORT STAFF**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Ethnicity</th>
<th>% Effort</th>
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</thead>
<tbody>
<tr>
<td>Administrative</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deborah Haynes</td>
<td>Director</td>
<td>Administrative &amp; Academic</td>
<td>PhD</td>
<td>Female</td>
<td>100%</td>
</tr>
<tr>
<td>Support Staff:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linda Siebert</td>
<td>Secretary</td>
<td>Lead</td>
<td></td>
<td>Female</td>
<td>100%</td>
</tr>
<tr>
<td>Student Assistant</td>
<td>Clerical</td>
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<td></td>
<td>25%</td>
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</tbody>
</table>

### TABLE 7
**SUMMARY OF PROGRAM COSTS – YEAR 1 AND YEAR N**

<table>
<thead>
<tr>
<th></th>
<th>Internal Reallocation</th>
<th>New State Funds</th>
<th>New Other Sources</th>
<th>Other Source(a)</th>
<th>Year 1 1998</th>
<th>Year N(a)</th>
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<tr>
<td>Administrative</td>
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<td>$46,018</td>
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<tr>
<td>Salaries</td>
<td>Same as Year 1</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$11,500</td>
<td>$12,080</td>
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<tr>
<td>Benefits</td>
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<td>$</td>
<td>$</td>
<td>$106,878</td>
<td>$112,221</td>
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<tr>
<td>Faculty</td>
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<td>$</td>
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<td>$26,719</td>
<td>$28,056</td>
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<tr>
<td>TA/RA</td>
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<td>$</td>
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<td>$33,831</td>
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<tr>
<td>Salaries</td>
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<td>$3,397</td>
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<tr>
<td>Benefits</td>
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<td>$</td>
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<td>$</td>
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<td></td>
</tr>
</tbody>
</table>
Clerical
  Salaries $ $ $ $ $ 26,750 $ 28,087
  Benefits $ $ $ $ $ 8,025 $ 8,426
Other
  Salaries $ $ $ $ $ 2,520 $ 2,646
  Benefits $ $ $ $ $ 285 $ 300
  Goods and Services $ $ $ $ $ 8,500 $ 8,755
  Travel $ $ $ $ $ 2,000 $ 2,060
  Equipment $ $ $ $ $ 3,000 $ 3,100
Other (d) (WHETS) $ $ $ $ $ 10,000 $ 10,000
  TOTALS $ $ $ $ $ 285,622 $299,144
FTE Students 181 182
*Cost-per-FTE Student $ 1,578 $ 1,644

*Cost-per-FTE Student = $2,583.00 average direct cost as per HECB Cost Study. Refer to (IV. Finances) statement. (Social Sciences discipline)

Notes: (a) Year N is the year when the program is expected to reach full enrollment.

WSU Library Resources in Support of a Bachelor of Arts in Women’s Studies:
Response to Faculty Senate Library Committee Questions
Prepared by Mary Nofsinger
Women’s Studies Subject Specialist

1. The Adequacy of Existing Library Collections, Services, Etc.:

   The existing library collections, personnel, equipment, and services, are adequate to support a Bachelor of Arts in Women’s Studies. The basis for this statement are:

   a. Undergraduate courses in women’s studies have been taught at WSU for many years, and Holland Library continues to collect new gender-based research and teaching materials dealing with women’s lives, roles, and contributions.

   b. Undergraduate students (currently 110 with minors in women’s studies) have been able to complete course work and graduate with a Bachelor of Arts in the Humanities or Social Sciences or a Bachelor or Liberal Arts using existing library resources and services. The interdisciplinary nature of the women’s studies field already requires students to draw from library resources in other fields, notably, anthropology, business, communication, comparative American cultures, education, English, history, the humanities, political science, psychology, and sociology.

   c. During the past five years, the average expenditure for women’s studies serials and monographs in Holland Library has been approximately $9,000 annually despite serials cancellation projects in 1992 and 1994. This amount is in addition to the funds expended for library materials in the degree programs mentioned above. Given the current acquisitions budget, policies and personnel, it is reasonable to assume that this level of financial support will continue.
d. Undergraduate student access to information resources has increased immensely since the New Library opened in 1994. Internet terminal support is excellent in the New Library Microcomputer Lab and at the Quick Information Centers. In addition, undergraduate students have access to numerous women’s studies reference resources, including the major indexes and abstracts, both in print and in electronic format. They also have access to Periodical Abstracts which indexes and abstracts approximately 1600 academic journals and ABI/Inform which abstract approximately 1000 business, management, and leadership journals, with full-text articles available for almost half of the journals included. In addition, Nexis-Lexis, an on-line full-text system, provides access to newspapers, periodicals, transcripts, and wire services, and the FirstSearch system provides access to additional databases in a wide range of subject areas.

e. Numerous monographs that support undergraduate courses in the women’s studies area are listed in Griffin, the Libraries’ on-line catalog, under different subjects and predominately have call numbers in the HM and HQ classifications in the Library of Congress classification scheme.

f. The Women’s Studies Subject Specialist provided user instruction to individual students, extra-credit study groups and formal classes. The Subject Specialist also works closely with teaching faculty to ensure that library resources needed for liaison to faculty and other services should be able to continue in a predictable way with a new bachelors program.

2. The Need for New Library Collections:

a. Serials
   1) No new serial titles are needed or requested. As stated in the Women’s Studies Program Degree Proposal (6/25/97) on page 6, “no new costs to the library will be associated with establishing this major.”
   2) No new funds are required. If new titles are requested in the future, they will be purchased by internal reallocation of current standing order funds and cancellation of lesser-used titles.
   3. No serial subscriptions need to be cancelled at the present time.
   4) No additional equipment is required.

b. Monographs
   1) Some additional monographic purchases for research may be required above the present level of purchases. If any gaps in holdings are discovered, they will need to be filled.
   2) Funding can be accommodated within the Libraries collection.
   3) No additional equipment is required.

c. Media
   a. No new media purchases are needed at this time.
   b. No special funds are required.
   c. Additional equipment is not needed.
3. **The need for New Library Personnel:**
   a. No additional specialized expertise are needed.
   b. No new library personnel are needed.
   c. No positions are required.

4. **The Need for Additional Library Services:**
   a. No additional library services are required above the current satisfactory level.
   b. No special funds are required.

5. **For Branch Campuses:**
   a. The library collection at the Pullman campus will satisfactorily serve both undergraduate students and faculty members.
   b. This degree will not be provided on branch campuses.

6. **List Any Other Library Resource Considerations:**
   None are anticipated at this time.

June 26, 1997

*****

Motion carried.

Agenda Items (Discussion Items).

1. Recommendation from Academic Affairs Committee for Undergraduate and Professional Major Change Bulletin #5 *(Exhibit F).*—J. Evermann
   
   There was no discussion of this item.

2. Recommendation from Graduate Studies Committee for Graduate Major Change Bulletin #5 *(Exhibit G).*—J. Cote
   
   There was no discussion of this item.

3. Recommendation from Graduate Studies Committee to extend the Master of Arts in Interior Design to WSU Spokane *(Exhibit H).*—J. Cote
   
   There was no discussion of this item.

4. Recommendation from Graduate Studies Committee to extend the Master of Science in Architecture to WSU Spokane *(Exhibit I).*—J. Cote
   
   There was no discussion of this item.

5. Recommendation from Academic Affairs Committee for BS in Manufacturing Engineering at WSU Vancouver *(Exhibit J).*—J. Evermann
A request was made to delete the first sentence on page 3 under introduction second paragraph. A question was raised about the type laboratory facilities that will be available to offer lab courses and what kind of equipment will be available. A request was made for a statement from Clark College about what facilities they are committing to this program.

6. Recommendation from Academic Affairs Committee for BS in Computer Engineering (Exhibit K).—J. Evermann

There was no discussion of this item.

7. Recommendation from Faculty Affairs Committee for approval of Section IV of the revised Faculty Manual (Exhibit L).—J. Crane

Crane asked that all comments and concerns be emailed to the Committee for consideration. It was suggested that under the Teaching Portfolio a statement be made that says the portfolio’s are used for those seeking tenure and those seeking promotion.

Constituents' Concerns.

Concern was raised over the Draft Complaint Procedure, and the adverse effect it would have on faculty and policies that affect faculty. Faculty were encouraged to send any suggested changes to Felicia Gaskins with copies to the Provost.

Adjournment.

Meeting adjourned at 4:55 p.m.

Thomas A. Brigham
Executive Secretary