The Faculty Senate was called to order by David Stock, Chair, on Thursday, October 30, 1997, in FSHN, T101, at 3:40 p.m. Forty-nine (49) members were present, twenty (20) members were absent with three (3) vacancies. There were ten non-voting members present. (See attached attendance sheet)

Minutes of October 9, 1997 meeting were approved as circulated.

Announcements (Information Items).

1. Faculty Senate officers and the Provost met in on October 22, 1997.

2. Robert Greenberg, Vice Chair, represented the Faculty Senate at the Regents meeting October 17, 1997.

3. David Stock, Chair, participated in a meeting of the faculty at WSU Tri-Cities on October 16, 1997.

4. Faculty Senate Standing Committees reported committee consideration on the following issues (agenda and previously reported items not included) at the October 23, 1997 Steering Committee meeting:

   **Academic Affairs**: General Education Requirements; Extended University Services White Paper.

   **Budget**: Women’s Studies

   **Extended University Affairs**: Master of Technology Management, Learning Centers;

   **Faculty Affairs**: Faculty Manual revisions; TIAA CREFF cash-out;

   **Graduate Studies**: PhD in Communications

   **Research and Arts**: Will discuss research with Wes Leid

Announcements (Reports).

1. Remarks by the Chair.—D. Stock

   Stock reported on his visit to WSU TriCities and stated he is planning on visiting Vancouver and Spokane during the year. Stock reported the officers met with the Provost and discussed the Ombudsman position, review of branch campuses and the copyright and electronic policies.

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

   There was no report. C. Clark was attending the HEC Board meeting.
3. Report on WSU Golf Course.—L. Purce

Purce stated he has conducted meetings with 33 different groups to solicit input and listen to concerns about golf course expansion. The issue of golf courses was initiated by concerned citizens who approached President Smith about the project. No state funds will be used in the expansion if it is done. Currently 48% of the usage of course is by students. In the last two summers 800 tee times have turned away because of lack of space. Areas of concern for expansion are water usage, financing, land use, Roundtop Park, the Prairie Strip, wetlands mitigation, and maintaining natural resources. Purce handed out an information sheet and requested senators fill them out and send in their comments.

Additions or Changes to the Agenda.

There were no additions or changes to the agenda.

Agenda Items (Action Items).

1. Recommendation from Research and Arts Committee for the name change of the Shock Dynamics Center to the Institute for Shock Physics Exhibit F from 10/9/97 agenda is as follows:

September 23, 1997

MEMORANDUM

TO: Dorene Branson, Faculty Senate
FROM: Nancy Shrope, Research and Arts Committee
SUBJECT: Approval of Center Name Change

The Research and Arts Committee on September 17, 1997, reviewed and approved for recommendation to the Faculty Senate the requested name change of the Shock Dynamics Center to the Institute of Shock Physics.

PROPOSED NAME CHANGE
OF THE
SHOCK DYNAMICS CENTER
TO THE
INSTITUTE FOR SHOCK PHYSICS

Prepared by
Y. M. Gupta, Director
Shock Dynamics Center
June 6, 1997

I am requesting that the Shock Dynamics Center's name be formally changed to the Institute for Shock Physics effective July 1, 1997. This change would be in accord with the recent grant from the Department of Energy to establish an Institute for Shock Physics at WSU, and would also better reflect the broad range of activities to be carried out in the future.
It is expected that seven to eight faculty members from Physics, Chemistry, and Mechanical and Materials Engineering will be active participants in the institute. In addition, approximately 35 individuals (senior scientists, visiting scientists, postdoctoral research associates, graduate students, research staff and support staff) will be working full-time at the institute.

There is a good possibility that we will be offering short courses and initiating a seminar series on a regular basis. All of the activities are commensurate with an institute designation.

If you have any questions about this request, please feel free to contact me.

*****

Motion carried.

2. Extended Degree in Business Administration has been postponed until 11/13/97 meeting.

3. Recommendation from Academic Affairs Committee for Undergraduate Major Change Bulletin #2 Exhibit H from 10/9/97 Agenda is as follows:

UNIVERSITY OF IOWA FACULTY SENATE MINUTES
OCTOBER 30, 1997

Undergraduate and Professional Major Change Bulletin No. 2 Fall 1997

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

A S new 306 Introduction to Skeletal Muscle Physiology 3 Prereq A S 305. Structure, function and regulation of skeletal muscle; embryonic, neonatal, postnatal growth/atrophy; muscle-specific proteins. Cooperative course taught by WSU, open to UI students (AVS 316).

A S new 430 Topics in Meat Science and Muscle Physiology 1 Prereq AS 306, 360. Readings, discussions, seminars, tours related to most current disposition of meat science (processing, safety, consumers) and muscle biology (research and teaching). Cooperative course taught jointly by WSU and UI (AVS 431).

A S new 444 Physiology of Disease 3 Prereq A S 440. Introduction to the mechanisms of disease in domestic animals.

Ath T 305 Nutrition Related to Fitness and Sport 2 3 Prereq FSHN 130 or 233. Identification of energy, macro/micro nutrient and fluid requirements during exercise; fitness evaluation of dietary regimens and ergogenic aids for pre and post competition, weight maintenance, and wellness. Cooperative course taught by UI (FCS 305), open to WSU students.
### CAC 440
**Social Justice and American Culture**
3 credits
Prereq completion of one Tier I and three Tier II courses in appropriate area of coherence. Social justice issues in relation to diverse American cultures in both an historical and contemporary context.

### Crm J 424
**Community Corrections**
3 credits
Prereq Crm J 150. Theory practice and human impact of treating criminal offenders in the community. Cooperative course taught by WSU, open to UI students (CJ 424).

### E E 485
**Design Project Management**
2 credits
Prereq senior standing. Project scheduling/planning, technical writing, oral presentation skills, working in teams, TQC, TQM, market-driven organizations.

### Economics
Requirements for the Bachelor of Arts in Economics revised.

### Sophomore Year

#### Second Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Econ 311</td>
<td>[M] Introduction to Econometrics</td>
<td>3</td>
<td>Prereq Econ 101, 102. Methods of empirical analysis in the context of economic analysis and forecasting problems. Credit not granted for both Econ 311 and 411.</td>
</tr>
<tr>
<td>Econ 411</td>
<td>[M] Introduction to Econometrics</td>
<td>3</td>
<td>Prereq Dec S 215, Econ 311, or Stat 443; Econ 101. Econometric methods in relation to the substantive achievements of empirical econometrics. Credit not granted for both Econ 311 and 411.</td>
</tr>
<tr>
<td>ES/RP 375</td>
<td>Aspects of Sustainable Development</td>
<td>3</td>
<td>Same as I Bus 375.</td>
</tr>
<tr>
<td>ES/RP 473</td>
<td>Engineering Risk Assessment for Hazardous Waste Evaluations</td>
<td>3</td>
<td>Prereq senior standing; Rec stat course. Quantitative and qualitative approaches to assessing risks to public health and environment from chemical contaminants; toxicology, exposure assessment, risk characterization, and environmental modeling; critical reviews of specific toxins and actual waste site studies. Cooperative course taught by UI (ChE 480), open to WSU students.</td>
</tr>
<tr>
<td>FSHN 305</td>
<td>Nutrition Related to Fitness and Sport</td>
<td>2-3</td>
<td>Same as Ath T 305.</td>
</tr>
<tr>
<td>Geol 322</td>
<td>[P] Geology of the Pacific Northwest</td>
<td>3</td>
<td>Prereq Geol 101 or 102. Overview of the Physical geology of the Pacific Northwest, focusing on geologic processes important in its evolution. Field trips required. Credit not granted for both Geol 322 and 323.</td>
</tr>
</tbody>
</table>
### Geology

Requirements for the Bachelor of Science in Geology revised.

(135 [131] HOURS)

#### Sophomore Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cpt S 150 or Math 172</td>
<td>4</td>
</tr>
<tr>
<td>Geol 210 [P] (GER)</td>
<td>3</td>
</tr>
<tr>
<td>Geol 350 [M]</td>
<td>4</td>
</tr>
<tr>
<td>Phys 101 [P] or 201 [P] (GER)</td>
<td>4</td>
</tr>
<tr>
<td>Social Sciences [S,K] (GER)</td>
<td>3</td>
</tr>
</tbody>
</table>

3Suggested Electives include: C E 101, Chem 220, 222, 331; Cpt 150; ES/RP 445; Math 172, 315; Mgt 301; Psych 311; Stat 360.

### History

Requirements for the Bachelor of Arts in History, Education Option, revised.

(123 [120] HOURS)

#### Senior Year

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>300-400-level Elective</td>
<td>3</td>
</tr>
<tr>
<td>300-400-level Hist Elective</td>
<td>3</td>
</tr>
<tr>
<td>Hist 480</td>
<td>3</td>
</tr>
<tr>
<td>Supporting Endorsement2</td>
<td>3</td>
</tr>
<tr>
<td>Tier III Capstone (GER)</td>
<td>3</td>
</tr>
</tbody>
</table>

1 Bus 375I new

Aspects of Sustainable Development 3 Prereq junior standing. Ecological, economics, and sociological aspects of sustainable development.

Med S 501P

Medical Preceptorship 4-2 May be repeated for credit; cumulative maximum 2-4 hours. For WAMI students only. Practicum, observations of medical practice with individual physician volunteers.

Med S 509P

The Human Face of Medicine 2 For WAMI students only. Foundation of human values underlying medical practice.

Med S 520P

Cell and Tissue Response to Injury 4-2 Patterns of cell and tissue response to injury; inflammation; neoplasia.

Micro 101

[B] Introductory Microbiology 4 (3-3) Microbiology for the informed citizen as it impacts humans and their environment. Not for students who have taken Bio S 103 and 104. Credit not granted for both Micro 101 and 102.

Micro 102

Introductory Microbiology 3 Description of microorganisms and the role they play in disease production, public health, the environment and in commercial processes. Credit not granted for both Micro 101 and 102.
<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>NATRS 373</td>
<td>Interpretive Techniques Environmental Interpretive Methods</td>
<td>3 (2-3)</td>
<td>Prereq NATRS 371</td>
<td>Fundamentals and practices in interpreting wildland biological and physical phenomena as related to public recreation. Introduction to environmental interpretation; communication psychology and media applied to noncaptive audiences in leisure and natural resource settings. Cooperative course taught by UI (RRT 387), open to WSU students. <strong>Field trip required.</strong></td>
</tr>
<tr>
<td>NATRS 427</td>
<td>Forest Genetics and Tree Improvement Forest Gene Resource Management</td>
<td>3</td>
<td>Same as GenCB 427</td>
<td>Prereq course in silviculture. Application of genetic principles to management of forest trees: the origins and function of genetic diversity, heritability and genetic change, genetic implications of silvicultural practices and ecosystem management, forest tree genetic conservation. Field trips required. Credit not granted for both NATRS 427 and 527. Cooperative course taught by UI (For/Genet 428), open to WSU students.</td>
</tr>
<tr>
<td>NATRS 439</td>
<td>Production and Cost Control in Forest Industry</td>
<td>3</td>
<td>Prereq NATRS 420</td>
<td>Introduction to production planning and cost control for timber harvesting and forest products processing operations; development and application of machine rates and system production rates; breakeven analysis; machine replacement; cash flow in investment decisions; use of microcomputers in analysis. Cooperative course taught by UI (ForP 431), open to WSU students.</td>
</tr>
<tr>
<td>NATRS 473</td>
<td>Interpretive Methods Lab</td>
<td>3</td>
<td>Prereq NATRS 373</td>
<td>Development and application of interpretive materials and techniques; concentration on equipment and methods commonly used by natural resource agencies for communicating management programs and interpreting natural environments to visitors. Field trip required. Cooperative course taught by UI (RRT 488), open to WSU students.</td>
</tr>
<tr>
<td>NATRS 475</td>
<td>Management of Recreation Sites and Leisure Settings</td>
<td>2</td>
<td></td>
<td>Introduction to theory, processes, and techniques for managing natural resource-based recreation and tourism sites; emphasis on site impacts and their management, visitor/customer management, liability and risk management, and the proper care of landscape trees and other amenity resources. Cooperative course taught by UI (RRT 484), open to WSU students.</td>
</tr>
<tr>
<td>NATRS 476</td>
<td>Field Environmental Education</td>
<td>3</td>
<td></td>
<td>Concept and techniques of environmental education with emphasis on application at camps, parks, and similar recreation and tourism informal settings. Cooperative course taught by UI (RRT 487), open to WSU students.</td>
</tr>
</tbody>
</table>
### Public Involvement in Natural Resource Management

Theoretical and applied concepts of public involvement in both public and private sectors of natural resource management; historical and legal mandates, government agency responsibilities, applied methods and techniques, case studies, and practical experience. Cooperative course taught by UI (RRT 486), open to WSU students.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>NATRS 477</td>
<td>Public Involvement in Natural Resource Management</td>
<td>3</td>
<td>1-98</td>
</tr>
</tbody>
</table>

### Natural Resource Sciences

Requirements for the Natural Resources Minor changed.

**Former Requirements**

Minor in Natural Resources: minimum of 16 credit hours. For non-natural resource majors only. Required courses: NATRS 100, 101, 280, 351, 371; at least one of NATRS 312, 406, 438. Restricted electives: at least one course selected from NATRS 304, 403, 460, and (if not taken as required courses) 312, 406, 438.

**Current Requirements**

Minor in Natural Resources: minimum of 16 credit hours of courses approved by department. For non-NATRS majors only. Required courses: at least 9 credit hours of NATRS courses, at least 9 credit hours of courses numbered 300 or higher, and at least one course in each of the following areas (three courses total); individual courses may be used to satisfy only one area: 1) Basic Principles of Natural Resource Sciences/Management: Recommended Electives: NATRS 100, 101, 303; others upon departmental approval; 2) Socioeconomic Aspects of Natural Resource Sciences/Management: Recommended Electives: NATRS 303, 311, 312, 403, 419, 438; others upon departmental approval; 3) Ecologic Aspects of Natural Resource Sciences/Management: Recommended Electives: NATRS 280, 301, 302, 303, 351, 371, 403, 419, 450, 460; others upon departmental approval.

### Neuroscience

Neuroscience Minor established.

A minor in Neuroscience requires a minimum of 16 hours in Neuro, at least 13 of which must be at or above the 300-level. The minor may include up to 3 credits of Neuro 495 or 499. Students minoring in neuroscience may include 500-level courses in their minor program, provided they obtain the consent of the faculty member(s) teaching the course, prior to registration. Required courses include: Neuro 301, 404; 303 or 430; and 3 additional hours from 201, 405, 406, 436, 464, 499, 513, 526, 528, 529, 530, 534, 537, 538, 540, 543, 579.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych 492</td>
<td>[S] Psychology of Language</td>
<td>3</td>
<td>1-98</td>
</tr>
<tr>
<td></td>
<td>Prereq Psych 105; completion of one Tier I and three Tier II courses in appropriate area of coherence. The cognitive and neuropsychological processes involved in the acquisition and use of language; cross-cultural perspectives on language and thought.</td>
<td></td>
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</tr>
<tr>
<td>Soc 375</td>
<td>Aspects of Sustainable Development</td>
<td>3</td>
<td>1-98</td>
</tr>
<tr>
<td>Stat 401</td>
<td>Statistics Analysis</td>
<td>3</td>
<td>1-98</td>
</tr>
<tr>
<td></td>
<td>Prereq Stat 212, 360 or 412. Concepts and methods of statistical research including multiple regression, contingency tables and chi-square, experimental design; analysis of variance, multiple comparisons, and analysis of covariance. Cooperative course taught by UI (Stat 401), open to WSU students.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
V MS 444 Physiology of Disease 3 Same as A S 444. 1-98

new

General Education Requirements

The following course is approved for [P] Physical Science status:
Geol 322 for Ecology of the Planet, Nature of Matter and Energy, and Measures of the World areas of coherence 1-98

The following courses are approved for Tier III Capstone status:
CAC 440 [T] for American Cultures area of coherence 1-98
Psych 492 [S] for the Nature of Humanity area of coherence 1-98

*****

Motion carried.

4. Recommendation from Graduate Studies Committee for Graduate Major Change Bulletin #2 Exhibit J from 10/9/97 Agenda is as follows:

GRADUATE MAJOR CHANGE BULLETIN NO. 2 Fall 1997

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

English 8-98

Doctor of Philosophy (English) emphasis in Rhetoric and Composition established.

Requirements

Required courses: Introduction to Graduate Studies (Engl 512); The Methodology of Composition (Engl 501); one course in either Anglo-Saxon (Engl 503), History of the English Language (Engl 554), Linguistics (Engl 543, Syntax), or Classical Rhetoric (Engl 509); Seminar in Literary Theory (Engl 548); five graded graduate courses in historical periods of British and American literature as designated below, plus one graded graduate course in the history or theory of rhetoric and of composition. Both broadly focused and specialized courses can be used to satisfy this requirement. Ambiguous cases should be resolved through consultation with the advisor and the Director of Graduate Studies. Please note: Engl 501 (Methodology of Composition) and 503 ( Anglo-Saxon) do not qualify under this requirement.

One course in each of the following: Medieval Literature to 1485, Literature from 1485 to 1660, Restoration and 18th-century British.

One course in each of three of the following: Nineteenth-century British, Twentieth-century British, American to 1865, American since 1865, Twentieth-century Rhetorical Theory, Composition Studies.

The Qualifying Examinations for the Doctor of Philosophy (English) emphasis in Rhetoric and Composition.

The Qualifying Examinations will consist of three 6-hour papers. These are done in one historical literary period, rhetoric or composition theory, and a special area.
1) Historical Period, British and American Literature.

The student must choose one of the following: Medieval to 1485; 1485 to 1600 (including all of Shakespeare in historical and generic context); Seventeenth-century British (excluding Shakespeare); Eighteenth-century British; British Romantic and Victorian to 1885; Modern British since 1885; American to 1865; American since 1865.

2) Rhetoric or Composition Comprehensive.

The student may choose one of the following options: Classical Rhetoric (Sophistic, Philosophical, and Technical); Ciceronian Rhetoric (including the *Rhetorica ad Herrenium*); Medieval Rhetoric (including the Second Sophistic of Byzantium); Renaissance Rhetoric (to Peter Ramus); Modern/Contemporary Rhetoric (Eighteenth century to Present); Composition History and Theory (including research and classroom applications).

3) Special Areas.

(See Guidelines for Ph.D. Special Area Exams for more information.) The student may choose one of the following options: Critical Theory: The student may choose a line of inquiry that influences literary, rhetorical, and composition theories, as in considerations of speech-act theory, phenomenological aesthetics, hermeneutics, semiotics, deconstruction, marxian literary and rhetorical theories, neopragmatism, lacanian critical theory, or foucauldian critical theory. Linguistics: Historical, theoretical, sociolinguistic, or applied; Cultural Theory: Narrative theory, feminist, queer, and/or postcolonial theories (aesthetics, rhetorics, and literacies of race, gender, sexual orientation, class, and/or nationality); Technology: technology and pedagogy, technical and professional rhetoric and instruction; Literacy theory and practices.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES/RP 514</td>
<td>Environmental Biophysics</td>
<td>1-98</td>
<td></td>
</tr>
<tr>
<td>new</td>
<td>2 Graduate-level counterpart of ES/RP 414; additional requirements. Credit not granted for both ES/RP 414 and 514. Cooperative course taught by WSU, open to UI students (Bot 532).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>new</td>
<td>3 Graduate-level counterpart of ES/RP 473; additional requirements. Credit not granted for both ES/RP 473 and 573. Cooperative course taught by UI (ChE 580), open to WSU students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ES/RP 592</td>
<td>Special Topics</td>
<td>1-98</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 May be repeated for credit; cumulative maximum 4 hours.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P/T 599</td>
<td>Critical Evaluation of Current Pharmacology/Toxicology Research</td>
<td>1-98</td>
<td></td>
</tr>
<tr>
<td>new</td>
<td>1 May be repeated for credit; cumulative maximum 6 hours. Prereq P/T 501. Individual study of recent research findings and critical evaluation of these data to instructor and other students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SoilS 514</td>
<td>Environmental Biophysics</td>
<td>1-98</td>
<td></td>
</tr>
<tr>
<td>new</td>
<td>2 Graduate-level counterpart of SoilS 414; additional requirements. Credit not granted for both SoilS 414 and 514. Cooperative course taught by WSU, open to UI students (Bot 532).</td>
<td></td>
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</tbody>
</table>
Motion carried.

5. Resolution seeking formation of a committee to look into collective bargaining for WSU faculty Exhibit G from 10/9/97 Agenda is as follows:

TO: Steering Committee, Faculty Senate
FROM: Senator Lou Furman, School of Music and Theatre Arts
        Senator Fritz Blackwell, History
        Senator Tony Seikel, Speech and Hearing Sciences
SUBJECT: Agenda Item
DATE: 29 September 1997

The above members of the Faculty Senate respectfully request that the following resolution be placed on the 9 October agenda.

Resolution:
That the Faculty Senate Chair assign a committee to explore the benefits and disadvantages of establishing a collective bargaining unit for WSU faculty. The committee charge would include, but not be limited to: contacting the Association for Higher Education (an affiliate of the Washington Education Association and the union representing Eastern Washington University and Washington State community colleges) to gain knowledge about its function; communicating with faculty at Washington State institutions that currently have faculty union representation to determine an individual perspective on the value of affiliation; and investigating legal options available to WSU faculty. The committee need not limit its focus to collective bargaining units in order to seek resolution of problems cited in the rationale.

Rationale:
The resolution is an attempt to pursue methods that would allow WSU Faculty shared governance in the operation of the university; help change public perception of university faculty duties, workloads, and practices; and develop strategies for wage increments. Too often policies of the central administration become known to the faculty as a whole only after implementation has taken a life of its own (i.e., becomes unstoppable). Public support of university faculty is inhibited by a number of erroneous ideas (e.g., we have few classes, work few hours, and spend our time traveling on public funds). Wage gains do not begin to keep up with inflation. (We celebrate a 4% raise after 5 years of drought.)

The Faculty Senate as now constituted does not have the resources to pursue the above issues. The resolution will seek alternative approaches to deal with the problems cited.
L. Ganders, Director of State Wide Affairs for WSU spoke on representation in Olympia. Ganders stated that the faculty have been increasingly effective in the legislative process. Although it is hard to be satisfied with the salary increases the faculty received this past year, it is easier to feel good about them when you look at how really little the legislature did in general especially working under the limits of 601. The legislature placed higher education at the top of its priorities. Ganders stated that the legislature had an early and solid commitment to do something with faculty salaries and the debate was over how much money there would be. The way the decision was reached was do in a large part to the work done by WSU’s representative Carolyn Clark. Ganders stated that his colleagues at the other institutions in Washington will say that Carolyn Clark played an extremely vital role in achieving faculty salary increases for all faculty of the state. She put an incredible amount of time into a authorware presentation and spent many hours going from legislator to legislator discussing this issue one on one or in small groups. Clark enlisted her colleagues from the other four year institutions in helping get this issue up before the legislature so that it would considered favorably. Ganders stated that on more than one occasion he yielded his time in front of fiscal and policy committees to Clark so that she could make her presentations because he felt she could do so with more credibility and effectiveness than he could. He stated that his colleagues from the other institutions would also yield their time to Clark.

Wright proposed a friendly amended that added a sunset clause stating the comparisons should be done with other land grant institutions and completed by end of the academic year. Accepted.

Amended motion failed.

6. Recommendation from Faculty Affairs Committee for Revision to the Faculty Manual Section I Exhibit B is as follows:

SECTION 1 HISTORY AND OBJECTIVE

A. HISTORY

Washington, an organized territory since 1853, became a state on November 11, 1889. The Legislature believed that education was vital to the development of a great new state with all the advantages of the older ones. A major goal was the establishment of an institution that should excel in science and mechanic arts but should offer general higher education on equal terms to all the people of Washington. Federal legislation, in three main enactments, offered substantial assistance.

Extensive land grants were given the younger states through the provisions of the Morrill Act of July 2, 1862. Senator Justin S. Morrill of Vermont, observing what the existing colleges had done for those in the "Learned Professions of Law, the Ministry, and Medicine," had firm faith in the possibilities of "education for leadership" of the "industrial classes." The basic educational philosophy of the Morrill Act extended far beyond the scope of agriculture. The law specifically appropriated certain granted lands "to the endowment, support, and maintenance of at least one college in each state where the leading object shall be, without excluding other classical and scientific studies, and including military science and tactics, to teach such branches of learning as are related to
agriculture and the mechanic arts, in such manner as the legislatures of the states may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life." Under this policy, 90,000 acres were granted the state of Washington. The income from these properties still contributes to the support of Washington State University.

Supplementing this, provision was made (Hatch Act, March 2, 1887) in connection with the so-called "land-grant" colleges for establishing agricultural experiment stations designed "to promote scientific investigation and experiment respecting the principles and applications of agricultural science."

Further land grants were provided to endow, in each of the younger states, a "school of applied science" or "school of mines." The land grant to the state of Washington for this purpose was 100,000 acres, from which Washington State University receives current income.

These three institutions, agriculture and mechanic arts, agricultural experiment stations, and school of applied science were united, and on March 28, 1890, the Legislature authorized establishment of the institution now officially designated as Washington State University. After a period of turbulent political competition among different sections of the state, the town of Pullman, in Whitman County, was selected as the site for the new school.

Income from lands set aside by the federal government was to be used to construct classrooms and laboratories, to provide scientific equipment, and to employ qualified instructors. The attainment of these objectives was slow. On January 13, 1892, the first classes on the campus were held in a one-story brick building; a faculty of five members served the original study body of sixty.

Since that first brick building was built, WSU has expanded to include an Intercollegiate Nursing Center in Spokane; and branch campuses at Vancouver, the Tri-Cities, and Spokane. To meet the needs of place-bound students, Learning Centers are being established at locations throughout Washington State. Research facilities at Prosser, Puyallup, Wenatchee, Mr. Vernon, Vancouver, and Lind have been added to meet research needs of the diverse agriculture constituencies of Washington.

Changes in the presidency at Washington State University through the years have been few. The first President was George Lilley, 1891-1892; his success, John W. Heston, served from December 1892, until September 1893. Dr. Enoch A. Bryan next took over the position, which he held until his retirement in 1916. Thereafter, for twenty-nine years until 1945, Washington State University continued its growth under the administration of D. E. O. Holland. Dr. Wilson Compton served during a period of expansion and development from 1945 to 1942, when Dr. C. Clement French assumed office. Dr. French served until November 1966. Dr. Wallis Beasley served as Acting President from November 1966, until the assumption of the presidency of Dr. Glenn Terrell in July 1967. The current President, Dr. Samuel H. Smith was appointed in July, 1985.
B. MISSION

The character and functions of the University are determined by the broad terms of the original chartering laws and by later state enactments in harmony with the basic federal statutes and the later Smith-Lever Act (1914). (See Revised Code of Washington for specific statutes relating to Washington State University.) This heritage of state and federal law directs the activities of this land-grant institution into several paths:

1. Teaching

   a. Undergraduate Education in both liberal and practical arts to develop responsible citizens and to provide them with the professional and technical skills needed by society. This purpose obligates Washington State University to furnish such programs and facilities that as outcomes of their education, students should be able to:

   (1.) Reason critically;
   (2.) Conduct self-directed or independent learning projects;
   (3.) Understand the roles of normative views and values, including ethics and aesthetics;
   (4.) Communicate conclusions, interpretations, and implications clearly, concisely, and effectively, both orally and in writing;
   (5.) Acquire and assimilate knowledge in a variety of modes and contexts and recognize diverse disciplinary viewpoints and methods;
   (6.) Understand the historical development of human knowledge and cultures, including both Western and non-Western civilizations;
   (7.) Foster intellectual curiosity and integrity;
   (8.) Understand and appreciate the responsibilities and privileges of citizenship;
   (9.) Understand and appreciate their personal, social, and vocational relationship to the society in which they live;
   (10.) Gain aptitude in and understanding of the skills and concepts which make for competence in their chosen professional or technical fields;

   Formal course work is offered to students in residence at any of the WSU campuses. In addition, selected courses and degree programs are offered to place-bound students through the Extended Degree Program, Learning Centers, and the World Wide Web.

   b. Graduate Instruction builds upon the foundation of undergraduate education and has as goals, the education of students who:

       (1.) Have in-depth and forefront education and training in one or more disciplines
       (2.) Are able to place their field-specific education in the context of broader realms of knowledge (i. e., arts and sciences).
       (3.) Are prepared to move into leadership positions in their disciplines or professions.
2. **Research/Scholarship** and original creative performances and works are an integral part of all research universities. WSU’s strengths in research and scholarship include the agricultural and natural sciences, education, engineering, health sciences, the humanities and arts, socioeconomic sciences, and business. New knowledge and insights resulting from the research/scholarship and creative activities of WSU faculty contribute to the betterment and enrichment of Washington State, its citizens, the country, and the world.

3. **Service**

   a. **WSU Cooperative Extension.** As a land grant institution, WSU provides information, education, technical assistance, and local development programs to the people of Washington through the Cooperative Extension Service. Cooperative Extension faculty help people develop leadership skills and use research-based knowledge to improve their economic status and quality of life.

   b. **Public Service.** In order to maintain a vibrant academic environment and to meet institutional goals, WSU faculty participate in a variety of service activities. These activities, that benefit society as a whole, include service to professional groups or associations, service on governmental agencies, participation in community organizations, and delivery of professional advice or lectures. WSU faculty serve the citizens of Washington by providing professional development workshops and non-credit and certificate programs at locations throughout the State. The University is further served by faculty involvement in student advising, university governance, and by participation in many internal committees necessary for successful functioning of the University.

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Motion carried.

Agenda Items (Discussion Items).

1. Proposed changes to the WSU Retirement Plan (**Exhibit C**)—J. Crane and B. Jenness

   [This is for discussion and input only]

   Jenness stated that additional investment companies were being added that in addition to Vanguard and Fidelity, Safeco will be added. Another issue that will be implemented is changing the tax deferral for contributions to the WSU Retirement Program. Out of about 2300 participates approximately 100 people elect to continue to pay taxes on contributions. Moving to a non-elective pretax basis will clarify a point for new participants and allow for a greater voluntary tax deferment of additional contributions.

2. Recommendation from Faculty Affairs Committee for “Revision of Sections II and III **WSU Faculty Manual** (**Exhibit D**)”—J. Crane

   On page 29, D. Item 4 Compensated Outside Service describes as a general rule no state employee may accept anything of economic value under any contract or grant outside official duties. Express this in the positive “you can do this under certain conditions.” See if this conflicts with the other section on consulting.
Remove the paragraph before the Preamble it is not necessary. Under Faculty Status Committee a provision for a representative of the branch campuses should be added to the composition of this committee. It was suggested all the information about Faculty Status be removed and leave it in the Committee Manual. It was stated not all faculty have a Committee Manual so it is better to have it in the Faculty Manual where faculty can read the information.

Insert at the end of the first paragraph under policy “The University will protect the rights of its members to dissent or protest.” On page 30 toward the bottom under “Misconduct in Research” it is defined as “Fabrication or falsification of data, plagiarism, or other serious deviations from accepted practice in proposing, implementing, or reporting on research” the later part about serious deviations has been used in other context and has attracted a lot of criticism are there areas that fall under the second part of that, if not, remove the last part of that sentence.

3. Recommendation from Research and Arts Committee for a Center for Entrepreneurial Studies (Exhibit E).—K. Lishner

There was no discussion of this item.

4. Recommendation from Academic Affairs Committee for Undergraduate Major Change Bulletin #3 (Exhibit F).—J. Evermann

Please remove Comp Sci 101.

5. Recommendation from Graduate Studies Committee for Graduate Major Change Bulletin#3 (Exhibit G).—J. Cote

There was no discussion of this item.

6. Resolution on Branch Campus Review (Exhibit H).—M. Pall

A question was raised about whether the Provost has already implemented a policy of reviews of the branches every five years. Stock stated the Provost is working on the review procedure and that each dean, including branch deans, will be reviewed every year. Branch reviews will be done separate of deans’ reviews.

Some issues that need to be addressed are branch campus faculty participation in departmental faculty meetings. It was pointed out that the document really deals with Pullman policy and how they deal with branch campuses and not with the branch campuses themselves. There is a confusion between the policy issues and the hidden reference to the academic control and review. Make it very clear are we talking about a review of the policy toward the branch campuses or are we talking about actually reviewing branch campuses as separate units. It was suggested that the resolution be changed to say “review of the branch campus policy” it needs to be focused on that. It was pointed out that the resolution has allegations that should not be there those are the issues the review process is to determine.
Constituents' Concerns.

F. Blackwell expressed concern over the delay in appointing a new ombudsman. He requested the officers seek further information on this from the Provost and try and get an ombudsman appointed as soon as possible.

Adjournment.

The meeting adjourned at 5:45 p.m.

Dorene Branson
Secretary Pro Tem