The Faculty Senate was called to order by Ken Struckmeyer, Chair, Thursday November 8, 2007, in FSHN T101 at 3:30 p.m. Forty-nine (49) members were present, thirty-one (31) members were absent with five (5) vacancies. Six (6) nonvoting members were present.

Minutes of October 11, 2007 meeting were approved.

Announcements (Information Items)

1. Minor Change Bulletin #2 is in **Exhibit B** is as follows:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course Number</th>
<th>New Revise Drop</th>
<th>Current</th>
<th>Proposed</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anth</td>
<td>309</td>
<td>Revise</td>
<td>[K] Cultural Ecology 3 Major findings of ecological anthropology relating to problems of population, resources, and environment in small-scale cultures.</td>
<td>[K] Cultural Ecology 3 Sophomore standing; rec Anth 101 or 203. Major findings of ecological anthropology relating to problems of population, resources, and environment in small-scale cultures and contemporary societies.</td>
<td>8-08</td>
</tr>
<tr>
<td>Arch</td>
<td>220</td>
<td>Revise</td>
<td>[H] Architectural History I 3 Historic development of world architecture from prehistory to late medieval; social, technical and scientific influences.</td>
<td>[H] Architectural History I 3 Prereq certified Architecture majors with c/ in Arch 201, graduate standing, or students pursuing non-Architecture degrees. Historic development of world architecture from prehistory to late medieval; social,</td>
<td>8-08</td>
</tr>
<tr>
<td>Subject</td>
<td>Course</td>
<td>Action</td>
<td>Title</td>
<td>Prerequisites</td>
<td>Notes</td>
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<tr>
<td>Com</td>
<td>522</td>
<td>Drop</td>
<td>Intercultural Processes in the Transnational Context 3 Prereq</td>
<td>graduate standing. Transnational cultural processes, role of communication in negotiating meanings across borders, identify and difference. --N/A--</td>
<td></td>
</tr>
<tr>
<td>CRS</td>
<td>404</td>
<td>Revise</td>
<td>Small Acreage Farming and Ranching Overview 3 Same as SoilS 404.</td>
<td></td>
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<tr>
<td>EconS</td>
<td>301</td>
<td>Revise</td>
<td>Intermediate Microeconomic Theory 3 Prereq EconS 101; Math 171 or 202. Calculus-based intermediate microeconomic theory agricultural economics. Credit not granted for both EconS 301 and 305.</td>
<td>EconS 101; Math 171 or 202. Calculus-based intermediate microeconomic theory for majors in economics and agricultural economics.</td>
<td></td>
</tr>
<tr>
<td>EconS</td>
<td>305</td>
<td>Revise</td>
<td>Theory of the Firm and Market Policy 3 Prereq EconS 101. Price determination and market behavior under different market structures and the problems posed for public policy; not calculus-based. Credit not granted for both EconS 301 and 305.</td>
<td>EconS 101. Price determination and market behavior under different market structures and the problems posed for public policy; not calculus-based.</td>
<td></td>
</tr>
<tr>
<td>EconS</td>
<td>311</td>
<td>Revise</td>
<td>Introductory Econometrics 3 Prereq EconS 101; EconS 102; Stat 212 or MgtOp 215. Methods of empirical analysis in the context of economic analysis and forecasting problems. Credit not granted for both Econ 311 and 411.</td>
<td>Introductory Econometrics 3 Prereq EconS 101; EconS 102; Stat 212 or MgtOp 215; Math 202. Methods of empirical analysis in the context of economic analysis and forecasting problems. Credit not granted for both Econ 311 and 411.</td>
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<tr>
<td>Code</td>
<td>Section</td>
<td>Prerequisite</td>
<td>Description</td>
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<tr>
<td>EconS</td>
<td>322</td>
<td>Revise</td>
<td>[M] Public Finance and Taxation 3 Prereq EconS 101. Theory and practice of the public sector; taxes, expenditures, and administration at local, state, and federal levels.</td>
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<tr>
<td>EconS</td>
<td>351</td>
<td>Revise</td>
<td>Introduction to Agricultural Marketing 3 Prereq EconS 101. Problems of marketing farm products; functions and institutions surrounding market operations.</td>
<td></td>
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</tr>
<tr>
<td>EconS</td>
<td>501</td>
<td>Revise</td>
<td>Microeconomic Theory II 3 Prereq EconS 301 or 305; one year calculus. Microeconomic theory, multivariate optimization, consumer and producer theory, competitive partial equilibrium, introduction to imperfect competition.</td>
<td></td>
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</tr>
<tr>
<td>EconS</td>
<td>502</td>
<td>Revise</td>
<td>Macroeconomic Theory III 3 Prereq EconS 500. Macroeconomic theory, short-run fluctuations and nominal rigidities, monetary economics and inflation, real business cycle models, unemployment international macroeconomics.</td>
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<tr>
<td>EconS</td>
<td>503</td>
<td>Revise</td>
<td>Microeconomic Theory IV 3 Prereq EconS 501. General equilibrium, welfare economics and social choice, market failure, game theory, economics of information.</td>
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<tr>
<td>EconS</td>
<td>504</td>
<td>Revise</td>
<td>Microeconomic Theory V 3 Prereq EconS 502. General equilibrium, welfare economics and social choice, market failure, game theory, economics of information.</td>
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<tr>
<td>EconS</td>
<td>505</td>
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<td>Microeconomic Theory VI 3 Prereq EconS 503. General equilibrium, welfare economics and social choice, market failure, game theory, economics of information.</td>
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<tr>
<td>EconS</td>
<td>506</td>
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<td>Microeconomic Theory VII 3 Prereq EconS 504. General equilibrium, welfare economics and social choice, market failure, game theory, economics of information.</td>
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<tr>
<td>EconS</td>
<td>507</td>
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<td>Microeconomic Theory VIII 3 Prereq EconS 505. General equilibrium, welfare economics and social choice, market failure, game theory, economics of information.</td>
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<tr>
<td>EconS</td>
<td>508</td>
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<td>Microeconomic Theory IX 3 Prereq EconS 506. General equilibrium, welfare economics and social choice, market failure, game theory, economics of information.</td>
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<tr>
<td>EconS</td>
<td>509</td>
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<td>Microeconomic Theory X 3 Prereq EconS 507. General equilibrium, welfare economics and social choice, market failure, game theory, economics of information.</td>
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</tbody>
</table>

1-09

8-08

1-08
<table>
<thead>
<tr>
<th>Code</th>
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<th>Prerequisites</th>
<th>Credits</th>
<th>Notes</th>
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<tr>
<td>FA</td>
<td>102</td>
<td>Art I 3 (0-6) Introduction to studio practice and composition of form in two-dimensional space.</td>
<td>Visual Concepts 1 3 (0-6) Introduction to visual and conceptual studio art practice through an interdisciplinary approach to two-dimensional space.</td>
<td>3</td>
<td>8-08</td>
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<tr>
<td>FA</td>
<td>103</td>
<td>Art II 3 (0-6) Introduction to studio practice and composition of form in three-dimensional space.</td>
<td>Visual Concepts 2 3 (0-6) Introduction to visual and conceptual studio art practice through an interdisciplinary approach to three-dimensional space.</td>
<td>3</td>
<td>8-08</td>
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<td>GenE d</td>
<td>104</td>
<td>Freshman Seminar 2 Introduction to college level research &amp; writing, including analysis of source material, disciplinary/interdisciplinary discourse, and development of critical thinking. Credit not granted for more than one of GenEd 104, 105, U H 105.</td>
<td>Pathways to Academic Success Seminar 2 Introduction to college level research &amp; writing, including analysis of source material, disciplinary/interdisciplinary discourse, and development of critical thinking. Credit not granted for more than one of GenEd 104, 105, U H 105.</td>
<td>2</td>
<td>8-08</td>
</tr>
<tr>
<td>Geol</td>
<td>350</td>
<td>Mineralogy and Crystallography 4 (2-6) Prereq Chem 101 or 105; Geol 101 or 102. Composition, physical properties, structure, crystallography, identification, and origin of minerals. Field trip required.</td>
<td>Mineralogy and Crystallography 4 (2-6) Prereq Chem 101 or 105; Geol 101, 102, 180, 206, 210, or 230. Composition, physical properties, structure, crystallography, identification, and origin of minerals. Field trip required.</td>
<td>4</td>
<td>8-08</td>
</tr>
<tr>
<td>Geol</td>
<td>351</td>
<td>Optical Mineralogy 1 Prereq c// in Geol 350 or by permission. Elements of optical crystallography as applied to identification of minerals.</td>
<td>--N/A--</td>
<td>1-08</td>
<td></td>
</tr>
<tr>
<td>I Bus</td>
<td>417</td>
<td>Comparative Economic Systems 3 Prereq EconS 102. Same as EconS 416.</td>
<td>--N/A--</td>
<td>1-08</td>
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<tr>
<td>Math 107</td>
<td>Revise</td>
<td>Elementary Functions</td>
<td>Prereq</td>
<td>Math 101 or 103 with a grade of C or better or satisfactory math placement score. Graphs, properties, and applications of polynomial, rational, exponential, logarithmic, and trigonometric functions.</td>
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<tr>
<td>Math 202</td>
<td>Revise</td>
<td>[N] Introduction to Mathematical Analysis for Business and Economics</td>
<td>Prereq</td>
<td>Math 107 or 201 with a grade of C or better, or satisfactory math placement score. Differential and integral calculus of the polynomial, exponential, and logarithmic functions. Credit not normally granted for more than one of Math 140, 171, 202, 206.</td>
<td></td>
</tr>
<tr>
<td>Math 206</td>
<td>Revise</td>
<td>[N] Mathematical Analysis for Architects</td>
<td>Prereq</td>
<td>Math 107, with a grade C or better or satisfactory math placement score. Calculus of elementary functions; trigonometry; applications to architects. Credit not normally granted for more than one of Math 140, 171, 202, 206.</td>
<td></td>
</tr>
<tr>
<td>Math 273</td>
<td>Revise</td>
<td>Calculus III</td>
<td>Prereq</td>
<td>Math 172 with a grade C or better; Math 220 or c//. Calculus of functions of several variables.</td>
<td></td>
</tr>
</tbody>
</table>
| Math  | 302 | Revise | **Theory of Numbers** 3  
Prereq Math 172, 220.  
Divisibility properties of integers; congruences;  
Diophantine equations; quadratic residues. | **Theory of Numbers** 3  
Prereq Math 172, 220, and 301, each with C or better.  
Divisibility properties of integers; congruences;  
Diophantine equations; quadratic residues. | 8-08 |
| Math  | 303 | Revise | **[M] Higher Geometry** 3  
Prereq Math 220. Geometry as a deductive system of logic, postulational systems; projective and non-Euclidean geometries. | **[M] Higher Geometry** 3  
Prereq Math 220 with a C or better. Geometry as a deductive system of logic, postulational systems; projective and non-Euclidean geometries. | 8-08 |
| Math  | 315 | Revise | **Differential Equations** 3  
Prereq Math 220, 273 with a grade C or better.  
Linear differential equations and systems; series, numerical and qualitative approaches; applications. | **Differential Equations** 3  
Prereq Math 273 with C or better; Math 220 with a C or better or c//.  
Linear differential equations and systems; series, numerical and qualitative approaches; applications. | 8-08 |
| Math  | 320 | Revise | **Methods of Teaching Secondary School Mathematics** 3  
Prereq Math 220. New curricula and pedagogical techniques for secondary school mathematics. | **Methods of Teaching Secondary School Mathematics** 3  
Prereq Math 220 with a C or better. New curricula and pedagogical techniques for secondary school mathematics. | 8-08 |
| Math  | 325 | Revise | **Elementary Combinatorics** 3  
Prereq Math 220. Introduction to combinatorial theory: counting methods, binomial coefficients and identities, generating functions, occurrence relations, inclusion-exclusion methods. | **Elementary Combinatorics** 3  
Prereq Math 220 with a C or better.  
Introduction to combinatorial theory: counting methods, binomial coefficients and identities, generating functions, occurrence relations, inclusion-exclusion methods. | 8-08 |
| Math  | 418 | Drop | **Mathematical and Scientific Visualization** 3  
Prereq Math 172, 220, a programming | --N/A-- | 8-0 |
<table>
<thead>
<tr>
<th>Course</th>
<th>Section</th>
<th>Action</th>
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<th>Prerequisites</th>
<th>Credit</th>
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<tr>
<td>Math</td>
<td>461</td>
<td>Drop</td>
<td><strong>Metallurgical Control and Optimization</strong> 3 Basics of process control and optimization applied to metallurgical engineering. Cooperative course taught by UI (Met 461), open to WSU students.</td>
<td>--N/A--</td>
<td>8-08</td>
</tr>
<tr>
<td>Math</td>
<td>464</td>
<td>Revise</td>
<td><strong>Operations Research and Game Theory</strong> 3 Prereq Math 273. Linear and integer programming; optimization problems; applications to economic and military strategies; rectangular games; minimax theory. Cooperative course taught by WSU, open to UI students (Math 464).</td>
<td>Linear Optimization 3 Prereq Math 273. Linear and integer programming; optimization problems; applications to economic and military strategies; rectangular games; minimax theory. Cooperative course taught by WSU, open to UI students (Math 464).</td>
<td>8-08</td>
</tr>
<tr>
<td>Math</td>
<td>518</td>
<td>Drop</td>
<td><strong>Mathematical and Scientific Visualization</strong> 3 Prereq graduate standing; Math 172, 220, a programming language. Graduate-level counterpart of Math 418; additional requirements. Credit not granted for both Math 418 and 518.</td>
<td>--N/A--</td>
<td>8-08</td>
</tr>
<tr>
<td>Math</td>
<td>527</td>
<td>Drop</td>
<td><strong>Algebraic Topology I</strong> 3 Prereq Math 526. Basic homotopy theory and application. Cooperative course taught by UI (Math 527).</td>
<td>--N/A--</td>
<td>8-08</td>
</tr>
<tr>
<td>Department</td>
<td>Course No.</td>
<td>Action</td>
<td>Course Title</td>
<td>Prerequisites</td>
<td>Notes</td>
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<tr>
<td>Math</td>
<td>528</td>
<td>Drop</td>
<td>Algebraic Topology II 3</td>
<td>Prereq Math 527. Continuation of Math 527. Cooperative course taught by UI (Math 524), open to WSU students.</td>
<td>--N/A--</td>
</tr>
<tr>
<td>MBioS</td>
<td>548</td>
<td>Revise</td>
<td>Selected Topics in Virology 1</td>
<td>Prereq MBioS 445, 542, or c/. Selected topics in virology using the current literature.</td>
<td></td>
</tr>
<tr>
<td>Phil</td>
<td>350</td>
<td>Revise</td>
<td>[H] Philosophy of Science 3</td>
<td>Purpose and logical structure of science; human implications. Cooperative course taught jointly by WSU and UI (Phil 250).</td>
<td></td>
</tr>
<tr>
<td>SHS</td>
<td>501</td>
<td>Revise</td>
<td>Research Methods I 2</td>
<td>Philosophy of research, types of literature; SHS graduate student; all undergraduate prerequisite courses completed.</td>
<td></td>
</tr>
<tr>
<td>SHS</td>
<td>566</td>
<td>Revise</td>
<td>Off-Campus Clinical Practice V 2 (0-6) to 6 (0-18)</td>
<td>Prereq SHS 575; by interview only. Advanced clinical practice in off-campus setting; evaluation and treatment of speech, language, and hearing disorders. May be repeated for credit; cumulative maximum 15 hours. SHS graduate student; all</td>
<td></td>
</tr>
</tbody>
</table>
2. Senate officers met with President Floyd on October 16.

3. Ken Struckmeyer attended the meeting of the Knight Foundation in Washington D.C. on October 15.

Announcements (Reports).

1. Remarks by the Chair.—K. Struckmeyer

Struckmeyer read the following report he gave to the Regents:

I have two areas for comments: The first is the salary situation and the second, are my reflections on the Knight Commission meeting in Washington D.C. on Monday.

First: A Report on the Status of Faculty Salaries at WSU was completed this week. The committee was chaired by Dr. Gary Collins of Physics and Professor Leila Miletic-Vejovic of the Libraries. The report has been given to the Faculty Affairs Committee of the senate and will be brought before the full senate for discussion at a later time. The full report is on the faculty web site for your review.

I wish to present the recommendations provided in the executive summary. WSU salaries lag behind those of our peer institutions and five universities in the State of Washington.

The three recommendations for external change are:

Seek, in concert with the University of Washington, a one-time major appropriation from the state legislature to bring each institution's average salary up to the average salary of its peers.

Seek ongoing approval from the legislature to supplement salary allocations with local funds.

And to continue to develop alternative, non-state sources of funding for salary increases through endowments.

The four recommendations for internal changes are:

Institute a new “Full Professor 2” rank to which full professors would be eligible for promotion.

Set norms for market-place adjustments.

Reevaluate the current 30:40:30 salary allocation procedure that has been contributing to the increasing variance in salaries through compounding.

Finally, constitute equity redress committees of faculty members and administrators.

As my colleague, Dr. David Lovell, Chair of the senate at the University of Washington has said, and I paraphrase him, the majority of the faculty are doing their job to the highest standard and are not be rewarded for it. They refer to it as the “loyalty penalty”.

This will continue to be a pressing and major concern of the faculty as we face this legislative session.

On Monday, October 15, I attended a Faculty Summit on Intercollegiate Athletics hosted by the Knight Commission on Intercollegiate Athletics. It was held at the National Press Club’s main ballroom. During the session I made the following notes and observations during the discussions. These comments are meant to be thought provoking and serve as a basis for future discussions.

What is the role of the Faculty Senate? It is responsible for oversight of the curriculum, the faculty manual, budgets, the culture of the institution and the values and standards of the institution.

The interesting question is that of values and standards. We are here to educate and give the students the best possible experience. This also includes the students who take part in athletics. Isn't it interesting that when we give an athletic scholarship, one of the expectations of the scholarship is that the recipients are to miss class? Athletics at the big schools is entertainment and the entertainment industry at various times and at many school may dictate the academic schedule and to some degree the quality of the
student that enrolls. Competitive success of big time revenue sports cannot be stopped by the faculty. No one is going to unilaterally disarm.

Do we have to take academically at risk students? Do we have students who don’t belong here either intellectually, culturally or ethnically? Are we exploiting the student athlete and where does racism fit into this picture?

It is a difficult question for faculty to take part in athletic oversight. The question is where does it fit the expectations of faculty performance, is it research, teaching or service? What should the faculty give up in order to provide oversight in athletics or for that matter, faculty governance?

What is the role of the coach? Are they faculty or staff? Are they teachers? As a result of the recent problems at Duke, they have instituted a program where a faculty member works with each sport and reports on the status of the student and the program.

The new question is: should the university now offer a degree in athletic performance? The student athletes are learning life skills, decision making, time management, community service and public speaking. After all, we have degrees in performance in music and theater. Isn’t it interesting that when the student arrives at the university and goes out for athletics they are now student-athletes?

At WSU, we are facing an interesting question regarding football. We read in the press and see in the media that our coach is on the hot seat and is one of the worst coaches in the country. They say he is gone. But the record says this:

- WSU football freshmen have graduate at a rate above the All University Men the past four years over 4% higher than All University Men.
- WSU football African American Freshmen 4-class graduation rate is 12% higher then all University African American male students.
- Seven of the past nine semesters, football student-athletes have earned over a 2.5 gpa the lowest was 2.46.
- In the 2006 NCAA Graduation Report, WSU ranked second (92%) in the conference behind Stanford (96%). In the same year, WSU ranked 3rd in the conference in graduating African American student-athletes.
- Recently, the number of deficient students (as defined by the University) each semester has ranged between 9 and 19. In prior years, the number of deficient students has ranged between 21 and 44 student-athletes.
- There have been no integrity or major compliance problems and it appears there is a respect for the student-athlete.

What are our values and standards as an institution going to be?

The final observation during the main session was, what are the standards and values of the regents? What is their role of establishing standards and values of the university?

My last reflection for today is: during a breakout session in the morning at the Faculty Summit in D.C., my group went to the Murrow Room of the National Press Club. There was a brass plaque outside the door with a picture of Edward R. Murrow. The room had dividers
and shared a space with the Margaret Burke-White Room. There was no mention of his alma mater inside or outside the room. The question is, should we as an institution, with the Murrow School of Communications, see if we can provide some type of commemoration of WSU in that space? Can the brass plaque showing the Reporter’s Creed that was in the entry hall of the National Press Club be duplicated on this campus?

2. Textbook Issues.—Kasey Webster, ASWSU and Jesse Nelson, the Bookie

Points presented:

- Students average $550 a semester for books
- Used textbooks save students 25%
- Book orders need to be in by April
- Bundled books are expensive and cannot be bought back
- Even if a textbook is new to WSU, the Bookie can still get used books for a course
- Biggest buy backs are 100-200 level course books many students keep their upper division textbooks
- Faculty have a voice. Faculty can request that textbooks not be bundled or ask that if bundled with a CD or a workbook that additional software and workbooks be provided so the textbooks can be resold as used books.

3. Report from the Faculty Salary Committee.—G. Collins

The full Faculty Salary Report is available at facsen.wsu.edu along with the power point presentation.

Some of the points presented by G. Collins:

- Average salary increases have not kept up with inflation.
- Almost half of the all units are experiencing salary inversion
- The state underfunded salary increases in real terms by 10% since 1995
- Comparisons with peer institutions and the UW show lags of 10-30% for many units
- Gravest problem is underfunding by the state
- Supplementation of state funds with local funds over the past decade has maintained average raises at the rate of inflation but has not provided a real salary increase
- Suggestions from the Salary committee
  1) Seek in concert with UW a major appropriation to bring the average salary at each institution up to the level of its peers.
  2) See ongoing legislative approval for salary supplementation using local funds
  3) Work to create endowments to supplement faculty salaries
- Internal recommendations
  1) Continue to supplement state salary allocations as possible; continue to provide promotional increases greater than the rate of inflation
  2) Institute a new Full Professor 2 rank above current Full Professor rank.
  3) Constrain large market place adjustments, which significantly reduce salary increases for many faculty when excluded from merit pool
  4) Reexamine the current 30:40:30 salary allocation process
  5) Address issues of equity, including but not limited to salary inversion, via equity redress committees constituted periodically (e.g. every ten years).
Comments and Concerns:

Thanks and appreciation was expressed to the committee for a job well done. We don’t lack the means of promoting faculty. The exceptional are being rewarded. The main issue is underfunding, and inadequate funding needs to be central. Astonished by discrepancies. Nursing is historically underfunded. A nursing graduate makes more than PhD faculty. Was the inflation rate of Pullman compared to our peers? It is very expensive to live in Pullman. Professor 2 idea taken from the California system. The Professor 2 rank would include a 7-10% salary increase that may be a solution to inadequate salaries of Full Professors.

Additions or Changes to the Agenda.

There were not additions or changes to the agenda.

Agenda Items (Action Items)

1. Nominations and Elections to Senate Committees Exhibit C is as follows:

FROM THE COMMITTEE ON COMMITTEES

The Committee on Committees submits the following names to serve on the following Senate committees with terms beginning August 15, 2007 and ending on the year indicated. Senators are encouraged to study the Committee Manual along with the vitae of the nominee, prior to the meeting of November 8, 2007 desiring to nominate additional persons from the floor MUST PROVIDE written information about the nominees for distribution before the meeting.

Academic Advising and Reinstatement
F-2010
VON SEGGERN, Marilyn, Head Government Information Librarian/Instructor, Libraries/English, Faculty, WSU 28 Years. Relevant Experience and Qualifications: Faculty member from Libraries, who is an Instructor for English, involved in advising. Committee Experience: WSU Accreditation Task Force on Graduate Research and Education; Faculty Status Committee; Summer Session Advisory Committee; Faculty Senate Library Committee; Previous Senator.

Catalog
F-2009
ULLRICH, Steve, Professor, Crop and Soil Sciences, Faculty, WSU 29 Years. Relevant Experience and Qualifications: Active in teaching at undergraduate level, CAHNRS Alumni Association Undergraduate Advising Award. Committee Experience: Catalog Committee.

Distinguished Faculty Addresses
F-2010
CASAVANT, Ken, Professor, School of Economic Sciences, Faculty, WSU 37 Years. Relevant Experience and Qualifications: Previous recipient of Distinguished Faculty Address; Lifetime Achievement Award, Upper Great Plains Transportation Institute,
North Dakota State University. **Committee Experience:** Faculty Athletic Representative; Previous Faculty Senate Chair; Member, Board of Directors, Border Policy Research Institute, WWU; Independent Economic Analysis Board, Northwest Power and Conservation Council

**Faculty Affairs**
F-2010
**RODGERS,** Kathleen, Associate Professor, Human Development, Faculty, WSU 10 Years. **Relevant Experience and Qualifications:** Involved in teaching, research and service; as an outgrowth of her community-collaborative research, Dr. Rodgers developed an experiential learning curriculum. **Committee Experience:** University/College: Advisory Board Member, Thomas S. Foley Institute for Public Policy and Public Service; Fellowship selection committee for the Thomas S. Foley Institute for Public Policy and Public Service; CAHNRS Assessment Committee, Ph.D. Graduate Student Committee Member. **Departmental:** Colloquia Committee Chair; Outcome Assessment Committee; Graduate Committee; Mentoring Committee, Member (3 faculty) and chair (1 faculty); MA Graduate Student Committee Member (7 students) and chair (7 students); New Faculty Hire Committees (3).

**Research and Arts**
F-2009
**COYNE,** Joseph, Professor, Health Policy and Administration, WSU-Spokane, Faculty, WSU 20+ Years. **Relevant Experience and Qualifications:** Director, Center for International Health Services Research & Policy, an internationally recognized health care finance expert, Dr. Coyne has collaborated with researchers various universities.

**WSU Faculty Foundation Advisory Committee**
F-2010
**BRAGG,** David, Professor, Entomology, Faculty, WSU 16 Years. **Relevant Experience and Qualifications:** Regarded as an expert diagnostic Entomologist; conducted several research trials, published refereed journal articles, the PNW Insect Management Handbook, presented a symposium (refereed abstract), 2 presentations at National Meetings, and 8 presentations at regional meetings or invited presentations in other counties in Washington and Oregon. **Committee Experience:** He serves on 2 faculty committees, Faculty Senate, plus being an executive board member for 3 professional societies.

****
Elections resulted as follows: Academic Advising and Reinstatement: M. Von Seggern; Catalog: S. Ullrich; Distinguished Faculty Address: K. Cassavant; Faculty Affairs: Kathleen Rodgers; Research and Arts: Joseph Coyne; WSU Faculty Foundation Advisory Committee: D. Bragg.

2. Recommendation from Academic Affairs for Undergraduate and Professional Major Change Bulletins #1 and #2 **Exhibit C** is as follows:

<table>
<thead>
<tr>
<th>UNDERGRADUATE AND PROFESSIONAL MAJOR CHANGE BULLETIN NO. 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
</tr>
<tr>
<td>---COURSES---</td>
</tr>
</tbody>
</table>
The 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 revised courses are printed in their entirety under the headings Current and Proposed, respectively. The column to the far right indicates the date each change becomes effective.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course Number</th>
<th>New Revise Drop</th>
<th>Current</th>
<th>Proposed</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabc</td>
<td>105</td>
<td>New</td>
<td>-- N/A --</td>
<td>Elementary Conversation 1 May be repeated for credit; cumulative maximum 2 hours. Elementary-level conversation practice in small groups with a native/near-native speaker; not open to native speakers except with permission. S, F grading. Cooperative course taught by WSU, open to UI students (Arabc 105).</td>
<td>1-08</td>
</tr>
<tr>
<td>C E</td>
<td>437</td>
<td>New</td>
<td>-- N/A --</td>
<td>Structural Composites Design 3 Prereq C E 330. Behavior, analysis and design of fiber-reinforced plastic composite structures; micro, ply and laminate mechanics; reinforcement of concrete and wood.</td>
<td>1-08</td>
</tr>
<tr>
<td>CES</td>
<td>333</td>
<td>New</td>
<td>-- N/A --</td>
<td>African American Women Writers 3 Prereq CES 101 or 131. African American female authors and the creation of Black Feminist literary theory.</td>
<td>1-08</td>
</tr>
<tr>
<td>CES</td>
<td>334</td>
<td>New</td>
<td>-- N/A --</td>
<td>Harlem Renaissance 3 Prereq CES 101 or 131. Black creative explosion between World War I and the Great Depression including politics, literature and music.</td>
<td>1-08</td>
</tr>
<tr>
<td>CES</td>
<td>436</td>
<td>New</td>
<td>-- N/A --</td>
<td>Black Masculinities 3 Prereq CES 131 or W st 300. Historical, political and cultural constructions of images of black manhood and the effects on black male subjectivity.</td>
<td>8-08</td>
</tr>
<tr>
<td>Cpt S</td>
<td>421</td>
<td>New</td>
<td>-- N/A --</td>
<td>Software Design Project I 3 (0-9) Prereq Cpt S 322, 323. Large-scale software development including requirements analysis, estimation, design, verification and project management.</td>
<td>1-08</td>
</tr>
<tr>
<td>Course</td>
<td>Type</td>
<td>Credits</td>
<td>Description</td>
<td></td>
<td></td>
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<tr>
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</tr>
</tbody>
</table>
| FSHN 466 | New | -- N/A -- | **Wine Microbiology and Processing Laboratory** 1  
Prereq FSHN 465 or c/.  
Hands-on winemaking; application of chemical microbiological methods for wine analysis.  
Field trip required.  
Cooperative course taught by WSU, open to UI students (FST 466). |
| Geol 230 | New | -- N/A -- | **[P] Introductory Oceanography** 3  
Basic physical, chemical, geological and biological principles underlying oceanic phenomena for both science and non-science majors. |
| Hist 455 | New | -- N/A -- | **[T] The Great War 1914 - 1920** 3  
Political, social and cultural history of the first global war from the Sarajevo assassination through the post-war peace settlements. |
| Soc 317 | Revise | Research Methods in Sociology 3  
Prereq Soc 101; certified major in sociology.  
Designing, conducting and reporting social research. |

---REQUIREMENTS---

The requirements listed below reflect the undergraduate major curricular changes approved by the Catalog Subcommittee since approval of the last Undergraduate Major Change Bulletin. All curricula are printed in their entirety under the headings Current and Proposed, respectively. The column to the far right indicates the date each change becomes effective.

<table>
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<th>Heading</th>
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</tr>
</thead>
<tbody>
<tr>
<td>No items</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---COURSES---

The 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 revised courses are printed in their entirety under the headings Current and respectively. The column to the far right indicates the date each change becomes effective.

<table>
<thead>
<tr>
<th>Prefix</th>
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<th>New Revise Drop</th>
<th>Current</th>
<th>Proposed</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>CropS</td>
<td>401</td>
<td>New</td>
<td>-- N/A --</td>
<td>Turfgrass Science 3 Prereq CropS 301. Integration of the principles of turfgrass science into turf management for environmental stewardship of turfgrass systems.</td>
<td>1-08</td>
</tr>
<tr>
<td>Cst M</td>
<td>362</td>
<td>New</td>
<td>-- N/A --</td>
<td>[M] Legal Aspects of Construction and Design 3 Prereq Cst M 252; certified construction management major. Statutory and common law governing the practice of design and construction in the US; emphasis in architecture and construction project contract administration.</td>
<td>1-08</td>
</tr>
<tr>
<td>Cst M</td>
<td>458</td>
<td>New</td>
<td>-- N/A --</td>
<td>Methods and Procedures of Heavy Construction 3 Prereq junior standing; certified construction management major. Methods and procedures for site work, heavy equipment, cranes, productivity; finance and safety requirements.</td>
<td>1-08</td>
</tr>
<tr>
<td>Cst M</td>
<td>467</td>
<td>New</td>
<td>-- N/A --</td>
<td>Ethics and Construction Management 3 Prereq Cst M 252, 370; senior standing; certified construction management major. Ethics and morality relating to the construction profession including common decisions.</td>
<td>1-08</td>
</tr>
<tr>
<td>Japn</td>
<td>131</td>
<td>New</td>
<td>-- N/A --</td>
<td>[G] Masterpieces of Asian Literature 3 Taught in English. Same as Chin 131.</td>
<td>1-08</td>
</tr>
</tbody>
</table>
## UNDERGRADUATE AND PROFESSIONAL MAJOR CHANGE BULLETIN NO. 2
### Fall 2007

---REQUIREMENTS---

The requirements listed below reflect the undergraduate major curricular changes approved by the Catalog Subcommittee since approval of the last Undergraduate Major Change Bulletin. All curricula are printed in their entirety under the headings Current and Proposed, respectively. The column to the far right indicates the date each change becomes effective.

<table>
<thead>
<tr>
<th>Heading</th>
<th>Current</th>
<th>Proposed</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Architecture &amp; Construction Management, revise minor in Construction Management</strong></td>
<td>The minor in construction management requires a minimum of 17 hours of which at least half must be upper-division. To be eligible to apply for the minor a student must have Arch 101 and minimum gpa of 2.50. The minor is limited to 10 students per year. The required courses are Cst M 102, 252, 360, 370 and 6 hours of business or construction emphasis electives. One business elective may be 200-level. Construction emphasis electives must be upper-division.</td>
<td>The minor in construction management requires a minimum of 17 hours, 9 of which must be upper-division. To be eligible to apply for the minor a student must have Arch 101 and minimum gpa of 3.00. The minor is limited to 10 students per year. The required courses are Cst M 102, 252, 360, 370 and 6 hours of business or construction emphasis electives. One business elective may be 200-level. Construction emphasis electives must be upper-division.</td>
<td>8-08</td>
</tr>
<tr>
<td><strong>Business, revise certification requirements</strong></td>
<td>Given high demand for business courses and strict accreditation requirements, certifying as a business major is competitive and course enrollments are limited. A student must meet the following minimum requirements to be eligible to apply to certify a major in business: 1) Complete Acctg 230, 231; B Law 210; MgtOp 215; EconS 101, 102; Engl 101; Math 201, 202; and MIS 250 with a grade of no lower than C in each course; 2) Have a cumulative gpa of at least 2.5; and 3) Have earned at least 60 credit hours. Students will then be placed in rank order based on cumulative gpa and other performance criteria. The top students then are certified based on</td>
<td>Given high demand for business courses and strict accreditation requirements, certifying as a business major is competitive and course enrollments are limited. A student must meet the following minimum requirements to be eligible to apply to certify a major in business: 1) Complete the following certification courses with a gpa of 2.50 or higher: Acctg 230, 231; B Law 210; MgtOp 215; EconS 101, 102; Engl 101; Math 201, 202; and MIS 250 with a grade of no lower than C in each course; 2) Have a cumulative gpa of at least 2.5; and 3) Have earned at least 60 credit hours. Students will then be placed in rank order based on cumulative gpa and other</td>
<td>8-08</td>
</tr>
<tr>
<td>Educational Leadership &amp; Counseling Psychology, revise minor in Sport Management</td>
<td>The minor in sport management requires 18 semester hours of course work and practical experience. The minor is designed for students with an interest in sport organizations or sport-related business. Sport management is an appropriate area for students with a variety of career interests, including business, communication, law, and social sciences. To be eligible to certify as a sport management minor a student must have earned at least 60 credit hours, have a minimum cumulative gpa of at least 2.5 and be certified in a major. Graded courses in the minor may not be taken pass/fail. The program director must approve any exceptions to these requirements. Required courses include SpMgt 276, 290, 377; SpMgt 367 or Soc 345; and 6 hours from SpMgt 365, 394, 496, 497, 498.</td>
<td>The minor in sport management requires 18 semester hours of course work and practical experience. The minor is designed for students with an interest in sport organizations or sport-related business. Sport management is an appropriate area for students with a variety of career interests, including business, communication, law, and social sciences. To be eligible to certify as a sport management minor a student must have earned at least 60 credit hours, have a minimum cumulative gpa of at least 2.5 and be certified in a major. Graded courses in the minor may not be taken pass/fail. The program director must approve any exceptions to these requirements. Required courses include SpMgt 276, 290, 365, and 377; and 6 hours from SpMgt 367 or Soc 345, SpMgt 394, 496, 497, 498.</td>
<td>8-08</td>
</tr>
<tr>
<td>Electrical Engineering &amp; Computer Science, drop minor in Information Technology</td>
<td>16 semester hours which must include Cpt S 121, 122, and three more courses that may include Cpt S 223 and other 300-400-level Cpt S courses. Credit will not be granted for both Cpt S 330 and 430. All prerequisites for minor courses must be met. The minor program must be approved by the computer science undergraduate coordinator.</td>
<td>--N/A --</td>
<td>8-08</td>
</tr>
</tbody>
</table>
### Electrical Engineering & Computer Science, revise major requirements in BS Electrical Engineering

#### Fourth Year

**First Term**  
- E E 415  
- E E 489  
- Intercultural Studies (I,G,K)(GER)  
- Probability and Stat Elective³  
- Technical Electives⁴  

**Second Term**  
- E E 416 [M]  
- Technical Electives⁴  
- Tier III Humanities or Social Sciences Course [T] (GER)  

#### Footnotes

1. Choose from C E 211, M E 212, M E 301, or MSE 302.
2. E E 362 and Engl 402 are taken concurrently.
3. Select from E E 432, 451, 491 or 496.
4. Technical electives must all be 300-400 level courses. The capstone design requirement is satisfied by the two semester sequence, E E 415, E E 416.

### Students may apply for certification into the Bachelor of Science in Electrical Engineering degree program after completion of Biol 102 or Chem 105; Cpt S 251; E E 221; Math 171, 172, 273; Phys 201, 202. No courses listed in this schedule of study may be taken on a pass/fail basis. All listed E E and Cpt S courses and prerequisites to these courses must be completed with a grade of C or better.

### Hospitality Business Management, revise certification requirements

Given high demand for business courses and strict accreditation requirements, certifying as a business major is competitive and course enrollments are limited. A student must meet the following minimum requirements to be eligible to apply to certify a major in business: 1) Complete Acctg...
Motion carried.

*****
3. Recommendation from Academic Affairs on Summer Advising Holds **Exhibit D** is as follows:

**MEMORANDUM**

**TO:** Barry Swanson, Executive Secretary  
Faculty Senate  
**FROM:** Becky Bitter, Registrar’s Office  
**FOR:** Academic Affairs Committee  
**DATE:** 4 October 2007  
**SUBJECT:** Summer Advising Holds

On September 26, AAC members reviewed and approved the attached proposal to require that advising holds be in place for the summer session.

Members agreed that advising for summer session would help students to make more informed decisions for choosing courses during this term. Members also understood that advisors could use the advising session for fall or spring to talk with their advisees about summer session so as not to add an additional advising appointment.

At this time, Faculty Senate review and approval is recommended, to be effective summer 2008.

**MEMORANDUM**

To: Becky Bitter, Senior Assistant Registrar  
From: Academic Advising and Reinstatement Subcommittee  
Date: February 8, 2007  
Subject: Undergraduate Advising Holds for Summer Session

The Academic Advising and Reinstatement Subcommittee would like to request consideration for placing academic advising holds on all undergraduate degree seeking students, including Former Students Returning, for summer session registration.

**Rational:**
Academic advising is critical to help students make informed choices regarding course selection. This is as important for summer session as fall and spring semesters.

Academic advising could cut down on the drops and withdrawals during summer session. Students could be encouraged to enroll in summer session courses when it was to their advantage, rather than taking courses at the community college during the summer.

This would not place an additional burden on advisors, as summer session could be discussed as part of the advising session for fall courses, and the holds could be released at the same time.
It would also give summer session more credibility. Some advisors report that students do not take summer session seriously, as they think it “doesn’t count” toward academic reinstatement and deficiency.

*****

Motion carried.

4. Recommendation from Academic Affairs on Rule 115 **Exhibit E** is as follows:

MEMORANDUM

TO: Barry Swanson, Executive Secretary
    Faculty Senate
FROM: Becky Bitter, Registrar’s Office
FOR: Academic Affairs Committee
DATE: 4 October 2007
SUBJECT: Proposal to Revise Rule 115

On September 26, AAC members reviewed and approved the following revision to academic regulation 115.

115. REQUIREMENTS FOR THE DOCTOR OF VETERINARY MEDICINE DEGREE (DVM)
    (a) Complete the four-year professional program.
    (b) Earn a baccalaureate degree from an accredited institution.
    (b) Earn twice as many grade points as the number of graded hours required in the professional program.
    (b) Meet requirements 9 and 10 listed under rule 114 (a) above.

Members approved the revision after discussing the proposal with Bryan Slinker from the College of Veterinary Medicine. Slinker said that the vast majority of schools offering the professional degree do not require an undergraduate degree prior to the conferral of the DVM. As background information, he noted that this change will affect approximately 10% of the students who are admitted into the program since most come with the bachelor’s degree. Those who currently do not typically need 2 – 3 classes to fulfill the requirements. He said that nevertheless, those applicants who do not have a bachelor’s degree and who are deciding between institutions may elect to go elsewhere if they know that they will need to earn the degree prior to having the DVM conferred.

At this time, Faculty Senate review and approval is recommended, to be effective fall 2008.

MEMORANDUM

TO: Academic Affairs Committee
FROM: Bryan Slinker, CVM Senator
DATE: October 6, 2007
SUBJECT: Follow up to discussion of CVM request to modify Rule 115 at September 26, meeting of Academic Affairs Committee
PC: Becky Bitter, Ken Struckmyer, Barry Swanson

As discussed at the Academic Affairs Committee meeting of September 26, 2007, I am providing a summary of information collected relative to the CVM request to modify rule 115 to remove the requirement of a bachelor’s degree prior to the award of the DVM.

1. How many of the 28 U.S. colleges of veterinary medicine require the prior award of a bachelor’s degree as a condition of award of the DVM (or VMD) degree?

Two. Cornell University and Washington State University

2. How many of the ~100 students per year who start their studies in the CVM lack a bachelor’s degree?

Typically, about 16. Of these about six are in “pre-admit” programs of study at WSU (see point number 5 below). This leaves about 10 to finish their bachelor’s by some other means.

3. What do these 10 students do to finish their bachelor’s degree?

- About 8 out of 10 will receive a bachelor’s degree from their prior undergraduate institution without taking any additional classes. They make arrangements with their previous institution to transfer back course credits earned in the CVM to finish their degree requirements. (We presume this will still happen after the change to Rule 115 – we will advise them to do this, and it is to their advantage to do so.)
- One or two out of the 10 will receive a bachelor’s degree from their prior undergraduate institution after taking additional classes at their prior institution (usually summer school classes). Although they make arrangements with their previous institution to transfer back course credits earned in the CVM to finish most of their degree requirements, they may be missing a general education requirement.
- About one out of the 10 will receive a B.S. in Veterinary Science from WSU. Because of transfer rules, this requires at least the following:
  - A Tier III course outside their major (i.e., a non-science Tier III)
  - A diversity course
  - The Writing Portfolio

When Students see that this is what they must do to complete their requirements at WSU, they usually opt for one of the options noted above in order to complete their bachelor’s degree at their prior undergraduate institution.

4. Will admission decisions be different if the proposed change is adopted?

No. The CVM has never required a bachelor degree prior to admissions. Rule 115 does not pertain to admissions requirements, but rather to graduation requirements.

5. Are students in “pre-admit” programs affected?
No. students per-admitted to the CVM through approved programs in coordination with the Honors College and the Department of Animal Science are not affected. They continue on to complete their bachelor’s degree under the terms of the approved pre-admit programs.

*****

Motion carried.

5. Recommendation from Graduate Studies Committee for Graduate Major Change Bulletin #2

Exhibit F is as follows:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course Number</th>
<th>New/Revised Drop</th>
<th>Current</th>
<th>Proposed</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol</td>
<td>537</td>
<td>New</td>
<td>-- N/A --</td>
<td>Plant Cell Biology 3 Prereq graduate standing. Structure and function of plant cells including membrane biology, protein targeting and molecular signaling with emphasis on current research.</td>
<td>8-09</td>
</tr>
<tr>
<td>C E</td>
<td>591</td>
<td>New</td>
<td>-- N/A --</td>
<td>Aerosol Dynamics and Chemistry 3 Prereq graduate standing. Chemical and physical properties of atmospheric aerosols; sources, sinks and transformation processes.</td>
<td>1-08</td>
</tr>
<tr>
<td>Com</td>
<td>524</td>
<td>New</td>
<td>-- N/A --</td>
<td>Intercultural/International Communication and Social Change 3 Prereq graduate standing. Application of communication theory, research and technologies aimed at fostering social change in intercultural and international contexts.</td>
<td>1-08</td>
</tr>
<tr>
<td>Com</td>
<td>526</td>
<td>New</td>
<td>-- N/A --</td>
<td>Current Topics in Intercultural Communication 3 Prereq graduate standing. May be repeated for credit,</td>
<td>1-08</td>
</tr>
</tbody>
</table>
Motion carried.

Agenda Items (Discussion Items)

1. Recommendation from Academic Affairs Committee for Undergraduate and Major Change Bulletin #3 & #4 (Exhibit D).—J. Drzewiecka
   
   No comments.

2. Recommendation from Graduate Studies Committee for Graduate Major Change Bulletin #3 (Exhibit E).—K. Meier
   
   No comments.

3. Recommendation from Research and Arts for the Name Change of the Center for Multiphase Environmental Research to the Center for Environmental, Sediment and Aquatic Research (Exhibit F).—K. Keane
   
   A friendly amendment was proposed to change Sediment to Sedimentary in the title of the Center.
Constituents' Concerns.

There were no concerns.

Adjournment.

Meeting adjourned at 4:55 p.m.

Barry Swanson
Executive Secretary