The Faculty Senate was called to order by Mike Swan, Chair, on Thursday February 25, 2010, in FSHN, T101 at 3:30 p.m. Fifty-three (53) members were present, twenty-five (25) members were absent with seven (7) vacancies. Ten (10) nonvoting members were present.

Minutes of February 11, 2010 meeting were approved.

Announcements (Information Items)

1. Senate officers met with the Provost on February 16.

2. Information from Faculty Affairs showing where the Discontinuance of a Program will be placed in the Faculty Manual is in Exhibit B as follows:

Section III F 3.

3. Under Extraordinary Circumstances

Termination of a tenured appointment or any other appointment before the end of the period of appointment may be based on financial exigency or the discontinuance of a program or department of instruction, research, or service.

A financial exigency exists when the President or designee, after consultation with the principal administrative officers and with the Faculty Senate Steering Committee, Faculty Senate Budget Committee, and Faculty Affairs Committee, has determined and declared that a budgetary crisis, legislative mandate, and/or other causes constitute the exigency, and that determination has the concurrence of the Board of Regents. The President will recommend one or more groups of faculty members to review proposed terminations, and the Faculty Senate Steering Committee and Faculty Affairs Committee will approve the appointments to the committee. Criteria for judgments determining where termination of appointments may occur will be developed and distributed to the faculty. The criteria will include considerations of institutional needs and educational policy, including affirmative action, as well as faculty status and length of service.

Decisions on the discontinuance of a program or department of instruction, research, or service that result in the termination must be reviewed by the Faculty Senate Steering Committee and Faculty Affairs Committee or their designees and comments sent to the Provost and Executive Vice President. The criterion will be long-range institutional considerations.

For decisions on discontinuance of programs of instruction, research or service that result in elimination of faculty positions, the central criterion will be long-range institutional considerations. If the University determines that a budget reduction, reallocation of resources or realignment of academic priorities can only be implemented by measures that require the discontinuance of a program with the result that faculty positions are eliminated, the Provost shall provide a written report notifying the Faculty Senate Steering Committee (FSSC) and the Faculty Affairs Committee (FAC) of the intended action.
The Provost’s report shall include information and rationale used as the basis for the identification of each program proposed for discontinuation, and possible alternatives to such action. This information shall include:

1. Reports resulting from periodic reviews of the program, if any;
2. Accreditation reviews for the programs in question, if such exist;
3. Other performance data gathered and maintained by the program, department, school, college, or campus;
4. Identification of the long-range institutional considerations underlying the program discontinuation decision and functions to be eliminated as a result of the program discontinuation.
5. Any other information on which the program discontinuation decision was based.

In addition, the FSSC and FAC may request additional information from the Provost deemed necessary for their review.

The Provost’s written report to discontinue a program shall be provided to the affected program’s dean. At least 5 days before any public announcement by the University, the dean shall inform each faculty member of the affected program in writing of the intended action. The dean shall, at the same time, (1) make available to affected faculty the Provost’s written report and supporting documents, (2) inform affected faculty of procedures used in the process leading to the Provost’s report, and (3) inform affected faculty of procedures in the Faculty Manual providing for representation of their views and supporting evidence.

Faculty affected by an intended program discontinuation, either individually or collectively, shall have a minimum of 15 days following receipt of the Provost’s report and supporting documents to prepare a written response challenging the Provost’s recommendation. Faculty responses and supporting documents shall be submitted in writing to the Provost and to the FAC for their review. The FSSC and FAC, and/or their designees, shall have a minimum of 15 days to review faculty responses to the Provost’s recommended action. Upon completion of its review, the FAC shall submit its findings in writing to the FSSC.

The FSSC shall schedule a hearing during a meeting of the Faculty Senate at which affected program faculty will be provided an opportunity to present their response. An opportunity will also be provided at the hearing for discussion of the proposed action by Senators and other interested parties. The Faculty Senate Steering Committee may limit the speaking time at the hearing for each individual in order to allow all who wish an opportunity to speak.

Following the hearing, the FAC and the FSSC, and/or their designees, shall have a minimum of 10 days to submit written comments to the Provost. The Provost shall consider these comments before making a final decision on discontinuation of the programs in question.

Before an appointment is terminated because of discontinuance of a program of instruction, research, or service, the institution will make reasonable and good faith efforts to transfer the affected faculty member to a suitable position for which he or she is qualified.
If an appointment is terminated before the end of the period of appointment because of financial exigency or because of discontinuance of a program of instruction, the released faculty member’s appointed position will not be filled by a replacement within a period of three years, unless the released faculty member is offered suitable reappointment and a reasonable time within which to accept or decline the reappointment.

Termination may be effective for all faculty, including those on academic-year appointments, on any day of the calendar year. Tenured faculty members holding annual (twelve-month) appointments shall be entitled to receive at least twelve calendar months' notice in advance of termination for reasons of financial exigency or elimination of function. Tenured faculty members holding academic-year (nine-month) appointments shall be entitled to at least nine calendar months' notice in advance of termination for reasons of financial exigency or elimination of function, provided that the three summer months, not part of the usual academic year (May 16 to August 15 under the current academic calendar) shall not be included when computing notice requirements. Nontenured faculty members shall be entitled to minimum advance notice of termination of services for reasons of financial exigency or elimination of function in accordance with the following:

<table>
<thead>
<tr>
<th>Type of Appointment</th>
<th>Year of Employment</th>
<th>Year of Minimum Advance Notice in Calendar Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual (twelve-month)</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Annual (twelve-month)</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Annual (twelve-month)</td>
<td>3 or more</td>
<td>12</td>
</tr>
<tr>
<td>Academic (nine-month)</td>
<td>1</td>
<td>3*</td>
</tr>
<tr>
<td>Academic (nine-month)</td>
<td>2</td>
<td>6*</td>
</tr>
<tr>
<td>Academic (nine-month)</td>
<td>3 or more</td>
<td>9*</td>
</tr>
</tbody>
</table>

*Excluding three summer months

Where less than the required notice is given prior to termination, the faculty member shall be entitled to receive at the time of termination one-twelfth of his or her current annual salary, on an annual appointment, or the faculty on an academic year appointment shall be entitled to one-ninth his or her current annual salary for each month less the required notice. The University may, at its option, make regular monthly severance pay payments from the date of termination until the expiration of the appropriate notice period, commencing the date notice of termination is given, unless there is an agreed settlement on or before the termination date of the total amount of severance pay to be paid to the faculty member.

In the event that a faculty member who has received notice of termination for reasons of financial exigency or elimination of function secures new employment prior to the effective date of the termination, he or she shall provide the University with immediate notice, including the effective date of new employment. In these cases, the University shall waive the requirements for resignation notice that would otherwise apply.

This termination under extraordinary circumstances is not a dismissal, but a faculty member shall have the right to have these issues reviewed by the Faculty Status Committee where he or she believes that bona fide financial exigency or elimination of function is in question if the faculty member requests such review within thirty days.
after receipt of notice of termination. If a review by the Faculty Status Committee is requested, the Committee shall determine its own procedures for hearing the matter, in a manner consistent with state and federal law, shall conduct its review as expeditiously as possible, and shall report its findings to the President, or designee, and to each faculty member requesting Faculty Status Committee review within ninety calendar days after the request is made. The Committee may elect to count only days of the academic year in the ninety day period. The President shall notify each faculty member requesting the review of the President's decision within thirty days after receiving the report of findings.

* * * * *

Announcements(Reports).

1. Remarks by President Floyd and Provost Bayly

Points of Interest:

H. Dengerink has been granted medical leave from March 1 to April 15 at his request.
There will be no parking fee increases next year.
CHR will no longer be involved in faculty searches starting March 1. The Center will now report directly to the President.
HRS has been consolidated and will report to the Provost.
Voluntary early retirement will now be available for civil service employees.
Faculty salary issues need to be corrected so over the next few months a committee will work with the Provost to develop a plan.
The new athletic directors salary is not paid with state funds it is solely through private contributions as are almost all salaries in Athletics.
Budget reduction will be absorbed centrally. No programs will be cut at this time.
The centralized approach gives WSU more time to reflect on the best course to take. All vacant positions will be given to the Provost to redistribute or leave vacant. All budget decisions will be based on the strategic plan. The Administration will be streamlined and positions left unfilled.

It was suggested they roll capital budget into operating budget. This cannot be done because it is specified for certain projects. The other side to it is 155 people on the WSU campus are paid through the capital budget and they would then lose their jobs.

2. Remarks by the Chair.—M. Swan

On Tuesday (2/16/2010) the senate officers met with Provost Bayly, Fran McSweeney, Larry James, and Vigi Murali.

The first item we discussed was a new Student Information System replacement project being planned. Vigi Murali outlined the process and procedures for the new system. Vendors were asked to present materials February 3-19 with faculty, staff, and students invited to attend. Board of Regents have approved a project with funds pending from a supplemental budget request. Projected completion date is 2012.
We discussed the OAI assessment of departments and programs. We shared a letter from Music and their concerns of being over assessed. Dr. James will be providing us a list of all academic programs who have submitted assessments. Approximately 70% have submitted assessment documents. Dr. James will be doing a follow up about the concerns expressed in the memo from Music. It should be noted that the Colleges of Business and Education have not submitted materials as we as several other departments in other colleges. The position of those two colleges is that they are accredited and thus satisfy the requirement.

We asked Provost Bayly to define for us the term Vertical Cut or Reduction. His definition is: the elimination of a program including those on multiple campuses, including both undergraduate and graduate portions, this could be part of a larger department or an option within a major.

Discussion on Furloughs – these are mainly one time or short term savings and not permanent savings. We need a permanent reduction at this time. Probably not the answer to our budget situation this year and possibly not in the future. Many concerns about equity across the WSU system were expressed.

Program and course approval process was discussed. We have been asked to move forward but to be judicious in our decisions. Look at each one individually and move forward those which we think are necessary. How does each class fit into existing degrees and majors or options, how do they fit into graduate programs, etc. Extending degrees to other areas need to be reviewed by all campuses effected and signed off on during the pre-review process. We discussed the situation of History on the Vancouver campus offering the degree 2-3 years before it was proposed. We are asked to review our process and design a methods to prevent a repeat of this in the future.

Discussion on the move of Molecular Bioscience to Veterinary Medicine. We were informed it is still in the discussion stage and that no decision has been made. We made our position very clear to the Provost that we believe the proposal needs to be approved by the Faculty Senate and our committee structure. Again this is now being discussed within each of the units and nothing formal has been requested at this time.

We asked the Provost when we could expect a plan for reductions in administration positions. This will be part of the total WSU reductions. Provost Bayly will be coming to the Faculty Senate to present and discuss the budget situation in March.

We discussed the wording in the Faculty Manual concerning what Tenure means and how our wording might be strengthened in the future.

Fran McSweeny asked how the work on the Faculty Manual and Educational Policies and Procedures Manuals was coming. They are all very interested in having only one manual to work from. Ken Struckmeyer is working on this and will forward to FAC when ready.

We provided both President Floyd and Provost Bayly a list of faculty comments concerning Vertical Cuts and Furloughs. They will review all comments made by faculty members.
From the Faculty Senate Steering Committee – we are having a hard time moving items through our committee process because faculty on the committees are not showing up. Without a quorum votes and movement of items to the full senate for consideration cannot occur. Especially troublesome right now is the Graduate Studies committee they have several items to discuss but without a quorum nothing is moving.

Nominations for Faculty Senate Chair-Elect are now open. Please get your nominations to Ken Struckmeyer or Dorene Branson in the Faculty Senate Office.

**Meeting with President Floyd – February 24, 2010**

Budget reductions/cuts – You have just heard from President Floyd about the plan and procedures for this year’s reductions.

From the General Education report – committees are now evaluating the suggestions and we should be seeing a plan for implementation.

All comments and suggestions received from faculty were forwarded to President Floyd last week. Some common themes have emerged and should be considered for reduction.

**3. Remarks by Mary Wack, Vice Provost of Undergraduate Education**

C. Ivory and M. Wack discussed the Gen Ed Visioning Report. The complete report is available at [www.gened.wsu.edu](http://www.gened.wsu.edu). There will be changes implemented to making current program more outcome based. Faculty are asked to read the report and then go to [http://www.go.wsu.edu/genedforum](http://www.go.wsu.edu/genedforum) and give feedback.

**Additions or Changes to the Agenda.**

There were no additions or changes to the agenda.

**Agenda Items (Actions 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, 2010 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 February 25, 2010 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-2013

   **OAKLEY, Christine,** Assistant Clinical Professor, Sociology, Faculty, WSU 10 years. **Relevant Experience and Qualifications:** Time is split between advising all Sociology majors and teaching, active at both graduate and undergraduate levels. **WSU Committee Experience:** Academic Advising and Reinstatement & Catalog Subcommittees, Sociology Club Advisor, CLA Scholarship Committee.
Academic Affairs
F-2013
BETTIS, Pam, Associate Professor, Teaching and Learning, Faculty, WSU 4 Years. Relevant Experience and Qualifications: Involved in teaching and research at undergraduate and graduate levels; Member, Engineering Education Research Center; Chair, Cultural Studies and Social Thought in Education; Interim Chair, Secondary Education. Committee Experience: Keynote Speaker, COE Graduate Student Research Symposium; Reviewer, COE Scholarship Committee; Member, American Education Research Association; Member, American Educational Studies Association.

PITTS, Marvin, Associate Professor, Biological Systems Engineering, Faculty, WSU 27 Years. Relevant Experience and Qualifications: involved in teaching and research at the undergraduate level. Committee Experience: Faculty Status Committee.

Admissions
F-2011
FIELD, David, Associate Professor, School of Mechanical and Materials Engineering, Faculty, WSU 10 Years. Relevant Experience and Qualifications: Active in teaching, MRS student chapter advisor. Committee Experience: MME: Undergraduate Studies Committee, Graduate Studies Committee; WSU Awards Committee, Awarded Materials Design, MS&T.

F-2013
PARKAY, Forrest, Professor, Foreign Educational Leadership and Counseling Psychology, Faculty, WSU 19 Years. Relevant Experience and Qualifications: Active in teaching, research and advising; Member, Fulbright Association; Member, American Educational Research Association; Member, Phi Delta Kappa. Committee Experience: Previous Faculty Senator, Graduate Studies Committee.

ROBLEDO-MANZO, Francis, Associate Professor, Foreign Languages, Faculty, WSU 13 Years. Relevant Experience and Qualifications: Teaching university courses since 1974 (Civil Engineering); in two fields (Engineering and Foreign Languages) since 1989. Committee Experience: Admissions Subcommittee, Academic Grade Appeals Board.

Committee on Committees
F-2012
JAMES, Lincoln, Professor, Murrow College of Communication, Faculty, WSU 20+ Years. Relevant Experience and Qualifications: Member of WSU’s Equity Scorecard Team, editor for the Western Journal of Black Studies, served as an adviser WSU’s president on diversity issues, Dr. Martin Luther King Jr. Distinguished Service Awards Faculty Award Committee Experience: Committee on Committees, Admissions, School of Communications Advertising Club Advisor.

Distinguished Faculty Addresses
F-2013
CASAVANT, Ken, Professor, School of Economic Sciences, Faculty, WSU 39 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: Distinguished Faculty Addresses; Faculty Athletic Representative; Previous Faculty Senate Chair.

TAN, Alex, Professor, Murrow College of Communication, Faculty, WSU 23 Years. Relevant Experience and Qualifications: Faculty Diversity Fellow, Office of the Provost and the Division of Student Affairs, Equity and Diversity; Founding Director, Murrow School of Communication; Fulbright Senior Specialist at the AUK; McNair Achievement Program Cohort Mentor; The College of Liberal Arts Distinguished Faculty Achievement Award. Committee Experience: Distinguished Faculty Addresses Committee.

**Graduate Studies**
F-2013

MORGAN, Michael, Professor, Psychology, Vancouver, Faculty, WSU 16 Years. Relevant Experience and Qualifications: Active in teaching and research at the graduate level. Member, WSU Graduate Education Commission; Director of Research and Graduate Education at WSUV. Committee Experience: Research and Arts Committee.

**Library**
F-2012

JOHNSON, Corey, Head of Library Instruction, Libraries, Faculty, WSU 8 Years. Relevant Experience and Qualifications: Manages the WSU Library Instruction Department, active in teaching, assists with the design and maintenance of the Instruction Department's online tutorials and Web site, conducts research for publication and presentation. Committee Experience: All University Writing Committee, representative to Office of Undergraduate Education.

F-2013

ALMDALE, Jacqueline, Academic Advisor, DDP, Faculty, WSU 10 Years. Relevant Experience and Qualifications: Active in Library use and promotes use of the Libraries to her students. Committee Experience: Library Committee, Academic Advising and Reinstatement, Committee on Student Outcomes (CLA), WSU Writing Portfolio Rater I, WSU Work-Life Committee, DDP Financial Aid Search Committee.

BOLKAN, Cory, Assistant Professor, Human Development, WSU Vancouver, Faculty, WSU 2 Years. Relevant Experience and Qualifications: involved in teaching and research, Undergraduate academic advisor, involved with the Teaching Academy.

**Research and Arts**
F-2013

LAVINE, Laura, Assistant Professor, Entomology, Faculty, WSU 9 Years. Relevant Experience and Qualifications: Actively involved in research; participating member, Center for Integrated Biotechnology; participating member, Center for Reproductive Biology.
**Student Affairs**

F-2013

BORRELLI, Ken, Instructional Design Librarian, Libraries, Faculty, Current Senator, WSU 4 Years. **Relevant Experience and Qualifications:** Three years working with first year experience programs with a focus on retention. **Committee Experience:** University Registration and Records Committee; Library Committees: Research Exchange Task Force, Scholarly Communication Taskforce, Assessment Working Group, Library Website Redesign Taskforce, Future of Public Services Data Mining and Survey Taskforce(s), Holland and Terrell Library Stack Chart Redesign Taskforce Web Working Group, Library Instruction Reference Working Group; INCOL Continuing Education Committee.

* * * * *

Academic Advising and Reinstatement: C. Oakley; Academic Affairs: P. Bettis, M. Pitts; Admissions: D. Field, F. Parkay, and F. Robledo-Manzo; Committee on Committees: L. James; Distinguished Faculty Address: K. Casavant, A. Tan; Graduate Studies: M. Morgan; Library: C. Johnson, J. Almdale, C Bolkan; Research and Arts: L. Lavine and Student Affairs: S. Borrelli.

2. Recommendation from Research and Arts Committee for the Center for Behavioral Business Research. This center was approved by all the Committees that reviewed the proposal. **Exhibit C** from 2/11 agenda is as follows:

**Proposal for the Center for Behavioral Business Research**

**College of Business**

**Submitted to the Faculty Senate Office**

**August, 2009**

**Revised and Resubmitted**

**January, 2010**

**Contact Information:**

John Wells, Ph.D.: wellsjd@wsu.edu

David Sprott, Ph.D.: dsprott@wsu.edu

College of Business

Todd Hall

P.O. Box 644743

Pullman, WA 99164-4743

Fax: 509-335-5319

**Proposal to Establish the Center for Behavioral Business Research (CBBR) in the College of Business at Washington State University**

1. **Name of the unit** – Center for Behavioral Business Research (CBBR)

2. **Nature and Scope of Activities**

The Center for Behavioral Business Research (CBBR) will be a world-class center for research and education that brings together industry leaders, academics, and students for the study of human behavior in business contexts. The Center is comprised of three dimensions including a research mission, an educational mission, and a research facility.
This center will provide an opportunity for researchers, industry partners, and affiliated students to interact while exploring human behavior in a variety of cross-disciplinary and high-technology business environments. This interdisciplinary behavioral research focus will provide a clear point of differentiation for WSU’s new CBBR. In particular, the Center will:

- Integrate WSU students, industry practitioners, and faculty into the research and educational mission of the Center.
- House a state-of-the-art research facility for educating WSU students and conducting academic scholarship. This facility will aid in attracting and retaining quality faculty, graduate and undergraduate students to WSU.
- Provide industry partners with a center that can address pressing questions facing their firms and associated industries. Partners will aid in setting research agendas focused on issues relevant to business, consumers and society.
- Provide a unique student experience by asking students to work on real-world business problems, and packaging the results of these projects to inform industry partners. WSU students (under the supervision of WSU faculty and graduate students) will be intimately involved in the design, implementation, and reporting of these behavioral research projects. Through this training, WSU students will gain unique analytical skills that can be applied towards understanding of human behavior in business environments, creating a well-trained hiring pool for industry.

3. Criteria and Method of Selection of Director and Core Participating Faculty

a. Core faculty:

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Wells</td>
<td>Associate Professor</td>
<td>Information Systems</td>
</tr>
<tr>
<td>David Sprott</td>
<td>Associate Professor</td>
<td>Marketing</td>
</tr>
</tbody>
</table>

Dr. Wells will assume the primary leadership and management responsibilities of the CBBR as Director. Dr. Sprott will also be a member of the core participating faculty that is involved with the center. All core CBBR faculty will be included as a member of the CBBR advisory board. Further, external stakeholders (i.e., CBBR sponsoring organizations – see Section 6) will also be included as members of the CBBR advisory board. Thus, the CBBR advisory board will consist of the current CBBR Director, CBBR core faculty, and external stakeholders.

The criteria for selecting the CBBR Director is as follows:

1) The CBBR Director is appointed by the Dean of the College of Business
2) The CBBR Director must be a current faculty member in the College of Business.
3) Preferably, a candidate for CBBR Director should have the rank of Associate or Full Professor (Assistant Professors can be considered, but this decision is left to the discretion of the Dean).
The criteria for selecting the CBBR core faculty is as follows:

1) Faculty members (all ranks are eligible) who have a demonstrated track-record for publishing high-quality behavioral research are nominated by the CBBR Director.
2) CBBR core faculty members can include faculty members from other WSU college (i.e., CBBR core faculty members are not required to be directly affiliated with the College of Business).
3) CBBR core faculty members are formally appointed by the Dean.

4. The college(s) and/or departments(s) to be involved
While the Marketing and Information Systems departments are assuming a leadership role in the initial direction of the CBBR, any department in the College of Business with faculty members who are actively pursuing behavioral research are encouraged to utilize the center’s resources.

5. Amount of budgetary support requested
The center is NOT seeking budgetary support from the university or the state. All funding will come from external sources (see Section 6 in this proposal).

6. Expected funding needed from university, state, external awards or gift sources
All necessary funding for the creation and maintenance of the CBBR has been and will continue to be sourced from external sources (e.g., industry partners). The Boeing Company has provided a $1 million donation to establish the physical facility for the Center. Further, we propose industry partner involvement by contributing to the ongoing operations of the CBBR through a philanthropic donation. As a CBBR sponsor, organizations will be provided with a seat on the CBBR advisory board and be given the opportunity to participate in CBBR research projects. The CBBR will NOT solicit project-specific funding NOR charge industry rates for sponsored research. As previously stated, the CBBR is not seeking any funding support from the university or the state.

7. Needs for space, equipment, and supplies (currently available and needed now)
All new construction, equipment, and furniture will be funded by the aforementioned gift from The Boeing Company. Maintenance and supplies will be funded by other external gifts from key College of Business stakeholders. The current balance for the maintenance/supplies account is approximately $20,000.

The CBBR will be located on the 3rd floor of Todd Hall, adjacent to the Department of Marketing and will occupy the same physical space as the previous marketing behavioral lab. The proposed floor plan for the CBBR is as follows:

Area A: Entrance and waiting area where research subjects are be exposed to pre-study experimental policies and procedures.

Areas B and C: Configured for priming research (i.e., understanding how exposure to one stimulus influences the exposure to a subsequent, related stimulus). Priming research is particularly applicable to consumer response to advertising (both traditional and online) as well as HCl-related topics.
Area D: A flexible space that is dedicated primarily to online experimental treatments (e.g., commercial websites), training on experimental techniques/methods, and survey administration yet can also be configured to accommodate a variety of experimental contexts/scenarios (e.g., simulated retail environment).

Area E: A flexible space that is dedicated primarily to focus group interactions as well as post-experimental debriefing sessions yet can also be configured to other purposes (e.g., simulated retail environment).

Area F: The primary usability room given the close proximity to the control room.

Area G: The control room is considered the nerve center of the CBBR where researchers can control and observe experimental sessions. The room will be equipped with state-of-the-art usability hardware/software, two-way mirrors, and audio/video controls for all rooms in the CBBR.

8. Expected contribution to and impact on the instructional programs
The educational mission for the CBBR will be directed at preparing WSU students for positions with firms that require a detailed understanding of human behavior in business environments, with the center providing significant methodological training and hands-on experience in appropriate research techniques. In order to achieve this goal, we will develop a formalized program for training WSU undergraduate students (all disciplines are welcome) in behavioral research methods that will culminate with an industry project conducted for one of the partner companies. Each research project will be overseen by the CBBR’s faculty director and guided by a WSU graduate student (from disciplines appropriate to the project). We estimate that initially 2-3 industry projects can be conducted per semester. Project capacity will expand over time to include additional faculty research and to accommodate additional student participation as demand increases.

The director will not only have day-to-day operational responsibilities, but will be actively engaged in the educational mission as he/she will teach one of the core courses for the research background students will need. Through this teaching and daily interaction, the director will be well-informed of students’ abilities and be able to match students appropriately to projects most suitable for their experience levels.

Prior to participating in a industry project, qualified WSU students must successfully complete prerequisite courses in disciplinary areas such as statistics, marketing, information technology, etc. (with the exact courses being determined based on student interest, background, and research needs). Coursework may also include supporting work in advanced research methods/statistics; psychology, communications, or sociology. Qualified students selected to participate in the culminating project will ideally be provided a scholarship to cover the cost of the 3-credit course associated with the independent research project. Upon successful completion of this capstone project, students will receive a certificate for completing the new program acknowledging the research-intensive training.
9. Expected contribution to university and other clients
The CBBR will provide both WSU and the College of Business with an effective development lever. The College of Business is actively seeking other partners for the CBBR. Industry partners will be members of the CBBR’s steering committee—a body that would guide research priorities in the Center. This allows partners to assure applied research remains relevant to their particular focus and to build in flexibility by incorporating a variety of projects as the partners’ consumers and markets change.

We anticipate that the Center can initially conduct 2-3 student projects per semester and 5 faculty research projects per year given current student and faculty levels at WSU. Excess capacity for projects can be used by firms for one-time student projects. Additional project capacity can be explored as the Center’s endowment grows, as faculty expertise is drawn in from other WSU units, as partner project areas dictate, and as student participation demand increases.

Industry partners will also gain familiarity with and access to a pool of well-trained students. Throughout the duration of a project, it is anticipated that industry partners will have the opportunity to meet student participants face-to-face (or virtually via the center’s videoconferencing equipment) to discuss project details and assess students for future employment and/or intern opportunities. Additionally, industry partners will gain exposure for their organization as research is published in academic journals and the Center’s working paper series (within confidentiality agreement limitations of course). The goodwill of participating in the educational process and providing solutions to industry-related issues can be an invaluable public relations benefit.

10. Supporting letters from chairs, deans, and/or other individuals to whom the unit director will report or work with.
We have supporting letters from the following persons at Washington State University (a) Eric Spangenberg, Dean, College of Business; (b) Darrel Muehling, Chair, Department of Marketing, College of Business; and (c) David Whidbee, Associate Dean for Faculty Affairs and Research, College of Business.

11. Impact
The CBBR is being designed to achieve a positive impact on three critical dimensions that are central to the College of Business mission: 1) undergraduate and graduate education, 2) research, and 3) development. Thus, the creation of the CBBR provides a number of benefits to key College of Business stakeholders. Students are provided with valuable opportunities to work on real-world projects with industry partners, which will likely results in future professional opportunities. Faculty and graduate students are provided access to outstanding facilities in which world-class research can be administered. Industry partners are not only provided with valuable resources for solving many of problems that they face in today’s complex global economy, but also with a valuable human resource stream (i.e., student participants on industry-sponsored research). The industry-sponsored research administered through the CBBR will add a valuable revenue stream to the College of Business, which will contribute to the College’s overall development efforts.

The resources and mission of the CBBR also have the potential to have a positive impact on WSU departments and units outside the College of Business. For instance, usability (e.g., eye scanning) studies would align very well with Computer Science and certain
social computing research initiatives would converge nicely with Psychology. As stated earlier in this proposal, the CBBR is not intended to be dedicated to the College of Business, but rather a university-wide resource that encourages and fosters interdisciplinary research.

**August 13, 2009**

To Whom It May Concern:

It is my pleasure to provide this letter of support for the proposed Center for Behavioral Business Research (CBBR) to be housed within the College of Business. The proposed Center for Behavioral Business Research will be a cross-disciplinary initiative positioned to serve various disciplines in the College of Business and WSU at large that are actively engaged in behavioral research. An integrated, interdisciplinary approach to business solutions will be applied as expertise will be leveraged from all areas of business faculty as well as other nationally recognized WSU units and disciplines. Formation of the Center and its physical capabilities is also important to attracting and retaining the best behavioral researchers to WSU as well providing the means for those researchers to recruit, train, and place graduate students.

The CBBR will provide WSU with an unparalleled point of differentiation for academic and applied research. By bringing together industry leaders, academics and students, the center will create a unique student experience as they participate in the design, implementation and reporting of behavioral research. Students often lack experience beyond the classroom as they emerge as college graduates. Although we have included students in the research process in the College of Business for several years, establishment of the CBBR provides a more formalized opportunity for them to engage in finding solutions to business challenges. By addressing actual problems faced by real world companies, students develop directly transferable qualitative and quantitative research capabilities, bringing with them to the workforce experience as well as knowledge.

The construction of the CBBR will be externally funded through a gift from The Boeing Company, a longtime supporter of WSU and the College of Business. The initial operating budget will also be externally funded by gifts from several key WSU College of Business donors. It is one of the CBBR’s key goals to become self-sustaining by soliciting additional funding via industry sponsored research. Such initiatives not only provide our faculty and students with rich research domains, but industry partners are provided with relevant, applied research that helps them anticipate and react to the challenges of the global economy.

I support this proposal without reservation and I encourage you to approve the establishment of the Center for Behavioral Business Research in the College of Business.

Best regards,

Eric R. Spangenberg
Dean and Maughmer Freedom Philosophy Chair
August 21, 2009
WSU Faculty Senate
Washington State University
Pullman, WA 99164-1038

It is my pleasure to write a letter in support of the proposed Center for Behavioral Business Research (CBBR) in the College of Business at Washington State University. In my opinion, the CBBR will serve as a catalyst in not only facilitating interactions among faculty, students, and industry leaders to study behavioral and consumer issues of importance to the businesses of Washington State and beyond, but it will also assist our College in attracting the best and brightest undergraduate and graduate students and faculty candidates.

Under the leadership of the Center’s director (Prof. John Wells), the WSU faculty and students will partner with businesses to conduct cutting-edge research that will answer both technical business-related questions as well as advanced theoretical knowledge in a variety of academic business disciplines. All departments in the College of Business will have access to the Center, making it truly a College-wide resource. In addition, I can envision that the Center will help facilitate cross-disciplinary research among faculty who are currently housed in separate departments across the College.

Located in a newly remodeled state-of-the-art facility on the third floor of Todd Addition (that is being totally supported by private donations), the Center will undoubtedly become a major focal point on campus, effectively reinforcing WSU’s commitment to conducting and disseminating world-class business research. It will serve as an excellent training facility for undergraduate and graduate students, and will enhance the research skills and levels of expertise of our business faculty.

I am proud to be associated with the CBBR, and offer it my full support. I hope that as members of the WSU’s Faculty Senate, you will approve the establishment of this Center on the WSU campus.

Sincerely,
Darrel D. Muehling
Professor and Chair

August 25, 2009
To Whom It May Concern:

I am pleased to write a letter in support of the proposal to establish a Center for Behavioral Business Research (CBBR) at Washington State University. As the Associate Dean for Faculty Affairs and Research, I see the CBBR providing faculty with an invaluable resource for delivering world class research. Not only do research faculty stand to benefit from the CBBR, but other key College of Business stakeholders as well. Students will be provided with the experience of working on real-world projects while gaining valuable exposure to potential employers. Likewise, industry partners will have access to resources that will help them solve many of the challenges that they face in today’s dynamic and global economy.
One of the key advantages of the CBBR is its cross-disciplinary nature. The CBBR’s mission has been structured as to make its resources readily available to any faculty member in the College of Business who is actively pursuing a behavioral research agenda. I can see the CBBR emerging as a key strategic lever that helps foster interdisciplinary research across the College of Business and WSU.

The CBBR will be located on the third floor of Todd Hall and its construction will be externally funded through a gift from the Boeing Company. Once construction is complete, the CBBR’s maintenance budget will also be externally funded by gifts from several key WSU College of Business stakeholders. It is my understanding that the CBBR is to be a self-sustaining unit with the College of Business with the additional funding being secured via industry sponsored research; but will also provide our faculty and students with rich research domains that will help advance the college’s research mission.

I support this proposal unconditionally and I encourage members of WSU’s Faculty Senate to approve the establishment of the Center for Behavioral Business Research in the College of Business

Sincerely,
David A. Whitbee
Associate Dean for Faculty Affairs and Research

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Motion carried.

3. Recommendation from Research and Arts Committee for Murrow Center for Media and Health Promotion. This center was approved by all the Committees that reviewed the proposal Exhibit D from 2/11 agenda is as follows:

ROPOSAL FOR THE ESTABLISHMENT OF A RESEARCH CENTER
NAME OF THE UNIT:
The Murrow Center for Media & Health Promotion

NATURE AND SCOPE OF ACTIVITIES:

Overview

Establishment of The Murrow Center for Media & Health Promotion will facilitate and provide additional visibility to health communication research and outreach that brings together faculty from a variety of units across Washington State University.

Locating the Center in the Murrow College will capitalize on the existing strengths and branding from the College as follows:

- National leadership in media literacy and developmental issues in health promotion
- Renowned research on substance abuse prevention
- Leading research on promotion of sexual health
- Leading research on the use of advertising strategies and entertainment media in health promotion
Close relationship with state health agencies
Close relationship with UW public health/social work faculty and health marketing center
Unique combination of research and outreach facilities, including public media operation and Extension video services, housed within the College
Space provided in Murrow Communication Addition
Established record of extramural grant support

The Center will serve as a strategic messaging laboratory for the development and testing of multilevel, multimodal, and multicultural health communication programs that make flexible use of a full range of media platforms. The Center will specialize in the development, testing and dissemination of efficacious health interventions.

Background
Locating a Murrow Center for Media & Health Promotion in the Murrow College of Communication will enable Washington State University to leverage the Murrow “brand” and unique expertise of the Murrow College to develop and support cutting-edge applied and theoretical health promotion research with mutual benefits to scholars, students, professionals and community.

Relevance to College and University mission
A natural connection exists between a Media & Health Promotion Center and the Murrow College because the mission of the Murrow College within a land-grant, research university is to contribute to socially responsible communication industries and practices. This requires an investment of effort toward identifying and solving societal problems. By leveraging the College’s existing leadership and reputation in health promotion research, the Center will address this mission in a specific, visible context by facilitating cutting-edge health promotion research at multiple levels of measurement, research-based educational efforts that have a strong evaluative component, and outreach efforts that address the ways by which health communication and information processing affect social development and quality of life.

The Murrow College is well positioned to house the Center due to the success of its Consortium for the Study of Communication & Decision Making, which pursues collaborative approaches to research in health promotion. Murrow faculty awarded formal recognition to the Consortium in 2002.

The Consortium has focused on the role of effective understanding of media and information technologies for healthy decision making, including media literacy, the role of entertainment media as educational tools for health, the role of social factors such as status, rural/urban location, ethnicity, or community leadership in facilitating health promotion efforts, and the role of emotional and logical responses to message in personal health decisions.

Building on success
According to ComVista, the Consortium for the Study of Communication & Decision Making currently houses scholars ranked #1 in the nation for research on advertising effects, substance abuse prevention and media literacy, and members have served in
leadership positions nationwide for scholarly associations in communication and methodology. They are ranked in the top 10 nationally for research on broadcasting, television, communication and children, cognition, as well as politics and government. The team has received funding for 37 projects since the Consortium’s inception in 2002, securing more than $4.5 million from agencies such as the National Institute on Drug Abuse, the Washington State Department of Health, the Washington State Division of Alcohol and Substance Abuse, the United States Department of Education, and the Alcoholic Beverage Medical Research Foundation. They have provided invited testimony to the Federal Communications Commission, the Washington State Liquor Control Board, the Washington State Department of Social and Health Services, the Office of National Drug Control Policy and the New York State legislature.

The Consortium faculty have invested their time and resources in developing Consortium projects, building relationships with potential collaborators, and mentoring each other and interested students. Consortium grants have funded one or more research assistants annually on extramural funds since its establishment. The Consortium also has arranged for funding and/or sponsored guest speakers and collaborative research projects. Consortium grants have funded all equipment purchases and office renovations for the Consortium office. Consortium members have provided support for graduate recruitment at conventions and through other outreach. The Consortium has grown in membership and activity to the point that it would benefit from elevation to Center status. Center status also will enable the Consortium to contribute more effectively to College and University goals.

Leveraging existing facilities
The Consortium has access to a unique combination of laboratory and media production facilities housed in the Edward R. Murrow College of Communication that position it to make major contributions to the study and professional applications of communication and decision making.

Lab facilities include:

- interview suite
- focus group lab
- child-safe media viewing lab
- psychophysiological-responses-to-media lab
- survey research lab

Media production and outreach facilities include:

- TV editing suites
- radio station and radio/audio labs
- TV studio
- news production/broadcast lab
- PBS public television stations in eastern Washington and available through satellite, cable and video streaming
- Northwest Public Radio
Colleges, Departments and Units Involved

The core of the proposed Center is the Murrow College Consortium for the Study of Communication & Decision Making, which currently has five faculty members. Collaborations established by Consortium faculty have demonstrated the potential impact of sharing research expertise and facilities more broadly. Established collaborations on funded and unfunded projects already exist among Consortium faculty and the Department of Human Development, Health & Wellness Services, the Social & Economic Sciences Research Center, Human Nutrition. Collaborators on submitted grant proposals and units that have expressed interest in collaborations also have included representatives from Extension, Nursing, Pharmacy, Economics, Vet Med, and Health Policy & Administration.

The mission of the proposed center will be as follows:

1) To facilitate and assist with the administration of theoretical, methodological and applied health promotion research that seeks to explain or improve the use of information in decision making.
2) To address factors that put the health of children, youth, adults institutions and communities at risk as a result of the ways in which they use or access information.
3) To facilitate collaboration, mentoring and the integration of knowledge among faculty and students interested in health promotion and decision making.
4) To promote the integration of knowledge across disciplines and throughout society through the facilitation of guest speakers, conferences, panels and workshops focused on health communication and decision making.

Interested Partners

A variety of units have collaborated with the existing Consortium on projects and proposals. Some already have expressed interest in affiliating with a Media & Health Promotion Center. Partners in active projects and/or proposal development have included:

- Center for Distance and Professional Education
- Extension
- Health & Wellness
- Human Development
- Human Nutrition
- International Programs
- KWSU/NWPR
- Nursing
- Pharmacy
- Social & Economic Sciences Research Center
- Vet Med
Organization Of The Center

Currently, an experienced investigator in the communication core of the existing Consortium acts as the director of the Consortium and reports to the Dean of the College of Communication. The consortium director facilitates mentoring and collaboration among consortium members as they identify and pursue funding opportunities. The WSU College of Communication faculty currently associated with the consortium will serve as the Center steering committee to guide the development of founding principles and strategic plans, to approve major initiatives, and to recruit additional collaborators. The steering committee is charged with prioritizing support for Center projects and for disbursement of Consortium funds.

Leadership

Upon establishment of the Center, the current director of the Murrow College Consortium will serve as the Center Director and will serve for a 3-year term subject to renewal by the Dean of the Murrow College, in consultation with Center membership. The director of the Center will serve on the Health Sciences leadership team to facilitate collaborations and effective service to the University. An advisory board of representatives from participating units will be elected by Center members, to serve 2-year terms. The board will be charged with recommending policies to the Director and Dean and will judge internal proposals for seed grants and other competitive awards. The board also will constitute the committee to review new membership applications.

Membership

Prospective members can join the Center to participate in Center-wide initiatives and meetings and to be eligible for Center-wide competitive proposal opportunities. Members also can join a research core within the Center on the consent of the core’s steering committee and can establish a core on the consent of the center’s advisory board. The existing Consortium will serve as the first research core for the new Center. Each core will establish its own membership criteria.

Research Cores

The existing Consortium is based on a model of community collaboration among the associated faculty and students. Members are expected to contribute time, expertise, and resources to the Consortium team. Consortium support for individual member projects is provided based on active fulfillment of membership commitments and the prioritization of Consortium resources by the steering committee. Faculty members affiliated with the Murrow College are expected to commit to the following responsibilities for members:

- A minimum of 15% of RA support provided to team
- Active involvement of faculty members on team projects
- A minimum of 10% of F&A funds received by the PI to Consortium account
- Where no F&A exists, dedication of some direct costs to Consortium support.
- Active pursuit of research relevant to Consortium mission
- Active pursuit of extramural funding and collection of pilot data for competitive proposals
- Commitment to attend Consortium faculty and full-team meetings
- Active mentoring of Consortium members and research assistants
• Active participation in planning and implementation of Consortium events, including student recruitment

**Budget Requested & Justification**

Center operations will be funded primary through existing support mechanisms already committed to the Consortium. In addition, in-kind support will be accessible through the Office of Research. Additional support for growth will be provided through extramural grant support and development efforts.

**Expected Funding And Support**

The Center will have access to the Proposal Support Unit established by the Office of Research to provide advising and administrative support. Consistent with its current support for the Consortium, the Murrow College will provide for the release time of the director, as well as an administrative stipend and one month of summer salary. The Murrow College also will provide 1 research assistant to support the Consortium research core, necessary technical support for labs and equipment maintenance and repair, fiscal support for Center grants management, and administrative support for the coordination of Center meetings and events.

The Center director will be released from one course per semester in order to facilitate project collaborations, Center initiatives, fund raising and outreach. The dean’s office and fiscal office of the Murrow College will provide support for projects on which Communication faculty are PIs. The Murrow College also has launched a faculty search to hire an additional faculty member to contribute to health communication initiatives and graduate education in health communication.

The level of support provided by the Murrow College already is in place. In establishing the Consortium in 2002, the College of Communication faculty approved, by faculty vote and endorsement from academic leadership, support for the Consortium consisting of 1 research assistant annually, time-slip support of 20 hours per week to support the development of proposals, 20 hours per week of fiscal management support from the department’s fiscal specialist and assistants, office space for grant work (located in CADD 250), telephone and photocopying expenses for proposal development, and funding for at least one trip to meet with collaborators from the Tri Cities or Seattle area and for any necessary trips to meet with potential funding agents.

Other Center members will have access to Center facilities and administrative support to the extent they write support for these facilities and personnel into their grant budgets. Facilities and administrative costs assessed on these expenses will be provided to the Murrow College to underwrite continued costs of housing the Center.

**Required Space, Equipment & Supplies**

The Murrow College will provide office space for the Center office and Consortium core, located in CADD 250. Establishment of additional cores will require the identification of appropriate space in consultation with the Murrow College dean and the leadership of core home units. Until and unless the Center grows such that F&A fees can
provide for independent administrative support of research teams, support for operations and supplies for Center members will come from their home units or from grant funding that underwrites the use of Murrow College facilities and supplies.

Equipment, travel costs and support for grant proposal development will be supported by F&A funds as approved by the advisory committee and/or by home units.

Aspirant resources: The Center can operate its founding research core with its existing resource commitment from the College and support from the university’s Proposal Support Unit. The Center can deepen its reach and impact, however, with additional resources. As a result, the Murrow College and Murrow Center will undertake fund raising efforts to provide for expansion of the Center to include:

- .5 or 1 Grant writer/facilitator (estimated at $55K) (coordinates/facilitates/identifies funding opportunities and collaborators)
- 1 tech support and training for research labs (estimated at $60K)
- 1 office assistant for administrative support
- 1 or more RAs to be competitively assigned for pilot research
- Floating course reduction for competitive proposals ($5-10K annually)
- Summer fellowships for competitive proposals ($10-20K annually)
- Equipment/software upgrades for labs as needed
- Travel funding for study recruitment ($10K annually)
- Study director/service project recruiter (approx $55K) to coordinate service research projects and laboratory use/training
- Funds for meetings/conferences coordinated by the Center

Outcomes

The Center will focus on the following goals and outcomes:

- Instructional impact
  - Facilitation of graduate certificates in health promotion and online/distance-enhanced instruction to benefit graduate education
  - Participation in outreach and recruitment efforts
  - Participation/leadership in IGERT and/or other funding and training mechanism
  - Increased opportunities to expose and train undergraduates in related skills and professions, research
  - Undergraduate and graduate recruitment into research projects
- Societal and policy impact
  - Partnerships with state and federal agencies
  - Public scholarship via testimony, op-eds, speaking engagements
- Resource Development
  - F&A to support Center, participating investigators and participating units at levels to be negotiated prior to proposal submission
  - Established collaborations will enhance credibility of major grant proposals
  - Collaborative projects will provide funds that support development and maintenance of research and outreach facilities, equipment and software
University Prestige
• Creation of strong base on which to grow related collaborations and expertise in complementary topic areas
• Active publication and presentation record resulting from synergistic support of member projects and mentoring of members
• High rankings in impact trackers (e.g., ComVista, ISI)
• Identification of Murrow brand with health promotion and health sciences outreach

Next steps toward achieving these goals and outcomes:

The Center will use available F&A funds to provide incentives and administrative support for pilot studies and collaborations that will lead to extramurally supported projects. The Consortium already has identified several research grant opportunities that can facilitate multidisciplinary collaborations and is taking steps toward building the necessary teams. Funding opportunities and partnership opportunities also have been identified to facilitate additional multidisciplinary collaboration. The Consortium also has been consulting with OGRD’s Proposal Support Unit for administrative guidance and assistance and to help identify funding sources for projects. With the PSU’s assistance, the Center will:

• Hold a health promotion summit to convene and facilitate collaborators
• Develop a Sharepoint site to facilitate collaborations and develop a database of available expertise
• Identify, interview and recruit likely collaborators and role models
• Pursue training opportunities for faculty, staff and graduate students both via funding mechanisms such as an IGERT or similar initiative and by way of partnerships based on existing resources, such as service learning opportunities in Communication courses that can support the development of outreach/campaign plans, public service messages, news items, training materials, and multimedia programming.

TO: Michael Swan, Chair, Faculty Senate
FROM: Lawrence Pintak, Founding Dean
DATE: January 10, 2010
RE: Endorsement of Proposed Murrow Research Center for Media and Health Promotion

I am very pleased to write in support for the proposed Murrow Research Center for Media and Health Promotion, which will be housed within the Edward R. Murrow College of Communication. The faculty forming the core for the proposed Murrow Research Center for Media & Health Promotion already have a strong record of cross-disciplinary success. Since the establishment in 2002 of the research consortium forms that core for the new Center, Consortium members have secured funding for 37 projects receiving $4.5 million in support from federal, state and foundation sources. The core faculty are well published and highly respected, currently ranked first in the nation for research on advertising effects, substance abuse prevention and media literacy. Consortium members have served in leadership positions nationwide for scholarly associations in communication and methodology. Consortium grants have funded one
or more research assistants annually on extramural funds since its establishment, and the core faculty are active mentors of graduate students who frequently earn co-authorship on conference papers and publications.

The proposed Murrow Research Center for Media & Health Promotion represents a key step in the fulfillment of Washington States University’s approved plan for the creation of the Murrow College of Communication, which specifies in part that the new College should **increase its self sufficiency, impact and stature** by operating entrepreneurially in research activities and launching a research center that will facilitate and increase the impact of cross-disciplinary radio/TV/multimedia collaborations and distribution of research findings. The proposed Center is well positioned to accomplish these goals as a result of the existing Consortium’s track record, along with the lab and multimedia production/distribution facilities to which the proposed Center will have access in the Murrow College. These facilities include a technology-enhanced focus group lab, a child-safe media viewing lab, a psychophysiological-responses-to-media lab, a survey research lab, TV editing suites, student and professional (NWPR) radio stations and radio/audio labs, a TV studio, a new production/broadcast lab, and a distribution network of NWPR radio stations and PBS public television stations in eastern Washington and available through satellite, cable and video streaming. The proposed Center will be the only one of its kind in the nation as a result of the unique confluence of faculty expertise in health communication, cutting-edge research facilities at multiple levels of analysis, and in-house professional radio and television facilities. As such, the establishment of the Murrow Research Center for Media & Health Promotion represents a unique opportunity to facilitate WSU’s initiatives to achieve international prominence and impact in health sciences.

Center operations will be funded primarily through existing support mechanisms already committed to the existing Consortium. These include dedicated office space in the Communication Addition, access to labs and studios, release time of the Director, a research assistant to support the faculty research core, necessary technical support for labs and equipment maintenance and repair, fiscal support for Center grants management, and administrative support for the coordination of Center meetings and events.

The proposed Murrow Research Center for Media & Health Promotion will serve as a strategic messaging laboratory for the development and testing of multilevel, multimodal, and multicultural health communication programs that make flexible use of a full range of media platforms. It will provide critical support for WSU’s signature strengths in health sciences.

I fully and enthusiastically support this proposal and encourage establishment of Murrow Research Center for Media & Health Promotion.
Motion carried.
4. Recommendation from Graduate Studies Committee for Graduate Major Change Bulletin #3 Exhibit E from 2/11 agenda is as follows:

**GRADUATE MAJOR CHANGE BULLETIN NO. 3**
**Spring 2010**

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 revised courses are printed in their entirety under the headings Proposed and Current, 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>Agri</td>
<td>560</td>
<td>Revise</td>
<td>Advanced Agricultural Topics V 1-3 May be repeated for credit; cumulative maximum 4 hours. Prereq admission to graduate program. Directed group study of selected advanced topics in agriculture &amp; related areas.</td>
<td>Contemporary Issues in Agricultural Technology and Policy 3 Contemporary issues in agricultural technology and policy implications.</td>
<td>8-10</td>
</tr>
<tr>
<td>BSysE</td>
<td>512</td>
<td>Revise</td>
<td>Research and Teaching Methods 2 (1-2) Prereq graduate standing. Analysis and scientific communication.</td>
<td>Research and Teaching Methods 3 (2-3) Graduate research with an emphasis on biological systems engineering and college instruction.</td>
<td>8-10</td>
</tr>
<tr>
<td>BSysE</td>
<td>530</td>
<td>New</td>
<td>-- N/A --</td>
<td>Machine Vision for Biological Systems 3 Image analysis techniques as applied to machine vision applications integrated into autonomous equipment used in specialty crops.</td>
<td>8-10</td>
</tr>
<tr>
<td>BSysE</td>
<td>532</td>
<td>New</td>
<td>-- N/A --</td>
<td>Electrohydraulic Systems Control 3 Fluid power transmission, E/H control, control systems and controller design.</td>
<td>8-10</td>
</tr>
<tr>
<td>Cpt S</td>
<td>571</td>
<td>New</td>
<td>-- N/A --</td>
<td>Computational Genomics 3 Prereq Cpt S 450; C, C++ or Java experience. Graduate-level counterpart of Cpt S 471; additional requirements. Credit not granted for both Cpt S 471 &amp; 571.</td>
<td>8-10</td>
</tr>
</tbody>
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Motion carried
Agenda Items (Discussion Items).

1. Recommendation from Academic Affairs Committee for Undergraduate Major Change Bulletin #6 (Exhibit D).—P. Waite

   Correct History 396 it is crosslisted.

2. Recommendation from Academic Affairs Committee to Extend the BS in Mechanical Engineering to Bremerton (Exhibit E).—P. Waite

   How will lab course work with this? Students will be asked to come to Pullman for a summer. This is not going to cost WSU anything it is being funded through the community college. What will happen to the 2 half time tenure track positions if this program ends? They would be absorbed into the department. Is there really a long term need for this.

3. Recommendation from Academic Affairs Committee to Extend the BA in History to WSU Vancouver (Exhibit F).—P. Waite

   Vancouver has already awarded degrees in History without this going through the system first. Needs to follow protocol and get approval from Senate before offering degrees. This gives a bad perception in tough budget times that we are growing programs. How does this look in Olympia?

4. Recommendation from Academic Affairs Committee to Extend the BA in Sociology to WSU Vancouver (Exhibit G).—P. Waite

   No discussion.

Constituents' Concerns.

G. Collins expressed concern about the move of Molecular Biosciences and whether this would come to the Senate. M. Swan stated that Senate officers have held several discussions with the Provost and President on this subject. They informed the Provost this issue is a Senate matter and sent letters to both the Dean of Science and the Dean of Vet Med requesting specific information be included with any request for the move. Those will then be sent to the Senate committees and brought to the floor of the Senate.

Adjournment.

Meeting adjourned at 5:10.

Kenneth Struckmeyer,  
Executive Secretary