

The College of Liberal Arts Macro Plan (submitted Spring 2001)

Preface: The College of Liberal Arts Macro Plan responds to three initiatives: 1) the goals of the College's own Strategic Plan (SP) (Attachment 1), developed over an 18-month period ending in December 1999 by teams of faculty, staff, and students; 2) the evolving plans of the nine design teams engaged in university-wide planning during AY2000-2001; and 3) to five-year plans submitted in December 2000 by each of our 15 academic units (Attachment 2). References to numbered goals of our Strategic Plan are indicated in parentheses. Except where indicated, initiatives are being developed using existing resources.

I. Engage Liberal Arts Curricula, Research, and Outreach to Meet the Emerging Challenges of the 21st Century

The College of Liberal Arts supports 15 core academic units in the arts, humanities, social sciences, and interdisciplinary studies; they are:

American Studies, Anthropology, Comparative American Cultures, The Edward R. Murrow School of Communication, English, Fine Arts, Foreign Languages and Literatures, History, Philosophy, Political Science, Psychology, the School of Music and Theatre Arts, Sociology, Speech and Hearing Sciences, and Women's Studies.

Over each of the next five years, we will enhance those programs that strategically address emerging needs and we will distribute resources to foster stature, responsiveness, and direction through applying principles articulated in our College Allocation Plan (SP IV.1-2, see below II.B.).

A. Strengthen core courses and interdisciplinary programs that focus on American and global diversity and change. (SP I.2.a.,b.)

The College of Liberal Arts will continue to develop curricula that prepares students for life in a diverse and complex global society. Programs that are in development and near completion include:

- **Revised World Civilizations Core.** In collaboration with the Director of General Education, the College will revise the World Civilizations sequence required of all WSU students to respond to topical global issues, reflect the latest modes of scholarship and problem-solving in the disciplines and assess student capability to meet the responsibilities of citizenship in a culturally diverse, global society. *Proposals for foundation support of curricular innovation are in process.*
- **Certificate of Global Competencies.** Incorporating existing curricula, this certificate program, also forming a global studies minor, is being developed to complement all liberal arts majors and will prepare students for a global social and economic environment through increased course work in foreign languages, training in intercultural communication, and international experiences abroad.
- **Ph.D. in Intercultural Communication.** Under review by the faculty senate, this program, to be implemented with existing resources, will train faculty to do research and teach about intercultural communication in the context of the 21st century global media environment and to address the demands of cross-cultural communication in the professions and workplace.
- **Revised Ph.D. in American Studies.** The revised Ph.D. incorporates coursework from Comparative American Cultures, English, History, and Women's Studies and focuses on interpreting and responding to American culture and history from the perspective of multiple cultures, societies, and political communities.

Global Studies minor approved by Senate and implemented Spring, 2002

Under review by Faculty Senate

Completed in Spring, 2001

B. Prepare students to manage and evaluate information delivered through advanced information technologies. (SP I.2.E)

The College of Liberal Arts proposes to address the challenges of our ubiquitous and technically complex communication media environment through: creating a research center that will have national prominence as a world-resource on the effects of new technologies on communication, re-envisioning core curricula in communication, and supporting new programs that cross college and disciplinary boundaries.

- **Center for New Global Communications.** *Currently proposed for substantial funding by private donors and foundations,* the Center for New Global Communications (Appendix A) will be housed in the Edward R. Murrow School of Communication. This Center will be the first of its kind to combine the university education of new communication professionals with extensive research and outreach functions in new global communications. Faculty and students will conduct research here on the distribution, purposes, and effects of new media technologies in a global communication environment. Key faculty associated with the center will also contribute to a revised core curriculum in the School, developed within existing resources.
- **Electronic Media and Culture.** This option, now in General Studies, incorporates coursework from Communication, English, Psychology, and Fine Arts. In collaboration with the College of Engineering and Architecture, it will be enhanced to include a certificate program in visual and written Digital Design. *Enhanced development requires omnibus and MCI funds that have been requested by both colleges.*

Implemented Fall, 2001

C. Promote and develop educational partnerships with diverse ethnic communities within the Northwest. (SP I.2.c)

The College is committed to establishing partnerships with individuals and communities representing the various ethnic communities of the Northwest. Our most recent effort builds on the groundwork of the Washington State University Memorandum of Agreement with seven of the Indian tribes of the Plateau region. The College of Liberal Arts will take a comprehensive approach to building curricula and enhancing faculty scholarship in Native American Studies. Our initial commitment is to establish a Minor in American Indian Studies and, through partnering with three other land-grant universities, seek federal support for a research center:

Approved by Senate in Spring, 2002

Approved as WSU Federal Priority request (ranked #3 in University) in Spring, 2002

- **Minor in American Indian Studies.** This option, developed with tribal input, will include courses from across the liberal arts curriculum that address preservation of native languages and culture, legal issues of tribal sovereignty, and native history and literature. This option will allow for maximum flexibility to add or develop coursework to meet student interest, respond to tribal needs, and incorporate faculty expertise. The minor will be submitted to faculty senate in Spring 2001.
- **Plateau Center for American Indian Studies.** Developed by faculty in the College in cooperation with the Asst. to the Provost for Indian Affairs, this center will be the only one of its kind in the country to focus on research and cultural preservation of the tribes of the Plateau Region. *The College is seeking federal support for the Center by joining with three other land-grant universities in a consortium to conduct research, exchange curricula and faculty, and promote public awareness of American Indian culture and history (see Appendix B).*

D. Provide a coherent and focused undergraduate educational experience that attracts and retains academically motivated students. (SP II.2)

The College will take specific measures to strengthen curricular coherence, improve advising, provide enriching educational experiences, and enhance the learning environment. Projects in process include:

Funding reserved for position July,

Recruiter hired January, 2002; Academic Coordinator hired Fall, 2001; Capital Budget request Spring, 2002

- **Academic Direction for General Studies Program.** The College will redirect internal resources to appoint an academic director for the General Studies Program. The Director will coordinate the development of curricular tracks within General Studies and direct advising efforts. General Studies in Liberal Arts claims over 280 certified majors. Most students elect this major by default after failing in or failing admission to another major. The College aims to provide stronger student identity with the program and improve the coherence and quality of its options. The College will also use the General Studies track to incubate coherent multi-disciplinary options and certificate programs that may later find "homes" in established departments.
- **Liberal Arts and Science Advising Center (SP II.2.a.)** In a collaborative effort with the College of Sciences, the Student Advising and Learning Center, and University Admissions, the College has spearheaded an effort to create a Liberal Arts and Sciences Advising Center, close to the center of student activity on campus. With combined existing resources *and allocated new resources and development funds*, the Center will:
 - a) Assist "undecided" students and prospects in choosing a major;
 - b) Cross-train academic advisors in arts, science, and student services units;
 - c) Develop a peer-advising network; and
 - d) Develop and distribute advising workshops and guides.

Our goal is to produce a plan and proposal to be submitted to the Provost during AY2001-2002.

Dean's Excellence Funds allocated to support undergraduate research in Psychology in Spring, 2002

- **Undergraduate Inquiry Programs (SP I.2.d).** The College will direct internal resources to support departmental programs that integrate comprehensive research experience with coursework, incorporate the arts as intellectual work, and develop learning communities (for examples, see departmental plans).
- **Partnerships with Communities, Schools, Professional Organizations (SP1.2.d).** The College will encourage service-learning opportunities in all departments and work with the Dean of Extension to build connections with communities and organizations across the state. We will continue a partnership established in AY 2000 with Cooperative Extension to support the Division of Governmental Studies and Services and investigate possible links with student 4H clubs (*costs to be determined*).

E. Strengthen and improve the performance and reputation of our graduate programs. (SP III.2)

Over a five-year period, the College, in cooperation with the Graduate School, will review our current graduate programs and develop a plan for refocusing programs where needed and promoting excellence. We will implement a budget plan (see II.B. below) to increase graduate student assistantships, a primary factor affecting graduate enrollment. We also will increase efforts to attract international students.

F. Promote world-class research for social benefit. (SP III.)

The College will create a climate of intellectual inquiry that supports the cross-disciplinary and cross-college collaboration of our faculty to develop research for social benefit. Our Associate Dean for Research will coordinate and facilitate proposal submission and establish and monitor :

Nine workgroups currently in progress

- **Academic Work Groups.** In Spring 2001, the College inaugurated 14 academic work groups, composed of some 40 faculty members across disciplines within the college and its programs at the branch campuses as well as in other colleges. The work groups will propose federal priority projects, develop grant proposals to fund research, and discuss and plan curricular projects of mutual interest and social benefit. Work groups will meet on an ad hoc basis, groups being added or deleted as projects are initiated and completed. A list of our on-going work groups appears in Appendix C.

G. Develop a plan for integrating outreach throughout the curriculum.

Over the next five years, the College will develop a plan for integrating outreach throughout the curriculum. Initial projects will include:

Projects are self-sustaining as of AY 2002

- **Thomas S. Foley Institute for Public Policy and Public Service.** Over a period of three years, the College will permanently locate the Foley Institute within the Department of Political Science, establishing the Director as a shared faculty position within the department.
- **Center for Environmental Education.** The College will sustain projects of the Center for Environmental Education on a self-supporting basis and increase involvement of Liberal Arts faculty in CEE grants and contracts.
- **Integrated Plan for the Fine and Performing Arts.** Responding to recommendations of the Design Teams involved in university-wide planning, the College will develop an integrated plan for promoting the Fine and Performing Arts as sites of intellectual activity in the academy and society. Our initial discussions will focus on:
 - a) the role of theatre in the liberal arts curriculum;
 - b) connections among the Fine Arts, English, and information technology programs;
 - c) the place of music and art in contemporary society as this has implications for curriculum; and
 - d) ways to connect music and arts programs to programs at the public schools, communities across the state, and the University of Idaho.

H. Increase the visibility of Liberal Arts programs by cultivating and publicizing world-class research, teaching and outreach. (SP I.1.e)

The College will encourage a coordinated approach to introducing the university, the state, and the region to Liberal Arts programs and scholarship:

University-wide "American Tragedy" series implemented AY 2002

- **College Publications Committee.** Faculty and administrators on this committee, formed in AY2001, will propose a college-wide publications plan and review development and recruitment publications to assure quality; promote recognition of excellence in teaching, research, and outreach; and achieve congruence with university-wide marketing goals.
- **Annual scholarly fora applying liberal arts research to local/national/global societal programs.** Building on the "Liberal Arts in the New Millennium" conference and "Thompson Hall Lectures," the College will continue to allocate discretionary funds to support annual campus-wide events that engage the university community in intellectual discussion and interaction.

Author recognition ceremonies held four times a year

- **Annual college recognition ceremony and semi-annual faculty author celebration.** The College will continue to use endowed and discretionary funds to recognize faculty and graduate students with distinguished professorships and fellowships, and reward faculty and staff excellence in teaching and research. In addition, we will sponsor a semi-annual faculty celebration to feature the presented work of faculty authors, composers, and artists.

II. Mobilize Human and Material Resources to Support our Goals

A. Apply college-wide planning procedures to assure effective use of resources to enhance quality and stature. (SP IV.2.a.-e.)

As established in AY2000, each year the College conducts an annual assessment of departmental productivity according to criteria outlined in our strategic plan (SP, Appendix A) and requests annual updates of departmental five-year plans. Each year the Dean meets with the Dean's Advisory Committee on Resource Allocation (SP, IV. 2.d) to review these plans and discuss priorities. With the input of this committee and college department chairs and program directors, the dean develops criteria for allocating and reallocating resources resulting in an:

Resources redirected to enhance faculty hiring and graduate student support in Anthropology, Communication, Fine Arts, Psychology, Sociology and Speech & Hearing Sciences

- **Annual Allocation Plan.** Our allocation plan for AY2001-2002 addresses the following criteria for support:
 - a) Promote/maintain well-focussed programs where new resources will most clearly enhance stature and strength;
 - b) Maintain/redirect well-focussed programs where plans lead to strength; and
 - c) Redirect programs where new focus is needed.

B. Recruit and retain the best faculty and graduate students. (SP III.2.a.-d.)

In order to meet our goal of strengthening graduate and undergraduate programs, over a five-year period, the College will request funds and reallocate funds to attract the best tenure-track faculty and graduate students:

Some internal funding redirected to support teaching assistants in AY 2002

- **Incremental replacement of temporary funds with permanent funds.** The College will request that annual temporary funding requested from the Provost be converted to permanent dollars that can be used to recruit top-flight tenure-track faculty in selected departments. Our request in AY2001-2002 asks for new positions in a few departments where resources will clearly enhance stature and strength, most notable among these, the Edward R. Murrow School of Communication.
- **Internal permanent funds for Teaching Assistants.** The College will request new funding and redirect additional funding to support graduate student assistantships in selected departments.

Over 40 participating faculty in Liberal Arts over a 5-year period

C. *Develop incentives for excellent performance in teaching, scholarship, and program development.* (SP II.2.e.)

The College will continue to use internal resources and partner with others to improve scholarship and teaching:

- **Co-Teach and PT3 Grants with College of Education.** Continuing our five-year participation in the Co-Teach grant, we will train faculty in teacher preparation courses to use new media technologies and teach the use of new information technologies to convey course content.
- **Meyer Fund Grants.** The College will distribute competitive awards in the amount of \$500-\$5,000 for project initiation and completion and major grant development.
- **Dean's Excellence Fund.** A portion of the newly created Dean's Excellence Fund will be devoted each year to support program innovation. The Dean's Excellence Fund is comprised of annual giving donations and the interest of a newly created Endowment for Innovation.
- **Tracking of Grants and Degree Programs.** As established in AY2000, the Associate Dean for Research and the Associate Dean for Curriculum will continue to track and monitor grant projects and curriculum programs in development, posting plans on our College website, and increasing opportunity for input and coordination.

Two departmental innovation awards distributed in AY 2002

D. *Increase sustained external funding for college initiatives, faculty research, and student scholarship.* (SP III.1.d.)

Each year, the College will develop strategic priorities for funding through the federal priority initiative process and the annual development planning process. In addition to continuing tracking procedures, monitored by our Associate Dean for Research, that encourage faculty involvement in grant development, we will develop:

- **Case Statements for Support.** For each College development priority, a case statement will be developed indicating project scope, funding sources, gifting options, faculty participation, and programs contributing to the project. Case statements will be linked to a searchable database to facilitate research and networking.

Ongoing project

E. *Identify and engage external advocates to support the College's curricular, research, and outreach goals.* (IV.1.c)

The College will continue efforts to identify and engage members of its Advisory Council to achieve our priorities.

- **Liberal Arts Advisory Council.** In September of 2000, the College held the inaugural meeting of the Liberal Arts Advisory Council, a group consisting of 24 prominent alumni and supporters of the College, three faculty members, the dean, associate deans, and the Development Director. The Dean's Office provides staff liaisons to the council. Subcommittees of the Council are directed to assist the college with fund-raising, student recruiting and placement, and public relations (see Appendix D, Advisory Council Roster).

Meetings held in Spring and Fall of 2001

F. *Direct curricular resources to develop programs to meet established need, increase student access through Distance Degree Programs, and eliminate unnecessary curricular duplication.* (SP I.1.c, II.2.e)

In AY2000, the College began a systematic review of the development of new degree programs and options developed by our departments that is coordinated by our Associate Dean for Curriculum. New programs proposed must meet demonstrated need, add to stature, and build on strength. New curricular programs now in development are listed in Appendix E. In AY2001, the College will forward new charges to its curriculum and distance degree program planning committees to advise annually on curricular priorities.

Proposed Distance M.A. in Interdisciplinary Studies

- **College Curriculum Committee.** The College's existing College Curriculum Committee will be charged to assist the college in setting on-campus and distance curricular priorities, and to advise on ways to array our offerings more effectively and eliminate unnecessary duplication.
- **Distance Degree Program Planning.** The existing Distance Degree Program committee will make recommendations to the College for renewing and developing distance degree programs and establish a paradigm for distance degree development that will standardize teaching formats and approaches to instructional staffing.

G. *Maintain well-equipped classrooms and programs.*

Over a five-year period, the College will redirect permanent resources now devoted to debt reduction to create a fund for equipment recapitalization.

\$50K increase in Summer Revenue; \$28K returned directly to departments

H. *Establish and maintain administrative procedures and budget strategies to increase efficiency and effectiveness.*

The College will develop By-Laws to assist us in conducting business more effectively. Other effectiveness measures will include:

- **Incentive Plan for Summer Session Budgeting.** As established in AY2000, Departments that contribute to the summer program will continue to participate in an incentive plan that provides increased funds to departments on an incremental basis, rewarding programs that maintain a higher ratio of revenue to expenses.
- **Peer Institution Research.** In February of 2001, the College distributed a budget allocation questionnaire to our sister colleges in the 22 peer institutions. The College will analyze the survey results and study their implications for setting funding priorities.
- **Planning to Combine Administrative Resources.** Over the next five years, the College will explore possibilities for combining administrative resources in units where size, interrelationships, and location may suggest a benefit.

Survey completed and delivered to 22 peers in Fall, 2001

Ongoing project

Appendix A

The Center for New Global Communications at Washington State University

New digital communication technologies have transformed how information and entertainment are delivered worldwide, posing new challenges to nations, citizens, and industries daily. Information is now directly accessible worldwide to the consumer, bypassing the traditional institutional gatekeepers such as television networks, newspapers, and magazine and book publishers. At the same time, media ownership is undergoing major transformations, with conglomerates in the computer, entertainment and communication industries now owning most major information and entertainment media. These developments will have significant effects on social, cultural and political institutions and processes around the world, and on the ability of government and industry to mobilize societies toward the greater good.

Efforts to evaluate the worldwide impacts of the new technologies, to discover ways these technologies can be used for social good, and to educate communication students, government policy makers and the general public on their uses and effects have not kept pace with the technologies themselves. This fact has become increasingly evident as interests of business and industry have dramatically come in public conflict with private citizens and communities, conflict that might be resolved through more effective public and private communication. We need new research on the ways that new media create and affect a global communication community, research that both will directly impact the training of our future communication professionals and resonate throughout the university curriculum.

How we can meet the challenge

To meet this need, Washington State University proposes to establish a named Center for New Global Communications. The sponsored Center for New Global Communications will be the first of its kind worldwide to combine the university education of new communication professionals with substantial research and outreach functions in new global communications, preparing our future workforce for the ubiquitous communication context of a global community. The Center will house WSU's renowned Edward R. Murrow School of Communication, which has links to liberal arts and professional programs throughout the university as well as the world, and it will dramatically extend its mission.

Through creating a space for synergistic relationships among distinguished faculty experts, students, and prominent leaders from business and industry, the Center for New Global Communications will support innovative research that has potential for direct applications in business, government, and university education. The Center's mission will be threefold:

- **Conduct worldwide research on the effects of new communication technologies on social, cultural and political institutions and processes.** Distinguished researchers and students will explore such questions as: Who influences and controls democratic decision-making? What are the effects of technology transfer? How can we bridge the digital divide between the "haves" and "have-nots"? What catalyzes the diffusion of cultural trends, political values and innovations? How can we develop strategies for enhancing international understanding and cooperation? And, how does communication facilitate public health and environmental responsibility? The emphasis will be on applied research to discover how the new technologies can be used for the greater social good.
- **Educate a new generation of communication professionals, teachers and researchers, using an innovative curriculum with major components in new communication technologies and intercultural communications.** The Murrow School of Communication is uniquely positioned to be the international leader in new global communications education and research. It is the only comprehensive undergraduate and graduate school of communication in Washington. The School is nationally ranked for its undergraduate and

graduate programs, and home to a distinguished faculty, many recognized world-wide for innovative research. The new Center will attract to the School of Communication an infusion of new expertise that will build on its strong foundation and make it the nation's leader in educating communication professionals for a global communication context. The School already has developed the curricular foundation already for a global communications program based on new technologies, including a proposal for an Intercultural Communication doctoral program. With an infusion of internationally distinguished faculty to add to existing complement of recognized scholars, our faculty, working side-by-side with researchers and industry experts, will transform the current curriculum, engaging students with an integrated set of offerings that prepares them for futures we cannot now even anticipate.

- **Create the world headquarters for national and international symposia that will bring together public policy makers, researchers, communication executives, and government officials from across the globe to discuss implications, applications and implementation of the work of the named Center for New Global Communications.** The Center's symposia program will build on the quarter-century history of the Murrow Symposium, which brings together prominent journalists, students, and educators, and honors journalists who aspire to the ideals of its namesake, Edward R. Murrow. Last year's Murrow Award winner and symposium keynote speaker was Ted Turner, founder of CNN. Former winners and speakers include: Sportscaster Keith Jackson, Al Neuharth, founder of USA Today, and news anchors Walter Cronkite and Sam Donaldson. In honor of the Center's benefactor, the School of Communication will establish a new, named annual symposium on global communication. This forum will serve as a "think tank" for future communication research and application in the global context, and recognize distinguished researchers, professionals, and civic leaders who are leading efforts to improve communication across industries, cultures, and nations.

What it will take to get us there

With a gift of 20 million dollars, WSU will establish world-class educational, research and outreach programs that will have immediate and continued international impact. The gift will be used to:

- ✓ Revamp and transform the entire building complex that houses the School of Communication, including conference spaces, advanced telecommunication equipment and learning spaces that inspire synergistic learning (the building complex will be renamed to honor its sponsor).
- ✓ Recruit three world-rekknowned scholars in the areas of new media technology, global and intercultural communication, and information transfer who will lead the school to the place of first in the nation in research and teaching for the global communication context.
- ✓ Establish sponsored international symposia where invited experts from the world media community and leaders from government and industry may interact with our students, working together to find communication solutions to the complex problem of creating a prosperous and cooperative world community.

Appendix B

Plateau Center for American Indian Studies

Description:

Background: Washington State University is uniquely positioned to sponsor research, teaching, and outreach focused on Native American issues. The center will foster interdisciplinary research and educational projects that address needs and issues prioritized collaboratively with Native American communities, principally in the Columbia Plateau. These activities will build upon a Memorandum of Understanding signed by eight Plateau tribes that established an Advisory Board to the President of WSU. In October 1999, this Advisory Board recommended that WSU establish a center for Indian studies, with a focus on the plateau tribes. The new center will also meet provisions of the 1989 Centennial Accord and the New Millennium Agreement (November 2000) between the Washington State government and the tribes within its borders, as well as the Presidential Executive Order dated November 6, 2000 entitled "Consultation and Coordination with Indian Tribal Governments."

WSU's existing strengths include: *Integrated Resource Management* through the Center for Environmental Education, which assesses and plans natural and cultural resource management within the context of Indian and non-Indian relations; *Cultural Resource Inventory and Protection* through the Department of Anthropology, which as one of the nation's leaders in the field, routinely provides technical and legal expertise on cultural resource issues; *Collections and Archive Protection* through the Anthropology Museum, a federal repository for ethnographic and cultural materials which has expertise in organizing tribal repositories and cataloguing collections and resources; a *Public History Program* through the History Department, with an experienced team in researching tribal recognition, records management, historic preservation, and litigation support; *Speech and Hearing Sciences Support* from that department, which trains Native American professionals and conducts research and outreach programs on reservations in the Northwest; and the *Native American Initiative* sponsored by the College of Liberal Arts which has focussed research, teaching, and outreach activities to meet needs self-identified by American Indian tribes.

Objectives: The Plateau Center for American Indian Studies will:

- increase and coordinate research and outreach efforts in diverse fields in issues directly affecting Native American peoples, particularly in this region, and their relations with non-Indian peoples and governments;
- provide advanced training and expertise to tribal members throughout the region;
- coordinate applications for extramural support, especially in collaborative and interdisciplinary initiatives;
- facilitate research, teaching and outreach in diverse disciplines at Washington State University related to American Indian history, language and culture, and social issues; and
- expand and improve the teaching of Native American cultures to students throughout the region, providing greater opportunities for students to learn about American Indian cultures and issues.

State and Regional Impact:

Washington State University is situated in the heart of the Columbia Plateau, an area encompassing tribal reservations, ceded lands, and traditional hunting, fishing, and gathering sites for the numerous tribes of the area. Peoples of this region have historically been under serviced by the state's educational institutions and other agencies. This center will provide a dramatic step forward in developing effective communications and relations between WSU and the state government with Indian tribes in the region. The center will prepare students, Indian and non Indian, to become informed citizens prepared with a historical perspective, cultural understanding, and framework for addressing issues directly affecting American Indian peoples and non Indian peoples and governments within local, state, regional, and federal governments. Furthermore, this center will

represent the fulfillment of the trust responsibility for education and services promised the tribes in the treaties of the mid and late 19th century. Finally, by increasing the cultural knowledge of students graduating from WSU, this center will promote better cultural relations between Indians and non-Indians.

Total Funding Requested:

A Line Item request, perhaps directed through a federal agency, for \$5,000,000. The request includes \$3,000,000 for an endowment for basic operations (Director, .5 administrative assistant, and essential functions), and \$2,000,000 for the initial set-up and the first five years of programming. The set-up entails remodeling space and purchasing furniture, computers, and other equipment. The initial programming includes seed grants for research and outreach programs, to organize extramural funding applications, and to improve course work on campus through faculty development workshops and other endeavors. The initial funding will also support visits with tribal representatives throughout the region to facilitate cooperative planning. The federal funding over the first five years will focus on building long-term funding relationships with federal and state agencies and with private foundations to develop additional effective programming.

Past Congressional Action:

This center was proposed as a Federal Initiative last year. At that time the College of Liberal Arts was asked to develop the proposal further. Since then, many new partnerships and joint projects with tribes have been developed. In sum, systematic programming within the College for teaching and research has progressed to the point where this initiative is needed to extend our commitment to the Plateau tribes. While no particular congressional actions have been taken, the College currently has funding from the Environmental Protection Agency, Department of Agriculture, Bonneville Power Administration, and Department of Education for projects directly related to the objectives of this center. Additionally, Chuck Finley, Deputy Director of EPA for Region 10, requested that the Center for Environmental Education explore putting together a major long-term project to diffuse tensions between the tribes and state and federal agencies in natural resource conflicts. He suggested that if a suitable project could be developed, EPA would be interested in being a full partner, and in requesting funding in Washington D.C.

Contacts:

Barbara Couture, Dean, College of Liberal Arts.

Barbara Aston, Special Assistant to the President for Native American Affairs.

Appendix C

College of Liberal Arts Academic Workgroups

Workgroup Title	Purpose	Workgroup Members
Plateau Center for American Indian Studies	This CLA-based Center will sponsor research, teaching, and outreach focused on Native American issues. It will operate consistent with the MOU between regional tribes and WSU. Its primary focus will be research and service oriented toward the local Plateau peoples and their reservations.	Couture, Aston, Kicza, Saul, Andrefsky, Svingen, Inglebret, Schenck, Park, Kohler
Center for New Global Communications	The Murrow School of Communication proposes the creation of a world-class facility devoted to identifying, implementing, and staffing research and curriculum in new global communications. Major funding is sought from private donors and the MacArthur Foundation.	Couture, Tan, and Kelly
Global Studies Minor/Certificate	The College of Liberal Arts plans to create a Minor or Certificate program in Global Studies to promote the international awareness of our majors and to enhance international components in our curriculum. We also seek to increase the number of students (particularly outside of Honors) who have study-abroad experiences.	Couture, Tolmacheva, Kicza, Appleton, Mazur, Frederick, Ingemansen, Law, Bodley, Brians
Institute for Addiction Research, Treatment and Prevention	WSU is well positioned to sponsor an institute designed to bridge the gulf between basic research on addiction and applied work on addiction treatment and prevention. Proposal is in development stages.	Couture, Hedge, Whitney, and Sorg
International Agricultural Education	This group is planning an innovative internationalization program to blend the expertise of Liberal Arts with that of Agriculture to produce culturally aware agricultural experts to staff the state's agricultural industries as they increasingly deal with the global marketplace.	Couture, Zuiches, Frederick, Wahl, Jussaume, and Kicza
Center for Social Justice	This proposed Center in the early planning stages, will facilitate projects that address fundamental problems of social inequalities and those that endeavor to make society increasingly just. It will promote research, education, and social action.	Sturgeon, Saul, Meuth, Tolmacheva, Aguilar, Alamillo, Bloodsworth, Fowler, Heidenreich, Reed, Mercier, Villanueva, Zeches

<p>Instructional Reform Assessment Initiative</p>	<p>This workgroup is developing an alternative curriculum path for selected incoming freshmen who will be majoring in the Liberal Arts. It is based around learning communities that will be focused around certain themes or methodologies that cut across disciplines. The communities will be supervised by faculty-advisors. Major funding will be sought from PEW and other foundations.</p>	<p>Couture, Kicza, Tolmacheva, Law, Condon, Reed, Brown, Busselle*, Ray*</p>
<p>Museum Studies Minor/Certificate</p>	<p>The College of Liberal Arts is working to create a Museum Studies Minor/Certificate in Pullman and Spokane. Vancouver already has developed a proposal. The goal is a common core of professional training courses, a set of specialized tracks, and internships. Outside funding will be sought.</p>	<p>Couture, Tolmacheva, Kicza, Goucher, Asher-Thompson, Peterson, Schoonover, Paul, Aston, Collins, Mastroguseppe, Curreri-Ermatinger, Peterson, Mercier, Weber</p>
<p>NSF-IGERT Interdisciplinary Graduate Program Workgroup</p>	<p>This group is discussing the creation of an NSF-IGERT interdisciplinary program for perhaps a five-year term to train advanced graduate students. WSU already has one such grant devoted to environmental science training that is centered in Engineering. NSF funding will be sought.</p>	<p>Couture, Kicza, Saul, Whitney, Andrefsky, Kohler, Law, Reed, Condon, Brown</p>
<p>Communities, Communications, and Decision-Making</p>	<p>This work group organizes and promotes research on culturally specific communications and decision-making processes to further intergroup dialogues involving the diverse populations and agencies in the Inland Pacific Northwest.</p>	<p>Sias, Salvador, Saul, and Parks</p>
<p>Decision Support Systems</p>	<p>This group focuses on the cultural processes that shape decision making and risk assessment among the various communities of the Inland Pacific Northwest.</p>	<p>Lutzenhieser, Rosa, and Saul</p>
<p>Traditional Foods and Fibers</p>	<p>This group promotes research on diverse cultural approaches to traditional foods and fibers, especially among the native peoples of the Plateau region.</p>	<p>Saul and Meuth</p>
<p>Integrated Resource Management</p>	<p>This group focuses on developing planning processes and communications strategies to optimize intergroup understanding and cooperation for the use and preservation of natural and cultural resources in the Inland Pacific Northwest.</p>	<p>Sias, Saul, and Salvador</p>
<p>Cultural Resource Protection/Management</p>	<p>This group specializes in the training of local groups and agencies in cultural resource identification and protection and the organization and accessing of historical resources and archives.</p>	<p>Andrefsky, Collins, Kicza, and Saul</p>

Appendix D

College of Liberal Arts Advisory Council Roster

- Ashby, LeRoy Ph.D. (Pullman)**, WSU Distinguished Faculty, Professor of History
- Bryson, Gordon (Seattle area)**, '75 Communication Alum, International Media Partners, INC, WSUF Trustee
- Boyington, Paul (Santa Monica)**, Former WSU student, Owner/operator Boyington Film Productions, Inc.
- Campbell, Phyllis (Seattle area)**, '73 CBE Alum, WSU Regent, CEO of US Bank of Washington
- Clark, William (San Rafael)**, '55 Political Science Alum, Retired CEO of Shamrock Broadcasting, Inc.
- Creighton, Janet (Seattle area)**, WSU parent, Ph.D. candidate, Civic and community leader
- Cooney, Ed (Seattle area)**, WSU parent, Senior VP for Human Resources, The Bon Marché
- Couture, Barbara (Pullman)**, WSU College of Liberal Arts, Dean
- Daugherty, Richard, Ph.D. (Seattle area)**, Retired WSU faculty in Anthropology, President of Western Heritage, Inc.
- Ehrlich, Bill (Seattle area)**, '88 Communication Alum, Executive VP Corporate Relations, Washington Mutual
- Fine, Dan (Seattle area)**, '82 English Alum, Chairman, Bot, Inc.
- Franklin, Dennis (San Francisco)**, '75 Communication Alum, former Vice President of Business Development, Hit Hive
- Kumar, Prem (Seattle area)**, '78 Ph.D. English, Boeing, Exec. Director, Indian American Educational Foundation
- McSweeney, Frances Ph.D. (Pullman)**, WSU Distinguished Faculty, Professor of Psychology
- Pasenelli, Birdie (Seattle area)**, '67 Political Science Alum, Retired from distinguished 26-year career with FBI
- Puckett, Jeff (Pullman)**, WSU College of Liberal Arts Development, Director
- Scott, Pat (Seattle area)**, '67 Communication Alum, Retired CEO of Fisher Broadcasting, Inc., WSUF Trustee
- Smith, Beverly (Pacific Palisades, CA)**, '58 Psychology Alum, Coldwell Banker Realtor
- Smith, David (Pacific Palisades, CA)**, Friend of WSU, retired insurance executive
- Smith, Daniel (Seattle area)**, WSU parent, CPA
- Stowell, Leigh (Bend Oregon)**, WSU parent, Retired CEO of Leigh Stowell & Co., Inc.
- Suko, Lonny (Yakima)**, '65 Political Science Alum, WSUF Trustee, Federal Magistrate
- Wharton, Amy Ph.D. (Vancouver)**, WSU Professor of Sociology

CLA Council Liaisons

- Marina Tolmacheva**, Associate Dean, WSU College of Liberal Arts
- John Kicza**, Associate Dean, WSU College of Liberal Arts
- Gary Lindsey**, Senior Public Relations Communication Coordinator, WSU College of Liberal Arts
- Jody Opheim**, Assistant Director of Development, WSU College of Liberal Arts
- Kay Glaser**, Development Principal Assistant, WSU College of Liberal Arts
- Arlene Parkay**, Academic Coordinator, WSU College of Liberal Arts

Appendix E

Graduate Programs

American Studies - revision is underway of the Ph.D. program in collaboration with **Comparative American Cultures, English, History, and Women's Studies**.

Anthropology - is planning the Anthropology option for the International MA program for Peace Corps volunteers.

Communication - proposal for a new Ph.D. program in Intercultural Communication will be submitted to the Senate in 2001.

Criminal Justice - new Ph.D. program proposal will be developed under department's 5-year plan.

History - cooperative M.A. program with Portland State University is in the proposal planning stage.

Interdisciplinary M.A. program in Liberal Studies is under feasibility study.

Philosophy - cooperative M.A. program with the University of Idaho is in the proposal planning stage.

Political Science - will develop a more distinctive doctoral curriculum; integrate the Foley Institute into the academic program with a public policy emphasis, complementing existing Division of Governmental Studies and Services; use Foley graduate fellowships to support graduate internships in Washington, D.C.

Sociology - will develop a Ph.D. concentration in the study of social inequality, correlated to a possible CLA initiative to create a Center for Social Justice; explore the feasibility of a 4+1 M.A. program in Survey Research and Applied Data Management.

Speech and Hearing Sciences - cooperative Ph.D. program in Audiology for WSU-Spokane with Eastern Washington, Western Washington, and the University of Washington is in the proposal planning stage.

Undergraduate Programs

American Indian Studies minor - multidisciplinary, interdepartmental minor will be proposed in 2001.

Communication - will revise curriculum to address new information technologies; increase program focus in intercultural and global communication.

Electronic Media and Culture - new options in the multidisciplinary General Studies major and a new minor will be proposed and new advising format developed.

English in cooperation with **Fine Arts** and the School of Architecture will introduce a multidisciplinary intercollegiate minor in **Digital Design** (to be proposed in 2001).

Film Studies minor - multidisciplinary, interdepartmental minor will be implemented.

Fine Arts - will introduce a new BFA major emphasis in drawing.

Foreign Languages - will implement intercollegiate option in German and Engineering double major.

Global Competencies - multidisciplinary, intercollegiate certificate program will be proposed.

Global Studies minor - multidisciplinary, interdepartmental minor will be proposed.

History - will restructure its undergraduate advising.

International Area Studies minor - multidisciplinary, interdepartmental General Studies minor will be proposed, to be coordinated by Foreign Languages.

Museum Studies minor - multidisciplinary, interdepartmental minor will be proposed.

Music - will implement a new interdisciplinary, intercollegiate degree option in the Bachelor of Music degree with elective studies in Electrical Engineering and Computer Science.

Music and Theater Arts - will implement the Music Theater degree option beginning Fall 2001.

Psychology - plans to obtain accreditation for training in Applied Behavior Analysis.

Sociology - will develop a new degree option in social inequality studies, supported by the planned new chair (William Julius Wilson Chair for the Study of Social Inequality).

Speech and Hearing Sciences - new degree option in adolescent language science and disorders.

* For undergraduate programs on branch campuses please consult branch campus strategic plans. Pullman departments will coordinate and support new program development by branch faculty.

Distance Programs

Humanities B.A. - new General Studies/Humanities degree will be proposed in 2001.

Interdisciplinary M.A. - new graduate program in Liberal Studies is under feasibility study.