A. Approval of the October 7, 1986 Senate Minutes (attached pp. 2-6).

II. Communications:

III. Reports:
   A. President/Academic Affairs Office
   B. Statewide Senators
   C. Chair's Update on Ad Hoc Committees
   D. Personnel Policies Committee Agenda Items for 1986/87 – Andrews, Chair of the Personnel Policies Committee

IV. Consent Agenda:
   Resolution on the Bicentennial Anniversary of the Adoption and Ratification of the Federal Constitution - Grinde/ Lutrin (attached p. 7).

V. Business Items:
   A. Resolution on Guidelines for the Establishment of Research, Educational, or Public Service Units – Terry, Chair of the Ad Hoc Committee to Review Guidelines for the Establishment of Research...Units, Second Reading (attached pp. 8-11).
   B. Resolution on Concentrations – Dana, Chair of the Curriculum Committee, First Reading (attached pp. 12-14).

VI. Adjournment:
WHEREAS, The years 1987 through 1989 mark the bicentennial anniversary of the adoption and ratification of the Federal Constitution; and

WHEREAS, The Federal Constitution is central to the study of many of our political, social, economic, and historical institutions and practices; therefore, be it

RESOLVED: That the Academic Senate support all efforts by the university and its many schools, departments, and clubs in their attempts to promote the community's appreciation and understanding of the document.

Proposed By:
Don Grinde/Carl Lutrin
October 14, 1986
This bulletin gives guidance concerning the rationale and procedures for establishing institutes and centers. Such academic auxiliary units may be formed as organizational entities within the university if the teaching, research, or public services activities of the faculty members who participate will be improved.

This document governs those academic auxiliary units -- institutes and centers -- that are directed towards the enhancement of selected academic topics within the curriculum. It does not concern itself with the establishment or running of central administrative or service units such as the Computing Center, the Audio-Visual Center, or the Learning Assistance Center, which serve campus-wide functions and which also use the term "Center."

Rationale:

The main reason for establishing an institute or center is to bring into sharp focus the communication, planning, research, or other efforts of faculty and students interested in an area of study not normally focused by school or departmental organization. A center or an institute can enhance professional development opportunities for faculty, build links with industry and the community, provide identifiable campus entities for practitioners, foster interdisciplinary work, aid in obtaining external support, and complement the instructional program. An academic auxiliary unit will typically follow upon a trend of interest and professional activity already pursued by the proposed membership with some degree of success and will usually involve an important matter currently neglected or an area expected to grow in importance.

Institutes and centers are most often proposed when the normal committee structure does not adequately serve the ends desired. On occasion, a center or institute will be mandated by legislation, or Chancellor's office fiat. In such cases, a proposal for establishment must still be developed and forwarded for review and approval.

Definitions:

A Center is a unit which generally encompasses several different disciplines or areas of study within a general area of...
An institute is a unit which has more than one interest and/or function. A center is a unit with one interest and/or function. An institute may encompass a number of units or centers.

Functions:

The functions of an institute or center may be any, all of, or more than the following:

* to provide opportunities for the professional development of faculty through basic and applied research and development activities, through challenging consultancies either sponsored or unsponsored, and through faculty exchanges

* to provide a clearinghouse for information of interest to practitioners and to conduct workshops and conferences for the continuing education of professionals

* to enhance the curriculum by facilitating and supplementing course-development academic learning

* to develop learning opportunities for students by identifying and developing internships, co-op placements, and summer-employment opportunities to practice their academic disciplines

* to provide supplementary educational support by acquiring gifts, general purpose grants, and equipment donations.

Procedures for Establishing a Unit:

The procedure to establish an auxiliary academic unit has two stages, a preliminary stage and a formal stage. To begin the process, a prospectus or preliminary draft of the proposal will be submitted via the appropriate school dean or deans to the Vice President for Academic Affairs for presentation to the Deans’ Council. The proposal will (1) outline the scope of the proposed unit, (2) describe its relationship to the mission of the institution, and (3) present convincing arguments that the present-department, school, or university organization cannot serve the needs outlined provide justification that the proposed
unit better serves the needs outlined than the existing departmental, school, or university organization.

If conceptual approval to proceed is given by the Deans' Council and Vice President, the initiators will prepare a formal proposal. This version will consider and answer, among other questions, the following:

* what will the proposed unit do? (research, public service, etc.)
* why is it needed? why is the present organizational pattern not adequate?
* what is its relationship to the instructional program?
* who are the unit's founding members and how does their expertise relate to its purpose?
* what effect will the unit have on the department(s)? (e.g. will it generate released time for faculty or support for student research or internships?)
* what is the organizational structure of the unit?
* what are its bylaws?
* what support is required for its leaders the unit?
* what facilities will be needed? (space, equipment, etc.)
* how will the unit be financed in the short term and in the long run?
* what will happen if outside sources of funding are no longer available after the unit is formed?
* what constitutes membership in the unit?
* what is its advisory board? how selected?
* how will the unit ensure that participating faculty receive credit for their contributions in the review for retention, tenure, and promotion?

This formal proposal will be sent to the Vice President for Academic Affairs who may will appoint an ad hoc administrative review committee chaired by the Associate Vice President for Graduate Studies, Research and Faculty Development to aid in developing the full proposal. The proposal will then simultaneously be sent to the Academic Senate for review and consultation.

The proposal will be submitted via the Associate Vice
President-to-the-Deans-Council: After review by the Academic Senate, the proposal (including the Academic Senate review) will be submitted by the committee to the Deans' Council. The deans will make a recommendation to the Vice President for Academic Affairs concerning the establishment of the unit and will recommend a maximum for university resource support.

The Vice President will make a determination concerning the technical merits of the proposal and the proposed unit’s financial viability, including the identification of any university resources essential to its establishment operation. If the proposed unit is judged viable, the proposal will be forwarded to the President for action.

General Considerations:

Each unit shall be administered by a director appointed by the person to whom he or she reports, with the concurrence of the line-administration through the Vice-President for Academic Affairs reporting to a member of the Academic Administration. The director shall be nominated by the faculty members of the proposed unit, and approved by the school dean(s) involved and also by the Vice President for Academic Affairs.

The director shall submit an annual report following each academic year to the Vice President for Academic Affairs, appropriate dean(s), financial supporters, and the Associate Vice President for Graduate Studies, Research and Faculty Development. The report shall include a summary of:

* what was done
* who did it
* how it was financed
* future plans

Every five years or less, the Vice President will appoint a committee to review the unit and to recommend continuation, change, or dissolution.

Organized units may not offer courses on their own for credit nor confer degrees, but will do so only through regular academic units. Members of a unit do not have academic titles unless they have them by virtue of an appointment in a department.

Administration of finances of the unit, except for that portion from the State budget, will be handled by the Cal Poly Foundation, not by the unit. The director shall be responsible for the unit’s budget and for ensuring fiscal solvency.
Recognized Categories of Curricular Alternatives

4. Concentration

A concentration is a block of courses to be chosen with the approval of the student's adviser comprising from 18 to 39 quarter units providing essentially different capabilities for the student. No single course should appear in every concentration; such courses should be included in the major. A minimum of at least one-half of the total units (18-39), but no fewer than 12 of these 18-39 units must be in specified courses.

Guidelines Relating to Concentrations

7. "M" Courses in the major may appear in a concentration as well as in the core or basic curriculum display of the catalog.
Background Information on Concentrations and Options

In Winter Quarter, 1986, the Academic Senate was asked by the Provost to examine the possibility of combining the notions of options and concentrations in our curriculum. We were the only campus with such a distinction and it was causing confusion inside and outside the CSU system. As they existed, an option was defined as

"30 or more quarter units of specified courses not common to other curricular alternatives and designed to give the student substantially different capabilities than the other alternatives"

and a concentration was defined as

"18 to 29 quarter units providing essentially different capabilities for the student. A minimum of 12 of these 18-29 units must be in specified courses."

The Academic Senate Curriculum Committee surveyed all departments and found support for combining these notions under the name concentration.

On May 27, 1986 the Academic Senate passed a resolution changing the definition of a concentration to

"18 to 39 quarter units providing essentially different capabilities for the student. A minimum of 12 of these 18-39 units must be in specified courses."

and eliminating options.

On July 23, 1986 President Baker accepted the resolution with some conditions (see the attached letter).
WHEREAS, On May 27, 1986 the Academic Senate passed a resolution (AS-213-86/CC) recommending combining options and concentrations into one category to be called concentrations; and

WHEREAS, On July 23, 1986 President Baker accepted the resolution with some conditions; and

WHEREAS, Some of those conditions need to be implemented for the current catalog cycle while some are more strategic in nature and will require time for discussions and evaluations; therefore be it

RESOLVED: That the Senate endorses the attached changes to proposed CAM sections 411 D.4 (new section B.7) and 411 A.5 (new section A.4) as suggested by President Baker; and be it further

RESOLVED: That the concerns of President Baker regarding a) whether concentrations should be required, and b) whether a student outside the major may have access to a concentration be studied by the Senate and resolved before the next catalog cycle begins.

October 2, 1986

Academic Senate Curriculum Committee
Memorandum

JUL 29 1986

Lloyd Lamouria, Chair
Academic Senate

Date: July 23, 1986

From: Warren J. Baker
President

To: Academic Senate

Subject: Academic Senate Resolution AS-213-86/CC
( Distinction Between Options and Concentrations at California Polytechnic State University)

The resolution is accepted with the following conditions:

1. Section D.3 (new section B.6): In my view, concentrations should not be required—they move toward excessive rigidity and specialization in the baccalaureate program.

Because the issue of overspecialization is a concern of the Trustees, the Chancellor's Office, and our campus, I request that the Academic Senate look into the issue of concentrations and recommend whether a student should be required to take a concentration in a major or should have available a more broadly-based curriculum, or both.

In addition, the Academic Senate should address the attendant issue of whether students outside the major should have access to a concentration, and if so, under what conditions.

2. Section D.4 (new section B.7). "M" courses should be clarified to read "Major" courses.

3. Section A.5 (new section A.4): This definition of the concentration should state that within a program, no single course should appear in every concentration. If this is the case, the course should be part of the major, not the concentration.

In addition, rather than requiring a minimum of 12 units of the 18 to 39 in specified courses, the section should read: one-half of the total units (18 to 39), but no fewer than 12 units shall be in specified courses.

4. The new CAM Language for implementation of this resolution will take into account the wording suggested by the Senate.

This letter is referenced in Agenda Item V.B. Resolution on Concentrations (pages 12-14 of today's Academic Senate Agenda). 10/21/86