

## **CHAPTER II    ACADEMIC AND RESEARCH UNITS**

### **ESTABLISHMENT OF AN ACADEMIC DEPARTMENT**

An academic department is defined as a teaching unit with a faculty which performs the regular duties of instruction, research, and service of the unit in all matters relating to curricular and educational policies of the unit, subject to approval of the Faculty Senate.

Academic departments require (1) an individual budget, (2) an administrative officer, (3) an authorized faculty, and (4) a set of courses with a designated prefix ordinarily leading to undergraduate and graduate degrees.

New departments may be established out of existing departments, from a combination of departments, from the development of existing special programs or options into coherent units, or to meet a need within the general educational objectives and available resources of the university for developing a curricular program not presently being offered. The consideration of a proposal for establishing a new department should be based on criteria generally consistent with the university's aims and resources. The effect of new expenditures for new departments on established programs of the institution must be carefully considered. Proposals for new departments should have the approval of the faculty involved. The initiative for creation of a new department may be taken by the department or program chairs involved, by the cognizant dean(s), the Provost, or the President.

Proposals for new departments will follow normal procedures as set forth for curriculum expansion.

### **ESTABLISHMENT OF A SCHOOL**

A school is an academic unit which either combines two or more departments, programs, or curricula or offers a professional course of study. A school functions as an *alternative* to an academic department. The Individual units in a school lose their identities, and the school becomes the fundamental teaching and administrative unit. The faculty of the school perform the regular duties of instruction, research, and public service, and the faculty continues the same degree of control over curriculum, academic affairs, and promotion and tenure considerations as exercised by the faculty of a department or program.

A school must have (1) an individual budget, (2) an administrative officer, (3) an authorized faculty, and (4) a set of courses (and prefixes), leading to undergraduate and graduate degrees. A school is not envisioned as an organizational entity placed between college and department, it is an alternative to a department, and thus, the creation of a "school" does not authorize the unit to develop an additional level of administration, nor does it require the inclusion of the unit's name in the designation of the college. A school is administered by a director that reports to the dean of the college in the same way that department chairs report to the dean.

Units to be considered for the "school" designation must have distinct differences from a department within a college. In addition, a case must be made for the school designation on the basis of these distinct differences or conditions. Examples include, but are not limited to, the professional nature of the course of study, custom in the academic community, requirements of accreditation, admission criteria that are unique to the unit seeking designation as a school, and breadth of curriculum and participating disciplines. The establishment of a school does not authorize additional expenditures for administration, facilities, or space, and the effect of the new school on established programs and departments within the college must be carefully considered when proposing an academic unit for this designation.

The initiative for the creation of a school may come from the chairs of departments or programs involved, or from the cognizant dean, the Executive Vice President and Provost, or the President. The approval procedure includes the faculty of units involved, cognizant dean, central administration, Academic Affairs and Graduate Studies Committees (and subcommittees, if appropriate), , and Faculty Senate.

### **NAME CHANGES IN DEPARTMENTS OR SCHOOLS**

1. A request for a change of name of a department or school is originated by the chair of the academic unit through the cognizant dean to the Catalog Subcommittee (Major Change).
2. The secretary of the Catalog Subcommittee distributes a notice of the petition to all deans and chairs. Suggestions, recommendations, or objections concerning the proposal may be filed with the Catalog Subcommittee during the ensuing 10-day period (with copies to the chairs of the Academic Affairs Committee and Graduate Studies Committee).
3. The proposal and any responses are referred to the Catalog Subcommittee for action. The recommendations of the Catalog Subcommittee are forwarded to the appropriate committee(s):
  - a. Academic Affairs Committee
    - (1) Name changes for departments or schools with undergraduate degrees or curricula.
    - (2) Changes in title of the undergraduate degree
  - b. Graduate Studies Committee
    - (1) Name changes for departments or schools with graduate degrees or curricula.
    - (2) Changes in title of graduate degrees.
4. Recommendations of AAC and GSC are forwarded to the Faculty Senate for action.

### **GUIDELINES FOR ESTABLISHING NEW CENTERS, INSTITUTES AND LABORATORIES**

#### **DEFINITIONS**

##### **Center**

A center is an organizational unit for research and/or service generally identified with physical facilities. It is likely to coordinate disparate approaches to research on common problems. It provides service to a broad constituency within the university or to geographically dispersed sectors of clientele of the university.

- a. Research - Centers are units (often having specialized facilities) at which research is conducted or through which research on a common problem by scholars in several departments is coordinated. Much of the research done by centers will be investigations of a problem for a particular client or client group. Some centers that have specialized equipment, however, may be used primarily by clients conducting basic research.
- b. Service - Centers thus have a very strong, sometimes a primary function of providing service to individual researchers in various departments, to departments and colleges, and to individuals and groups outside the university.
- c. Teaching - Centers will rarely offer educational opportunities except that they, as distinct from laboratories, have a major role in educating students in the use of specialized equipment. Some centers may, on occasion, offer seminars, workshops, and so forth, for client groups.

### **Institute**

An institute is an interdisciplinary administrative unit under which research and scholarly activities are conducted. "Institute" does not imply the necessity of physical facilities but does not prohibit such. An institute may have a closely affiliated instructional program, but the institute is not the program. The use of "institute" as the title for an administrative unit does not preclude other uses of the title, e.g., "institute" as a workshop or short course.

- a. Research - The primary function of an institute is to provide a focus for research and other scholarly activity in an interdepartmental/college area of study. An institute is intended to serve as an aegis for scholarly activity rather than to coordinate it.
- b. Service - An institute may incidentally provide a service to the university or other client. However, service is an optional and distinctly secondary activity.
- c. Teaching - Teaching will be done in individual departments or interdisciplinary programs. However, an institute may, and should be encouraged to, sponsor and/or conduct workshops, short courses, seminars, symposia, colloquia, and the like, and may encourage individual departments to offer special editions of courses for academic credit.

### **Laboratory**

A laboratory is a facility or coordinating unit through which research on specialized topics is conducted. It services a narrower clientele than does a center and provides only a limited training function.

- a. Research - The primary function of a laboratory is to be a research facility or unit. Laboratories are more limited in scope than are centers serving only a few departments or client groups, and addressing a limited range of research topics.
- b. Service - Laboratories provide a service as facilities for research.
- c. Teaching - In general, the educational component of a laboratory will be limited to the classes its faculty teaches in their home departments, and the support it offers to students either in their classes or through research in the laboratory.

### **GENERAL PURPOSES**

1. Provide additional visibility to a defined area of study important to the university.
2. Provide a focus for a group of faculty from diverse disciplines who are concerned about the same subject.
3. Provide a critical mass of expertise in a subject area to demonstrate command of all related knowledge for the purpose of attracting external funding.
4. Provide centralized responsibility for costly equipment required for effective research in a particular subject area.
5. Provide a more intimate management system for faculty from different departments and colleges engaged in interdisciplinary or multidisciplinary research.
6. Provide greater opportunities for students to become aware of methods of studying large complex problems having a broad ecology of interacting factors.

### **ESTABLISHING NEW UNITS**

The Faculty Senate and its committees will review and approve those centers, institutes and laboratories (CILs) *prior to their establishment*, following the procedures described herein.

Requests for the establishment of new CILs should be as follows:

- A proposal should be sent to the Faculty Senate Office which will address the following:
  1. Name of the unit.
  2. Nature and scope of its activities.
  3. Criteria and method of selection of director and the director's term of office needs to be specified. Participating faculty members associated with the proposed CIL need to be listed and their vita included. Both special criteria for membership in a CIL and the process of selecting members should be spelled out in this section.
  4. The college(s) and/or department(s) to be involved.
  5. Amount of budgetary support requested. The specific levels of support should be addressed in the proposal.
  6. Expected funding needed from university, state, external awards or gift sources.
  7. Needs for space, equipment, and supplies (currently available and needed now).
  8. Expected contribution to and impact on the instructional programs.
  9. Expected contribution to university and other clients.
  10. Supporting letters from chairs, deans, vice provosts, and/or other individuals to whom the unit director will report.
  11. Of particular interest will be the function of the proposed unit relative to the university community, its organization and administration, requisite financial and staff support, space requirements, and other requested university resources.
- Copies of the proposal will be distributed to the following Faculty Senate Committees as determined to be appropriate by the Senate staff. Persons preparing proposals should contact the Faculty Senate Office to obtain details about the information that should be included for review by specific committees.
  - Research and Arts Committee (lead committee)
  - Budget Committee
- The director and members of the board of advisors, faculty or staff of the proposed CILs should be prepared to present their proposal to the Faculty Senate committees, answer their questions and respond to requests for amplifying documentation.
- The committees must be consulted and must react, in writing, to the proposal for the establishment of a CIL as defined under **Definitions** before the recommendations are determined.
- The committees will then forward their recommendations to the lead committee and/or the Faculty Senate Office.
- Upon completion of reviewing the proposal, determining that all documentation is in order, and the other committee recommendations have been addressed, the Research and Arts Committee, may refer the proposal to other Faculty Senate committees for review if deemed advisable, or forward it directly to the Faculty Senate with recommendation on how to proceed for debate and action for approval or disapproval of the proposal.
- The CIL proposal with the lead committee recommendation is placed on the next Faculty Senate agenda as a discussion item. The chair of the lead committee and/or a representative/author of the proposal will be asked to present and defend the CIL proposal to the Faculty Senate members.
- At the next meeting of the Faculty Senate the proposal with recommendation is placed as an action item with lead committee chair/proposal representative being present a second time to answer questions of the members before the final vote is placed for approval or disapproval.
- When there is a legislative request for planning money for a proposed CIL, the University Planning Committee recommends that it review the organizational concept during the process of requesting the planning money; then, if the planning is funded, the University Planning Committee and other relevant Faculty Senate committees will be more actively involved in the detailed planning and development of the larger request for implementation money.

## **STRUCTURE**

### **Governance/Administration**

1. Each CIL will be administered by a director. The director will report to the dean of the college of designee responsible for the support of the unit. In the event that more than one college is involved, the concerned deans will serve as an advisory committee for the unit and will select a dean to serve as the lead to whom the director reports. For those CILs budgeted through central administrative offices, an appropriate central administrative officer will serve as administrator and the deans of the interested colleges and other appropriate persons may constitute an advisory committee to that officer.
2. Inter-institutional CILs for which WSU serves as the coordinating institution will normally be the responsibility of the appropriate central administrative officer. Advisory committees of concerned deans within the university will be constituted to provide advice as necessary.
3. Each CIL may have a program advisory committee of at least three and no more than ten members of the faculty appointed by the administrative officer to provide suggestions for operation of the unit to the director, the administrative advisory committee and the administrative officer.

### **Students**

1. Students may be affiliated with CILs for employment, but must be attached to relevant academic departments or programs for advisement, course enrollments and degree-seeking purposes.
2. Courses for academic credit will be offered only through the relevant department or program.

### **Faculty**

All faculty affiliated with CILs will normally be members of academic departments or programs. In the event of joint appointments between academic departments and CILs, the units shall share the responsibilities for appointment, promotion, and tenure.

### **Funding**

1. The university shall support CILs to the following extent:
  - a. An appropriate portion of the salary and benefits for the director, associate and/or assistant director or other professional support as approved.
  - b. A portion of the salary and benefits for clerical personnel and other support personnel as approved.
  - c. Office support and equipment at a level commensurate with the goals and mission of the undertaking.
2. The CIL may be supported in whole or in partnership with:
  - a. state funds
  - b. financial and administrative funds (Indirect Cost)
  - c. external awards
  - d. gifts

## **EVALUATIONS**

Each Faculty Senate approved CIL will be reviewed by the Research and Arts Committee, in consultation with the Vice Provost for Research, every five to seven years, with the specific year during which each unit's review it to take place to be determined by the Research and Arts Committee. Under extraordinary circumstances, and at the discretion of the Research and Arts Committee, more frequent reviews may be required. The committee will evaluate and approve the continued operation of the unit if it meets the following general criteria:

Unit's goals continue to be reasonable approximations of those originally approved.  
Unit is satisfactorily fulfilling its state goals and functions.

To acquire a copy of the complete guidelines for evaluating approved CILs, contact the Faculty Senate Office or the Office of Grant and Research Development.

**Name Change of Existing Institute, Center or Laboratory**  
(Faculty Senate 2/29/96)

Over time, due to changes of focus, scope, participation or other circumstances, it may be necessary to request a change in the name of an existing institute, center or laboratory. A written request for the change in name should identify the reason for the change and any significant changes in the following:

1. Nature and scope of activities
2. Colleges and/or departments involved
3. Amount of university budgetary support
4. Needs for space, equipment, library resources and supplies
5. Expected external funding sources
6. Expected contributions to and impact on the instructional programs
7. Expected contributions to university and other clients.

The written request should be approved by the cognizant Department Chairs, Deans and Vice Provost for Research. It is then submitted to the Faculty Senate for review and approval by the Research and Arts Committee. The Research and Arts Committee will forward the request for review to other Faculty Senate committees as appropriate, depending on the significance of the changes identified.

The Research and Arts Committee will submit a report of action to the Faculty Senate or a recommendation for approval by the Faculty Senate, depending on the significance of the changes.