

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

FILE COPY

Academic Senate
Executive Committee Agenda
September 29, 1992
UU 220 3:00-5:00 p.m.

<u>Member</u>	<u>Dept</u>	<u>Member</u>	<u>Dept</u>
Andre, Barbara	StLf&Actvs	Mueller, Wesley	CropSci
Andrews, Charles	Actg	Mori, Barbara	SocSci
Botwin, Michael	ArchEngr	Russell, Craig (Secty)	Music
Brown, Ronald	Physics	Vilkitis, James	NRM
Burgunder, Lee	BusAdm	Wilson, Jack (C)	MechEngr
Dana, Charles	CompSci	Copies: Warren Baker	
Gamble, Lynne (VC)	Library	Glenn Irvin	
Gooden, Reginald	PoliSci	Patricia Mulligan	
Kersten, Timothy	Economics	Howard West	
Koob, Robert	VPAA	ASI representatives	

- I. Minutes: Approval of the August 11, 1992 Academic Senate Executive Committee minutes (pp. 3-7).
- II. Communication(s) and Announcement(s):
Reading List (p. 8).
- III. Reports:
A. Academic Senate Chair
B. President's Office
C. Vice President for Academic Affairs' Office
D. Statewide Senators
E. Lloyd Beecher, Academic Senate representative to the Substance Abuse Advisory Committee - report on Employees Assistance Program (p. 9).
- IV. Consent Agenda:
- V. Business Item(s):
A. Academic Senate faculty representation for 1992-1993 (pp. 10-11).
B. Academic Senate/committee vacancies (p. 12).
C. Faculty nomination to the Information Resource Management Policy and Planning Committee (p. 13).
D. Selection of Academic Senate Secretary-elect for Fall Quarter (to replace Craig Russell while on leave).
E. Selection of Academic Senate parliamentarian for the 1992-1993 academic year.
F. Resolution on Budget Reporting-Pohl, interim chair of the Budget Committee (pp. 14-21).
G. Resolution on Vote of Confidence for Administrators-Berrio, interim chair of the Personnel Policies Committee (pp. 22-26).
H. Resolution on Departmental Precedence in Elections-Seim, chair of the Constitution and Bylaws Committee (p. 27).
I. Curriculum proposal for Religious Studies-Bailey, chair of the Curriculum Committee (pp. 28-30).
J. Curriculum proposal for BS in Manufacturing Engineering-Bailey, chair of the Curriculum Committee (pp. 31-39).
K. Proposal on U.S. Ethnic Pluralism Requirement-Gish, Ethnic Studies Program Director (pp. 40-45).
L. Reconsideration of assigned time for Academic Senate officers and committee chairs [discussion of anticipated assignments for various committees] (pp. 46-48).

8.11.92
minutes
were
removed

continued on page two ----->

VI. Discussion:

- A. Discussion of the proposed Faculty and Staff Service Center (relocation of Faculty Personnel Office, Faculty Development Office, the Academic Senate office, and CFA to the Math & Home Economics building).
- B. Establishing a committee to review Year Round Operation (would four quarters or three trimesters be best for Cal Poly?)
- C. Review and discussion of the Program Review process:
 - (1) Review committee's view regarding the criteria used for summer review of programs
 - (2) establishing the Program Review Committee as a standing committee of the Academic Senate (e.g., should this be an elected committee? timetable for (s)election of the 1993-1995 committee).
 - (3) Determination of ten programs to review during 1992-1993
- D. Strategic Planning Document:
 - (1) general discussion
 - (2) proposed calendar for faculty review and submission of "Faculty Response to the Strategic Plan" (p. 49).
 - (3) who should draft the final Faculty Response (e.g., committee or Senate)?
 - (4) faculty referendum (e.g., should approval be sought for the document as a whole or by section?)
- E. Academic Senate involvement in the Program Discontinuance process (pp. 50-53).
- F. Development of Executive Committee process to determine whether a resolution is ready/complete/appropriate for Senate deliberation.

VII. Adjournment:

Memorandum


✓ XC: SAAC
CAL POLY
SAN LUIS OBISPO
CA 93407

To : Harry Sharp, Interim Dean
College of Liberal Arts

Date : September 2, 1992

File No.:

Copies : R. Koob
R. Lucas


From : Warren J. Baker
President

Subject: Substance Abuse Advisory Committee Annual Report

Thank you for the 1991-92 annual report of the Substance Abuse Advisory Committee which you, as its chair, submitted last month. I am pleased to note the progress that has been made in the last year, especially the work done in the presentation of Beverly Verlinde's workshop and the survey that was conducted of department chairs and administrators concerning the need for an employee assistance program.

I am pleased to approve the committee recommendation that the committee be charged with developing a specific proposal for an employee assistance program. I would further request that this proposal be developed as soon as possible, following the broad outlines that the committee has suggested in the past. Once I have received the proposal it is my intent to forward it to Dr. Koob with the request that he propose a method of implementation.

Harry, I realize that as Interim Dean of the College of Liberal Arts that you feel you can no longer serve as chair of this committee. As we make new committee appointments for 1992-93, we will resolve that issue but would request that you continue working with this committee pending that action.

NOTE TO THE EXECUTIVE COMMITTEE: The number of senators shown in parentheses after the name of the college was based on last year's faculty count, and in CAGR, CLA, and CSM, this number also accommodates the number of senators which were moved into the college from SPS. However, according to the Fall Quarter '92 faculty count, the number written in the left-hand margin is the current number of senators each college should have.

DECISION: As vacancies occur in a college during this coming year, should the college be allowed the number of senators it would have been given last year (the number in parentheses) or should the number of senators be adjusted based on Fall Quarter '92 faculty counts (the number in the left-hand margin)?

**ACADEMIC SENATE
SENATORS
1992-1993
(By College)**

COLLEGE OF AGRICULTURE (9):

<u>NAME</u>	<u>DEPARTMENT</u>	<u>OFC/DEPT</u>	<u>EXP TERM</u>
Bermann, James	AgEngr	2388/2378	1994
Hallock, Brent	SoilSci	2436/2261	1994
Hannings, David	OH	2870/2279	1994
Harris, John	NRM	2426/2702	1993
Lord, Sarah	HomeEc	7272/2225	1994
Mueller, Wesley*	CropSci	2224/1237	1993
Shelton, Mark	CropSci	2286/1237	1994
Vix, Marlin	Agribus	5021/5000	1993
VACANCY (replcmt for Weber)			1994

COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN (5):

<u>NAME</u>	<u>DEPARTMENT</u>	<u>OFC/DEPT</u>	<u>EXP TERM</u>
Botwin, Michael*	ArchEngr	1333/1314	1994
Dubbink, David	C/R Plg	1474/1315	1993
Johnston, Harold	ConstMgt	2797/1323	1994
Turnquist, Ed	ConstMgt	1363/1323	1994
Young, Richard	Arch	2833/1316	1993

COLLEGE OF BUSINESS (5):

<u>NAME</u>	<u>DEPARTMENT</u>	<u>OFC/DEPT</u>	<u>EXP TERM</u>
Andrews, Charles*	Actg	1384/1384	1994
Burgunder, Lee*	BusAdm	1210/2822	1993
Peach, David	Mgt	1301/1301	1993
VACANCY (replcmt for Buxbaum)			1994
VACANCY (replcmt for Cunico)			1994

COLLEGE OF ENGINEERING (8):

<u>NAME</u>	<u>DEPARTMENT</u>	<u>OFC/DEPT</u>	<u>EXP TERM</u>
Biezad, Daniel	AeroEngr	5126/2562	1993
Connely, John	CompSci	7179/2824	1994
Dana, Charles*	CompSci	1331/2824	1994
Lo, Chien-Kuo	C/E Engr	1442/2947	1993
Morrobels-Sosa, Anny	MatsEngr	1380/2568	1994
Wilson, Jack (C)*	MechEngr	1387/1334	1993
VACANCY (replcmt for Lomas)			1994
VACANCY (replcmt for Yang)			1993

COLLEGE OF LIBERAL ARTS (9):

<u>NAME</u>	<u>DEPARTMENT</u>	<u>OFC/DEPT</u>	<u>EXP TERM</u>
Carter, Clay	Jour	2191/2508	1994
Clark, Nancy (OUT FALL)	History	2743/2543	1993
Englund, David	Psyc	2611/2033	1994
Fetzer, Philip	PoliSci	6147/2984	1994
LaPorte, Mary	Art&Des	1155/1148	1994
Mori, Barbara*	SocSci	2011/2260	1993
Olds, Alexis	SpchCom	2289/2553	1993
Russell, Craig (OUT FALL)	Music	1547/2406	1994
Troxel, Patricia	English	2133/2596	1993

COLLEGE OF SCIENCE AND MATHEMATICS (9):

<u>NAME</u>	<u>DEPARTMENT</u>	<u>OFC/DEPT</u>	<u>EXP TERM</u>
Bailey, Christina	Chem	2443/2693	1993
Brown, Ronald*	Physics	2439/2448	1993
DeMers, Gerald	PE	2591/2545	1993
Goers, John	Chemistry	1671/2693	1994
Hale, Thomas	Math	6539/2206	1994
Hanson, Michael	Bio Sci	2444/2789	1993
Marlier, John	Chem	1327/2693	1993
VACANCY			1994
VACANCY			1994

PROFESSIONAL CONSULTATIVE SERVICES (4):

<u>NAME</u>	<u>DEPARTMENT</u>	<u>OFC/DEPT</u>	<u>EXP TERM</u>
Andre, Barbara*	StLf&Actvs	2476/2476	1993
Gamble, Lynne (VC)*	Lib/Ref	2649/2649	1994
Proctor, Carolyn	CareerServs	5977/2501	1993
VACANCY			1994

**ACADEMIC SENATE/COMMITTEE VACANCIES
FOR 1992-1993/94**

Academic Senate

CAGR	one representative (replcmt for Weber '92-94)
CBUS	two representatives (replcmts for Buxbaum '92-93 and Cunico '92-93)
CENG	two representatives (replcmts for Lomas '92-94 and Yang '92-93)
CLA	three substitutes for fall quarter (replcmts for Clark, Russell, and Troxel)
CSM	two representatives ('92-94)
PCS	one representative ('92-94)

Academic Senate Committees

CAGR	Elections Committee Status of Women Committee (replcmt for Cochran, '92-94)
CBUS	Budget Committee (replcmt for Rogers, '92-94)
CAED	Constitution and Bylaws Committee Curriculum Committee - MATT WALL to replace DAVID PIERCE Elections Committee Library Committee
CENG	Elections Committee Fairness Board (replcmt for Yang, '92-93) Student Affairs Committee
CLA	Constitution and Bylaws Committee Curriculum Committee (fall quarter replcmt for Troxel) Long-Range Planning Committee
CSM	Constitution and Bylaws Committee - GERALD DEMERS General Education and Breadth (replcmt for Wheeler, '92-94) Research Committee University Prof Leave Committee (replcmt for McBill, '92-93)
PCS	General Education and Breadth Committee Research Committee University Prof Leave Committee (librarian only)

General Education and Breadth, Area E Subcommittee

Area E (replcmt for Wheeler, '92-93)

University-wide Committees

ASI Student Senate (one vacancy)

Conference and Workshop Advisory Committee (one vacancy)

University Union Advisory Board (one vacancy)

NOTE TO THE EXECUTIVE COMMITTEE: Since the inception of this committee, the three faculty members have been Bill Chambers (IT), Wes Mueller (CropSci), and Jens Pohl (Arch). A replacement for Bill Chambers is needed. The two individuals who indicated interest in this committee (Spring Qtr '92 Faculty Interest Questionnaire) were Polly Harrigan (Housing) and Dennis Nulman (STE).

Per this committee's description, "faculty members (must have) a professional interest and expertise in information systems."

IF YOU HAVE ADDITIONAL NAMES TO ADD TO THE TWO ABOVE, PLEASE BRING THESE TO THE MEETING.

INFORMATION RESOURCE MANAGEMENT POLICY AND PLANNING COMMITTEE

A. Functions

The Information Resource Management Policy and Planning Committee is advisory and reports to the President. The committee is charged with the ongoing assessment of strategic plans and policies related to the campuswide management and use of existing and planned information systems and services. Specific functions include assessing strategic plans, establishing goals and objectives, assessing needs, providing recommendations on resource allocations and management of resources, and providing recommendations on implementation strategies.

B. Membership

President (Chair)

Three faculty members who have a professional interest and expertise in information systems appointed by the President in consultation with the Chair of the Academic Senate. Those appointments will be for three years with faculty eligible to serve two terms. One of the three faculty will be named vice chair by the President.

Chair of the Instructional Advisory Committee on Computing

Chair of the Administrative Advisory Committee on Computing

One representative of the instructional school deans

Vice President for Information Systems

Vice President for Academic Affairs

Vice President for Business Affairs

Vice President for Student Affairs

C. Meetings

At least quarterly during the academic year and on call of the Chair or Vice Chair.

Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS- -92/
RESOLUTION ON
MODIFICATION OF RESOLUTION AS-268-88/BC
ENTITLED "RESOLUTION ON BUDGET INFORMATION REPORTING..."

- WHEREAS, On January 12, 1988, Resolution AS-268-88/BC "Resolution on Budget Information Reporting: Background, Resolution, Guidelines" was adopted by the Academic Senate and subsequently approved by President Baker for implementation; and
- WHEREAS, The guidelines of this resolution set forth the type of information to be distributed to the university community and the individuals to receive a copy; and
- WHEREAS, Due to the voluminous nature of these reports and the number of individuals designated to receive them, the cost of duplication and distribution amounts to several hundreds of dollars; and
- WHEREAS, The Academic Senate Budget Committee has recommended a less extensive budget reporting format and shorter distribution list; therefore, be it
- RESOLVED: That the attached sample format for budget reporting (attachments A and B) replace the Content of Reports, Reports I, II, III, and IV, required by Resolution AS-268-88/BC (attachment C); and be it further
- RESOLVED: That the Distribution of Reports required by Resolution AS-268-88/BC (attachment C) be shortened to the following distribution list: President of the University, the Vice President for Academic Affairs, the Vice President for Business Affairs, the Budget Officer, college deans, department chairs/heads, and members of the Academic Senate Budget Committee.

Proposed by the Academic Senate
Budget Committee
September 29, 1992

ATTACHMENT A

RESOURCE SUMMARY REPORT - INSTRUCTION - 1995/96

4/13/96

SCHOOL	PROJECED ENROLLMENT	PROJECED FTE TEACHER	AT FACILITY POSITIONS (initial)	AT FACILITY POSITIONS (Supplement)	SUM OF FTE POSITIONS (initial)	SUM OF FTE POSITIONS (Supplement)	INSTR. ASST. POSITIONS (Supplement)	TECHNICAL POSITIONS (initial)	TECHNICAL POSITIONS (Supplement)	SUPPLIES & SERVICES (initial)	SUPPLIES & SERVICES (Supplement)	TRAVEL (initial)	TRAVEL (Supplement)	EQUIPMENT (initial)	EQUIPMENT (Supplement)	REPLACEMENT EQUIPMENT (Supplement)
340	3450	1600	1149	103	1252	1252	-228	525	351	\$314,445	\$31,322	\$5,810	\$5,273	\$12,214	\$0	\$180,761
340	1660	1019	664	107	771	771	165	363	246	\$163,294	\$29,343	\$5,259	\$5,365	\$11,103	\$0	\$119,474
340S	1640	1379	648	79	727	727	165	309	161	\$45,297	\$5,619	\$3,840	\$4,666	\$5,552	\$0	\$19,943
340Z	3030	2301	1497	19	1516	1516	-0.81	623	441	\$201,749	\$59,549	\$10,772	\$10,772	\$25,538	\$0	\$137,714
34A	1600	3408	1518	475	1993	1993	-0.15	607	349	\$163,151	\$35,764	\$6,997	\$10,979	\$8,662	\$0	\$84,184
34Z	2600	1903	1077	094	1171	1171	0.21	476	276	\$263,202	\$52,832	\$6,353	\$7,754	\$11,103	\$0	\$204,661
3501	1350	2827	146	027	1573	1573	-2.16	481	427	\$287,121	\$67,582	\$6,772	\$10,636	\$4,441	\$0	\$224,374
School Sub-Total	16350	14603	8253	1114	9367	9367	-1.09	3370	2282	\$1,559,863	\$385,001	\$48,913	\$59,421	\$76,613	\$19,000	\$1,171,461
ANNUAL TOTAL	42	42	119	-307	181	181		100	4	\$78,853	\$18,853	\$2,000	\$2,000	\$2,221		\$66,812
Other	90	90	543		15	15	1.89	2075		\$11,000	\$10,000	\$10,000				
Total	16350	14744	8372	1107	9548	9548	0	3545	2286	\$1,559,863	\$385,001	\$72,913	\$59,421	\$78,834	\$19,000	\$1,238,273

COMPUTER DATE 07/20/91
TIME OF DAY 11:49:00
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CAI POLY STATE UNIVERSITY, SLO
FINANCIAL ACCOUNTING SYSTEM
MANAGEMENT SUMMARY OF ACCOUNTS IN CSU BUDGET STRUCTURE ORDER AS OF 06/30/91

* DEAN SCHOOL OF *****

PAGE 1

PROGRAM: INSTRUCTION

APPROPRIATION: [REDACTED] CHAP: [REDACTED]
APPROPRIATION PURPOSE: SUPPORT
FUND: GENERAL FUND
AVAIL FROM: 07/01/90 TO: 06/30/91 REVERT: 06/30/93

SUB CODE	DESCRIPTION	ORIGINAL BUDGET	CURRENT BUDGET	CURRENT MONTH EXPENDITURES	PROJECT/YEAR TO DATE EXPENDITURES	OPEN COMMITMENTS	BALANCE AVAILABLE
3060	TEMPORARY HELP	\$0.00	\$12,929.00	\$1,836.00	\$9,574.48	\$0.00	\$3,354.52
3100	STUDENT ASSISTANT	\$0.00	\$76,671.00	\$10,728.66	\$84,663.52	\$0.00	\$7,992.52
3360	GRADUATE ASSISTANT	\$0.00	\$18,912.00	\$2,592.00	\$16,296.50	\$0.00	\$2,615.50
	BLANKET SALARIES/WAG	\$0.00	\$108,512.00	\$15,156.66	\$110,534.50	\$0.00	\$2,022.50
	SALARIES AND WAGES	\$0.00	\$108,512.00	\$15,156.66	\$110,534.50	\$0.00	\$2,022.50
	TOTAL PERSONAL SERV	\$0.00	\$108,512.00	\$15,156.66	\$110,534.50	\$0.00	\$2,022.50
4500	SUPPLIES AND SERVICE	\$0.00	\$136,515.63	\$54,718.87	\$126,681.21	\$0.00	\$9,834.42
4501	CHARGEBACKS	\$0.00	\$41,898.37	\$128.13	\$41,898.37	\$0.00	\$0.00
4580	PHONE-EXCHANGE	\$0.00	\$327.00	\$71.21	\$773.30	\$0.00	\$446.30
4581	PHONE-INSTALLATION	\$0.00	\$30.00	\$0.00	\$218.00	\$0.00	\$188.00
4582	TELEPHONE USAGE CHARG	\$0.00	\$17,236.00	\$2,406.58	\$19,393.12	\$0.00	\$2,157.12
	SUB-TOTAL SUPPLIES/S	\$0.00	\$196,007.00	\$57,324.79	\$188,964.00	\$0.00	\$7,043.00
5000	TRAVEL IN STATE	\$0.00	\$8,655.00	\$2,096.22	\$8,570.43	\$0.00	\$84.57
5020	TRAVEL OUT OF STATE	\$0.00	\$15,312.00	\$1,894.93	\$14,972.92	\$0.00	\$339.08
5480	SPECIAL LECTURES	\$0.00	\$11,464.00	\$4,755.00	\$10,754.01	\$0.00	\$709.99
	OPERATING EXPENSE	\$0.00	\$231,438.00	\$66,070.94	\$223,261.36	\$0.00	\$8,176.64
7770	EQUIPMENT	\$0.00	\$35,583.00	\$1,503.24	\$36,102.60	\$0.00	\$519.60
	EQUIPMENT	\$0.00	\$35,583.00	\$1,503.24	\$36,102.60	\$0.00	\$519.60
	TOTAL OPER EXP/EQUIP	\$0.00	\$267,021.00	\$67,574.18	\$259,363.96	\$0.00	\$7,657.04
***	PROGRAM TOTAL:	\$0.00	\$375,533.00	\$82,730.84	\$369,898.46	\$0.00	\$5,634.54

COMPUTER DATE 07/20/91
TIME OF DAY 12:02:59
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CAL POLY STATE UNIVERSITY, SLU
FINANCIAL ACCOUNTING SYSTEM
MANAGEMENT SUMMARY OF ACCOUNTS IN ACCOUNT NUMBER ORDER AS OF 06/30/91

PAGE 2

* DEAN SCHOOL OF [REDACTED] *

PROGRAM: INSTRUCTION
SUBPROGRAM: INSTRUCTION-REGULAR
COST CENTER: GFS-REGULAR INSTR
S/L GLOBAL: 1-11010

APPROPRIATION: [REDACTED] CHAP: [REDACTED]
APPROPRIATION PURPOSE: SUPPORT
FUND: GENERAL FUND
AVAIL FROM: 07/01/90 TO: 06/30/91 REVERT: 06/30/93

ACCOUNT NUMBER	Departments/Other (e.g. grants)	CURRENT BUDGET	CURRENT MONTH EXPENDITURES	PROJECT/YEAR TO DATE EXPENDITURES	OPEN COMMITMENTS	BALANCE AVAILABLE
1-11250	[REDACTED]	\$113,570.00	\$33,551.62	\$105,471.89	\$0.00	\$8,098.11
1-11251	[REDACTED]	\$27,219.00	\$9,806.32	\$28,674.36	\$0.00	\$1,455.36
1-11252	[REDACTED]	\$28,994.00	\$4,539.04	\$27,742.87	\$0.00	\$1,251.13
1-11253	[REDACTED]	\$21,414.00	\$5,383.62	\$21,291.46	\$0.00	\$122.54
1-11254	[REDACTED]	\$28,349.00	\$4,254.21	\$28,156.19	\$0.00	\$192.81
1-11256	[REDACTED]	\$10,500.00	\$502.72	\$10,462.36	\$0.00	\$37.64
1-11259	[REDACTED]	\$52,746.00	\$7,211.28	\$51,266.99	\$0.00	\$1,479.01
1-11260	[REDACTED]	\$5,902.00	\$1,836.00	\$9,574.48	\$0.00	\$3,672.48
1-11261	[REDACTED]	\$0.00	\$544.50	\$8,038.40	\$0.00	\$8,038.40
1-11262	[REDACTED]	\$48,510.00	\$9,905.68	\$41,182.20	\$0.00	\$7,327.80
1-11263	[REDACTED]	\$30,123.00	\$2,337.21	\$29,970.17	\$0.00	\$152.83
1-11264	[REDACTED]	\$6,106.00	\$996.46	\$6,048.16	\$0.00	\$57.84
1-11781	[REDACTED]	\$1,500.00	\$1,562.18	\$1,598.93	\$0.00	\$98.93
1-11788	[REDACTED]	\$600.00	\$300.00	\$420.00	\$0.00	\$180.00
TOTAL GFS-REGULAR INSTR		\$375,533.00	\$82,730.84	\$369,898.46	\$0.00	\$5,634.54

Adopted: January 12, 1988

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

AS-268-88/BC

**RESOLUTION ON
BUDGET INFORMATION REPORTING:
BACKGROUND, RESOLUTION, GUIDELINES**

Background Statement: The Chancellor's Office has been moving toward more openness in the budgeting process at both the systemwide and the individual campus levels, which may ease implementation of these proposed guidelines. For a chronology of the Chancellor's Office efforts and a statement of the current policy, see Attachment 1. President Warren Baker also has shown concern by approving actions to make the budgeting process at Cal Poly more open to faculty and student input and inquiry. The use of discretionary funds on the campus has become an annual report item available to the university community as a result of President Baker's reactions to proposals made by the Academic Senate Budget Committee. He also approved the creation of two budget oversight committees that include faculty and student representation, the President's Advisory Committee on Budgets and Resource Allocations and the Instructional Program Resources Advisory Committee.

A further step is needed to improve faculty and student involvement in the budgeting process, and that step is based upon I-N-F-O-R-M-A-T-I-O-N. Without information as to how instructional budgets are arrived at and what the expenditures are, it is impossible for faculty and students to be fully-functioning partners in the budgeting process. The attached proposed resolution and guidelines are being respectfully submitted for approval by the Academic Senate and by President Baker in the hopes of improved understanding and collegiality in the budgetary process.

On April 14, 1977, AS-25-77/BC BUDGET INFORMATION RESOLUTION was approved by President Robert E. Kennedy. The resolution (see Attachment 2) called for information concerning all instructional budget categories within each school/department to be made available to the faculty. Such information included proposed budgets for the next academic year and final budget figures for the past academic year.

A sample reporting format for possible use by school deans and department heads accompanied President Kennedy's memo approving the resolution (see Attachment 3). He made the following comment in regard to the resolution:

After review with appropriate personnel, I am approving what I perceive to be the intent of that resolution. As you and members of the Senate are no doubt aware, some schools and/or departments currently make this information known to the faculty in a variety of ways, others do not.

The former President's comment that some schools/departments make information available and others do not remains true today--ten years after the BUDGET INFORMATION RESOLUTION was passed. Attached are a new resolution and guidelines for budget information reporting.

**Resolution on Budget Information Reporting: Background, Resolution, Guidelines
AS-268-88/BC**

Page Two

AS-268-88/BC

**RESOLUTION ON
BUDGET INFORMATION REPORTING:
BACKGROUND, RESOLUTION, GUIDELINES**

- WHEREAS, Information concerning allocations and expenditures of the instructional budget categories within each school/department is essential for informed faculty/student participation in the budgeting process; and
- WHEREAS, The Chancellor's Office and the administration at Cal Poly have both gone on record supporting greater openness in the budgeting process, and that includes providing more information about the budgeting process; and
- WHEREAS, To assure implementation and compliance with AS-25-77/BC, approved April 14, 1977; therefore, be it
- RESOLVED: That the Academic Senate of California Polytechnic State University, San Luis Obispo, endorse the attached specific Budget Information Reporting Guidelines, and forward them to President Warren Baker for his approval and implementation.

Proposed By:
Academic Senate Budget Committee
November 17, 1987

Purpose

The purpose of these guidelines is to set standards for the reporting of budget information concerning instructional schools and departments at Cal Poly. When these guidelines are implemented, they will provide a meaningful summary of the instructional budgetary status and financial condition to faculty, students, and other members of the university community. It should be made clear that any school/department that wishes to provide information beyond the scope of these guidelines be encouraged to do so. It is hoped that implementation of these guidelines for the instructional component will encourage other program areas of the university to share budget information more fully with faculty and students.

Origin of Reports

The Vice President for Academic Affairs' office and the Budget Planning and Administration Department of the university will be responsible for compiling and supplying the reports. The Academic Senate office will distribute the reports.

Timing of Reports

Reports are to be issued jointly by the second Friday in November of each academic year.

Content of Reports

REPORT I To be prepared by the Vice President for Academic Affairs' office. It will include the allocation method/model used by the university to make the allocations, the initial allocations based upon those methods/models, augmentations (if any), and total allocations for the prior academic year made to the schools/departments by the Vice President for Academic Affairs. The report will cover the budget categories listed below and include any current year allocations made to those budget categories.

- *AY (Annual Year) Faculty Positions
- *SQ (Summer Quarter) Faculty Positions
- Instructional Administrative Positions
- Technical/Clerical/Student Assistant Positions
- *Supplies and Services (Operating Expenses)
 - Travel In-State
 - Travel Out-of-State
 - Faculty Recruitment
 - Regular Equipment
 - Replacement Equipment
 - Telephone
 - University Assigned Time
- Any Other Allocations Made to the Schools/Departments

*The report shall include resources generated by each school and department via models and resources actually used by each school and department. For faculty positions the summary by classification and level (SCAL) reports will suffice. For supplies and services the 90% and 10% allocation memorandums will suffice.

REPORT II To be provided by the Budget Planning and Administration Department. The following information will be provided in two reports: (1) subcode within each department for each school and (2) department within subcode for each school. They will include the budget, expenditures, and budget balance for the prior fiscal year in each of the budget categories recorded in the Financial Accounting System (FAS) as of June 30th for each instructional school and department of the university.

Cautionary Note: The prior year allocation totals reported by the Vice President for Academic Affairs' office may not coincide with the prior year expenditure totals recorded in the Financial Accounting System (FAS). This may occur as a result of the budget transfers made within the schools and departments annually, as well as the infusion of monies from other funding sources; e.g., discretionary accounts. The reporting of such transfers and augmentations was considered by the Academic Senate Budget Committee, but was believed to be too complex to track for the purposes of this budgetary reporting mechanism. The committee believed that enough budget information would be made available to the faculty and students by these reports so that responsible and informed questions could be asked about any budget total differences in the reports from the two offices.

- REPORT III To be prepared by the Vice President for Academic Affairs' office. It will include Lottery Fund allocations by category to each school and department for the prior year. It is believed that these funds should be reported separately from the General Fund monies due to the nature of the funding source. The allocation memorandums will suffice for this report.
- REPORT IV To be supplied by the Vice President for Academic Affairs' office. It will include a report of school and department allocations of assigned time. This "school" assigned time should be reported separately, so as not to be confused with "university" assigned time.

Distribution of Reports

The following will receive complete reports relating to all schools/departments:

President of the University
Vice President for Academic Affairs
Vice President for Business Affairs
Budget Officer
School Deans
Executive Committee of the Academic Senate
ASI President
ASI Controller
Remaining Members, Instructional Program Resources Advisory Committee
Members, Academic Senate Budget Committee
Special Collections and Archives, Library

The following will receive the report relating to their respective school only:

All Departments in the School (2 copies--one for the department head/chair and one for the faculty)

Remaining Academic Senators

Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS- -92/
RESOLUTION ON
VOTE OF CONFIDENCE FOR ADMINISTRATORS

- WHEREAS, At the present time there is no formal process for a Vote of Confidence for Administrators at Cal Poly, and
- WHEREAS, Such a process is appropriate for a university; therefore, be it
- RESOLVED: That the following procedure be adopted by the Academic Senate:

PROCEDURE FOR VOTE OF CONFIDENCE FOR ADMINISTRATORS

1. If a Vote of Confidence for any administrator is to take place it should not be a regular periodic event, but it should be considered an extraordinary measure.
2. Campus-wide official petition forms will be created for the administration of a Vote of Confidence.
3. It will be left to each department to establish its own policy about a Vote of Confidence for its chair/head.
4. The following procedure will be followed for college deans:
 - 4.1 A petition signed by 25 percent of a college's tenured and tenure-track faculty is presented to the college caucus chair. Simultaneously, a notification of the petition is presented to the Chair of the Academic Senate.
 - 4.2 Upon receipt of the petition, the caucus chair shall present it to the Chair of the Academic Senate in a timely manner.
 - 4.3 Within five (academic year) working days (excluding summer quarter), from the date the petition was presented to the college caucus chair, the Chair of the Academic Senate and the caucus chair will verify with the assistance of the Personnel Office that the people who signed the petition constitute at least 25 percent

of the tenured and tenure-track faculty of the college.

- 4.4 The names of the people who signed the petition will be kept confidential. The petition will be destroyed after the Vote of Confidence is conducted.
- 4.5 Within five (academic year) working days (excluding summer quarter) from the date of the petition verification, the Academic Senate Elections Committee shall be authorized to organize and conduct the Vote of Confidence.
- 4.6 The Academic Senate Elections Committee shall conduct the Vote of Confidence within fifteen (academic year) working days (excluding summer quarter) from the date the authorization to conduct the vote was issued.
- 4.7 The results of the Vote of Confidence for a college dean will be distributed by the Chair of the Academic Senate to the President, the Vice President for Academic Affairs, the dean, and the faculty of the college.
5. The following procedure will be followed for the President and Vice Presidents:
 - 5.1 The process to administer a Vote of Confidence for the President or Vice Presidents can be initiated by one of the following two alternatives:
 - 5.1.1 Alternative 1: A petition, signed by 10 percent of the personnel who are represented by the Academic Senate, is presented to the Chair of the Academic Senate.
 - 5.1.1.1 The Chair of the Academic Senate presents the petition to the Academic Senate Executive Committee after the petition was handed to the Chair.
 - 5.1.1.2 The Academic Senate Executive Committee will verify with the assistance of the Personnel Office that the people who signed the petition constitute 10 percent of the people represented by the Academic Senate.
 - 5.1.1.3 The names of the people who signed the petition will be kept confidential by the Academic Senate Executive Committee. The petition will be destroyed after the Vote of Confidence is conducted.
 - 5.1.1.4 Within ten (academic year) working days

(excluding summer quarter) from the date the petition was presented to the Academic Senate Executive Committee, the Academic Senate Elections Committee shall be authorized to organize and conduct the Vote of Confidence.

5.1.2 Alternative 2: A motion to administer a Vote of Confidence for the President or Vice Presidents is passed by the Academic Senate by simple majority.

5.1.2.1 Within five (academic year) working days (excluding summer quarter) from the date the Academic Senate passed the resolution to conduct a Vote of Confidence, the Academic Senate Elections Committee shall be authorized to organize and conduct the Vote of Confidence.

5.2 The Academic Senate Elections Committee shall conduct the Vote of Confidence within fifteen (academic year) working days (excluding summer quarter) from the date the authorization to conduct the vote was issued.

5.3 The results of the vote of Confidence for the President or Vice Presidents will be distributed by the Academic Senate Executive Committee to the President, the Vice Presidents, the college deans, all personnel represented by the Academic Senate, and the Chancellor of The California State University system.

Proposed By:
The Academic Senate Personnel
Policies Committee
September 29, 1992

VOTE OF CONFIDENCE PETITION

I the undersigned request that the Executive Committee of the Academic Senate initiate the procedure for a Vote of confidence for

_____, _____
as stated in C.A.M. _____. It is understood that the names of all of the petitioners will be confidential.

PRINT NAME

SIGNATURE

Academic Senate Executive Committee only:

Valid Signature _____ Verified by: _____

VOTE OF CONFIDENCE PETITION

I the undersigned request that the Executive Committee of the Academic Senate initiate the procedure for a Vote of confidence for

_____, _____
as stated in C.A.M. _____. It is understood that the names of all of the petitioners will be confidential.

PRINT NAME

SIGNATURE

Academic Senate Executive Committee only:

Valid Signature _____ Verified by: _____

-26-

as stated in C.A.M._____. It is understood that the names of all of the undersigned will be confidential.

SIGNATURE

This image shows a full page of blank, white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the paper.

Total Valid Signatures _____ Verified by: _____

Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS- -92/
RESOLUTION ON
DEPARTMENTAL PRECEDENCE IN ELECTIONS

WHEREAS, Article VII.I.5.b.(1).(e) and (f) of the Bylaws of the Academic Senate present a potential conflict with Article II.C.3., and

WHEREAS, Departmental representation should have precedence in elections; therefore, be it

RESOLVED: That Article II.C.3 be changed as follows:

There shall be no more than one senator per department elected by any ~~school~~ college where applicable until all departments within the ~~school~~ college are represented. A department shall waive its right to representation by failure to nominate. This bylaw shall have precedence over Article VII.I.5.b.(1).(e) of the Bylaws of the Academic Senate.

Proposed By:
The Academic Senate
Constitution and Bylaws
Committee
September 29, 1992

Religious Studies Courses

Philosophy Department, School of Liberal Arts

1994-96 CATALOG PROPOSALS


AS = Academic Senate) CC = (Curriculum Committee)
A = Approved, A* = Approved pending technical modification,
AR = Approved with Reservation (see Committee Comments),
T = Tabled (see Committee Comments), D = Disapproved

A S	C C	
		<p>I. SUMMARY -----</p> <ol style="list-style-type: none"> PHIL 305 Judeo-Christian Religions will be replaced by RELS 304 Judaism and RELS 305 Christian Origins. Two sections of Judaism and two sections of Christian Origins will be offered each academic year. PHIL 306 Asian Religions will be replaced by RELS 306 Hinduism and RELS 307 Buddhism. Two section of Hinduism and two sections of Buddhism will be offered each academic year. PHIL 308 Islamic Religion will be replaced by RELS 308 Islam, and will be offered at least once every academic year. <p>II. NEW COURSES -----</p> <ol style="list-style-type: none"> create new course prefix, RELS RELS 304 Judaism (3) 3lec C2 RELS 305 Christian Origins (3) 3lec C2 RELS 306 Hinduism (3) 3lec C2 RELS 307 Buddhism (3) 3lec C2 RELS 308 Islam (3) 3lec C2 <p>III. DELETED COURSES -----</p> <ol style="list-style-type: none"> PHIL 305 Judeo-Christian Religions (3) PHIL 306 Asian Religions (3) PHIL 308 Islamic Religions (3) <p>IV. GENERAL EDUCATION AND BREADTH COURSES -----</p> <ol style="list-style-type: none"> proposed for GEB Area C3 <p>V. COMMITTEE COMMENTS -----</p> <ol style="list-style-type: none"> History of the number of sections offered between Fall 1990 and Spring 1992 is consistent with proposed schedule of offerings.

California State University
MEMORANDUM

To: Academic Senate
Curriculum Committee

February 19, 1992

From: Judy Saltzman 
Philosophy Department

c.c. Sidney Ribeau, Dean
School of Liberal Arts

L.D. Houlgate, Chair
Philosophy Department

Subject: Religious Studies Course
for General Education and Breadth

The five Religious Studies courses presented to you for consideration are to replace the courses under the philosophy prefix:

Philosophy 305 - Judeo-Christian Religions will be replaced by Religious Studies 304 (Judaism) and Religious Studies 305 (Christian Origins). Two sections of Judaism and two of Christian Origins will be offered each academic year.

Philosophy 306 - Asian Religions will be replaced by Religious Studies 306 (Hinduism) and Religious Studies 307 (Buddhism). Two sections of Hinduism and two of Buddhism will be offered each academic year.

Philosophy 308 - Islamic Religion will be replaced by Religious Studies 308 (Islam), and will be offered at least once every academic year.

The courses will have the same content as they do now, but the change will be very beneficial for several reasons: (1) there is not enough time to cover the enormous amount of material in Judaism and Christianity or in Hinduism and Buddhism in one quarter. Splitting the courses will enable the students to consider the subject more deeply and give the instructor time to teach it properly. (2) The designation Religious Studies is a far better description of the content of the course. Religious Studies involves an interdisciplinary component from philosophy, but also from history and social science, which is usually lacking in philosophy courses. The Philosophy Department for 16 years has been given the charge of teaching Religious Studies, but has never had the proper designation. The only Ph.D. in Religious Studies at Cal Poly regularly teaches these courses.

However, Professors Corner and Dundon have also taught these courses under the philosophy designation on occasion. (3) Other universities in the CSU system regularly teach courses under a Religious Studies designation, either having their own department or as a part of the philosophy department (see attached supporting material). This designation makes it much clearer to the students what they are getting. The Religious Studies Council of the CSU Institute of Teaching and Learning supports my efforts to bring Cal Poly up to the level of the other state universities which have the Religious Studies prefix.

These courses have the support of the Dean of the School of Liberal Arts (see attached memo). They are also very important for the Multi-Cultural mandate of the State. Under the philosophy prefix, these courses are frequented by a high number of students from Asia and the Middle East and are of extreme interest to American students.

Thank you for considering these under Area C.

B.S. Manufacturing Engineering

School of Engineering

1994-96 CATALOG PROPOSALS

AS = Academic Senate, BC = Budget Committee, CC = Curriculum Committee
 A = Approved, A* = Approved pending technical modification,
 AR = Approved with Reservation (see Committee Comments),
 T = Tabled (see Committee Comments), D = Disapproved

A S	B C	C C	
			I. NEW PROGRAMS -----
		A	1. Add: B.S. Manufacturing Engineering
			II. DELETED PROGRAMS -----
		A	1. Manufacturing Concentration of B.S. Industrial Engineering
A		A	2. Manufacturing Processes Concentration B.S. Engineering Technology
A		A	3. Welding Technology Concentration of B.S. Engineering Technology
			III. ATTACHMENTS -----
			1. Executive Summary
			2. Statement of Intent
			3. Curriculum for B.S. Manufacturing Engineering
			4. Curriculum Comparison of Manufacturing Engineering with Industrial Engineering Systems Concentration and Manufacturing Concentration, and Engineering Technology Manufacturing Processes Concentration
			5. WTU Analysis of Change from Engineering Technology to Manufacturing Engineering
			IV. COMMITTEE COMMENTS -----

Approved
92-94
catalog

Executive Summary

Proposed by the Industrial Engineering Department:

Add: New Program:

- o Bachelor of Science in Manufacturing Engineering

Delete: Old Programs:

- o Manufacturing Concentration of Bachelor of Science in Industrial Engineering
- o Manufacturing Processes Concentration of Bachelor of Science in Engineering Technology
- o Welding Technology Concentration of Bachelor of Science in Engineering Technology

The following table summarizes the proposed changes:

	<u>1991-2</u>	<u>1992-94</u>	<u>1994-96</u>
Industrial Engineering Department:	BS IE - Sys concentration BS IE - Mfg concentration BS ET - MP concentration BS ET - WT concentration	BS IE - Sys concentration BS IE - Mfg concentration	BS IE BS MfgE
Number of Programs:	4	2	2

Note that there will be a net reduction of two programs; more importantly, the under-enrolled welding technology program, the manufacturing processes program, and the manufacturing concentration in the Industrial Engineering department will be combined into an accredited engineering program housed in the Industrial Engineering department. The final result will be an Industrial Engineering department offering a B.S. Industrial Engineering degree and a B.S. Manufacturing Engineering degree*. The faculty, staff, equipment, and other resources to effect these changes are already in place, and will be used more efficiently as the three manufacturing-related concentrations are consolidated into the manufacturing engineering program in the Industrial Engineering department. No new courses will be required; existing student slots from IE, ETMP, and ETWT will be used. Cal Poly will have a manufacturing engineering major of improved quality and visibility supplying California industry with graduates who are a key factor in achieving international manufacturing competitiveness.

* The Engineering Technology department will continue to offer a B.S. in Electronics Engineering Technology and a B.S. in Engineering Technology with a mechanical technology concentration.

What is proposed? An accredited manufacturing engineering major to complement the industrial engineering major. It is proposed to combine the manufacturing processes and welding technology concentrations of the Engineering Technology (ET) department with the manufacturing concentration of the Industrial Engineering (IE) department. By consolidating three overlapping concentrations into one strong, high-quality program Cal Poly can continue to serve industry's need for manufacturing engineers.

What is manufacturing engineering? Manufacturing Engineering is that branch of engineering that applies scientific and mathematical principles to the processes of making manufactured goods. The continued application of computers, automation, and robots to manufacturing as well as the increasing complexity of manufacturing processes has increased the educational level required for this function in industry. The manufacturing engineering role is sometimes referred to as process or production engineering, but the State of California has followed the current trend by recognizing manufacturing engineering as a distinct category for professional registration.

Why change? Not only will efficiency be increased by this consolidation, but the quality of the program will be significantly improved by presenting an accredited engineering program rather than the technology programs we are now offering. (The current IE-Mfg. Concentration is a part of the accredited IE program and is not a manufacturing engineering program. If a manufacturing engineering major is not possible, the IE department can continue to offer a manufacturing engineering concentration, but a concentration could not fully meet the objectives stated below.)

- **What are the objectives of the major?** The following is our primary objective: to provide industry with well-prepared, motivated manufacturing engineering graduates who are immediately productive upon starting work and have an engineering background for graduate work. The curricular objectives are: to provide graduates with educational breadth, as well as depth in their chosen profession by emphasizing independence, critical thinking, the capability to analyze problems and synthesize well-integrated solutions, and the ability to communicate their solutions using well-developed oral and verbal communication skills; to introduce the profession of manufacturing engineering; to provide the math, science, and engineering core, and process and industrial engineering fundamentals; to do specialized work in process design, computer application, and tool engineering; to polish professional skills; and to provide sufficient technical electives for specializing in an area of interest.

How will the major contribute to the University's role? We subscribe to the Mission Statement of the University: we believe that our proposed program contributes to that mission in that it enhances the polytechnic nature of the University, while substantially improving the quality of its programs and the quality of its graduates. In addition it enhances the University's role to the larger community, in that we are better able to support the technical needs of the State and nation. The current problems of the economy relate largely to the increasing failure of industry to compete in the international market-place. Some of the quality and pricing problems that are causing our economic woes are the domain of the manufacturing engineer. There are few accredited programs to meet this need -- only one program in the State and only ten in the nation.

What do manufacturing engineers do after they graduate? The Manufacturing Engineer works directly with the people, processes, and machines involved in manufacturing operations. The B.S. in Manufacturing Engineering degree will allow job-entry at the professional level. Typical employment of graduates includes the areas of process engineering, manufacturing automation, tool engineering, quality engineering, CAD/CAM, and equipment engineering.

What is the anticipated enrollment? Ninety-six students. The manufacturing and welding technology programs have had an average size of approximately ninety students over the last decade. Based on surveys taken, most of these would prefer the manufacturing engineering major and would be capable of the increased analytical level required. The remainder of the students would come from within the Industrial Engineering department.

How will the allocation of new students to this program affect the size of other programs? The Industrial Engineering department plans to contribute 20 to 30 students from its IE program's undergraduate quota. The 70 to 80 student quota of manufacturing technology students currently assigned to the IE department will also be used for manufacturing engineering. There will be little effect outside the Industrial Engineering department and none outside the School of Engineering.

Are new courses, new faculty, or other resources required for the major? There are no new courses. The proposed new major is composed primarily of existing Industrial Engineering (IE prefix) courses and modified or combined Engineering Technology - Manufacturing Processes (ETMP prefix) courses. The technology courses will be modified to increase their analytical content, improving the quality of the program. Six courses of eleven from the Engineering Technology - Welding Technology (ETWT prefix) program are combined into three elective courses to form a cluster of electives in welding. Six ETWT courses (20 units) are deleted. The resources for manufacturing engineering already exist on campus: the three manufacturing concentrations proposed to be combined have a total book value on the Cal Poly property rolls of over \$2,700,000 as of December 1991. This equipment is currently installed in 26,200 square feet of lab space in buildings 26, 36, and 58.

Who is involved? Fourteen tenured or tenure-track faculty in industrial engineering are involved, nine from the original IE department and five from the transferred manufacturing programs in ET. This transfer was accomplished in July, 1991, in anticipation of this consolidation and streamlining of all the manufacturing curricula on campus into this new degree proposal. All of us wholeheartedly embrace this proposal for a manufacturing engineering major. We have, without exception, experience in manufacturing and industry, which will enhance the professionalism of the new program. Further, many of us have degrees with emphasis on manufacturing, specifically.

When will this program commence? Our goal is to gain approval in time to place the new manufacturing engineering major in the 1994-96 catalog, allowing the first group of students to graduate in June of 1996. We would then be able to request an accreditation visit in the Fall of 1996, which is the normal schedule for the balance of the engineering programs resulting in a savings for the school.

Where are there similar programs? There are only ten accredited manufacturing engineering programs in the entire country and only four of these are west of the Mississippi. The only accredited program in the State of California is offered by the Industrial and Manufacturing Engineering (IME) department of Cal Poly, Pomona. Pomona serves primarily the LA area and members of the IME department at Pomona were very cooperative in helping with the development of this proposed curriculum. They do not feel threatened by the existence of a similar program because they are aware that there is a great need for more manufacturing engineering education programs and that our geographic service areas are different. The ten accredited manufacturing engineering programs are Cal Poly-Pomona, Utah State, Oregon State, General Motors Institute, Ohio State, Boston University, Miami University, Worcester Polytechnic, Bradley University, and Kansas State.

Why do we even need a manufacturing program at all -- is it not true that projections show that the number of manufacturing jobs are decreasing? Yes, but this group of manufacturing jobs includes ALL those working in manufacturing and is composed mostly of non-professional workers. Research shows there is a growing need for college-educated manufacturing engineers to increase manufacturing efficiency and quality, even though unskilled and semi-skilled jobs are being lost. Professional manufacturing engineers are not at risk -- as the complexity of automation increases and the body of knowledge that a manufacturing engineer must have beyond the basics of engineering grows, the demand for college-educated specialists in manufacturing engineering will continue to increase. This country and the State of California are having trouble competing internationally in manufacturing. California recognizes the existence of manufacturing engineering as a separate professional field by designating a separate registration category for manufacturing engineers. Over one in six of the companies interviewing on campus during Winter quarter 1992 are seeking manufacturing engineering professionals.

How is the proposed program substantially different from the existing BSIE program? There is a difference of 47 units between the industrial engineering major and the proposed manufacturing engineering major, as detailed in the body of the proposal. Although there is some overlap between these two programs, there is a distinct difference between them: manufacturing engineers work directly with the processes and people in a manufacturing operation while industrial engineers focus on resource optimization and systems integration of industrial and service operations.

Why not just consolidate all the manufacturing programs into the existing IE-Mfg concentration and not bother with a new manufacturing engineering major? The three components of the answer to this question are quality, quantity, and identity:

QUALITY: Manufacturing engineering is a distinct academic discipline that requires its own identity and emphasis; it would not be responsive to state and national needs to treat manufacturing engineering merely as a concentration within another discipline. Our standard should be the recognized national standard -- the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET) provides a separate accreditation for Manufacturing Engineering and Industrial Engineering. The professional Society of Manufacturing Engineers (SME) provides supplemental criteria to EAC/ABET and rewards programs that attain this accreditation with priority for grant funding and other support.

QUANTITY: Many students want to major specifically in manufacturing engineering. Over twenty years of experience in guiding and counseling students has proven that it is very important to students to identify for them a separate major; it is difficult at best to attract students to a concentration if the name of the program is not visible as a separate major.

IDENTITY: By statute and by tradition, industry in California has looked to Cal Poly as a center of excellence in education for manufacturing. The State of California has followed the national and international trend by recognizing manufacturing engineering as a separate category for professional registration. The Society of Manufacturing Engineers is a very active professional society whose Manufacturing Engineering Education Foundation awards millions of dollars in equipment and software to selected university programs. We recommend that Cal Poly assume the responsibility for the recognition associated with a quality manufacturing engineering program.

"The U.S. is losing its ability to compete in world markets. . . Productivity . . . will continue to decline until there is an ample supply of academically qualified manufacturing engineers . . ."

- The President's Commission on Industrial Competitiveness

CURRICULUM FOR B.S. MANUFACTURING ENGINEERING

Major Courses:

IE 101 Intro to IE & MFG	2
IE 141 Mfg. Processes - Net Shape *	1
IE 142 Mfg. Processes - Materials Joining *	2
IE 143 Mfg. Processes - Material Removal	2
IE 223 Work Design and Measurement	4
IE 239 Industrial Costs and Controls	3
IE 241 Process Design I	4
IE 242 Process Design II	4
IE 341 Tool Engineering I	4
IE 351 Computer-Aided Manufacturing I	4
IE 356 Manufacturing Automation	4
IE 418 Product-Process Design	4
IE 426 Engineering Test Design and Analysis	4
IE 430 Quality Engineering	4
IE 455 Manufacturing Design and Implementation I	3
IE 461 Senior Project	2
IE 462 Senior Project	3
IE 463 Undergraduate Seminar	2
Electives in Manufacturing	<u>13</u>

Major Course Unit Subtotal: 69

Support Courses:

CHEM 125 General Chemistry	4
MATH 141 Calculus I	4
MATH 241 Calculus IV	4
MATH 242 Differential Equations	4
PHYS 133 General Physics	4
STAT 321 Statistical Analysis	3
CE 204 Strength	3
CE 205 Strength**	2
CE 206 Strength Laboratory**	1
EE 311 Electric Circuit Theory	3
EE 351 Electric Circuits Lab	1
EE 321 Electronics	3
ETME 141 Descriptive Geometry	2
ETME 142 Engineering Drawing I	1
ETME 143 Engineering Drawing II	1
IE 314 Engineering Economics	3
MATE 306 Materials Engineering	3
MATE 341 Materials Engineering Lab	1
ME 211 Engineering Statics	3
ME 212 Engineering Dynamics	3
ME 302 Thermodynamics I	3
ME 313 Heat Transfer	<u>3</u>

Support Course Subtotal: 59

* For Electronic Mfg. emphasis take IE 157 Electronic Manufacturing instead of IE 141 & IE 142

** ME 341 Fluid Mechanics may be substituted for BOTH CE 205 & 206 Strength of Materials