I. Minutes: none

II. Communication(s) and Announcement(s):
Nominations are being received for the position of Academic Senate representative to the Program Review and Improvement Committee for the 1993-1995 term. The representative must be a tenured, full professor. If you are interested in serving in this position, please contact the Academic Senate office (1258).

III. Reports:
A. Academic Senate Chair
B. President's Office
C. Vice President for Academic Affairs' Office
D. Statewide Senators
E. CFA Campus President
F. ASI Representatives

IV. Consent Agenda:

V. Business Item(s):
B. Resolution on Department Name Change Request for Physical Education Department–Head, Department Head for Physical Education, second reading (pp. 2-3).
C. Resolution on Academic Senate Recommendations for Accommodating Immediate Budget Reductions, second reading (pp. 4-5).
D. Cal Poly Strategic Plan: (1) Final Draft of the Academic Senate Faculty Response to the Strategic Plan; (2) Procedure for submitting Final Draft to the faculty for referendum (pp. 6-20).
E. Resolution on Double Counting of General Education and Breadth Courses–Vilkitis, co-chair of GE&B Committee, second reading (pp. 21-22).
F. GE&B proposal for JOUR 318–Vilkitis, co-chair of the GE&B Committee, first reading (p. 23).
G. Resolution on Evaluation of College Deans or Equivalent Administrators–Terry, chair of the Personnel Policies Committee, first reading (pp. 24-27).
H. Resolution on Vote of Confidence for Administrators–Terry, Chair of the Personnel Policies Committee, first reading (pp. 28-33).
I. Resolution Establishing an Employee Assistance Program–Beecher, representative to the Substance Abuse Advisory Committee, first reading (pp. 34-46).
J. Cal Poly Instructional Computing Strategic Plan–Mueller, chair of the Instructional Advisory Computing Committee, first reading (pp. 47-51).
K. Report of the Engineering Technology Discontinuance Committee, first reading. [PLEASE BRING YOUR COPY OF THIS REPORT WHICH WAS MAILED UNDER SEPARATE COVER].

VI. Discussion Item(s):

VII. Adjournment:
Adopted:

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

AS- -93
RESOLUTION ON
DEPARTMENT NAME CHANGE FOR
PHYSICAL EDUCATION DEPARTMENT

WHEREAS, The Physical Education Department requests that its department name be changed to PHYSICAL EDUCATION AND KINESIOLOGY DEPARTMENT; and

WHEREAS, The request for a department name change has been approved by the College of Science and Mathematics Council and the dean for the College of Science and Mathematics; therefore, be it

RESOLVED: That the name of the Physical Education Department be changed to the PHYSICAL EDUCATION AND KINESIOLOGY DEPARTMENT.

Proposed By: The Physical Education Department
Date: March 30, 1993
RATIONALE FOR CHANGING THE NAME OF THE DEPARTMENT FROM PHYSICAL EDUCATION TO PHYSICAL EDUCATION AND KINESIOLOGY

Over the years, Cal Poly's Physical Education program has evolved to reflect developments within the discipline. In its early history, the focus centered around teacher education as the sole professional application of its body of knowledge. The intended career of a major in Physical Education was to teach sports, exercise and dance in a K-12 environment. Current programs, however, reflect a scholarly discipline which encompasses a unique body of knowledge. Graduates are prepared in a broad continuum, including pedagogy, physiology, biomechanics, psychology, sociology, history, philosophy, rehabilitation and aesthetics.

The curricular trend in university programs currently is to offer various areas of specialization designed to prepare students for specific careers. Cal Poly offers courses of study in Teacher Education, Commercial/Corporate Fitness, Health, or in an individualized program based upon a student's specific interest. Since the term "Physical Education:" has long been used to designate movement programs in a public school setting, that term should be retained to identify those programs in public schools. However, that title does not accurately describe the multi-faceted curriculum offered at Cal Poly. For that reason, a name change is in order; a name that more precisely describes the discipline, and at the same time, conveys to the university community and to the general public, the diverse nature of the field.

The trend to change the title of Physical Education started in 1971 when Simon Fraser University changed its name to the Department of Kinesiology. In 1972, the University of California at Los Angeles adopted the same title. Many other universities across the country and within the State have also changed the title of their programs to Kinesiology. Since this is the direction in which the discipline has moved, the time has come for the Physical Education Department at Cal Poly to add Kinesiology to the department name. The addition of Kinesiology more accurately describes the diverse nature of the program. It also reflects the progressive image that Cal Poly holds among other institutions in the field of Physical Education.
RESOLVED: That the Academic Senate approve the attached recommendations for accommodating immediate budget reductions; and, be it further

RESOLVED: That the attached recommendations be forwarded to President Baker for his review and consideration.

Proposed By: Academic Senate Executive Committee
March 9, 1993
ACADEMIC SENATE RECOMMENDATIONS FOR ACCOMMODATING IMMEDIATE BUDGET REDUCTIONS

In planning for the expected 1993/94 budget shortfall, a 7.4+ percent overall reduction is anticipated for Cal Poly. In an effort to suggest ways of meeting this challenge, the following recommendations have been adopted by the Academic Senate. In proposing these recommendations, it is the concern of the Academic Senate that all efforts be made to maintain the integrity of classroom instruction at Cal Poly.

These recommendations are in addition to the reductions presently being identified by each divisional area of the university as necessary for meeting that area's portion of the across-the-board cuts.

RECOMMENDATIONS:
1. Athletics: reduce state funding to Athletics by 50 percent.
2. Transportation Services: reduce state funding to Transportation Services by 100 percent.
3. University Relations and Development: reduce state funding to University Relations and Development by 100 percent.
4. Student Affairs:
   A. more student services to be fee-based;
   B. reduce the number of administrators in Student Affairs;
5. Administration: reduce the number of positions at the director's level and above with the exception of college deans.
6. Computing Services:
   We are concerned with the cost of central computing services provided by Information Services. We request that the IACC and IRMPPC report to the Academic on: (1) what are the essential computing functions on campus; and (2) recommend the most cost-effective ways of delivering those services.
7. Remedial Courses: remedial courses be offered through Extended Education.
8. Faculty Consultation: faculty to be consulted in each college on the question of total personnel costs versus O&E funds.
ACADEMIC SENATE RESPONSE TO THE STRATEGIC PLAN

Cal Poly's Strategic Plan was developed as a means to guide the university over the next several years. It establishes a direction for achieving the mission of the university by setting forth the goals and priorities which will direct its future planning, resource allocation, and decision making.

CAL POLY MISSION STATEMENT

Cal Poly's mission as a predominantly undergraduate, comprehensive, polytechnic university serving California is to discover, integrate, apply and transmit truth and knowledge in teaching while serving the needs of its constituencies.

Cal Poly achieves its mission by balancing theory and application, principle and practice, and through its special emphasis, reflected in the phrase "learn by doing."

As part of its mission, Cal Poly is dedicated to complete respect for human rights and the development of the full potential of each of its individual members, and pledges to serve all the peoples of California by educating its students to an exceptional level of social and professional awareness.

As a predominantly undergraduate, comprehensive, polytechnic university serving California, the mission of Cal Poly is to discover, integrate, articulate, and apply knowledge. This it does by emphasizing teaching; engaging in research; participating in the various communities with which it pursues common interests; and where appropriate, providing students with the unique experience of direct involvement with the actual challenges of their disciplines.

Cal Poly is dedicated to complete respect for human rights and the development of the full potential of each of its individual members. Cal Poly is committed to providing an environment where all share in the common responsibility to safeguard each other's rights, encourage a mutual concern for individual growth and appreciate the benefits of a diverse campus community.

1. ACADEMIC PROGRAMS

The purpose of academic programs at Cal Poly is to fulfill the university mission of pursuing and transmitting skill, knowledge and truth. Cal Poly's academic programs support the university's unique comprehensive and polytechnic mission and should all be
assessed periodically to ensure that they meet student and societal needs. Cal Poly should provide the necessary resources to ensure the highest quality of service to its students to facilitate their progress throughout all phases of their educational careers.

Goals:

1.1 Consistent with the provisions of Title 5, Sections 40050 and 40051 of the California Code of Regulations, Cal Poly shall affirm its polytechnic orientation emphasizing undergraduate, graduate, and post-baccalaureate professional and technical programs, while providing equally high-quality programs in the arts, humanities, and natural, social and behavioral sciences that characterize a comprehensive polytechnic university. These programs shall encourage students to be imaginative and assume leadership in the future.

1.1.1. Cal Poly shall ensure that 70 to 80 percent of each graduating class is in professionally or technically oriented programs that a significant majority of Cal Poly students are enrolled in professional or technical programs.

1.1.2. Cal Poly administration shall continue to seek necessary state resources to support a high-quality polytechnic university.

1.2 Cal Poly shall continue to admit and graduate the highest quality students possible.

1.3 Cal Poly shall may admit freshmen into majors, or schools colleges, or admit them into the university without declaring a major.

1.4 Cal Poly's general education program shall reflect the institution's polytechnic character and will provide means whereby graduates Cal Poly's general education will continue to maintain a technical component consistent with the university's character and will provide means whereby graduates:

will have achieved the ability to think clearly, logically, and creatively; to find and critically examine information; to communicate in English orally and in writing; and to perform quantitative functions;

will have acquired appreciable knowledge about their own bodies and minds, about how human society has developed and how it now functions, about the
physical world in which they live, about the other forms of life with which they share that world, and about the cultural endeavors and legacies of their civilization;

will have come to an understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

1.4.1 Cal Poly's general education program shall provide alternatives by which undergraduates can complete the CSU mandated requirements for general education.

1.4.2 Cal Poly shall establish policy to facilitate general education transferability.

1.4.3 Cal Poly shall ensure its graduates will have acquired knowledge regarding technology, its importance to society, and its impacts on the natural systems.

1.5 Cal Poly shall support and develop high quality graduate postbaccalaureate programs that complement the mission of the university.

1.5.1 Cal Poly shall ensure that 10 to 20 percent of each graduating class is in graduate programs.

1.6 Cal Poly shall provide a campus environment where a strong commitment to teaching and learning exists, and all members of the campus community are motivated to work together in the pursuit of educational goals.

1.7 Cal Poly's instructional programs will vary in size depending on such factors as:

- relevance to mission
- quality of program, faculty, students, and staff
- support of the university's Educational Equity and Affirmative Action plans
- projected demand by students and employers
- overlaps with programs in other institutions, including the number and size of similar programs offered elsewhere in the state
- requirements of accreditation associations
- resource requirements (variety of faculty, staff, facilities, equipment, library resources).

1.8 Cal Poly's decisions about academic programs and administrative organizations shall be based on the
Cal Poly Strategic Plan

Educational needs of students and society and the efficient, and effective and appropriate use of resources within a program.

1.8.1 Cal Poly shall review these decisions regularly.

1.9 Cal Poly shall participate in self-supporting programs that offer educational opportunities for non-traditional, non-matriculated nontraditional, nonmatriculated students.

1.10 Cal Poly shall require for graduation successful completion of course work that focuses on the issues of gender and cultural pluralism.

1.10 Cal Poly shall ensure that the academic curriculum is appropriately infused with issues of gender and cultural and racial pluralism.

1.10.1 Cal Poly shall require for graduation, successful completion of course work that focuses on the issues of gender and cultural and racial pluralism.

1.10.2 Cal Poly shall ensure that the content of courses across the curriculum include relevant issues of gender and cultural and racial pluralism where appropriate.

2. FACULTY SCHOLARSHIP

The faculty shall be encouraged to be proficient and current in their disciplines as well as their teaching skills. Cal Poly shall continue to encourage faculty to belong to appropriate professional organizations. Cal Poly will provide the necessary support to ensure that faculty have the opportunity to achieve success in the scholarships identified below.

Faculty Professional Development

Excellence in teaching is the primary purpose of Cal Poly's faculty, and active participation in various types of scholarly activities is essential to meeting this goal. Cal Poly recognizes and endorses four types of scholarship as part of the expectations for faculty. A Carnegie Foundation report entitled Scholarship Reconsidered: Priorities of the Professorate identifies these as the Scholarship of Teaching, the Scholarship of Discovery, the Scholarship of Integration, and the Scholarship of Application. Each of Cal Poly's faculty members must be active and proficient in the Scholarship of Teaching. While activity in the three remaining areas characterizes the career of
The following thoughts extracted from the Carnegie Foundation report suit the mission of teaching and pursuing knowledge at Cal Poly particularly well. Cal Poly endorses the broad definitions of the four types of scholarship set forth in the Carnegie report. The following thoughts extracted from the Carnegie report summarize the mission of teaching and scholarship at Cal Poly.

The Scholarship of Teaching. As a scholarly enterprise, teaching begins with what the teacher knows. Those who teach must be well-informed and steeped in the knowledge of their fields. But the work of the professor becomes consequential only as it is understood by others. Teaching is also a dynamic endeavor involving the analogies, metaphors, and images that build bridges between the teacher's understanding and the student's learning. Teaching is also a dynamic endeavor which must bring students actively into the educational process.

Further, teaching, at its best, means not only transmitting knowledge, but transforming and extending it as well. In the end, inspired teaching keeps scholarship alive. In the end, inspired teaching keeps scholarship alive and inspired scholarship keeps teaching alive. Without the teaching function, the continuity of knowledge will be broken and the store of human knowledge diminished.

2.1 Cal Poly shall continue to encourage its faculty members to be proficient and current in the subjects they teach.

2.2 Cal Poly shall continue to improve opportunities for each faculty member to be skilled in classroom or comparable modes of instruction and to have the most up-to-date means of information technology available.

2.2.1 Cal Poly shall continue to place particular emphasis upon teaching methods that require students to take an active role in their own learning.

2.3 Consistent with its expectations, Cal Poly shall continue to improve classroom space, classroom equipment, supplies, study space, computer equipment, communication and information technologies, books, periodicals, and other resources.
2.4 Cal Poly shall develop an on-going and effective program of conferences and workshops on teaching and use of information technology to ensure the highest possible quality of instruction across the campus.

The Scholarship of Discovery comes closest to what is meant when academics speak of "research." This scholarship contributes not only to the stock of human knowledge, but also to the intellectual climate of the University. Not just the outcomes, but the process, and especially the passion, give meaning to the effort. The probing mind of the researcher is a vital asset to Cal Poly, the state, and the world. Scholarly investigation and/or creative activity, in all the disciplines, is at the very heart of academic life, and the pursuit of knowledge must be assiduously cultivated and defended. Disciplined, investigative efforts within the University should be strengthened, not diminished. Those engaged in the Scholarship of Discovery shall ask: What is known and what is yet to be discovered?

The Scholarship of Integration involves the serious, disciplined work of interpreting, drawing together, and bringing new insight to bear on original research. This scholarship can involve doing research at the boundaries where fields of study converge, or it can involve the interpretation and fitting of one's own research--or the research of others--into larger intellectual patterns. Integration means making connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way, often educating nonspecialists, too. Those engaged in the Scholarship of Integration shall ask: What do the research findings mean and is it possible to interpret what has been discovered in ways that provide a larger, more comprehensive understanding?

The Scholarship of Application involves using knowledge to solve problems. This scholarship is a dynamic process where new research discoveries are applied and where the applications themselves give rise to new intellectual understandings. This scholarly activity, which both applies and contributes to human knowledge, is particularly needed in a world in which huge, almost intractable problems call for the skills and insights of university faculties. Those engaged in the Scholarship of Application shall ask: How can knowledge be responsibly applied to consequential problems, and how can social, economic, and other problems define an agenda for scholarly investigation?

2.5 Consistent with its expectations, Cal Poly shall continue to improve its support for the Scholarships of Discovery, Integration, and Application. Such support
Cal Poly Strategic Plan

shall include but not be limited to assigned time, facilities, equipment, travel, and research assistance.

MOVE SECTION 2.6 TO SECTION 3: "STAFF PROFESSIONAL GROWTH AND ACHIEVEMENT AS GOAL 3.6.

2.6 Consistent with its expectations, Cal Poly shall encourage staff participation in the Scholarships of Discovery, Integration, and Application. Such staff support should include, but not be limited to, active involvement in projects and research.

2.7 In addition to a commitment to the Scholarship of Teaching, each Cal Poly faculty member shall demonstrate a continued involvement in one or more of the scholarships of Discovery, Integration, and Application.

2.8 Cal Poly's faculty evaluation process shall require evidence that each faculty member is engaged in one or more of the Scholarships of Discovery, Integration, and Application in addition to the faculty member's involvement in the Scholarship of Teaching.

2.6 Cal Poly shall recognize and support professional activities to the disciplines (such as holding office, editing journals, reviewing books and participating in professional meetings) and service to the university and larger community (such as serving on committees and activity in community groups and activities).

3. STAFF PROFESSIONAL GROWTH AND ACHIEVEMENT

Excellence in support of students and faculty is the primary goal of Cal Poly's staff, and participation in activities that lead to professional growth and achievement is essential to meeting this goal. Professional growth and achievement includes continuing education related to a staff member's current position as well as education and training for future careers. Professional growth and achievement may entail different activities for different staff members.

In a university, it is appropriate for all members of the campus community to have the opportunity to seek further learning.

3.1 Cal Poly's staff members shall have the opportunity to pursue additional education and training whether in pursuit of a degree, certification, or personal lifelong learning.
Cal Poly Strategic Plan

Staff members must have available to them the tools necessary for professional growth and achievement. This shall include the opportunity to enhance skills in their current fields, to be exposed to recent developments in technology and information, and to acquire additional education.

An important part of professional growth and achievement, especially on a campus as relatively isolated as Cal Poly, is participation in professional organizations and opportunities to attend professional conferences.

3.2 Cal Poly's staff shall be encouraged to be proficient and current in their professions in order to provide the highest quality support to students, faculty, and the university at large. In support of this, Cal Poly shall continue to improve and update the work environment.

3.3 Cal Poly's staff shall be encouraged to belong to appropriate local, state, and national professional organizations.

3.4 Staff professional growth and achievement shall be recognized by the university.

3.5 Cal Poly shall institute revised performance evaluation standards that set fair and high standards for performance of staff members. These performance standards shall take into consideration the stated expectations for professional growth and achievement and recognize staff members who endeavor to meet those expectations.

3.6 Consistent with its expectations, Cal Poly shall encourage staff participation in the Scholarships of Discovery, Integration, and Application. Such staff support should include, but not be limited to, active involvement in projects and research.

4. STUDENT SATISFACTION

The experience of students on campus directly relates to their satisfaction and the prospect that they will persist with their academic programs to graduation. Student satisfaction at Cal Poly is enhanced by the ambiance of a small university setting, low student-faculty ratios, and the continuing commitment to provide a motivated, technologically current learning environment. The university must continue to support and promote student satisfaction through early affiliation with specific advising programs, respect for the rights of the individual,
access to student services, and opportunities to participate in activities that develop the whole person.

4.1 Cal Poly's administrative, academic, and student services programs shall promote student retention, success, and graduation in a timely manner.

4.2 Cal Poly's administrative processes affecting students shall be efficient, effective, and oriented toward service.

4.3 Cal Poly shall provide services, such as library and information services, computing, and audio-visual services, that improve the learning environment.

4.4 Cal Poly shall administer regularly a systematic survey of student attitudes toward academic, administrative, and support services.

4.4.1 Cal Poly shall establish and implement a thorough approach to investigating the reasons why students choose to discontinue study at Cal Poly.

4.5 Cal Poly shall provide a campus environment where the rights of each member of the university community are respected.

4.5.1 The Cal Poly community shall strive to be free of all forms of harassment.

4.5.2 Campus policies for handling harassment complaints will comply with state and federal law.

4.6 Cal Poly shall provide an environment in which social, co-curricular, and multi-cultural programs motivate students, faculty, and staff to work, participate, and socialize together.

5. DIVERSITY

Cultural diversity improves the quality of life and education for all members of the Cal Poly community. It enhances the educational and professional opportunities for all members of the student body, faculty, and staff, and enriches the social climate both on and off campus. The concept of cultural diversity assumes recognition and respect for differences in age, country of origin, creed, economic background, ethnicity, gender, physical ability, race, or sexual orientation. Objectives for achieving the educational equity reflected in diversity include programs for outreach, recruitment, retention, career planning, and graduation for students as well as programs for recruitment and retention of all Cal Poly employees. Emphasis is given to achieving parity for individuals from underrepresented groups in enrollment by having Cal Poly graduating classes reflect the
diversity of the state's high school graduating class five years previously. Parity in employment is achieved by having Cal Poly meet or exceed the percent eligibility of underrepresented individuals by job category in the area in which the campus can reasonably recruit. Additionally, the Cal Poly community shall have access to academic and cultural programs which will promote the development of an integrated multi-cultural, multi-racial community.

Diversity enhances the quality of life and education for all members of the Cal Poly community and enriches the social and professional climate both on and off campus. The concept of diversity assumes recognition and respect for differences in age, country of origin, creed, economic background, ethnicity, gender, physical ability, race, and sexual orientation. The development and maintenance of an integrated multicultural campus is the responsibility of all members of the Cal Poly community. Achieving educational equity within a diverse student body will require programs in outreach, recruitment, retention, career planning, and the promotion of timely graduation with special emphasis on reflecting the diversity among CSU eligible students within the state. Cal Poly commits to meeting the proportion of eligible underrepresented individuals by job category in appropriate recruiting areas. To achieve a truly integrated multicultural campus, members of the faculty, staff, and student body must participate in academic and cultural programs that promote the sensitivity, understanding, and appreciation necessary for the successful attainment of this ideal.

5.1 Cal Poly shall lead in creating a multi-cultural and multi-racial campus. All members of the Cal Poly community shall work cooperatively to achieve an integrated multicultural, multi-racial campus in which the educational and professional opportunities for the student body, faculty, and staff are enhanced.

5.2 Cal Poly shall strive to have the composition of the university community, regardless of institutional size, reflect closely the cultural diversity of California. The composition of the Cal Poly community shall reasonably reflect the cultural diversity of those Californians qualified for enrollment or employment at Cal Poly.

5.2.1 By the year 2000, Cal Poly's graduating classes shall reflect the ethnic and gender diversity of the high school graduating class five years previously. This diversity shall be distributed in reasonable proportions throughout the university's curricular and other programs.

5.2.2 Cal Poly shall continue to develop initiate or maintain programs to increase the number of
qualified student applicants, attract and retain students of high calibre, and increase the diversity of the student population in accordance with the campus enrollment management plan.

5.2.3.2 Cal Poly shall establish effective outreach programs to increase the number of qualified underrepresented students, faculty, and staff members and participate to the fullest extent possible in CSU programs for increasing faculty, staff, and student diversity. In addition, Cal Poly will have programs that promote the personal and professional success of underrepresented members of the university community.

5.3 Cal Poly shall create a campus environment that ensures equal opportunity for professional and personal success in all segments of the university community.

5.4 Cal Poly shall value diversity and promote mutual respect and interaction among all individuals. Cal Poly shall identify and support effective programs for educating Cal Poly faculty and staff members, students, and off-campus local constituencies in cultural diversity and for encouraging an integrated, diverse community within the university.

5.4.1 Cal Poly shall identify and support effective programs for educating Cal Poly faculty, staff, students, and off-campus constituencies in cultural diversity and for encouraging an integrated, diverse community within the university.

5.5 Cal Poly shall create academic and cultural programs to demonstrate to the campus and the community the contributions of culturally diverse groups.

5.6 Cal Poly shall participate to the fullest extent possible in CSU programs for increasing faculty and staff diversity.

6. GOVERNANCE AND COLLEGIALITY

Effective university governance depends on a shared sense of responsibility and commitment to the university's educational mission. Collegiality encourages the participation of all constituencies in the decision-making process and creates a work environment that builds cooperation, mutual respect, and high morale, and helps achieve the university's goals.
6.1 Cal Poly shall clearly identify, evaluate, and communicate its governance structure, including its agents and their roles and responsibilities, and adopt a structure that includes all constituencies.

6.1.1 Cal Poly's governance structure shall implement shared decision making. This involves fostering mutual respect and a set of values that regards the members of the various university constituencies as essential for the success of the academic enterprise.

6.2 Cal Poly shall regularly evaluate and modify its governance structure and the roles and responsibilities of the structure's elements, with particular attention to collegiality and the coupling of authority and responsibility.

6.3 Cal Poly shall understand clearly, evaluate and enhance its roles, relationships, and responsibilities with the CSU Board of Trustees and with the Chancellor's Office.

6.4 Cal Poly shall determine the role of other authoritative structures such as the California Postsecondary Education Commission, employee organizations, the governor's office, and the state legislature in its operations, and its responsibility to those structures.

7. INSTITUTIONAL SIZE

Constant improvement in quality is essential to Cal Poly's success in achieving its goals. To accomplish this, facilities frequently need to be altered or added. However, qualitative increases cannot be sustained without money, material, and people to nourish them, and growth beyond adequate resources leads to a deterioration of quality. The university must continually balance size and resources and must develop the additional resources that excellence requires.

7.1 Cal Poly shall continue its commitment to planned changes in institutional size.

7.1.1 Cal Poly shall not undertake any growth without adequate facilities and supporting resources.

7.1.2 Campus ambiance shall be improved by ensuring that new facilities are consistent with a master plan for the physical improvement of the campus.

7.2 Cal Poly shall explore alternative educational models and technologies to enhance the quality and quantity of the
services it provides to its students and other constituencies, including business and industry.

7.2.1 Cal Poly shall consider alternatives to the university's current quarter system.

7.2.2 Cal Poly shall explore new technologies that offer the potential to increase the quality and quantity of the education and services it provides.

7.3 Cal Poly's planning for institutional size shall reinforce the campus' goals for quality and diversity.

7.4 Cal Poly shall continue to develop and expand auxiliary services such as the Cal Poly Foundation enterprises to enhance the quality and quantity of support services and programs delivered to the campus community.

7.5 Cal Poly shall consult with the City and County of San Luis Obispo and participate in public forums in planning for and mitigating the impact of changes in institutional size.

7.6 Cal Poly shall actively seek all appropriate sources of financial and material support, expanding its efforts to take advantage of untapped existing opportunities and to create new ones.

7.7 Cal Poly shall consider its human resources as part of any evaluation of resources—especially when considering the adequacy of resources to support increases in enrollment.

7.8 Cal Poly's physical environment and services shall continually be improved by creative planning that emphasizes a comprehensive, humanistic environmental awareness.

8. UNIVERSITY RELATIONS AND IMAGE

Cal Poly has a multitude of relationships with many and varied groups. Its image is similarly multifaceted, depending on the quality of each relationship. While Cal Poly's reputation is enviable, it is neither perfect nor permanent. Active, open, and honest relations are the foundation of a positive image and build understanding, lasting good will, and support for the university's programs and goals. Cal Poly should continue to build and maintain relations and an image that reflect the highest integrity and help the university achieve its goals.

8.1 Cal Poly shall continue to develop a comprehensive program of active relations with the university's various constituencies and audiences to ensure effective, efficient, positive and mutually satisfying relationships.
8.1.1 Cal Poly shall treat its personnel as full partners in the university's endeavors, fully recognizing the value and importance of both faculty and staff, and shall be guided by a commitment to fostering a community spirit on the campus.

8.1.2 Cal Poly shall ensure the coordination of its various relations programs.

8.1.3 Cal Poly shall ensure that all pertinent information about the university is effectively communicated to the university community, the general public, and to appropriate news media.

8.1.4 Cal Poly shall be a good neighbor and enhance the university's positive impact by emphasizing open communication with the city and county and addressing concerns of the local community.

8.1.5 Cal Poly shall strive to increase parent and alumni participation in campus life and activities in order to build a stronger base of support as well as pride and satisfaction among both current and former students.

8.1.6 Cal Poly shall consider business, industry, and private donors to be partners with the university, and shall strive to develop mutually satisfying relationships and a climate that will maintain and increase the level of support.

8.1.7 Cal Poly shall continue to evaluate and address changes in its relationship with the state government and other levels of government as appropriate.

8.2 Cal Poly shall strive to enhance the university's image among all of its audiences and constituent groups.

8.2.1 Cal Poly shall seek a clear understanding of the university's different audiences and the different attitudes and images they have regarding the university.

8.2.2 Cal Poly shall accurately reflect in its communications the university's mission and goals, a vision of its future, the quality of its human resources and programs, the realities of campus life, and a concern for the university's long-
standing reputation built on honesty and integrity.

8.3 Cal Poly shall publicize its strategic planning effort and its strategic goals immediately upon adoption of the Strategic Plan.
Background Statement: The Evaluations Office staff has received conflicting questions and opinions regarding Cal Poly's policy on counting course units for more than one requirement in a curriculum. If a student completes a course listed as a major or support requirement that is also an acceptable General Education and Breadth course, that course will fulfill both the major or support requirement and the General Education and Breadth requirement. The Evaluations Office staff has asked the General Education and Breadth Committee to review this policy and verify that they are correctly interpreting the existing policy as stated in the 1992-94 Cal Poly Catalog.

AS- -93/GE&BC
RESOLUTION ON
DOUBLE COUNTING OF GENERAL EDUCATION
AND BREADTH COURSES

WHEREAS, The General Education and Breadth Statement in the Cal Poly Catalog states:

Except where expressly prohibited, courses taken to satisfy General Education and Breadth requirements may also simultaneously satisfy requirements in any other portion of the student's curriculum; and

WHEREAS, The areas in which double counting is "expressly prohibited" in the catalog are:

GEB C.3. Courses offered by the student's major department cannot be counted in the elective portion of Distribution Area C.

GEB D.4.b. Courses offered by the student's major department cannot be counted as satisfying the requirements of this group; and
WHEREAS, Since the General Education and Breadth areas that are expressly prohibited are included in the Cal Poly General Education and Breadth policy, individual departments cannot prohibit a major or support course from also satisfying a General Education requirement; therefore, be it

RESOLVED: That courses fulfilling major or support requirements that are also acceptable General Education and Breadth choices will be used to satisfy either major or support requirements and to satisfy General Education and Breadth requirements except as prohibited by catalog statements (GEB Areas C.3 and D.4.b); and be it further

RESOLVED: That a General Education and Breadth course will not be used to satisfy more than two requirements; i.e., major or support (including concentration) requirements and General Education and Breadth.

Proposed by: Academic Senate
General Education and Breadth Committee
Dated: November 10, 1992
### General Education and Breadth Proposal

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<th>1. PROPOSER'S NAME</th>
<th>2. PROPOSER'S DEPARTMENT</th>
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<td>Nishan Havandjian &amp; Clay Carter</td>
<td>Journalism</td>
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<th>3. SUBMITTED FOR AREA (include section, and subsection if applicable)</th>
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<td>C. 3: (note: submitted first for C.3 consideration and then in late Fall '92 for D consideration; no subsection identified)</td>
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<th>4. THIS PROPOSAL IS FOR:</th>
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<td>X New Course</td>
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<tr>
<td>— Change to an Existing GEB Course</td>
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<tr>
<td>— Existing Course Proposed for Addition to GEB</td>
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<tr>
<th>5. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION (follow catalog format)</th>
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<tr>
<td>JOUR 318—MASS MEDIA IN SOCIETY. 4 lecture hours, 4 units.</td>
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<tr>
<td>An appreciation of the political, economic and cultural impact of newspapers, magazines, radio and television in democratic societies. Role of informed media consumers in shaping media and messages.</td>
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<tr>
<th>6. SUBCOMMITTEE RECOMMENDATION AND REMARKS</th>
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<tr>
<td>Area C subcommittee recommends against JOUR 318 (1/3/92); too much overlap with ENGL/JOUR/SPC 385; contents not focused on arts and literature, but sociological issues; no prerequisites; problems with objective teaching.</td>
</tr>
<tr>
<td>Course proposal revised a bit but again rejected by subcommittee C, 11/30/92; note re: rejections sent by Culver to Havandjian and he resubmits to Area D. Course proposal reviewed and rejected by Area D subcommittee (1/21/93) on the grounds that the course did not satisfy the guidelines to be in Area D.</td>
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<th>7. GE &amp; B COMMITTEE RECOMMENDATIONS AND REMARKS</th>
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<tr>
<td>On Jan. 28, the GE&amp;B Committee again reviewed this course and the recommendations of the two area subcommittees. We agree with the subcommittee recommendations that JOUR 318 does not meet the criteria for inclusion into either distribution area; there is too much overlap with existing courses, the course has more of a sociological emphasis, rather than one on humanities (for C) and it does not address the nonwestern component required for (D). There are other problems as well.</td>
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<th>8. ACADEMIC SENATE RECOMMENDATION</th>
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WHEREAS,

The dean/equivalent administrator has primary responsibility for leadership of the college/equivalent academic unit in the allocation and utilization of financial resources, quality of academic programs, admission and dismissal of students, appointment, retention, tenure and promotion action, long-range direction of the college/equivalent academic unit, development of external financial resources and the representation of the college/equivalent academic unit both internal to the university and to external constituents; and

WHEREAS,

The faculty of a college/equivalent academic unit are directly affected by the dean/equivalent administrator's performance in meeting these responsibilities; and

WHEREAS,

The dean/equivalent administrator's evaluation by the faculty is utilized for the purpose of providing evaluative information to the dean/equivalent administrator and the Vice President for Academic Affairs; and

WHEREAS,

Each probationary and tenured faculty member, regardless of time base, including those persons in the Faculty Early Retirement Program (FERP), has a professional responsibility to complete the evaluation form in order to provide useful and timely input to the Vice President for Academic Affairs; and

WHEREAS,

The Vice President for Academic Affairs evaluates the deans/equivalent administrators every three years; therefore, be it

RESOLVED:

That the attached evaluation form be adopted for use by the faculty in evaluating the dean/equivalent administrator of each college/equivalent academic unit annually; and, be it further
RESOLUTION ON EVALUATION OF COLLEGE DEANS
OR EQUIVALENT ADMINISTRATORS
AS- 93/PPC
Page Two

RESOLVED: That the Library may develop an evaluation form appropriate for its use subject to the approval of the Academic Senate and the Vice President for Academic Affairs; and, be it further

RESOLVED: That the Academic Senate recommend that said evaluation results be a major part of the Vice President for Academic Affairs' evaluative consideration of each dean/equivalent administrator; and, be it further

RESOLVED: That the Vice President for Academic Affairs report to each college/equivalent academic unit's faculty the number and percentage of faculty in that college/equivalent academic unit that responded to the dean/equivalent administrator's evaluation and that a summary of the evaluation results be placed in the dean/equivalent administrator's personnel file.

Proposed by the Academic Senate Personnel Policies Committee
ANNUAL EVALUATION OF COLLEGE DEANS and EQUIVALENT ADMINISTRATORS

Faculty completion of this evaluation form is of utmost importance if it is to be given serious consideration by the Vice President for Academic Affairs in his evaluation of the dean/equivalent administrator. Good performance should be recognized and inadequate performance should be identified.

DEAN/EQUIVALENT ADMINISTRATOR: ____________________________________________

Please rate your dean/equivalent administrator's performance this academic year, using the scales provided for each item. Respond on the enclosed scantron form.

Scale: Outstanding = A, Good = B, Fair = C, Poor = D

1. Engages in effective strategic planning
2. Promotes improvements in goals, objectives, policies and procedures
3. Supports and recognizes professional development and accomplishments of faculty
4. Recognizes and rewards faculty service
5. Recognizes and rewards excellence in teaching
6. Recognizes and rewards effective student advising
7. Effectively advocates college/equivalent academic unit's positions and concerns to the university administration
8. Encourages and supports affirmative action and cultural diversity in recruiting and retention of high quality faculty, staff, and students
9. Demonstrates sensitivity to student needs in a multi-cultural educational environment
10. Fosters effective communications with alumni and community
11. Administers established policy fairly
12. Adequately explains decisions which reverse or modify established college/department policy
13. Makes reasoned decisions in a timely manner
14. Plans and allocates budget resources openly and fairly
15. Provides faculty with periodic (at least annually) reports of the allocations and uses of funds
16. Actively seeks supplemental financial support for new and existing programs
17. Manages personnel relations effectively
18. Handles conflicts and differences diplomatically and effectively
19. Communicates effectively
20. Solicits input and consults with faculty when appropriate
21. Is willing to consider alternative points of view
22. Provides opportunities to make her/himself available to the faculty
23. How do you rate the dean/equivalent administrator overall
Please provide written comment in response to the following:

24a. Please describe any actions by your dean/equivalent administrator that you have been especially pleased with during the year.

24b. Please describe any actions by your dean/equivalent administrator that you have been especially displeased with during the year.

25. What suggestions do you have for how your dean/equivalent administrator could improve her/his functioning:
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 should be considered an extraordinary measure.

2. Campus-wide official petition forms will be created for the administration of a Vote of Confidence. The forms shall include spaces for printed names, signatures, and employee identification numbers.

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 at least 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 Faculty Affairs 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 by those who have access to it. The petition will be destroyed after the Vote of Confidence is conducted.

4.5 Within ten (academic year) working days (excluding summer quarter) from the date of the petition verification, the Chair of the college caucus shall hold an open forum of tenured and tenure-track faculty for the purpose of allowing the dean to respond to the petition.

4.6 The Academic Senate Elections Committee shall conduct the Vote of Confidence within five (academic year) working days (excluding summer quarter) from the date of the open forum. Those eligible to vote shall consist of the college's tenured and tenure-track faculty.

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 at least 10 percent of the constituency 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 Faculty Affairs Office that the people who signed the petition constitute at least 10 percent of the constituency represented by the Academic Senate.
5.1.1.3 The names of the people who signed the petition will be kept confidential by those who have access to it. 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 Chair of the Academic Senate shall hold an open forum of the Academic Senate constituency for the purpose of allowing the President/Vice President to respond to the petition.

5.1.1.5 The Academic Senate Elections Committee shall conduct the Vote of Confidence within five (academic year) working days (excluding summer quarter) from the date of the open forum. Those eligible to vote shall consist of the voting membership of the General Faculty as defined in Article I of the Constitution of the Faculty.

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 ten (academic year) working days (excluding summer quarter) from the date the Academic Senate passed the resolution to conduct a Vote of Confidence, the Chair of the Academic Senate shall hold an open forum of the Academic Senate constituency for the purpose of allowing the President/Vice President to respond to the vote.

5.2 The Academic Senate Elections Committee shall conduct the Vote of Confidence within five (academic year) working days (excluding summer quarter) from the date of the open forum. Those eligible to vote shall consist of the voting membership of the General Faculty as defined in Article I of the Constitution of the Faculty.

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.

5.4 In the case of exceptional circumstances, the Academic Senate Executive Committee may modify the timelines, but not the procedures, provided in this document.

5.5 The Academic Senate Executive Committee may by a two-thirds vote enlarge upon the list of administrators affected by this resolution.

Proposed By: The Academic Senate Personnel Policies Committee
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  FACULTY I.D.#

(Social Security No.)

*****************************************************************
* 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  FACULTY I.D.#

(Social Security No.)

*****************************************************************
* Academic Senate Executive Committee only:                      *
*                                                            *
* valid signature: _________  verified by: _________              *
*                                                            *
*****************************************************************
VOTE OF CONFIDENCE PETITION

We, 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 undersigned will be confidential.

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*****************************************************************
* Academic Senate Executive Committee only: *
* total valid signatures: _________ verified by: _________ *
*****************************************************************
Background Statement: From time to time employees experience personal problems that directly, or indirectly, influence their job performance. Experience in both the public and private sectors over the last two generations has demonstrated conclusively that an investment in an Employee Assistance Program (EAP) is a humane and economically effective alternative to either accepting low productivity or pursuing disciplinary action. Several recent studies reveal that educators at all levels are exceptionally vulnerable to disabilities that EAP's address—specifically, various forms of stress and substance abuse/dependency. Like other educational institutions, Cal Poly employees also experience these difficulties. In response to a survey conducted by the Substance Abuse Advisory Committee during the spring of 1992, 65 percent of the respondents reported knowing someone whose work could be improved by personal assistance. The respondents noted that stress (56 percent) and alcohol (41 percent) were the most frequently cited reasons that assistance was recommended.

WHEREAS, The Academic Senate acknowledges that Cal Poly’s faculty and staff are the university’s most important asset; and

WHEREAS, Experience in both the private and public sectors demonstrates that it is preferable to assist rather than discipline previously trained and educated employees with stress or substance abuse difficulties; therefore, be it

RESOLVED: That the Academic Senate support the formation of an Employee Assistance Program at Cal Poly; and, be it further

RESOLVED: That the Employee Assistance Program at Cal Poly be established in conformity with the attached "Proposal for Employee Assistance Program."

Proposed by: The Substance Abuse Advisory Committee
January 5, 1993
I. STATEMENT OF NEED

Background: From time to time employees experience living problems that directly or indirectly affect their job performance and career development. Cal Poly Employee Assistance is designed to help faculty, staff, and their family members resolve these difficulties in a manner conducive to both a more satisfying personal life and a more productive career. The program provides assistance through consultation and referral activities and is not designed to serve as a counseling service.

Employee participation is voluntary and confidential. Experience demonstrates that once an effective Employee Assistance Program is in place it will be utilized by employees who might have otherwise denied or contested both personal- and career-related difficulties. To understand why this is so, the history and background of current Employee Assistance practices is instructive.

Employee Assistance Programs have their origin in the reaction during the 1940s to the problem of alcoholism in the workplace. These employer-sponsored, occupationally-based programs were influenced by the experience of self-help groups and scientific/academic research dealing with alcoholism. During the 1950s the research led to the recognition of alcoholism as a disease and to the development of medical literature analyzing it as an occupational health problem. Reflecting this increasingly sophisticated understanding of the problem, as well as successful experiences, Employee Assistance became widespread during the 1960s. Over the last two decades Employee Assistance Programs expanded to include not only drug abuse but a wide variety of employee problems once thought to be purely personal. The cumulative experience of the last two generations, then in public as well as private sector organizations, demonstrates that Employee Assistance is an effective alternative to accepting the consequences of maintaining a troubled employee (low productivity, profitability, and morale) or the turmoil and increased costs of termination (recruiting, training, morale building).

Policy Rationale: Hence, from an employer’s perspective, working with an employee through Employee Assistance can be conceptualized as an investment paying dividends in the form of improved quality of work life and job performance. The dividends show up immediately in containment of health care costs and disability expenses, fewer worker’s compensation claims, and higher productivity. Employers have also noticed long-term
benefits in the reduction of absenteeism and disciplinary problems, lower turnover rates, and a more positive public image.

Less tangibly, Employee Assistance seems to increase employee motivation, improve morale, and, in general, enhance employee attitudes. Not surprisingly, then, more and more organizations are offering Employee Assistance Programs as part of their general package of employee benefits. Because Employee Assistance also benefits the employee, unions have historically sought to incorporate Employee Assistance into their collective bargaining contracts.

At Cal Poly, Employee Assistance means that the faculty and staff are the university's most valuable asset and that attainment of its educational goals are dependent on the well-being of all employees. Employee Assistance means that whatever the source of an employee's personal difficulty, Cal Poly encourages the employee to call or visit the Employee Assistance director and to become an active participant in the resolution of her/his problems. Although it does not provide counseling services, Employee Assistance at Cal Poly can provide consultation and referral services in the following areas:

- Work and personal stress
- Emotional concerns
- Family and relationship difficulties
- Alcohol and drug abuse issues and
- Financial and legal assistance

Employee Assistance is completely confidential, voluntary, and will operate as a separate university unit.

II. COST-BENEFIT

In studies based on an inclusive analysis of productivity, it is estimated that every dollar spent on EAP will save ten dollars in increased productivity. These savings accrue from figures like:

- 40% reduction of absenteeism and tardiness
- 50% reduction in disciplinary actions involving low productivity, missed deadlines, and costly mistakes
- 60% reduction involving chronic health problems, excessive use of sick leave, health and accident benefits
- 50% reduction in grievances involving poor judgment, employee/department morale, and other noticeable performance changes

In more narrowly based studies that only included cost savings from hiring, training, and disciplinary costs, the return on investment was about 4 to 1.
Although the cost benefits of EAP are widely accepted, for a variety of reasons, ranging for research design to the extreme diversity in the ways in which EAP’s have been developed and applied, assigning an exact dollar value to EAP savings is problematic.¹ Developing high quality data for university EAP’s is even more difficult. In the first place, the university has been slow in developing programs and those that do exist are of relatively recent vintage. Secondly, cost-benefit analysis of university EAP’s is made more difficult by the fact that both the university budget and faculty/staff workload is, compared to private industry, unstructured.² Reflecting these problems, the most complete study SAAC could locate, a 35 page analysis of the impact of EAP on the employees of the University of California System, hazarded no guess as to the actual dollars saved.³

However, in what appears to be the only published systematic analysis of the cost-effectiveness of a university EAP available a savings ratio of 3:1 was demonstrated. It should be noted that in order to generate hard data the researcher limited his work to a study changes of sick-time. A "softer" study recently reported the results of a survey of administrators at 170 California colleges and universities with some form of an EAP. While the respondents were impressionistic rather than concrete 74 per cent indicated that based reduced absenteeism and numbers of grievances EAP’s were cost effective⁴


³ Report from the Office of Employee Relations, University of California, Sept 17, 1990. While the report does not include a cost effectiveness analysis, it does shed considerable light on the nature of EAP utilization within a university context. It is especially interested to note that UC held a symposium on Employee Assistance in April of 1990 that received the strong support of the Academic Senate’s Committee on Faculty Welfare.

For these reasons anything like a predictive statement regarding the possible savings due to EAP at Cal Poly would be problematic. However, the best data we have indicates that conditions at Cal Poly replicate conditions elsewhere and that it is, therefore, at least arguable that savings here were parallel those experienced in other programs. For instance, the EAP workshop sponsored by the Substance Abuse Advisory Committee last fall was received in a manner that suggested it met a felt need. This impression was confirmed by a follow-up survey conducted at the very end of the academic year. Sixty-five percent of the respondents (departmental chairs/heads and staff supervisors) knew someone whose work could be improved by personal assistance. Stress (56 percent) and alcohol (41 percent) were the most frequently cited reasons assistance was needed. These figures, though unscientific in origin, parallel national findings regarding the influence of stress and substance abuse on the professorate.\footnote{J.C. Brady, "Stress in Teaching: A National Crisis." Palo Alto, 1991. Survey conducted by the Cal Poly Substance Abuse Advisory Committee, May-June, 1992.}

Finally, while the emphasize of this report is on the economic aspects of EAP, SAAC has concluded that EAP reflects an important effort to behave in a humane as well as efficient manner in the conduct employer/employee relations. The committee notes that the qualitative observations from relevant administrators on the three sister CSU campuses that have effective EAP programs support that conclusion.

III. MISSION STATEMENT

The formal mission of the Employee Assistance Program shall be summarized as follows:

The Employee Assistance Program ("EAP") is a Cal Poly effort to maintain and enhance the health, well-being and performance of its employees. In recognition of the reality and impact of human problems in the workplace, the EAP is dedicated to supporting and strengthening the university’s educational mission by a variety of appropriate measures including provision of professional help for employees’ work-affecting concerns, in a manner stressing prevention, self-initiative, and confidentiality. The EAP addresses this mission through short-term, individual counseling and crisis intervention services, supervisory consultation and training, and through the development and coordination of on-campus wellness programs.
IV. PROGRAM STRUCTURE

Confidentiality: Within limits required by law, confidentiality is assured to all employees who use counseling and referral services. Only the EAP director will have access to information provided by an employee. Individual records will be restricted to minimum information required to serve the employee and will be destroyed at termination of the service. The only permanent records will be data collected for statistical use and these will be kept without any individual or identifying references.

No information shared with the EAP director will ever be placed in an employee’s personnel file. All record keeping will observe federal regulations on confidentiality of substance abuse records.

Referral: The EAP is designed to encourage employees to make use of its services as they require and at their own volition. The program will also accept referrals of individuals made by their fellow employees, family members, or supervisors. Such referrals shall be received and handled within the context of the professional and ethical standards codified by the Employee Assistance Professional Association (EAPA). In no case will any report to the referral source be made without the express written consent of the employee concerned. The EAP program is totally separate from any personnel process and all who use it, or refer others to it, will be advised and assured of that separation.

Program Oversight: Program oversight shall be by an EAP council. Council members are nominated by appropriate campus entities and appointed by the President. The council will function as the consultative body to the program director and as the policy-recommending body for the program. The council does not involve itself in specific cases. Because the council must be comprehensive and collaborative, representatives of the Academic Senate and Staff Council shall meet together to decide its size and breadth. The council shall adopt procedures consistent with its charge and the experience of counterparts on other CSU campuses.

Purpose and Scope of Service: The EAP helps faculty, staff, and administrators deal with personal concerns in the areas of personal problems, family issues, substance abuse, and depression/anxiety. Employees are offered personal assistance by
a qualified Employee Assistance counselor in a confidential setting. The service is free and open to all employees of Cal Poly, including auxiliary services, and their families. All matters discussed remain confidential as allowed by law unless written authorization is given. Informational programs, materials, and workshops covering a range of topics and activities related to mental health and substance abuse are offered, as well as training and education of supervisors in the utilization of EAP.

Reporting Relationship: The EAP director reports to the senior vice president. S/he meets regularly with the EAP council (or council executive committee) to formulate policy, administrative procedures, and to evaluate program outcomes.

Budget/Funding: The EAP director’s salary will be approximately $43,000 annually plus benefits (exact level depends on qualifications, experience, and funding). The director is supported by a part-time clerical assistant, $10,152 annually plus benefits. The EAP should have an initial operating budget for all purposes of $5,000.00. It is suggested that partial funding come from Foundation and ASI as employees of these areas will also be eligible to participate in the EAP.
ATTACHMENTS
February 19, 1993

Bud Beecher
Department of History
California Polytechnic State University, San Luis Obispo
San Luis Obispo, CA 93407

Dear Dr. Beecher:

This is a response to your request for observations by me as to the value of our campus Employee Assistance Program.

About eight years ago the idea of this program was raised by our Personnel Office, two college deans, and Ms. Beverly Verlinde, a staff member who had been involved as a manager in assistance programs in the private sector.

I must confess that though I liked the idea in principle, I was more than a little skeptical about whether we could make it work--questions of funding, space, personnel, community cooperation, acceptance by our faculty and staff.

At length we decided to give it a try. The Director, Ms. Verlinde, was also her own clerical staff. At first she had an office in a fairly crowded suite which is inimical to the need for privacy and confidentiality intrinsic to this kind of operation.

Today the program is one of the best parts of my legacy to the campus as I retire after 33 years as a faculty member, fourteen of which I have been Associate Vice President for Faculty and Staff Affairs.

We have been able to provide an office consisting of a reception area, a private office for the Director, and a fairly capacious meeting room. It is in a relatively secluded area of campus where "clients" can come and go with a minimum of "exposure." This semester the Director (who is full-time) has one full-time staff member. We are unquestionably fortunate in the person of our Director, and without doubt our success is due in no small part to her skills, energy level, and commitment.
We have tried hard, and successfully I think, to maintain a focus in the program. It is easy for such an office to become embroiled in all kinds of social initiatives. We have stressed consultation and referral centered on personal problems which clearly affect or could affect employee performance. This is not a counseling function; it concentrates on analysis and referral. Substance abuse is a major arena of activity, but the office also deals with emotional problems caused by grieving, marital problems, aged parent care, difficulties with children. Our Director tries to analyze problems and refer employees to resources available in the community.

The function has been very well received. I am constantly receiving praise for the program and our Director from faculty, staff, and management. She is good with people and has established herself as a respected member of the health care community in our town and county. The program has received both national and international recognition.

The program has an interesting dual function. One aspect is self-referral—the voluntary contact which employees initiate when they feel they need help with a problem which is really or potentially impacting work performance. The other aspect is supervisor-referral. When there is a performance problem which a supervisor has reason to believe is rooted in personal difficulties, an informal referral may be made. But it may also be or become a formal referral, a copy of which goes into the personnel file. The availing oneself of help and degree of progress in dealing with performance problems often become a factor in "progressive discipline." Our managers and supervisors have learned pretty well how to separate their functions from those of the Employee Assistance Program (EAP) and yet derive the mutual advantages of both. The services of the office are continually being sought by our academic and non-academic managers, not just by employees on their own initiative.

The Director works under my general supervision; we have weekly staff meetings one-on-one.

She also offers many workshops on supervisory and peer assistance with personal problems causing trouble in the workplace. These range from such things as premenstrual syndrome to layoff anxiety. It is difficult to quantify the results. I am certain the program has literally saved some lives and some careers. We constantly get anecdotal evidence of better attendance, increased punctuality, increased comfort on the job. In both tangible and intangible ways there are greater productivity and improved general morale as the result
of this program. It is in my opinion worth far more in increased productivity than the cost of the operation. It is an integral part of enlightened personnel management.

As I said earlier, I was skeptical about the program at the beginning, in part because I am myself a very private person and tend to have a jaundiced view of what may appear to be "do-gooder" projects which mix business and personal matters. But I have moved from skeptic to believer. Properly managed, such a program is cost-effective, and it need not disjunctively intermeddle privacy and employment.

Sincerely yours,

Charles C. Adams
Associate Vice President for
Faculty and Staff Affairs
January 26, 1993

Dr. Bud Beecher, Professor  
History Department  
Cal Poly, S.L.O.  
San Luis Obispo, California 93407  

Dear Dr. Beecher:

I am writing this note in response to your inquiry regarding the status of our Employee Assistance Program (EAP) in these challenging budgetary times. I understand you are part of a committee that is exploring the feasibility of developing an EAP on your campus. It is my pleasure to commend and encourage you in that process, since it is my belief that a viable EAP is essential to any campus employee support program — especially in these trying times.

The Employee Assistance Program at CSU, Fresno began in 1984 at the initiative of a core group of faculty members, concerned with creating a vehicle to address substance abuse problems and a variety of other work-impacting personal problems experienced by our faculty and staff. In its eight plus years of existence, our EAP has enjoyed wide support by the campus community as evidenced by usage rates consistently exceeding industry norms, and by the confidence placed in EAP consultation by both union and management for an expanding range of people problems.

In the 1991-92 school year, EAP services were reduced to half-time due to financial exigencies the university was experiencing. In the course of the year, however, the President's Task Force on Budget and Fiscal Planning recommended that in view of impending lay-offs and other organizational turmoil facing the community, the EAP will be restored to full-time status for 1992-93. The President implemented this recommendation, the only one of some 87 total, involving increased expenditure. In addition, Dr. John Franz, the EAP's Director was asked to lead the campus Task Force on Employee Support during the current year, a group which has sponsored a variety of workshops and support services for both laid-off and surviving employees. More recently he consulted with the President and me regarding supportive services that must be in place in the event of another layoff.

In sum, it is our view that based on our experience, university EAP programs play an important role in maintaining a sense of community — a critical need in tough times — by addressing employee problems in an effective, cost beneficial and human manner. I trust these comments will be useful in your deliberations. Please feel free to contact me at (209) 278-2364 (E-mail address: AA03741@CSUFresno.edu).

Take care.

Sincerely,

Arthur V.N. Wint, J.D.  
Executive Assistant to the President  
Director, Human Resources

AVNW:ttx
Cal Poly Instructional Computing Strategic Plan:  
*A Networked Instructional Environment*

In the next decade, computing technology will provide us with even greater teaching, learning, and research opportunities than it has in the last. For most instructors and students, the computing revolution of the last decade was symbolized by desktop computers: isolated machines loaded with word-processors, spreadsheets, graphics and computation programs. This first revolution is not complete; many of our faculty and students still do not have easy access to such machines, or the opportunity to learn to use them fully.

But the next computer revolution already is underway. Instructional computing in the next decade will be symbolized not by isolated desktop machines, but by communication between those machines, among office and office, classroom and library, teacher and student, the campus and the world. The next revolution will be less about the technology of computation than about access to information, and ways of sharing information. Consequently, the next revolution will involve most members of the University community, not just those who have been the traditional users and beneficiaries of technology.

With planning, Cal Poly can not only participate in the next revolution in instructional computing, but help lead it, to the great advantage of our students and faculty. Our plan centers on four major goals:

**GOAL 1: NETWORK.** A networked instructional environment, based on universal email, shared information resources, and computerized classrooms.

**GOAL 2: ACCESS.** Easy access to workstations and networked information services.

**GOAL 3: SUPPORT.** Institutional support for faculty and student development of computer-based communication skills.

**GOAL 4: SIMPLICITY.** Simplified interfaces, procedures, and documentation.

We do not envision achieving these goals all at once. Instead, we intend to proceed deliberately, with a careful eye on changes in technology that may change our goals, and on vicissitudes in the economy that enables them. Still, we feel that we must begin proceeding now toward a networked instructional environment if we are to deliver the sort of education our students will need as we move into the next century.

Achieving these goals will require coordinated planning and implementation at the departmental, college and university levels. We envision that Academic Computing Services, subject to review by the Instructional Advisory Computing Committee, will be the entity that coordinates instructional computing planning throughout the University.

Discussion of each of our four goals follows.
GOAL 1: NETWORK. A networked instructional environment, based on universal email, shared information resources, and computerized classrooms.

We intend to work toward a networked instructional environment. In this environment, every instructor and every student, working alone at his or her office desk, or with others in any campus classroom, will have access not only to the powerful tools of the desktop, but also to the networked applications and information resources of the entire campus, and the world beyond.

We envision students and faculty accessing the University's shared resources from network ports distributed throughout campus, in classrooms, laboratories, library facilities, and faculty offices. We envision them accessing shared resources from off-campus sites or residences. We envision every classroom being equipped with a large-screen display system into which instructors can plug their own portable computers, and through which they can display not only prepared lecture materials but also shared information resources.

We envision a University in which all faculty, staff, and students are connected through email. We envision vastly increased use of information services such as Cal Poly Network News (CPNN) and email, both to improve speed and convenience of communication and to save resources now devoted to paper and mail delivery. We envision that most written staff communication (memos, announcements, etc.) will occur electronically. We envision that many of the documents that pass between teachers and students (syllabi, "handouts," even examinations) will become computer-based. We envision instructors recording, calculating, and storing grades, and submitting them to the registrar, through an electronic gradebook that links with enrollment rosters and other pertinent student records.

We envision not only plain-text documents flowing between desktops, but multimedia documents, including color graphics, sophisticated formatting, interactivity, hypertext, animation, sound, and video. We envision instructors and students increasingly competent not only in receiving and reading multimedia and hypertext documents but in producing them.

We envision increasingly more powerful library retrieval capacity, including full text and multimedia retrieval to the individual user's desktop or to classroom display systems, with the ability to search and manipulate retrieved documents. We envision increasing desktop access to international journals, data bases, reference works, and scholarly discussion groups.

Using these electronic resources, we intend to create a new methodology for doing research and for publishing it, for creating and delivering lectures, and for interacting with students, not replacing the techniques of the traditional classroom but enhancing them.
GOAL 2: ACCESS. Easy access to workstations and networked information services.

We envision a campus community in which adequate, connected workstations are accessible to every student, faculty member, and staff member. An adequate workstation is one capable of receiving, processing, and displaying multimedia, including color graphics, sound, and video. Over time, of course, the concept of what is adequate will change. For example, we expect adequate workstations to become increasingly portable.

Faculty should be provided workstations as part of the ordinary instructional equipment they need for their jobs. Students should enter the University with an adequate computer, and with software sufficient for participating in their majors and in the campus electronic community. The policy which requires students to own computers also must include provision for a financial program enabling students to purchase computers.

Connections between faculty and student workstations will depend on the campus network, which will require additional file and application servers, additional storage, and improved performance, if it is to handle both an increased population of users and continually improving quality. Moreover, the physical process of connecting to the network needs to be improved, both from on campus and from off campus. To improve connections on campus, broad band connections must be supplied to faculty offices, most of which have only serial connections now, and to classrooms, most of which are not connected at present, and to many more study sites throughout the campus. To improve connections from off campus, in the short run, more moderns should be installed, but in the long run, broad band links through telephone service need to be established.

Computer labs will continue to be a feature of the campus, but their nature will change. Since all students and faculty already will have adequate workstations, computer labs will provide for advanced, specialized, or particularly expensive hardware and software needed for particular disciplines or tasks. Coordination and management of computer labs will increasingly fall under the purview of Academic Computing Services, rather than individual departments or schools, so as to avoid duplication of effort and enhance efficiency of use.
GOAL 3: SUPPORT. Institutional support for faculty and student development of computer-based communication skills.

Part of the revolution we envision entails the installation of hardware and software, but even more of it depends on motivating and training the members of the academic community. We envision that the responsibility for learning and teaching the skills necessary to use the new research, writing, and presentation tools will increasingly be recognized not as the special duties of a few instructors or a few academic departments, but as part of the regular duties of the majority of instructors and of all departments, across the curriculum. We will all be using computerized classrooms; we will all be communicating through email. But most faculty members do not have these skills now, and often the time and effort required by their other professional obligations prevent them from obtaining these skills.

The speed and scope of change in instructional methods promised by the new technology is unprecedented in educational history, and will require unequivocal institutional support. No graduate school yet teaches what we expect our faculty to achieve. For many of our colleagues, the initial learning curve will be dauntingly steep, and advantages of undertaking the task unclear. We cannot expect that faculty will be able to upgrade their instructional computing skills on the scale we envision without institutional assistance—not just through special grants or pilot programs but through regularized, ongoing, easily accessible mechanisms.

To meet the unprecedented need for motivation and training, we envision a clear institutional policy that encourages the individual faculty member to make the required investment of time and effort. This policy should provide incentives for faculty development, including, for example, release time or direct pay to implement training seminars for other faculty, and release time or direct pay to attend such seminars. This policy also should explicitly regard improvement of an instructor’s instructional computing skills as useful and appropriate professional development worthy of consideration during the retention, promotion, and tenure process.

Besides providing opportunity for basic training, the university should support innovative, advanced faculty projects—particularly those designed to enhance or improve the utility of new technologies within the teaching, learning, and research processes.
GOAL 4: SIMPLICITY. Simplified interfaces, procedures, and documentation.

The system must be simple and easy to use. Students, faculty, and staff should have simple, intuitive, and uniform access and interfaces to information resources that enhance teaching and learning, research, professional development, and communication. They should have simple networked tools which allow them to work through the bureaucratic processes of the university, such as registration and grading, with a minimum of frustration.

We recognize that one of the most burdensome impediments to our plan for a networked campus is that not all current systems are “user-friendly,” and that the multiplicity of systems now on campus requires users to learn many different interfaces and command sets. To help remove that impediment, we envision a conscious, cooperative effort by administration, staff, and faculty to demystify computer use by discussing it and documenting it in plain English, not in jargon and acronyms. We envision a conscious, continuing effort by Information Systems personnel to simplify and standardize interfaces between people and machines. We envision an explicit policy of procurement and growth which holds consistency and ease of use to be as important as computing power.

To some experienced users this need to simplify language and interface may seem trivial, or of secondary importance, but it is not. Without it our effort to spread the advantages of instructional computing throughout the university will surely fail. Realizing, however, that complex technology will always present some difficulty, we envision a growing role for Academic Computing Services as an expert consultation service for faculty and students.
WHEREAS, The Academic Senate Executive Committee "recommends to the full Senate the receiving of the [Engineering Technology and Electronic Engineering Technology discontinuance committee] report and the endorsement of recommendation #2 of the committee's report"; therefore, be it

RESOLVED: That the Academic Senate receive the report of the Engineering Technology and Electronic Engineering Technology discontinuance committee; and, be it further

RESOLVED: That the Academic Senate endorse recommendation #2 of the report of the Engineering Technology and Electronic Engineering Technology discontinuance committee as follows:

2. If the Administration chooses not to follow the above recommendation, then it is recommended that it:

   a. Plan an orderly phase-out that allows the present students to take their required technical classes over a period of three years (Fall 1992 through Spring 1995) without undue harassment.

   b. Create a long-range course plan by June 1993 so that ET students can plan for registration.

   c. Allow students to graduate with a program that continues to meet ABET standards.

   d. Assist ET faculty in relocating to other Cal Poly departments where they are qualified to teach.

   e. In case of future program discontinuances, every effort should be made to review the program prior to announcing discontinuation.
WHEREAS, The Academic Senate Executive Committee has recommended "the Strategic Plan document as finally modified by the full Senate be approved without further modification"; and

WHEREAS, The Academic Senate Executive Committee has further recommended "the Academic Senate submit the Strategic Plan document to a vote of the faculty, with said vote to be 'TO APPROVE' or 'TO REJECT' the document in its entirety"; therefore, be it

RESOLVED: That the Academic Senate approve the March 1, 1993 Final Draft of the Academic Senate Response to the Strategic Plan without further modification; and, be it

RESOLVED: That the Academic Senate submit the March 1, 1993 Final Draft of the Academic Senate Response to the Strategic Plan to the faculty for its APPROVAL or REJECTION of the entire document.

Proposed by the Academic Senate Executive Committee
April 27, 1993
WHEREAS, The Instructional Advisory Computing Committee (IACC) has been asked to write a strategic plan to address instructional computing and information needs in the future; and

WHEREAS, The IACC has consulted with various interested faculty and staff on the contents of the strategic plan; therefore, be it

RESOLVED: That the Academic Senate endorse and support, in concept, the IACC "Cal Poly Instructional Computing Strategic Plan: A Networked Instructional Environment."
Adopted:

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

AS-93/RESOLUTION ON
THE PROGRAM REVIEW AND IMPROVEMENT COMMITTEE'S
REPORT AND RECOMMENDATIONS FOR THE
1993-1994 REVIEW OF DEPARTMENTS

WHEREAS, The Academic Senate Executive Committee "endorses
the Program Review and Improvement Committee
report and concurs with the departments identified
therein for review for 1993-1994"; therefore, be
it

RESOLVED: That the Academic Senate approve the attached
Program Review and Improvement Committee's Report
and Recommendations identifying the departments to
be reviewed during the 1993-1994 college year.

Proposed by the Academic
Senate Executive Committee
April 27, 1993
TO: THE ACADEMIC SENATE EXECUTIVE COMMITTEE

FROM: Program Review and Improvement Committee

Subject: Report and Recommendations

The Committee recommends the following departments for review during 1993-94:

- Physical Education
- Ornamental Horticulture
- Biological Sciences
- Dairy Science
- Journalism
- Art and Design
- Agriculture Engineering and AET
- Landscape Architecture
- Industrial Technology
- Industrial Engineering
- Agriculture Education
- Liberal Studies
- UCTE

These departments were identified using a variety of criteria. Some are included because they have programs for which accreditation is possible, but is not being pursued. This is contrary to CSU and University policy.

Others were selected based upon the following "key indicators":

- First-time-freshman SAT
- First-time-freshman reported GPA
- Number of applications
- Number admitted of those that applied
- SCU generated/taught
- SCU/faculty
- Cost per SCU

Indicators considered, but found to be inapplicable were:

- Gender
- Grading distribution
- Diversity
- Time to graduation

The quantitative data used was from Institutional Studies and the financial data came from Associate Vice-president Crabb’s office. All parties undergoing review will have the opportunity to discuss the data with the Review Committee.

The Committee further recommends the selection of new committee members be made in the Winter quarter and the programs selected for review be identified a minimum of two years prior to the year of review. Some departments/programs selected are currently accredited, but the time for their next review is in the distant future. The Committee was of the opinion the review should be conducted toward
the middle of the accreditation period in such instances.

Finally, others were selected because a similar program had been identified for review next year. Such was the case with education programs.

The Committee recommends, that starting with 1993-94 reviews, the reviews be by departments. This will permit a more comprehensive review and will avoid the problem of allocating direct instructional costs between programs. Further, when more than one degree or program is offered through a department, it would be possible to have a detrimental workload for one program, thus possibly justifying an enhanced budget, while the other program in the department was "fat".

The Committee further recommends accredited programs be reviewed the year following receipt of the accreditation report. The logic to this recommendation is that an outside evaluation of experts in a given field will be of value to the Review Committee in its assessment.

The Committee recommends the following time-schedule for review of accredited departments/programs:

1994/95

Forest Resources Mgt, NRM, and Recreation Administration
Architectural Engineering
Architecture
Civil and Environmental Engineering

1995/96

Interior Design
City & Regional Planning (BS and MS)
Computer Science
Mechanical Engineering
WHEREAS, "Learn by Doing" has been the traditional motto for Cal Poly for many years; and

WHEREAS, That motto has served as the basis of much of the strategic planning in the past; and

WHEREAS, The Report on California Higher Education (Girling, et al., 4 March 1993) states that one of the strengths of the CSU is its "real world awareness," and recommends that "...more internships and more practical experience (be included) in the curriculum, as well as industry-specific material." Therefore, be it

RESOLVED: That the motto of Cal Poly be included in the Cal Poly Strategic Plan immediately below the title as follows:

Cal Poly’s Motto: "Learn by Doing"

and, be it

RESOLVED: That the Academic Senate submit the March 1, 1993 Final Draft of the Academic Senate Response to the Strategic Plan, with the motto included, to the faculty for its APPROVAL or REJECTION of the entire document.

Wesley J. Mueller
May 4, 1993
EXCERPTS FROM CORRESPONDENCE BETWEEN VICE PRESIDENT KOOB AND MEMBERS OF THE COLLEGE OF ENGINEERING ADDRESSING THE DECISION TO ELIMINATE ENGINEERING TECHNOLOGY AND ELECTRONIC ENGINEERING TECHNOLOGY

4/20/92  
Memo from Vice President Koob to SENG Dean, Lee:  
"...I am asking you to identify position lines equivalent to $656,300...If funds are available in the 92-93 budget, these dollars will be reallocated to your School in O&E categories."  
"Please carry out the appropriate consultation with your School to arrive at a suitable way to achieve this budgeting goal. Based on previous considerations, I am recommending that you achieve the above adjustment by phasing out the Engineering Technology Department. An alternative, consistent with the mission and goals of Cal Poly, is phasing out any other activities throughout the School that are largely vocational in nature...I believe this recommendation is in the best interest of your School in the long term."

4/21/92  
Minutes of the Department Heads/Chairs Working Session:  
"[Vice President Koob's memo of 4/20/92 was distributed]...After consultation with the Academic Senate and CFA, President Baker and Dr. Koob agreed to focus on vertical cuts now rather than uniform cuts...Dr. Koob's recommendation to phase out the ET Dept was based on previous considerations (last year's 14 member committee, etc.)...Each department...responded they could not think of any alternative. A discussion followed as to how the consultation process within the entire School should occur. It was decided each department head/chair would share Dr. Koob's memorandum with each faculty member and...send a memorandum to the Dean summarizing their department's position/input..."

4/22/92  
Memo from Dept Chair Kaliski (EL/EE) to Dean Lee:  
"1. The department is not opposed to absorbing selected EET faculty under suitable conditions...  
   a. The faculty members in question must be acceptable to the department.  
   b. Even in view of the MOU, the seniority of these faculty must not in any way be used to accelerate the potential layoff of our own faculty.  
   c. A pro rata portion of student positions from EET...must be transferred over to EL/EE.  
   d. ...a pro rata portion of office space, lab space,...must be transferred to our department.  

Any decisions reached must be confirmed by a majority vote of the Tenured and Probationary Faculty..."

4/22/93  
Memo from Acting Dept Head Murray (MatsEngr) to Dean Lee:  
"...After consultation with all of our faculty, including our Department Head, Robert H. Heidersbach, we have concluded that we do not have an alternative to the recommendation of Dr. Koob regarding the phase-out of the ET Department."

4/22/93  
Memo from Dept Chair Freeman (IndEngr) to Dean Lee:  
"I read the memo from [Koob] to the department...Naturally, there was some surprise, but many of our faculty members were involved in discussions last year about the potential loss of ET...One faculty member...expressed concern that other programs with a learn-by-doing approach could be vulnerable...(Some faculty members expressed to me privately that the faculty in ET were warned about this possibility if they were not able to change quickly to fit the direction the University was moving.) It was generally felt, however, that programs which are professional in nature, such as those emphasizing engineering excellence, will not be in jeopardy...No new alternatives which had not already been discussed at the DH/C meeting were offered."

4/22/93  
Memo from Dept Head Mussulman (MechEngr) to Dean Lee:  
"...The consensus [of the ME faculty] was that if line positions in the amount of $656,300 are to be cut from the SENG, then it would not now be appropriate to distribute such a large cut across the School. In this sense, the consensus was that the ET Dept has to be phased out.
The main concern of the ME Department faculty is over curricular requirements in the engineering programs. We are concerned that the proposed cut will not leave enough resources to phase out the ET Department and meet student demand for required courses in engineering graphics, which are presently taught by the ET faculty. Graphics courses are very important in the ME curricula, and care must be taken to assure that this cut does not create a new "bottleneck" which impedes students' progress to graduation.

Exception was taken to the implication that the ET curricula are vocation activities. All academic programs serve the dual purpose of education and preparation for professional careers, and this gives any education program a vocational component. If the measure of a program is in the breadth and depth of academic rigor demanded of the students, then there are several Departments on campus which would not be able to match the ET Department...

4/23/92 Memo from Dept Chair Larsen (C/EEngr) to Dean Lee:
"In our meeting today, the faculty adopted the following motion which provide you with a response of our department:
...we are unable to identify any vocational programs within the SENG, other than those within ET...
...it is important that all other schools and all non-academic programs are seen to suffer similar proportionate cuts.
In the event that some of the funds that we cut are returned to the campus, it is essential that they be returned directly to the Schools in the same proportion."

4/24/92 Memo from Professor Cota (C/EEngr) to Dean Lee:
"...I support their motion [the department's tenured/tenure-track faculty in C/EEngr] but I am concerned that it was too non-specific. I offer three comments:
1. ET faculty...should have the opportunity to transfer into departments where their expertise can be used.
2. The School of Engineering is one of the most important to the State as it struggles with the economy...If the April 20 cuts are required less should come from the School of Engineering faculty.
3. Reorganization in the administration should be considered..."

4/24/92 Memo from Dept Head Davis (ET) to Dean Lee:
"The ET faculty, staff, and students emphatically disagree with R. Koob's recommendation.
The ET program produces an "industry-ready" graduate who fulfills a unique role and is in heavy demand by California Industry...How does a curriculum which requires the use of applied calculus in the majority of its major courses be considered vocational? The idea that the ET program is vocational is absurd and ridiculous! This vocational implication seems to be the only justification given to back his recommendation...
The following alternatives should be seriously considered as viable options in lieu of following Koob's recommendation:
1. The $656,300 targeted by Koob should be uniformly distributed among the SENG departments. Each department's share would be approximately $82,000...If each student was charged a $20 lab fee, then $51,600 would have been generated. The remaining $30,400 needed to complete the budget cut could come from lecturer positions and/or staff positions...
2. If viable justification can be demonstrated [to phase out the ET Department], then the following recommendations should be exercised:
a. To further reduce the ET programs...Move the ET programs and faculty into other SENG departments. Scale down...through a gradual attrition...
b. To phase out the ET program: Move the ET faculty, tenure rights and security, into other SENG department. Gradual phase-out of the ET program would occur over a three-year period. As the ET courses diminish, faculty loads would be offset with host department courses...
3. ...allowing all faculty a leave of absence without pay during the conference week of Fall quarter...
4. Reduce or eliminate the low-enrollment, high-cost graduate programs.
5. Cut administrative salaries.
6. Substantially reduce administrative positions.
7. Substantially cut or reduce non-academic programs and staff."
4/24/92 Memo from Dept Chair Wheatley (CompSci) to Dean Lee:

"...The Computer Science Department has tried to identify other activities 'that are vocational in nature' that could be cut. Unfortunately, we cannot find one that could effectively replace the specific target, i.e., eliminating ET...

In addition, I felt there was consensus in the department that if there are to be further cuts, they need to be in the nature of vertical cuts rather than any other way...there need to be corresponding cuts in the administration of the university and the schools."

4/24/92 Memo from Dept Chair Sandlin (AeroEngr) to Dean Lee:

"The department is unable to identify other vocational activities within the School that could be phased out. However, the faculty in the department do feel that there are possible areas outside the school where cuts could be made without having the impact on the School that cutting the ET Department would have. An example suggestion is to eliminate 10 units of GE&B from the curriculum. They feel that we are not being given enough information and time to consider alternative cuts."

4/24/92 Minutes of the Dept Heads/Chairs Special Meeting:

"A special DH/C meeting was requested by Davis in order to present the ET Department's alternatives to Dr. Koob's memorandum dated 4/20/92, and to find out the results of each department's consultative input from faculty.

...All seven departments [other than ET] reported their faculty could not come up with any alternatives...of phasing out the ET Department...

After a lengthy discussion, in general, all seven departments, other than the ET Department, are against the uniform cuts proposed by the ET Department. However, the Dean stated that departments heads/chairs can go back to their faculty to discuss the ET Dept's alternatives..."

4/27/92 Memo from SENG Dean Lee to Vice President Koob:

"The following describes how the SENG consulted with the faculty and highlights the results of the faculty consultation.

(1) [description of the consultation given]
(2) The following highlights the results of the faculty consultation.
i. In general, seven departments support your focus of vertical cuts and cannot find an alternative within the SENG other than your recommendation of phasing out the ET Department...
ii. The ET Department disagreed and suggested other alternatives...
iii. The SENG is one of the most important to the State as it struggles with the economy. Our graduates find employment as engineers. If the April 20 cuts are required, less should come from the SENG.
iv. Reorganizations in the administration should be considered. The number of non-teaching, high level administrators has increased over the years. If the cuts of April 20 are required, a significant amount of the dollars should come from reorganization.
v. The Engineering faculty members would be interested to learn what other programs on campus will be phased out, especially for being largely vocational.
vi. If the final decision is to phase out the ET Department, a gradual phasing out of the ET Department with a period longer than one year would be desirable. This will allow most of the present ET students to graduate and give most of the ET faculty the opportunity to find other positions.

In addition, three meetings were held..."