

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

FILE COPY

Academic Senate  
Executive Committee Agenda  
January 12, 1993  
UU 220 3:00-5:00 p.m.

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

- all minutes were removed*
- I. Minutes: Approval of the November 10, November 17, November 19, November 24, and December 8, 1992 Executive Committee minutes (pp. 2-11).
  - II. Communication(s) and Announcement(s):
  - III. Reports:
    - A. Academic Senate Chair
    - B. President's Office
    - C. Vice President for Academic Affairs' Office
    - D. Statewide Senators
  - IV. Consent Agenda:
  - V. Business Item(s):
    - A. Academic Senate/committee vacancies (p. 12).
    - B. Resolution on Promotion Eligibility-Terry, Chair of the Personnel Policies Committee (pp. 13-15).
    - C. Resolution on Double Counting of General Education and Breadth Courses-Vilkitis, Co-chair of the GE&B Committee (pp. 16-17).
    - D. Resolution for Department Name Change for Animal Sciences and Industry Department-Doub, Department Head (p. 18).
    - E. Resolution on Establishing an Employees Assistance Program-Beecher, Substance Abuse Advisory Committee representative (pp. 19-24).
    - F. Strategic Plan: (1) drafting of preamble, and (2) format for faculty referendum of the Strategic Plan (pp. 25-26).
    - G. "Policy and Review Procedures for Discontinuance of an Academic Program"  
**[PLEASE BRING YOUR COPY OF THIS DOCUMENT WHICH WAS SENT UNDER SEPARATE COVER ON DECEMBER 28, 1992.]**
  - VI. Discussion:
    - A. Budget study.
    - B. Process for/and selection of programs to be reviewed by the Program Review and Improvement Committee during 1993-94.
    - C. SFSU Resolution of Endorsement for a Proposal for a Faculty Coalition to Preserve the Mission of the University (pp. 27-28).
    - D. Gary Hart: Senator Hart is not available to meet with the Academic Senate on a Tuesday. Should another day of the week be chosen and his visit combined with other faculty meetings?
    - E. What is the appropriate ratio of support for instructional support vs. number of instructors?
  - VII. Adjournment:

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

**Academic Senate**

CAED            one representative (replmt for Young, '92-93) -    **MARGOT McDONALD**

**Academic Senate Committees**

CAGR           Elections Committee  
                 Status of Women Committee (replmt for Cochran, '92-94)

CBUS           Status of Women Committee (replmt for Ellis, '92-93)

CAED           Constitution and Bylaws Committee  
                 Elections Committee  
                 Library Committee  
                 UPLC Committee (replmt for Gaines, '92-94)

CENG           Elections Committee  
                 Fairness Board (replmt for Yang, '92-93)

CLA            Constitution and Bylaws Committee

CSM            General Education and Breadth (replmt for Wheeler, '92-94)  
                 Research Committee  
                 University Prof Leave Committee (replmt for McDill, '92-93)

PCS            Research Committee  
                 University Prof Leave Committee (librarian only) -    **NANCY LOE**

**Distinguished Teaching Awards Committee**

One representative (replmt for Ruehr, '92-93)

Colleges already represented on the committee include: CAGR, CBUS, CLA, CSM

**Program Review and Improvement Committee**

At-large Senate member (replmt for Cunico, '92-93)

**Student Throughput Committee**

CSM vacancy

ASI vacancies

Administrative representatives

**University-wide Committees**

ASI Student Senate (one vacancy)

Conference and Workshop Advisory Committee (one vacancy)

University Union Advisory Board  
(one vacancy) -

**DAVID PEACH**

Adopted:

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

Background Statement: The 1992-1993 budget does not contain funds for merit salary adjustments, (MSA's), often referred to as step increases, for faculty unit employees. Future budgets may not contain funds for MSA's for faculty unit employees. Current eligibility criteria for "normal promotion" include four merit salary adjustments. Since some faculty are unable to secure a fourth step increase during 1992-1993, they would not meet the criteria to be considered for "normal promotion." The Resolution on Promotion Eligibility passed by the Academic Senate on October 13, 1992, sought to remedy that situation. Likewise, other faculty may be unable to secure a fourth step increase for 1993-1994 and subsequent years and would, therefore, not meet the criteria to be considered for "normal promotion." This resolution addresses that situation. Eligibility for normal promotion should be based on whether the faculty member was approved by the dean/appropriate administrator after departmental consultation, for four merit step increases, regardless of funding.

**AS- -92/PPC  
RESOLUTION ON  
PROMOTION ELIGIBILITY**

WHEREAS, Section 342.2B.7a of the Campus Administrative Manual defines the eligibility criteria for "normal promotion" to associate professor or associate librarian when both of the following conditions hold:

- (1) the applicant is tenured or the applicant is also applying for tenure.
- (2) the applicant has received four Merit Salary Adjustments (MSA's) (while an assistant professor or senior assistant librarian) or the applicant has reached the maximum salary for assistant professor or senior assistant librarian; and

WHEREAS, Section 342.2B.7b of the Campus Administrative Manual defines the eligibility criteria for "normal promotion" to professor or librarian if:

- ...the applicant has received four MSA's (while an associate professor or associate librarian) or the applicant has reached the maximum salary for associate professor or associate librarian; and

WHEREAS, Section 342.2B.8a of the Campus Administrative Manual defines early promotion to associate professor or associate librarian when one (or both) of the following is (are) true:

- (1) the applicant is a probationary faculty member who is not also applying for tenure.
- (2) the applicant has not received four MSA's (while an assistant professor or senior assistant librarian) and the applicant has not reached the maximum salary for assistant professor or senior assistant librarian.

WHEREAS, Section 342.2B.8b of the Campus Administrative Manual defines early promotion to professor or librarian when:

...the applicant has not received four MSA's (while an associate professor or associate librarian) and the applicant has not reached the maximum salary for associate professor or associate librarian; and

WHEREAS, It is not the intent of the Academic Senate to disqualify faculty from "normal promotion" because of lack of funding for merit salary adjustments; therefore be it

RESOLVED: That Campus Administrative Manual (CAM) 342.2B.7 and CAM 342.2B.8 be revised to include the modified definitions of "normal promotion" and "early promotion" as set forth on the attached page.

Proposed by: The Academic Senate  
Personnel Policies Committee  
November 12, 1992  
(6-0-0)



RESOLUTION AS-\_\_\_\_-92/PPC  
Attachment

CAM 342.2B

7. Normal Promotion

- a. An application for promotion to associate professor or associate librarian is considered normal if the applicant is eligible and both of the following conditions hold:
  - (1) the applicant is tenured or the applicant is also applying for tenure.
  - (2) the applicant has ~~received~~ been approved by the dean/appropriate administrator for four Merit Salary Adjustments (MSA's), regardless of funding, (while an assistant professor or senior assistant librarian) or the applicant has reached the maximum salary for assistant professor or senior assistant librarian.
- b. Tenure is required for promotion to professor or librarian. An application for promotion to professor or librarian is considered normal if the applicant is eligible and the applicant has ~~received~~ been approved by the dean/appropriate administrator for four MSA's, regardless of funding, (while an associate professor or associate librarian) or the applicant has reached the maximum salary for associate professor or associate librarian.

8. Early Promotion

- a. An application for promotion to associate professor or associate librarian is considered "early" if the applicant is eligible and one (or both) of the following is (are) true:
  - (1) the applicant is a probationary faculty member who is not also applying for tenure.
  - (2) the applicant has not received approval by the dean/appropriate administrator for four MSA's, regardless of funding, (while an assistant professor or senior assistant librarian) and the applicant has not reached the maximum salary for assistant professor or senior assistant librarian.
- b. Tenure is required for promotion to professor or librarian. An application for promotion to professor or librarian is considered "early" if the applicant is eligible and the applicant has not received approval by the dean/appropriate administrator for four MSA's, regardless of funding, (while an associate professor or associate librarian) and the applicant has not reached the maximum salary for associate professor or associate librarian.
- c. Early promotion will be granted only in exceptional cases. The circumstances and record of performance which make the case exceptional shall be fully documented by the candidate and validated by evaluators. The fact that an applicant meets the performance criteria for promotion does not in itself constitute an exceptional case for early promotion.

Adopted:

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

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- -92/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 into 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

RESOLUTION ON DOUBLE COUNTING OF  
GENERAL EDUCATION AND BREADTH COURSES  
AS-\_\_\_\_-92/GE&BC  
page two

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 cannot be used to satisfy more than two requirements; i.e., major or support requirements and General Education and Breadth.

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

Adopted:

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

AS- -92  
RESOLUTION ON  
DEPARTMENT NAME CHANGE FOR  
ANIMAL SCIENCES AND INDUSTRY DEPARTMENT

WHEREAS, The Animal Sciences and Industry Department requests that its department name be changed to ANIMAL SCIENCE DEPARTMENT; and

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

RESOLVED: That the name of the Animal Sciences and Industry Department be changed to the ANIMAL SCIENCE DEPARTMENT.

Proposed By: The Animal  
Sciences and Industry  
Department  
Date: January 12, 1993



Adopted:

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

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.

**AS- -93/SAAC  
RESOLUTION ON  
ESTABLISHING AN EMPLOYEE ASSISTANCE PROGRAM**

- 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

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
PROPOSAL FOR EMPLOYEE ASSISTANCE PROGRAM

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. While employee participation in the program is voluntary and confidential, experience with other programs 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. 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. It is difficult to predict the cost-benefit ratio of an EAP at Cal Poly. However, there is reason to believe that cost savings will parallel the experience of other programs. First, EAP's have been equally effective in both the public and private sector. In addition, to adapt this general experience to the culture of the university there is a national organization of EAP directors who are employed by



educational institutions. Finally, circumstances at Cal Poly seem to parallel conditions at other institutions. 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.<sup>1</sup>

### 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 through the 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

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<sup>1</sup>D.R. Kemp, (1985) "State Employee Assistance Programs: Organization and Services." Public Administration Review; G.E. Fair, (1989) "What an Executive Should Know About Employee Assistance," Chicago: Dartnell Corporation; J.B. Franz, "Developing University EAPs: A Planned Change Perspective." (Sept/Oct 1991) EAP Digest; J.C. Brady, (1991) "Stress in Teaching: A National Crisis." Palo Alto: Psychology Health System Plan, Inc.

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. 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 is funded at the Administrator II level, \$31,824-\$67,884/annually plus benefits (exact level depends on qualifications, experience, and funding). The



director is supported by a part-time clerical assistant, \$10,152-\$11,920/annually plus benefits. The EAP should have an 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.

5: Executive Committee  
Proposed Amendments to Strategic Plan.  
What do you think of these and add or detract or  
write your own.

PREAMBLE TO THE STRATEGIC PLANNING DOCUMENT  
OF CALIFORNIA POLYTECHNIC STATE UNIVERSITY

The Strategic Plan is meant to set the direction for the university as it prepares to enter the 21st century.

The process of developing the Strategic Plan is perhaps as important as the document itself. The process which has involved hundreds of faculty and staff and many students over a period exceeding two years has forced these constituencies to reexamine and in some cases rethink their vision of the university as it moves ahead. The world is changing, California is changing, and Cal Poly must respond to those changes in a constructive manner. At the same time there will be the challenge to maintain the high quality of education for which this campus is well known.

When the process began, the present serious budget situation that exists in California was also just beginning. So, superimposed on the process and the plan is the reality of the severe budget cuts that have occurred over the past two years with no relief apparently promised in the near future.

The Strategic Plan sets out general goals which include a number of objectives. The goals and objectives selected by the faculty, staff and students to represent the Strategic Plan will set the direction of the university for the immediate future. However, within that framework there must be some flexibility. Some of the goals and objectives represent new ground to be broken. Careful, thoughtful planning will be required for their implementation. A document such as this cannot hope to address all the possible concerns of the campus community or the exigencies that occur from time to time.

The Strategic Plan must account for the differences in programs on this campus. There must be some latitude in some objectives that enable programs to function in a manner that makes sense for them. For example laboratories are essential to some programs. They do not necessarily make sense in others. However involving the students in their learning makes sound pedagogical sense in all programs. That is a primary reason for the success of Cal Poly measured both by the popularity of its programs and the success of its graduates in all areas. On the other hand the effort to reach the Diversity goals must be made uniformly across the campus. There can be no latitude in this effort.

In the final analysis this document is a living document. It is not carved in stone. However, the goals of the Strategic Plan determined by the university constituencies represent that which this campus shall make every possible effort to reach and attain.

# PREAMBLE

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

Due to the changing conditions in higher education and budgetary uncertainties, the goals of the Strategic Plan may periodically be revised. This flexibility allows the document to remain a functional tool for strategic planning.



San Francisco State University  
1600 Holloway Avenue  
San Francisco, California 94132

Academic Senate  
415/338-1264

**Resolution of Endorsement  
for a Proposal for a  
Faculty Coalition to Preserve the Mission of the University  
(RF92-111)**

At its meeting of October 27, 1992, the Academic Senate unanimously approved the following resolution endorsing a proposal for a Faculty Coalition to Preserve the Mission of the University:

- WHEREAS San Francisco State University has endured budget reductions totaling at least 30 percent in the past three years; and
- WHEREAS These budget reductions have had a debilitating effect upon the quality of the educational programs provided by the University; and
- WHEREAS These budget reductions have diminished access of students to courses and academic programs they require in order to graduate and become more productive citizens of the State of California; and
- WHEREAS These budget reductions have diminished the faculty's ability to conduct research, engage in creative activities, and serve the community; and
- WHEREAS These budget reductions have led to the non-rehiring and layoff of many lecturer faculty and faculty on the early retirement program; and
- WHEREAS Further budget reductions will seriously challenge the viability of the University; and
- WHEREAS The Academic Senate Executive Committee and the CFA have jointly developed a proposal for a Faculty Coalition to Preserve the Mission of the University; therefore be it
- RESOLVED That the Academic Senate of San Francisco State University endorse the proposal for the creation of and assist in the formation of the Faculty Coalition to Preserve the Mission of the University.



San Francisco State University  
1600 Holloway Avenue  
San Francisco, California 94132

Academic Senate  
415-338-1264

## **A Proposal for a Faculty Coalition to Preserve the Mission of the University**

Presented jointly by  
the Academic Senate Executive Committee and the CFA

### **Purpose:**

This is a proposal to form an ad hoc faculty coalition, jointly sponsored by the Academic Senate and the CFA, to mobilize the SFSU faculty to coordinate, direct, and facilitate effective faculty action related to the current and future budget crises facing the University. The coalition will report findings and make recommendations to the Academic Senate and the CFA.

### **Functions:**

#### **1. Information gathering and dissemination:**

- a) To coordinate the gathering of information pertaining to budget expenditures in Academic Affairs and other units at SFSU, for both current and past years, to allow analysis of changes over time.
- b) To obtain survey and anecdotal information on the effects of budget cuts on faculty and student life at the University, e.g., faculty and staff workload, campus services, "quality of life" factors in the classroom, advising functions, maintenance of buildings and grounds.
- c) To disseminate the information gathered above to the full faculty in order to facilitate the other functions of the Coalition.

#### **2. External political action:**

To mobilize the faculty to engage in external political action to stop further budget reductions and restore quality, access, and resources. This may include direct political action to contact legislators, the Governor, and their staffs, and indirect action to build alliances with students, alumni, and other political groups.

#### **3. Addressing current and future budget reductions:**

To generate ideas, make plans, and develop faculty positions with the objective of bringing recommendations to the Academic Senate, the CFA, and to the full faculty as appropriate regarding

- 1) restoring critical campus functions and services through budget reallocation;
- 2) enhancing faculty, staff, and student morale; and
- 3) addressing future budget reductions, should they become necessary, with particular focus on alternatives to layoff and on alternatives to discontinuance of academic programs.

### **Getting Started:**

The Coalition will be convened by the CFA and the Academic Senate Executive Committee. The coalition will be inaugurated through a meeting the goals of which will be to agree upon the details of the Coalition's functions and structure. Participation in the Coalition will be open to all faculty. The issues raised by the Coalition are expected to become part of the program of the 1993 SFSU Retreat in January.