

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

Academic Senate
Executive Committee Agenda
April 20, 1993
UU 220 3:00-5:00 p.m.

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

*all minutes
were removed*

- I. Minutes: Approval of the February 9, March 30, and April 6 1993 Executive Committee minutes (pp. 2-10).
- 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
 - E. Thomas Zuur - "no grade" policy
- IV. Consent Agenda:
- V. Business Item(s):
 - A. Academic Senate/committee vacancies (p. 11).
 - B. Selection of members to the Enrollment Management Task Force [each caucus chair to bring one or two names from which four individuals will be elected].
 - C. Selection of programs to be reviewed by the Program Review and Improvement Committee during 1993-94 [C Andrews will provide an eight-point checklist of programs to be reviewed in 1993-94] (pp. 12-14).
 - D. Election of members to the Program Review and Improvement Committee for the 1993-94 term [each caucus chair to bring three names from which one individual from each college will be elected] (pp. 12-14).
 - E. Resolution on Establishing an Employee Assistance Program-Beecher, representative to the Substance Abuse Advisory Committee (pp. 15-28).
 - F. Engineering Technology discontinuance review [PLEASE BRING YOUR COPY OF THIS DOCUMENT WHICH WAS SENT UNDER SEPARATE COVER.]
- VI. Discussion:
 - A. Charter Campus Committee.
 - B. Home Economics defunding/discontinuance.
 - C. Additional Academic Senate meetings.
- VII. Adjournment:

RESOLUTION ON THE REPORT OF THE COMMITTEE TO REVIEW
THE DISCONTINUANCE OF THE HOME ECONOMIC DEPARTMENT
AND ACADEMIC QUALITY

WHEREAS, The Committee to Review the Discontinuance of the Home Economic Program has rendered its recommendation; and

WHEREAS, The Review Committee's recommendation is in accord with the guidelines stipulated in Administrative Bulletin 81-5 (November 13, 1981); and

WHEREAS, Those guidelines determining the procedure and the composition of the members of the committee reflect the concern of the time which was to address the problem of discontinuance due to a decline in student demand; and

WHEREAS, The current concern for discontinuance is engendered by other factors; and

WHEREAS, The Cal Poly Academic Senate has repeatedly voiced its concern for establishing the criteria which would evaluate the quality of an academic program; and

WHEREAS, The Committee to Review the Discontinuance of the Home Economic Program did not directly address the issue of quality; and

WHEREAS, The nature of the Report and the composition of the

Committee leave the Cal Poly Academic Senate in a quandry as to the fundamental issue, which is, the quality of the program; therefor be it

RESOLVED: That the Cal Poly Academic Senate thank the Committee to Review the Discontinuance of the Home Economic Program for a report responsive to the procedures contained in AB 81-5; and be it further

RESOLVED: That the Cal Poly Academic Senate receive the Report; and be it further

RESOLVED: That the Cal Poly Academic Senate undertake the task of reaching consensus on what criteria should be attained in determining the academic quality of a program independent of other considerations such as student demand, employment potential, geographic availability, honorable mention in Title V, cost per student, gender distribution, and any other criteria which might be significant for purposes other than determining quality.

Submitted by Reg Gooden

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

Academic Senate

CLA one vacancy (replmt for Carter, '92-94)
CSM one vacancy (replmt for Goers, spring quarter '93)

Academic Senate Committees

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

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

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

CLA Constitution and Bylaws Committee

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

PCS Elections Committee (replmt for Pritchard, '92-93)
 Research Committee

University-wide Committees

ASI Student Senate (one vacancy)

Conference and Workshop Advisory Committee (one vacancy)

pages 8-10 of the ACADEMIC PROGRAM REVIEW AND IMPROVEMENT document.

SELECTION OF ACADEMIC PROGRAMS FOR REVIEW

The selection process for programs to be reviewed should be in accordance with the following steps:

1. Develop a MASTER FILE on all programs subject to the program review process, both undergraduate and graduate.
2. Identify those programs that are subject to accreditation review and the dates when such review is to next occur.
3. Project the program reviews over a five-year period, and insure that programs subject to accreditation have congruent times for the accreditation reviews as well as the internal program reviews; thus, minimizing demand upon resources.
4. In each year, by May 1, the Academic Senate office shall solicit programs for those wishing to be reviewed, either because of accreditation or other external reviews, or for other reasons.
5. If a sufficient number of programs are not identified in #4, then the Academic Senate Executive Committee shall select additional programs, from those subject to review on a current basis, using random selection.
6. A listing of programs to be reviewed in the next academic year shall be completed by the Academic Senate by June 1, with said list being submitted to the Vice President for Academic Affairs and the affected programs. Every effort should be made to provide notice of review at least one academic year in advance.
7. Assure there is a mix of programs between those that are subject to accreditation as well as those that are not.
8. No college shall have all of its programs reviewed in the same year, irrespective of accreditation review or other external review.

ACADEMIC PROGRAM REVIEW AND IMPROVEMENT COMMITTEE MEMBERS

1. The committee shall consist of seven (7) tenured full professors; one from each of the six colleges, one from the Academic Senate, and a nonvoting ex officio person appointed by the Vice President for Academic Affairs. The School for Teacher Education shall be included with a college of its choice for the selection of the representative from that

unit.

2. Each college caucus shall forward the names of three nominees to the Academic Senate office. The Academic Senate Executive Committee members shall receive a ballot of these nominees and shall have five days to vote and return their marked ballots to the Academic Senate office for counting of the returns by the Academic Senate Elections Committee. The name of the person receiving the highest number of votes from each college shall be the person elected to serve on the Program Review and Improvement Committee.

The person receiving the second highest number of votes from his college shall be the alternate to the committee, if from a different department. If the person receiving the second highest votes is from the same department as the persons with the highest number of votes, then the third person on the ballot will be considered to be the alternate, if from a department different from the department of the highest vote receiver.

3. No member of the committee shall participate or be present when a program sponsored by that representative's department is under consideration by the committee. In such instances, the alternate, whom shall be from a department other than the one under review, will represent that college until the program review is completed and a report forwarded to the Academic Senate.
4. Committee members shall be elected for a two-year term, and may be reelected for a second consecutive term.
5. The representatives from the Colleges of Agriculture, Business, and Liberal Arts elected in 1991-92 shall be elected for two-year terms ending June 1, 1994.
6. The representatives from the Colleges of Architecture and Environmental Design, Engineering, and Science and Mathematics, elected in 1991-92 shall be elected for a one-year term ending June 1, 1993.
7. Should a vacancy occur, the replacement shall be elected in the same process as described in #2 above, and shall complete the term of the person replaced.
8. Should a vacancy occur in the first year of the term for that position, the replacement person shall be eligible for one additional consecutive term. Should the vacancy occur after the first year of a term, the replacement will be eligible for two consecutive terms following the completion of the term as a replacement.
9. Persons excluded from eligibility for the 1991-92 election only, are those persons who served on the program review

task force in 1990-91 and those who served on the 1991-92 Ad Hoc Committee for Program Review Criteria.

10. The administration shall be expected to provide the necessary support staff to enable the Program Review and Improvement Committee to carry out its responsibilities.
11. Members of the Program Review and Improvement Committee should be provided with released time in which to perform this responsibility.

IMPLEMENTATION OF REVIEW AND REPORT FORMAT

1. The Office of the Vice President for Academic Affairs shall provide all program heads with a copy of the university Academic Program Review and Improvement Guidelines that are to be used to evaluate academic programs. (This document, once approved, should remain largely unchanged from year-to-year.)
2. The review process shall be conducted by the Academic Review and Improvement Committee (PRAIC), with the composition and selection of the committee in accordance with other parts of this document.
3. Programs selected by the Academic Senate Executive Committee will prepare information packages for evaluation by the PRAIC. These packages shall be formatted in conformity with the criteria and guidelines instructions. The completed packages will be submitted to the Academic Senate office for distribution to the PRAIC, with a copy also being forwarded to the appropriate college dean.
4. The evaluation process shall be a review and assessment of the materials pertaining to a program. The committee will prepare a list of FINDINGS based on the materials contained in the package submitted.
5. Members of the program being reviewed shall be given the opportunity to meet with the PRAIC and to discuss the FINDINGS, and to submit written RESPONSES to the FINDINGS.
6. After receiving the RESPONSES, the PRAIC will prepare RECOMMENDATIONS. In developing the RECOMMENDATIONS, the PRAIC shall give careful consideration to the RESPONSES received.
7. The PRAIC shall prepare a report to the Academic Senate Executive Committee, with a copy to the program administrator and the appropriate college.

California Polytechnic State University
San Luis Obispo, California 93407

RECEIVED

MAR 25 1993

M E M O R A N D U M

Academic Senate

Date: March 25, 1992

Copies: Substance Abuse Advisory
Committee

To: Jack Wilson, Chair
Academic Senate

From: Bud Beecher, Academic Senate Representative,
Substance Abuse Advisory Committee

Subject: Employee Assistance Program (EAP)

Please find enclosed a resolution and proposal from the Substance Abuse Advisory Committee (SAAC) regarding the establishment of an Employee Assistance Program (EAP) at Cal Poly. SAAC has reviewed the observations made by the Senate Executive Committee has accordingly made several additions, deletions and modifications. While it is recognized that various parts of the recommendation might be objectionable to some members of the Senate, the committee nevertheless hopes that these changes will permit the senate to recommend the report as a whole. This endorsement is crucial on at least two grounds: First, an EAP, to be effective, must have the support of the community it serves. The Senate is the arena in which matters of concern to the faculty are most broadly discussed. Second, the SAAC has urged the administration to implement an EAP for more than two years now. We now believe if the Senate will support our proposal, the administration will find the money to implement it. I hope the Senate will indicate its support for an effective EAP at Cal Poly by endorsing this resolution and proposal.

Thank you for you support in this matter. If you have any questions regarding the enclosures, please contact me (2724/2543).

Enclosure

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. 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.

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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

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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

¹Forte, A. Erfurt, et. al. 1984. Cost-effectiveness of Occupational Employee Assistance Programs--Test of an Evaluation Method. Ann Arbor.

² EAP Monitor, Spring, 1989.; Franz, John B. "Developing University EAP's: A Planned Change Perspective." EAP Digest, Sept/Oct 1991.

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.

⁴ Bruhnsen, K. "EAP Evaluation and Cost Benefit Savings: A Case Example [The University of Michigan Medical Center]." Health Values, Jan/Feb 1989. Harlacher, Ervin L. and Janice Seward Goodman, "Social Issues and EAP's in the Community Colleges," EAP Digest, Sept/Oct 1991. 52 per cent of the institutions surveyed had employee collective bargaining contracts.

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

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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.⁵

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.

⁵J.C. Brady, "Stress in Teaching: A National Crisis." Palo Alto, 1991.; Survey conducted by the Cal Poly Substance Abuse Advisory Committee, May-June, 1992.

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,

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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.

A T T A C H M E N T S



Associate Vice President for Faculty and Staff Affairs
(916) 898-5029

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.



To: Bud Beecher
Re: Employee Assistance Program

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February 19, 1993

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 supervisorial 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

To: Bud Beecher
Re: Employee Assistance Program

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February 19, 1993

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

Charles C. Adams
Associate Vice President for
Faculty and Staff Affairs

CALIFORNIA STATE UNIVERSITY • FRESNO

DEPARTMENT OF HUMAN RESOURCES



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: AAO3741@CSUFresno.edu).

Take care.

Sincerely,

A handwritten signature in black ink, appearing to read "Arthur V.N. Wint, J.D.", is written over a horizontal line.

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

AVNW:tee