

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

FILE COPY

**Executive Committee**  
**Academic Senate Agenda**  
**Tuesday, August 16, 1988**  
**UU220 3:00-5:00 p.m.**

<u>Member:</u>	<u>Dept:</u>	<u>Member:</u>	<u>Dept:</u>
Andrews, Charles	Acctg	Murphy, James	IndTech
Borland, James	ConstMgt	Peck, Roxy	Stat
Burgunder, Lee	BusAdm	Terry, Raymond	Math
Crabb, A. Charles (CH)	CropSci	Weatherby, Joseph	PoliSci
Dobb, Linda	Library	Wheeler, Robert	AnSci/Ind
Gooden, Reg	PoliSci	Wilson, Malcolm	VPAA
Kersten, Timothy	Econ	Zeuschner, Raymond	SpCom
Moustafa, Safwat	MechEngr	<b>Copies:</b> Warren J. Baker	
		Bill Rife	
		Howard West	

**Introduction:**

Dr. Hazel Scott, Dean of Student Affairs, will be introduced to the Executive Committee.

**I. Minutes:**

Approval of the July 12, 1988 Academic Senate Minutes (pp. 2-5).

*7.12.88  
minutes  
revised*

**II. Communications:**

- A. Materials Available for Reading (p. 6).
- B. A. Charles Crabb's appointment as Interim Associate Dean to the School of Agriculture.

**III. Reports:**

- A. President
- B. Academic Affairs Office
- C. Statewide Senators

**IV. Consent Agenda:**

**V. Business Items:**

- A. Proposal to Establish The Irrigation Training and Research Center-Glenn Dobbs, Interim Director for The Irrigation Training and Research Center, Second Reading (pp. 7-24).
- B. Resolution on Guidelines for State Faculty Support Grants-Jamieson, Chair of the Research Committee, Second Reading (pp. 25-32).

**VI. Discussion Item:**

Acquaintance Rape Policy for Cal Poly (33-55).

**VII. Adjournment:**

**Materials Available for Reading in the Academic Senate Office (FOB 25H)  
1988-1989**

**(New reading materials highlighted in bold)**

6/6/88 Revised Trustee Policy on Student Health Services (CSU)

6/13/88 Materials on Student Suicide (CSU)

6/14/88 Guidelines for Allocation of Funds Received Through the Program Change  
Proposal on Research, Scholarship, and Creative Activity (CSU)

6/27/88 Draft of Joint Committee Report on the Master Plan (California Legislature)

**7/5/88 "Profile of CSU Employees - Fall 1987" (CSU)**

Proposal to Establish  
  
The  
  
**Irrigation Training and Research Center**

Submitted by  
Glenn L. Dobbs, Interim Director  
Agricultural Engineering Department  
California Polytechnic State University  
San Luis Obispo, California 93407

August 2, 1988

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**The Irrigation Training and Research Center**  
Department of Agricultural Engineering  
California Polytechnic State University  
San Luis Obispo

## **The Need**

Water and energy are limited resources with increasing demands being placed on them from all sectors of our growing society. As a result, the ability to expand irrigated food production systems is limited but necessary. And water and energy prices are soaring, detrimentally affecting the profitability of food production. Economic and efficient water usage contributes to water savings, energy savings, and decreased production costs which directly affects profitability and competitiveness of the agricultural sector.

Approximately 86% of the water resources in the continental U.S. is pumped from groundwater aquifers. Groundwater provides the drinking water for over half the total U.S. population and for 95% of the rural population. Nationally, agriculture utilizes 68% of all groundwater withdrawn, and in California, agriculture utilizes approximately 85% of the State's diminishing water resources.

The Joint Council on Food and Agricultural Sciences issued a report dated June 1987, and titled Fiscal Year 1989 Priorities for Research, Extension and Higher Education, A Report to the Secretary of Agriculture. The report lists the annual national priorities on research, extension, and higher education to be emphasized as national budgets are developed for the fiscal year 1989. In recognition of the water problems facing our society, the number one priority is specified to "Maintain and Preserve Water Quality" taking precedence to biotechnology. Specific issues listed in this report to be addressed are included in the Appendix along with a brief discussion of how Cal Poly projects, facilities and capabilities are and could be used to address these specific topics.

The Department of Agricultural Engineering at Cal Poly, San Luis Obispo, has made significant contributions while responding to industry demands for research, development and training of water and energy related issues. The Department is unique in terms of its size, facilities and "hands-on" educational philosophy. It has acquired an enviable reputation, especially in irrigation for its undergraduates' performance in industry and continuing education, and its faculty's performance in meeting the needs of past contracts. With this uniqueness and reputation, the Department of Agricultural Engineering has recently become a major focal point for providing the increasing needs in research, development and training related to water conservation and irrigation.

On May 3, 1988, President Warren J. Baker made available \$30,000 to be used to establish a center at Cal Poly to continue and expand our training and research activities in water conservation and irrigation. The seed funds were provided in recognition of the substantial growth of grants in this area in recent years and the interest on the part of the Office of Water Conservation to support a more comprehensive infrastructure at Cal Poly to respond to the needs of the State in research and training related to water conservation and irrigation. The State's willingness to provide additional support is a result of past commendable performances of Cal Poly faculty and students meeting the State's needs. Cal Poly has a demonstrated track record, a partial of which (1986-1988) is summarized in the Appendix.



## **The Purpose**

The Department of Agricultural Engineering faculty's commendable ability to meet these increasing needs has reached its limit. It is conceived that the proposed Center will serve as an organizational vehicle to continue to promote and facilitate industry's rapidly increasing demands for research, development and training at Cal Poly in irrigation.

## **The Benefits**

### **Benefits to Cal Poly**

The proposed Center would provide opportunity to

- strengthen existing efforts to attract academically talented students into the water conservation and irrigation curriculum.
- upgrade the quality of faculty, curriculum and support services in our educational program
- expand the experiential and experimental learning environment that already exists
- develop and promote innovative and cooperative instructional programs using new technologies
- stimulate and implement research, development and training in water conservation and irrigation related topics
- more fully engage the use of facilities and capabilities at Cal Poly and in the Department of Agricultural Engineering

### **Benefits to Industry**

The proposed Center would provide opportunity to

- respond readily to the rapidly changing and increasing technological needs of industry
- bring industry closer to the practical use of existing state-of-the-art technologies
- utilize the unique facilities at Cal Poly and in the Department of Agricultural Engineering
- utilize a broader pool of capabilities to address complex, interdisciplinary water conservation and irrigation related issues

## **The Function**

The proposed Center will be responsible for obtaining funds and providing direction for research, development and training for water conservation and irrigation related issues.

- provide research, development and training programs utilizing state-of-the-art technologies in irrigation related areas
- provide short courses, conferences and workshops to practicing professionals, as well as other interested entities
- develop an active field service program to strengthen the "hands-on" approach to transfer technology from theory to practice
- stimulate and promote collaborative relationships with other universities by seeking opportunities to utilize compatible university resources
- make modern equipment and state-of-the-art technologies available to Cal Poly students

Irrigation Training and Research Center's Concept Paper-**Draft** 8/2/88

**Center Activities**

**Current Activities**

	<b>Annual Funding</b>	<b>Status</b>
<del>Fall/Mobile/Lab/Irriga/Sche/Trng</del>	<del>130000</del>	<del>tentative</del>
Canal Automation	\$ 75,000	2 courses funded
Irrigation Evaluation	\$ 15,000	2 courses/yr funded
Mobile Lab Quality Control	\$ 10,000	funded
Drainage Reduction Data Analysis	\$ 15,000	funded
Turf Water Management	\$100,000	funded
Highway Landscape Irrigation Scheduling	\$100,000	75000 negotiated <del>tentative</del>
<u>Drought Water Management Workshop</u>	<u>\$120,000</u>	<u>funded</u>
Irrigation Scheduling Expert System	\$ 80,000	funded
Irrigation Scheduling Upgrade	\$100,000	tentative
<u>Real Time Pump Efficiency Study</u>	<u>\$100,000</u>	<u>negotiated</u>
	\$715,000/year	
	<del>\$320,000/year</del>	

The following is a list of some of the major research, development, training and testing activities that could be conducted by the proposed Center. The proposed Center's capabilities result from the expertise and unique facilities currently available at Cal Poly. And the opportunity for expansion of expertise and facilities is improved as state-of-the-art technologies are developed and utilized at the proposed Center.

**Research, development and testing**

- client profile
  - private institutions (manufacturers, equipment dealers, technical services, utilities, irrigation districts, farmers, etc.)
- industry needs and Cal Poly capabilities
  - energy related research
    - improving related technologies to take maximum advantage of Time-of-use rates
  - delivery canal control research and testing
    - electro-mechanical controls
    - canal control software and modeling
    - hydraulic modeling
  - pump optimization and configuration research and testing
  - valve and control research and testing
  - improved irrigation system design and management strategies
  - technical training and materials development

Irrigation Training and Research Center's Concept Paper-*Draft* 8/2/88

Agricultural water management strategy development and training (delivery and on-farm)

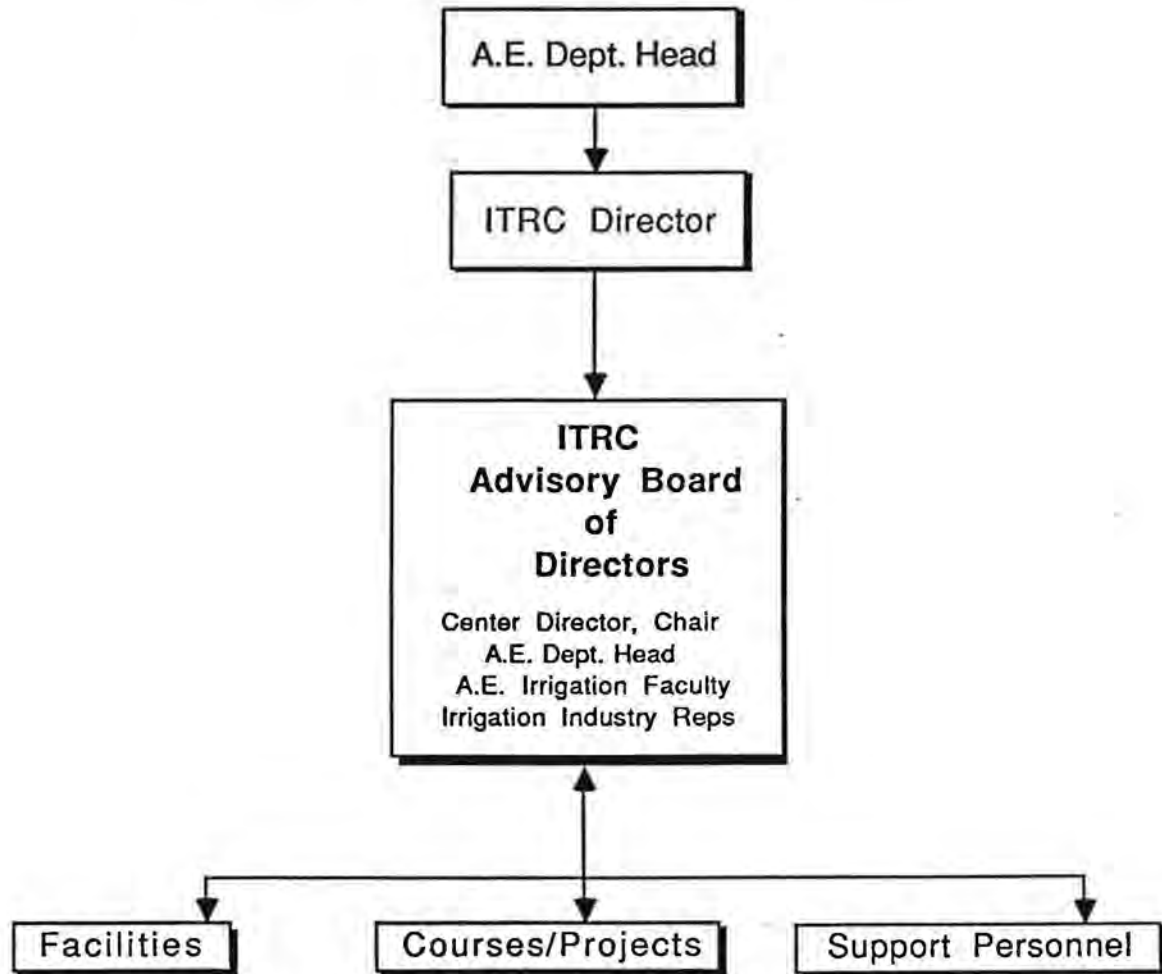
- client profile
  - end users (farmers, irrigation managers, irrigation districts, municipalities, and other individual irrigation water users)
  - state institutions (DWR/OWC, Cal Trans, WRCB, Food and Agriculture, CEC)
  - national institutions (Soil Conservation Service, USDA-ARS, USBR, USGS)
  - international institutions (USAID, World Bank, Asian Development Bank, Inter-American Development Bank)
- industry needs and Cal Poly capabilities
  - urban and agricultural irrigation and water management methodology development
  - improved irrigation system design and management strategies
  - develop interdisciplinary design techniques and performance evaluations
  - risk assessment techniques of new technologies
  - energy related research
    - improve related technologies to take maximum advantage of "Time-of-use" rates
    - pumping plant optimization
  - delivery canal control research, development and testing
    - improve delivery flexibility techniques
    - improve electro-mechanical controls
    - develop control software and modeling
    - develop models to test complex delivery hydraulics
    - research performance evaluation methodology
  - software development for analysis, education and management
    - develop integrated delivery and on-farm system
    - performance evaluation techniques
    - expert systems for hands-on training and management
  - technical training and materials development.



## Organization

The organizational chart as proposed for the Irrigation Training and Research Center is presented below.

### Irrigation Training and Research Center Organizational Chart



Irrigation Training and Research Center's Concept Paper-*Draft 8/2/88*

**Budget**

The proposed Center's budget is as outlined below. Please note this includes the first year showing both current and anticipated activities.

<u>Account</u>	<u>Month</u>	<u>Year</u>
Director (including benefits)	\$ 6,667	\$ 80,000
Adm. Assistant	2,667	32,000
Office Supplies	600 <del>400</del>	7,200 <del>3400</del>
Phone Bid	700 <del>300</del>	8,400 <del>3600</del>
Miscellaneous Expenses	900 <del>300</del>	10,800 <del>6000</del>
Office & Center Equipment/maint.	1,320 <del>1200</del>	15,840 <del>13000</del>
Brochures, mailings, letters, etc.	1,050 <del>1000</del>	12,600 <del>12000</del>
	<b>\$13,904</b> <del>12834</del>	<b>\$166,840</b> <del>134000</del>
<del>Contingencies (15%)</del>	<del>1925 /</del>	<del>23000 /</del>
Overhead (20%)	<u>2,780</u> <del>2932</del>	<u>33,360</u> <del>33400</del>
<b><u>TOTAL:</u></b>	<b>\$16,684</b> per month	<b>\$200,200</b> per year <del>212400</del>

**Facilities**

The proposed Irrigation Training and Research Center will be located in Shop #6 of the Agricultural Engineering Department. Construction and remodeling will need to occur in order to meet the needs of the proposed facility. Plans for the changes to be made in shop #6 for the proposed facility are presented in the Appendix.

# **BYLAWS OF THE CAL POLY**

## **IRRIGATION TRAINING AND RESEARCH CENTER**

California Polytechnic State University, San Luis Obispo

These bylaws are applicable within the authorization established by the Board of Trustees of the California State University and the California Polytechnic State University, San Luis Obispo.

### **ARTICLE I - NAME**

The name of this organization shall be Irrigation Training and Research Center (ITRC), referred to in these bylaws as the Center.

### **ARTICLE II - PURPOSE AND POLICIES**

#### **Section 1 - Purpose**

The primary purpose of the Center will be to support the multidisciplinary needs for supporting research and training as related to water conservation and irrigation through education and applied research. The Center will foster interaction between the University and industry, consistent with the overall goals of Cal Poly.

Center members are faculty and students who have a declared interest in irrigation technology, training and research programs as related to activities at Cal Poly.

The Center will serve as a vehicle for securing industry sponsorship and support to sustain irrigation training and research oriented projects at Cal Poly.

The Center will be financed primarily by grants. It is intended that funds will be secured to support the Center's administrative cost for three years, so that these costs will be eligible for a line item in the Chancellor's budget.

#### **Section 2 - Policies**

The policies of the Center shall be in harmony with the policies of the California State University, the California Polytechnic State University, San Luis Obispo, and the California Polytechnic State University Foundation.

#### **Section 3 - Dissolution**

In the event the Center is dissolved, its assets remaining after payment of or provision of, all debts and liabilities shall be distributed to the California Polytechnic State University Foundation in trust for Cal Poly.

Irrigation Training and Research Center's Concept Paper-**Draft** 8/2/88

**(Bylaws- -continued)**

**ARTICLE III - MEMBERSHIP**

**Section 1 - Class of Membership**

Only faculty, staff, and students of the California Polytechnic State University, San Luis Obispo, and faculty-selected consultants shall be members of the Center. The membership is defined as follows:

**a. - Faculty**

Faculty members are those persons appointed by the University to faculty rank.

**b. - Staff**

Staff members are those persons serving the University or the Foundation in either an instructional or non-instructional capacity. Staff members have University or Foundation affiliation.

**c. - Student**

Student members are those persons engaged in study at the University on either a full-time or part-time basis.

**d. - Consultant**

Consultant members are those persons serving the University on a temporary basis. Consultant members do not have University affiliation.

**e. - Research Associates**

Research associates are those individuals on research projects with expertise pertinent to the particular needs of the Center and who are granted time dependent status with the Center and its activities.

**Section 2 - Admission to Membership**

**a. - Eligibility**

Is contingent upon the approval of the Center's Advisory Board of Directors.

**b. - Proposal of Members**

Any faculty member engaged in a Center program may propose candidates for membership for some duration of service in one or more programs.

Irrigation Training and Research Center's Concept Paper-*Draft 8/2/88*

**(Bylaws- -continued)**

c. - Acknowledgement of Membership

The Director of the Center shall acknowledge members.

Section 3 - Terms

Terms of members shall be determined by the Director.

Section 4 - Fees and Dues

There shall be no fees or dues paid by members.

Section 5 - Role of Members

Members are encouraged to participate in the activities of the Center. They may propose programs to be implemented by the Center. If approved, these programs will receive Center support as necessary and possible. The membership will have priority consideration in Center activities and interaction with industry.

Members are expected to provide support to the programs of the Center and assist the Director in program development.

**ARTICLE IV - ADMINISTRATION**

Section 1 - Director

The Center will be administered by a Director, appointed by the Center's Advisory Board of Directors and with the approval of the Vice President for Academic Affairs.

The Director will serve on a full time basis, duration depending on available funding obtained. The Director will report to and be a member of the Center's Advisory Board of Directors.

The Director will submit an annual report to the Vice President for Academic Affairs, the Dean of the School of Agriculture, the Associate Vice President for Graduate Studies, Research, and Faculty Development, and members of the Center's Advisory Board of Directors. The report will include a summary of:

- (a) what was done
- (b) who did it
- (c) how it was financed
- (d) future plans



(Bylaws continued)

**ARTICLE V - ADVISORY BOARD OF DIRECTORS**

**Section 1 - Advisory Board of Directors**

Advisory Board of Director members for the Irrigation Training and Research Center are those persons selected by the irrigation faculty of the Department of Agricultural Engineering, and are to serve in an advisory capacity to the Center.

The Advisory Board of Directors will include irrigation faculty members from the Agricultural Engineering Department, the department head, at least one member from outside the University that represents the irrigation industry, and the Center's designated Director. The Chairman of the Board of Directors shall be the Director of the Irrigation Training and Research Center. Initial appointments for Directors will be from one to three years in order to stagger committee membership, but nominal terms of office will be for three years.

**Section 2 - Powers and Duties**

The Advisory Board of Directors shall provide advice and comment on Center programs, shall engage in public relations and fund raising for Center programs, and shall provide overall guidance and direction to the Center.

**Section 3 - Meetings**

The Advisory Board of Directors will meet at least once a year to review Center programs and to provide general direction to the Center. The Advisory Board of Directors may elect to meet for special purposes at any other times upon agreement of a majority of Board members.

**Section 4 - Number Constituting a Quorum**

A majority of members shall constitute a quorum.

**ARTICLE VI - FISCAL POLICIES**

**Section 1 - Fiscal Year**

The fiscal year shall correspond to that of the Cal Poly Foundation.

**Section 2 - Accounts and Audit**

The books and accounts of the Center shall be kept by the Cal Poly Foundation in accordance with sound accounting practices, and shall be audited annually in accordance with Foundation policies.

**Section 3 - Funding**

Funding for the Center shall come from private solicited sources, gifts, and fees from Center generated short courses, conferences and publications, and from the State.

(Bylaws continued)

#### **ARTICLE VII - AMENDMENTS**

The bylaws may be amended by a two thirds vote of the Advisory Board of Directors voting at any meeting of the Center, provided that each member had received an advance notification of the proposed amendment. They may also be amended on recommendations of the Director and approved by the Advisory Board of Directors.

## Appendix

### **Joint Council on Food and Agricultural Sciences**

The Joint Council on Food and Agricultural Sciences issued a report dated June 1987, and titled Fiscal Year 1989 Priorities for Research, Extension and Higher Education, A Report to the Secretary of Agriculture. The report lists the annual national priorities on research, extension, and higher education to be emphasized as national budgets are developed for the fiscal year 1989. The number one priority is specified to "Maintain and Preserve Water Quality" taking precedence to biotechnology. Issues specifically listed to be directly addressed include:

- develop techniques for increasing water yield and availability
- develop irrigation design and water management techniques that maximize water availability while minimizing water losses and quality degradation
  - the Automated Pumping Plant and Water Delivery Facility
- improve understanding of and develop management guidelines for sediment and chemical transport in surface and subsurface flows
- develop educational programs that inform water users about the importance and methods of conserving and protecting the quality and quantity of water resources
  - develop innovative programs to transfer improved technologies to various water user groups
  - Cal Trans/OWC highway scheduling
  - OWC CIMIS develop and implement technology transfer
- develop risk assessment models to evaluate sociological, economic, legal and political consequences of water quality and management problems
- develop methods for economically solving soil and water contamination problems
  - assess effects of various pollutants on production
  - improve methods to assess the environmental fate of chemicals in the soil-water continuum
  - develop agricultural systems that minimize pollution of surface and groundwater resources

# Irrigation Training and Research Center's Concept Paper-~~Draft~~ 8/2/88

## Cal Poly's Demonstrated Track Record, 1986 to 1988

Approximately \$1,026,000 has been received within the Department of Agricultural Engineering from a variety of sources. They include the following:

• Pacific Gas and Electric Company	\$ 157,000 (received)
• Supplemental Funding from Pacific Gas and Electric Company	\$ 160,000
• Southern California Edison	60,000
• Merriam Endowment Fund	6,000
• Boswell Grant	3,000
• USGS	120,000
• Southern California Gas	20,000
• California DWR	350,000 (Charles M. Burt)
	150,000 (Robert E. Walker)

Major equipment donations received are as follows:

### DONOR:

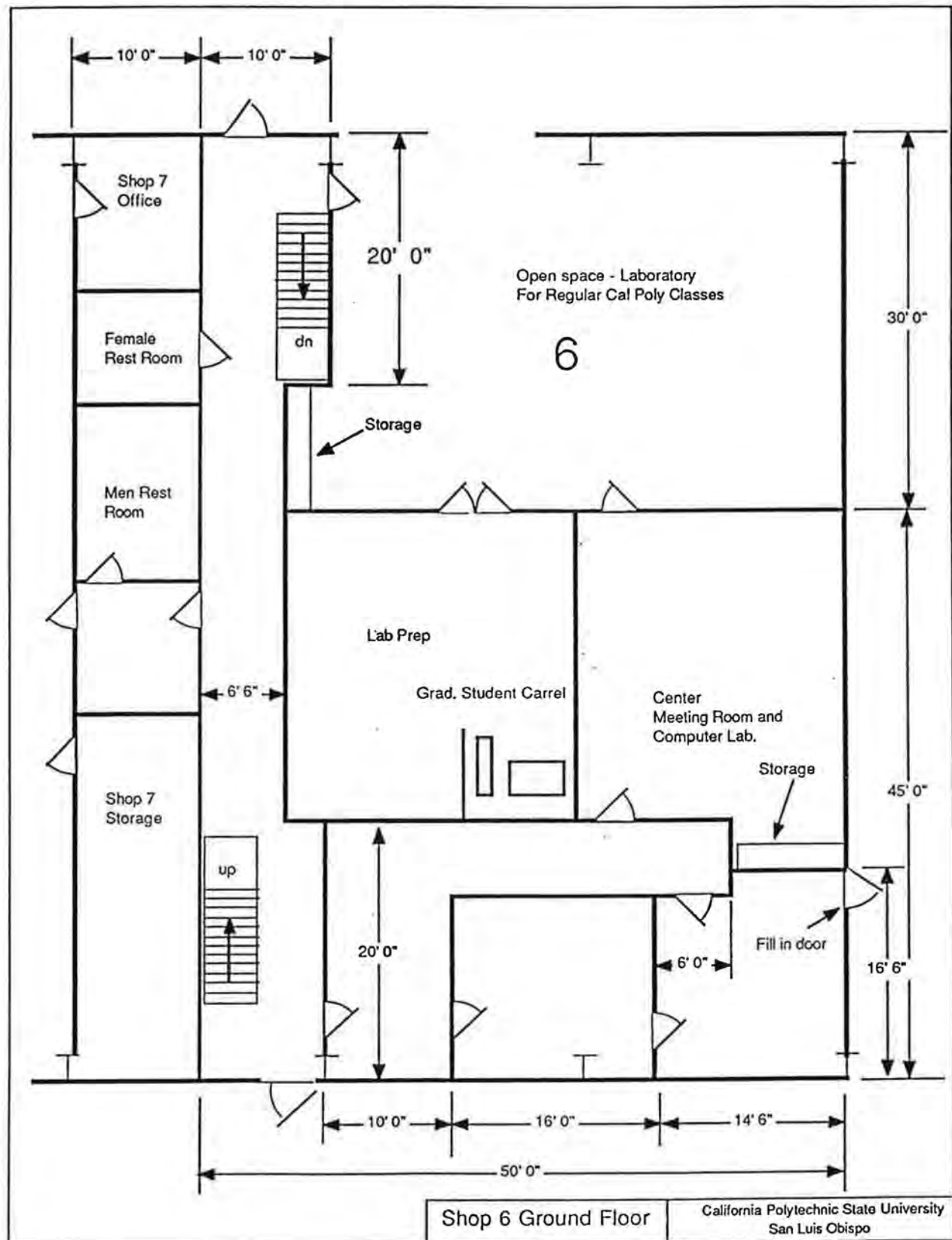
Peabody Floway Pumps  
 Cascade Pumps  
 Cornell Pump  
 Waterman Industries  
 Fresno Valves  
 Rain for Rent  
 Superior Farming Co.  
 McCrometer  
 Texaco  
 Unocal  
 US Electrical Motors  
 MG Piping Products Couplings  
 Lake Co.  
 Waukesha Engine  
 Medallion Electric Supply  
 Layne Western  
 Amarillo Gear Co.  
 Trusco Tank, Inc.  
 Water Specialities Corp.  
 ASC Pacific Inc.  
 Murphy Controls

### ITEM:

6 pumps (not yet delivered)  
 1 pump  
 1 pump and 60 HP motor  
 Butterfly and check valves, air vents  
 Line Gates  
 Fittings, valves  
 Fittings, valves  
 Flow meters  
 Steel pipe  
 Steel pipe  
 Electrical motors  
 Flexible couplings  
 Fittings  
 Natural gas engine (not delivered)  
 Electrical panels  
 Electrical panel  
 Gear Head  
 Steel  
 Flow Meter  
 Galvanized Steel Decking  
 Engine Controller

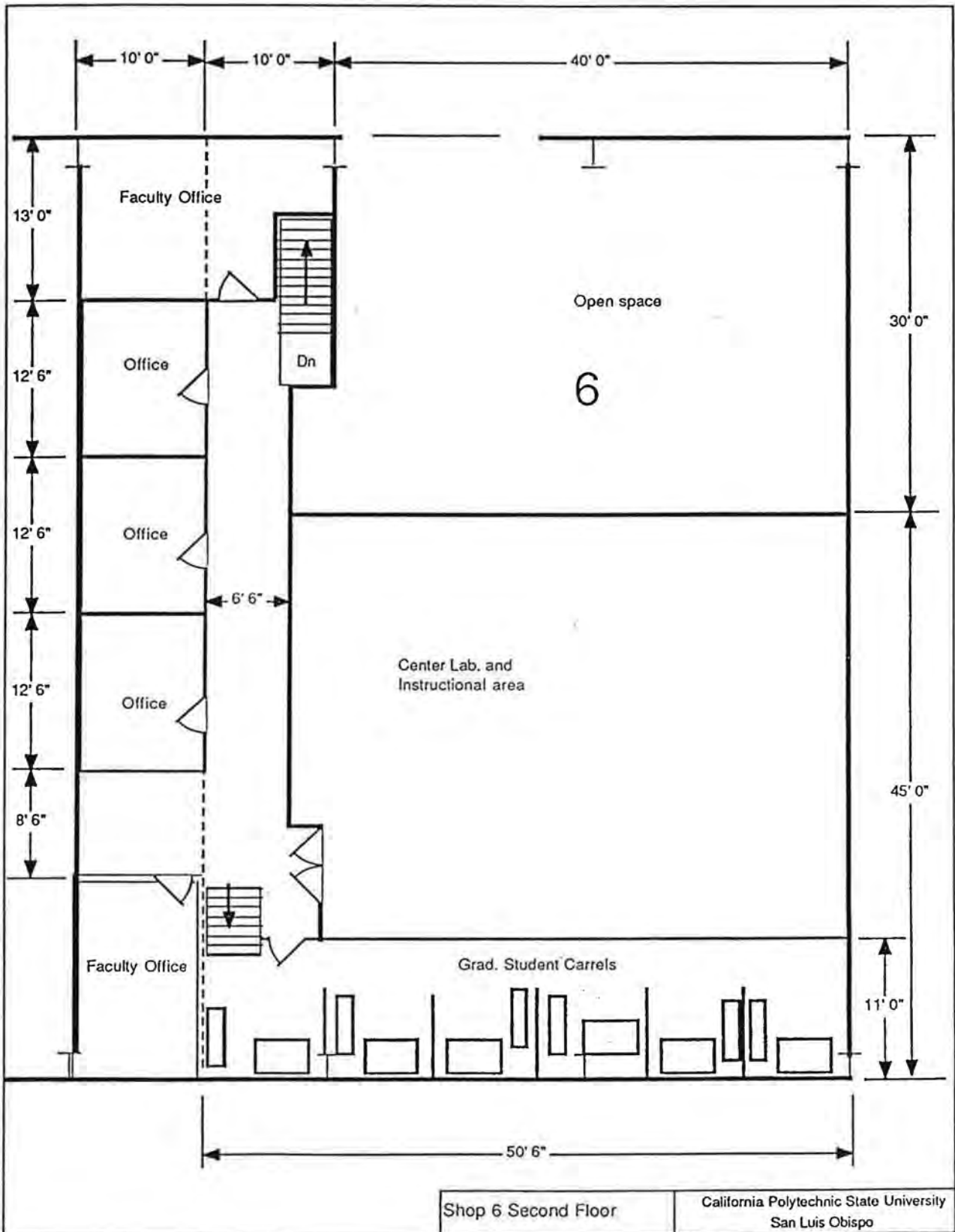


Irrigation Training and Research Center's Concept Paper-Draft 8/2/88



Proposed Facilities of the Irrigation Training and Research Center

Irrigation Training and Research Center's Concept Paper-Draft 8/2/88



Proposed Facilities of the Irrigation Training and Research Center

State of California

Academic Senate Office  
California Polytechnic State University  
San Luis Obispo, California 93407  
805/756-1258

**M E M O R A N D U M**

**To:** Charlie Crabb, Chair  
Academic Senate

**Date:** June 22, 1988

**From:** Lynn Jamieson, Chair  
Academic Senate Research Committee

**Copies:**

**Subject:** Guidelines for State Faculty Support Grants

The Academic Senate Research Committee reviewed and made suggestions for internal competitions as it relates to the new State Faculty Support Grant process on campus. In their final meeting, May 31, 1988, they approved the following guidelines for review (Attachment A) and application (Attachment B).

I am requesting that the Executive Committee consider and approve the recommendations of the Academic Senate Research Committee regarding internal competitions.

Approving the guidelines this summer is of extreme importance as we only have fall quarter to consider research grants for faculty. This policy should be in place by the time school starts. I am hoping that the Executive Committee this summer will review them and give approval for the year.

Attachments

Adopted: \_\_\_\_\_

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

**AS-\_\_\_\_-88/\_\_\_\_**

**RESOLUTION ON  
GUIDELINES FOR STATE FACULTY SUPPORT GRANTS**

- WHEREAS, The State proposes \$2.5 million for a Program Change Proposal to support research, scholarship, and creative activity; and
- WHEREAS, The guidelines call for a competitive grant process; and
- WHEREAS, The Chancellor's Office requires that grants be awarded by a university-wide body with strong faculty representation; therefore, be it
- RESOLVED: That the attached guidelines developed by the Academic Senate Research Committee be adopted by the Academic Senate and recommended to the President for approval.

Proposed By:  
Research Committee  
July 12, 1988

## GUIDELINES FOR STATE FACULTY SUPPORT GRANTS

### Eligibility Requirements

The purpose of the State Faculty Support Grant (SFSG) Program is to support research, scholarship, and creative activities that will help faculty remain current in their disciplines, pursue new ways to enrich student learning, and contribute to knowledge that will strengthen California socially, culturally, and economically. Faculty defined as members of Unit 3 are eligible to compete for funding. ~~All faculty who are eligible for membership in Unit 3 can apply.~~ Non-tenured faculty and those in disciplines with few outside resources for research, scholarship, and creative activity are particularly encouraged to apply. Awards will seek to complement and promote the affirmative action and educational equity goals of the CSU system. For all SFSG's, the overriding criteria for support will be how the proposed activity ultimately enhances student learning. Deadline for proposals is October 14, 1988.

### Types of Support

The State Faculty Support Grant program supports activities which advance the discipline or field. These activities will use the approaches of a discipline or field to create new and generalizable knowledge, or to develop new art forms or expressions. The grant program offers three types of support:

- o Minigrants of up to \$5,000, to be expended during the academic year. These grants will allow faculty to test promising ideas and obtain preliminary results prior to seeking external support for an activity. Funds may be used to buy adequate computer time, to pay undergraduate and graduate students as research assistants, and to purchase secretarial assistance for typing manuscripts and proposals, or for other similar purposes.
- o One month (or in unusual circumstances, two month) summer faculty fellowships to provide support to inaugurate, continue, or complete a project of creative scholarship or research.
- o A quarter leave at full salary to develop or complete an appropriate activity related to one's academic discipline.

### Criteria

Proposals will be judged on the following criteria:

**SIGNIFICANCE:** 25% (Including the importance of the topic; role in advancing the field or discipline; need for or anticipated benefit from the creative activity; contribution of ~~a~~ the creative activity in fostering excellence, vitality, and diversity in the arts; impact on student learning; relationship to strengthening the curriculum; and relationship to the affirmative action goals of the university.)

**METHODOLOGY:** 35% (Including completeness and precision in detailing such facets as compatibility with stated objectives; overall design or organization; knowledge of related work or implementation of newest findings, time schedule, cost effectiveness of budget. For creative activities, criteria include adequacy of plan for commitment of imagination, thought, and expression in an articulated



direction; demonstrated ability to sustain creativity as evidenced by previous work.)

**PERSONNEL AND FACILITIES:** 25% (Including consideration of the qualifications, promise, and stage of career development of the principal investigator; the availability of facilities, equipment, or other resources necessary to meet the objectives of the grant. For creative activities, criteria include adequacy of the material conditions necessary to facilitate the creation, production, presentation, or exhibition of innovative and diverse work.)

**POTENTIAL:** 15% (Including consideration of the project's potential for new contributions, or promise of leading to external funding)

### Proposal Contents

Proposals should include a detailed description of the work, a time line for completion of the project, and a statement about how the resources requested are necessary to complete the project. With the exception of summer fellowships, all funds and salary support must be utilized during the academic year in which the award is made. ~~with the exception of summer fellowships~~. Proposals should cover the following topics as appropriate:

1. Abstract
2. A description of the project's goals and objectives in non-technical language.
3. A discussion of significance of the project.
  - a. What is the importance of the problem or need for the creative activity?
  - b. How does it your relate to teaching assignment? specific courses? new courses?
  - c. How does what you propose enhance student learning?
  - d. What role will the project play in supporting the university's affirmative action goals?
  - e. How will it the creative activity foster excellence in, or increase appreciation of, the arts?
4. A detailed plan of work, including methodology, tasks, and time schedule.
  - a. How is the design related to objectives?
  - b. What are the tasks? time schedule?
  - c. What facilities or material conditions are needed and are they available?
  - d. What previous work gives evidence of this project's feasibility?
  - e. What staff is needed? What undergraduate and graduate student assistance?
5. A description of how research findings will be used, whether for publication in refereed journals, for presentation in artistic exhibitions, for development of curricular materials, or for other purposes.

6. A brief biography, including a personal bibliography, listing universities attended, years, degrees, major field, pertinent work, related research, creative activity, or scholarship. (Vita or resume may be attached.)
7. For minigrants, a budget in which line items are clearly related to the activity of the grant. (For a summer fellowship, monthly salary is calculated by dividing current annual salary by nine and adjusting for cost-of-living increase. Quarter leave salary is calculated at the replacement level, and the figure of \$12,275 should be used in all cases.)
8. (Optional) Name, address, and phone number of suggested (campus) peer reviewers for your proposal.

### **Review of Proposals**

All proposals will be reviewed by the Academic Senate Research Committee for recommendation via the Chair to the Vice President for Academic Affairs. The committee will use consultants in the discipline or field of the proposer to assist in the evaluation of each proposal. Announcements of awards will be made by the end of the Fall Quarter. Grants will be effective immediately upon award.

### **Reporting Requirements**

Grantees will be required to file progress reports at the end of each quarter in which the grant is active. Following termination of the grant, a final report with an extended (one to two page) abstract must be filed with the Office of the Associate Vice President for Graduate Studies, Research, and Faculty Development. This report will describe the results and how the items for the significance and impact summary sheet (Form SFSG3) were realized. The extended abstracts will be collected and published to share the results of the projects with the academic community and others interested in the impact of the State Faculty Support Grant program.

STATE FACULTY SUPPORT GRANT PROPOSAL  
1988-89

COVER PAGE

Submit an original and 13 copies to:

Graduate Studies, Research, and Faculty Development  
Office; Administration 317, Ext. 1508

Deadline: October 14, 1988

Title of Proposal: \_\_\_\_\_

Name: \_\_\_\_\_

Department: \_\_\_\_\_

Rank and Step (as of September 1988): \_\_\_\_\_

Tenured \_\_\_\_\_ Tenure Track \_\_\_\_\_ Non-tenure Track \_\_\_\_\_

Type of Grant: research ☐ scholarship ☐ creative activity ☐

Support requested: Minigrant \$ \_\_\_\_\_  
Summer Fellowship \$ \_\_\_\_\_  
Quarter Leave \$ \_\_\_\_\_ W or Sp Quarter [circle one]

Project Duration: Beginning Date \_\_\_\_\_ Duration \_\_\_\_\_

Principal Investigator \_\_\_\_\_

Date \_\_\_\_\_

ENDORSED:

Department Head/Chair \_\_\_\_\_

Date \_\_\_\_\_

Dean \_\_\_\_\_

Date \_\_\_\_\_

STATE FACULTY SUPPORT GRANT PROPOSAL  
1988-89

Name: \_\_\_\_\_

Department: \_\_\_\_\_

Title of Proposal: \_\_\_\_\_

Support requested:    Minigrant                    \$ \_\_\_\_\_  
                             Summer Fellowship    \$ \_\_\_\_\_  
                             Quarter Leave                    \$ \_\_\_\_\_    W or Sp Quarter [circle one]

Project Duration:    Beginning Date \_\_\_\_\_                    Duration \_\_\_\_\_

ABSTRACT (250 words):

STATE FACULTY SUPPORT GRANT PROPOSAL  
1988-89

SIGNIFICANCE AND IMPACT SUMMARY

(Required for CSU Report)

Name: \_\_\_\_\_

Department: \_\_\_\_\_

Title of Proposal: \_\_\_\_\_

Support requested:    Minigrant                      \$ \_\_\_\_\_  
                                 Summer Fellowship    \$ \_\_\_\_\_  
                                 Quarter Leave                      \$ \_\_\_\_\_ W or Sp Quarter [circle one]

Project Duration:    Beginning Date \_\_\_\_\_                      Duration \_\_\_\_\_

1.    Importance of the proposal in relation to teaching and enhanced student learning:
  
  
  
  
  
  
  
  
  
  
2.    A description of the impact of the project on specific Cal Poly courses, new courses, or future courses:
  
  
  
  
  
  
  
  
  
  
3.    A description of the amount and nature of undergraduate and graduate student involvement:
  
  
  
  
  
  
  
  
  
  
4.    A description of how results will be used: publication, artistic exhibit, development of curricular materials; etc.

(attach additional pages if necessary)



DRAFT  
ACQUAINTANCE RAPE POLICY  
FOR  
CAL POLY

Prepared By  
Polly Harrigan for  
Sexual Assault Prevention Program

May 6, 1988

DRAFT  
ACQUAINTANCE RAPE POLICY  
FOR  
CAL POLY

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ACQUAINTANCE RAPE POLICY

CAL POLY  
SAN LUIS OBISPO  
STUDENT AFFAIRS DIVISION

Rape is an act of unwanted sexual intercourse and by its definition involves penetration.

Sexual battery is an act of unwanted touching of a person's intimate parts for the purpose of sexual arousal or abuse.

Acquaintance rape involves forced sexual intercourse by a non-stranger. Sexual battery by an acquaintance involves any unwanted touching of intimate body parts by a non-stranger. Non-strangers as defined are: relative, spouse, ex-spouse, parent, child, brother/sister, other relative, boyfriend, ex-boyfriend, girlfriend, ex-girlfriend, other person well known, not related, casual acquaintance.

The Cal Poly Acquaintance Rape Policy is based on the California Penal Code Section 261 with regard to rape and 243.4 with regard to sexual battery. It applies to date, acquaintance or stranger rape or sexual battery.

It is estimated that in 50 to 75 percent of all rapes, the victim knows the assailant who is a non-stranger, hence, the term acquaintance rape. College women are at risk demographically. Acquaintance rape occurs most frequently among those between the ages of 15 and 24.

The campus student code of conduct specifically prohibits:

. . . physical abuse on or off campus property of the person or property of any member of the campus community or of members of his or her family or the threat of such physical abuse. California Administrative Code of Title V, Section 41304 E.

As directed in Assembly Concurrent Resolution 46 with regard to rape on campus, each campus is required to "add specific language to the student code of conduct of the dormitory rules and regulations prohibiting rape and other forms of sexual assault and specifying the penalties for the commission of these crimes."

Therefore, the following statement will be added to Section 41304 E of the Student Code of Conduct:

. . . physical abuse on or off campus property of the person or property of any member of the campus community or of members of his or her family or the threat of such physical abuse. Stranger or acquaintance rape, or any attempted unwanted sexual act or forced sexual contact. California Administrative Code of Title V, Section 41304 E.

For purposes of this article, the following terms are defined:

- (6) The term "rape" includes any non-consensual sexual intercourse act by use of threat of force, violence or immediate bodily injury. When the victim is unconscious or unable to give consent due to the influence of alcohol and/or drugs, making the victim unable to render a decision.

When the victim complies with sexual contact due to coercion and intimidation to prevent any further harm.

- (7) The term "acquaintance rape" is sexual intercourse undertaken by a friend or acquaintance or any non-stranger without consent of the victim.
- (8) The term "sexual battery" is any unwanted touching of intimate body parts.
- (9) The term "non-stranger" is defined as: relative, spouse, ex-spouse, parent, child, brother/sister, other relative, boyfriend, ex-boyfriend, girlfriend, ex-girlfriend, other person well known, not related, casual acquaintance.

The following statement will be added to the Annual License for Use of Residence Hall Facilities, 1988-89 and the handout Welcome Aboard, 1988-89:

Current text: Health, Safety and Student Conduct

- 19. Any activity which could cause physical, emotional or psychological harm to students living in the University residence halls is strictly prohibited. This policy includes activities which in any way violate, demean, or jeopardize the sense of human dignity, and personal safety and respect that the program aspires to follow.

Add second paragraph:

Acquaintance rape is sexual contact undertaken by a friend, acquaintance or any non-stranger without the consent of the victim. Stranger or acquaintance rape or any unwanted sexual act or forced sexual contact is violation of California State Penal Code and will be treated as such.

Dean of Students Affairs Office

There are three primary roles of the Dean of Students Affairs or a designee. The Dean of Students Affairs will <sup>①</sup>appoint a staff member to serve as "Advocate" for any student who has been identified as a victim of rape or sexual battery.

This Advocate will be the liaison to victims of rape. The role of liaison will be to explain the victim bill of rights processes, procedures, etc., for any action taken by the University Housing Department, Counseling Center, Dean of Students Affairs Office, Public Safety. If prosecution is pursued by the University or the student, the Advocate will assist the victim in understanding rights and responsibilities and referrals to appropriate agencies involved in the case. The student can choose whether or not to meet with the Advocate and utilize assistance.

<sup>②</sup>A second role of the Dean of Student Affairs will be to serve as the judicial hearings office for any cases pursued by the University or the student. Under



no circumstances will the Advocate serve as the judicial hearings officer or vice versa. The judicial affairs officer will serve as the neutral party in hearing the case and will keep all parties informed of the status of the case. The Hearing Officer will refer the accused to counseling or to other campus services as needed.

The judicial review process will follow the same procedures as with any case of a potentially serious nature. Some options of the process are:

1. Interim Suspension

A student <sup>may</sup> ~~can~~ be suspended from the university prior to the hearing process when there is clear evidence of a crime and it is deemed unsafe to the community to maintain the student in the campus environment.

2. Hearing Process

The hearing process will adhere to all guidelines of due process. The accused and the victim will both be informed of all rights, roles and responsibilities. The hearing will take place within a reasonable time allotment (working <sup>??</sup> days). Both parties have the right to be present and fully informed of the steps involved.

3. Admission of Evidence

All parties involved: Sexual Assault Response Team, the victim, Public Safety, Advocate, Counselor and any other members as deemed necessary will provide evidence to the hearings officer and may participate in the process.

ROUGH DRAFT  
May 6, 1988

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Counselor will only give evidence if there is a written release from the victim.

Involvement of the victim can include: a private written or verbal statement to the hearings officer, a written statement to Public Safety, a verbal and/or written statement provided at the hearing with all parties involved, a verbal statement in the presence of all parties involved except the presence of the accused, a verbal statement in the presence of all parties including the accused.

It is the goal of the University to minimize the number of times a victim needs to report the event to campus officials.

In conjunction with victim, victim's counselor, Advocate, Public Safety and/or any other parties, the hearings officer will review the role of the victim in the hearings process. Due to the sensitive nature of the case, the hearings officer will use discretion in defining that role. This could be based on whether it is deemed emotionally harmful to involve the victim in the hearing process, or to provide verbal testimony and interviews in the presence of the accused.

This decision will be made based on the victim's needs, statements from the Advocate and/or counselor regarding the psychological state of the victim, the evidence for and the complexity of the case, and insurance of due process.

The third role of the Dean of Student Affairs or a designee is to <sup>3</sup>serve as the central clearinghouse for reporting rapes on campus and/or any rapes of Cal Poly students. All faculty and staff will be required to report to the Dean's office. In addition, Rape Crisis Center and SART will also report.

#### Role of Public Safety

Public Safety will maintain two on-staff investigators trained in sexual assault investigations. Staff will provide ongoing training for campus community and serve as liaison and member of Status of Rape on Campus Committee. If rape occurs and is reported to Public Safety, the following principles will be adhered to:

1. minimum number of staff will be involved with the victim
2. staff investigators trained in sexual assault will be contacted
3. staff recognizes that needs of victims come before evidence collection and interviews
4. transportation to SART program at General Hospital. In most cases, the victim will be encouraged to go to SART regardless of when rape occurred (unless a significant amount of time has passed).
5. ongoing information to victims throughout process
6. explanation of terms:
  - ° reporting
  - ° prosecution
  - ° victims rights
  - ° campus judicial process

7. contact trained counseling staff from Health Center or Counseling Center or Rape Crisis Center to provide ongoing assistance to student.
8. inform student of University Advocate and make referral.

#### Counseling Center

The Counseling Center will maintain at least one trained counselor to work with victims of sexual assault. This counselor will provide ongoing support to students as determined in the therapeutic environment. Due to the nature of the counseling role, a counselor cannot serve as a Victim Advocate.

If rape occurs and is reported to Counseling Center:

1. Staff will provide immediate and long-term counseling service to victims as needed and refer as needed.
2. The counselor will explain the therapeutic role vs. the role of Advocate. The counselor will refer students to the designated Advocate.

#### Housing Department

The Housing Department will coordinate with the Health Education Program to provide training in the area of rape and acquaintance rape as follows:

1. Resident Advisor staff -- annually
2. Coordinator of Student Development staff -- annually

3. Residents -- one workshop in each hall each year

In addition, staff members will be trained in crisis intervention and administrative procedures with regard to a rape that has occurred on campus or to a Cal Poly student.

Staff members are required to report all rapes to the Housing Department administrative staff and/or to Public Safety. The Housing Department will forward this information to the central clearinghouse.

With regard to victims' and accused rights, the Department will make every effort to insure due process for all involved. As outlined in the Annual License for Use of Residence Hall Facilities, the occupancy period, Item No. 5, "the University reserves the right to change room assignments in the interest of health, safety, discipline, or in general welfare of residents." If a student reports a rape to the University, the Director of the Housing Department reserves the right to take the above action.

In addition, on a space available basis and with approval by the Director of Housing, both the victim and accused have the right to a speedy relocation to another room in the residence halls.

Second, under the Annual License, Termination of Occupancy, Section 1,

1. The University through the Director of Housing may revoke a reservation or License for the following reasons:

- a. Because of administrative necessity as defined by Title V of the California Administrative Code.

Based on the evidence at hand and any written or verbal reports, the Director of Housing reserves the right to take the above action.

### Student Life and Activities

The primary function of the Student Life and Activities office with regard to rape will be prevention education. The two primary contact areas for first-time students to the University are the WOW program and fraternities and sororities.

The Student Life and Activities Office will coordinate with the Health Education Program to sponsor the following programs:

1. Sorority and Fraternity Pledges      --    annual workshop held each fall for sororities and fraternities and each spring for fraternities rush candidates
2. WOW Program - Counselors and Facilitators      --    annual workshop held each spring



3. WOW program participants
- workshop to be held each quarter for all WOW participants
  - coordinated in conjunction with Public Safety

### Health Center

The Health Center will provide three primary services to students.

#### 1. Health Education

An important component for the Health Education program is sexual assault prevention and acquaintance rape education. Staff members coordinate with Housing Department, Student Life and other members of the campus community to plan programs for the University. This will remain an ongoing priority for the Department.

#### 2. Medical Assistance

Medical assistance is available for any student. In the case where a rape has occurred, staff will strongly encourage the victim to be examined by the SART team to provide medical assistance and evidence gathering. The Health Center will provide follow-up care for injury and perform any necessary lab work.

### 3. Counseling

Staff are available to provide counseling in coordination with Counseling Center and services of the Rape Crisis Center. Due to the nature of the counseling relationship, a counselor cannot serve as the Victim Advocate.

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HOUSING DEPARTMENT

### **Sexual Assault Prevention Program**

#### **Statistics Gathering on Sexual Assaults and Sexual Battery**

All faculty and staff at Cal Poly are requested to provide a verbal or written report to the Dean of Student Affairs Office or designee regarding any incidents of sexual assault or sexual battery of Cal Poly students, on- or off-campus. This information will be held in confidence and action will not be taken by the University without the victim's prior knowledge.

The purpose of this statistical gathering is to provide a baseline of data on the type and incidence of sexual assault and sexual battery. It will enable the University to become aware of any trends, similar repeats or patterns, locations where rapes have occurred. With such data, it is possible that some rapes can be prevented and that students can be better educated to reduce the potential of becoming a victim.

As any member of the Cal Poly community becomes aware of sexual assault, this can and should be reported. This could be reported by the victim to an instructor during a tutorial session, to a counselor in a therapeutic setting, to a Resident Advisor in the residence hall, a financial aid counselor or in the numerous formal and informal sessions between faculty, staff and students. Staff and faculty may also learn of this second-hand from a friend of a student or when talking to students who discussed a rumor they heard about a gang rape at an off-campus party over the weekend.

In any of these cases, such information should be reported. It is not necessary to provide the victim's full name, but it will be helpful to provide a first name and details on the circumstances of the crime. Every effort will be made to protect the confidentiality of all students involved.

For most incidents of sexual assault, the victim takes action through the campus judicial system and/or the legal system. In some cases, the University will initiate action based on reports of sexual assault or sexual battery. This will not be done without the prior knowledge of the victim and consultation from the campus attorneys. When and if any action is taken, the University will act prudently to insure due process rights of all involved.

It is the role of the Dean of Student Affairs or a designee to sort through this information to detect two or more reports for the same incident. This may be done through further follow-up on reports and confirmation of information from all sources. The Department of Public Safety will also hold considerable data in such assaults of Cal Poly students. A committee will be established to review this data twice a year. Committee representation will be as follows: one faculty, one staff, one student, one representative from the Sexual Assault

Prevention Program, one representative from Public Safety. All names involved will remain confidential.

As the data is collected, periodically it will be shared with the Cal Poly community to publicize the type and incidence of sexual assaults on campus. In order that confidentiality is respected, only an analysis of data will be included omitting any details which can lead to assumptions about victims and those accused of such acts.

Staff/faulty will receive this information through:

1. Workshops at Fall Conference
2. Information in Cal Poly Report
3. Articles in Cal Poly's Women's Coalition Newsletter
4. Memoranda from the President's Office regarding the Acquaintance Rape policy

The following should be included when providing a report. It can be made in writing or over the phone and name will be kept confidential if requested.

Your name, office, and phone number  
Victim identification, name, first and or last

1. How did you learn about this incident?
2. Has the victim reported this to Public Safety or a local police/sheriff's department? If not, is the victim willing to report? Have you suggested this to the victim?
3. Has the victim sought medical treatment? Was this through the SART team at County General Hospital?
4. When and where did the sexual assault take place?
5. Has the victim obtained counseling services? Private therapist, Rape Crisis Center, Counseling or Health Center?
6. In your estimation, what is the mental health status of the victim?
7. Will you be speaking to the victim again in the near future?

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**Sexual Assault Prevention Program**  
**Victim Advocate Position Description**

The role of the Victim Advocate is to centralize information and services for students who are victims of rape. This advocate is designated by the Dean of Student Affairs to be an ongoing liaison with the victim to insure full understanding of any and all procedures undertaken by the University.

The Victim Advocate will be trained in the area of sexual assault education and university judicial affairs policy. All departments which deal with students who are identified as victims of rape will coordinate with the advocate as needed and will encourage the victim to utilize the services provided by the advocate.

In order to avoid an ethical breach of the confidential relationship between a counselor and a student, the counselor may not serve as a Victim Advocate.

Services provided by the Victim Advocate will be provided only when the student has requested such assistance. Students will be strongly encouraged to meet and work with the advocate on an ongoing basis as agreed upon.

1. To meet with a student who is identified as a victim of rape and offer ongoing support services.
2. To review the Rape Victim Bill of Rights and explain role and responsibilities.
3. To serve as liaison between Public Safety, the Dean of Students Office and any counseling services. To inform victim of what action is being taken by the University and a timeline of events.
4. To insure that any action taken by the university is in consultation with the victim and that the victim remains fully informed in writing and in a timely manner.
5. To provide victim with a thorough understanding of options to pursue within the University and the courts and the potential ramifications of any action.
6. To obtain ongoing information from Public Affairs regarding any information related to the case which may be released to the media. To keep victim informed of any such information as it develops.
7. To make referrals to on- and off- campus departments and agencies and assist victim in follow-up.

8. To explain the role of advocate vis-a-vis role of the counselor

The Dean of Student Affairs will appoint Victim Advocates to serve on an annual basis.



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Rape Victim Bill of Rights

Mutual sex is an act of free will between partners. Consent to have sex occurs when each person acts of their own free will and voluntarily agrees to the act.

Rape is different. Rape is the absence of consent. Stranger or acquaintance rape or attempted rape occurs when one party involved does not give consent to the act or does not comply freely and voluntarily.

As defined by the University and the State of California penal codes, you have been raped if:

- \* you are an unwilling party to sexual intercourse and/or when physical force was used to obtain your submission.
- \* you have sexual intercourse when you were physically unable to resist.  
"Physical helplessness" means that you were unconscious, asleep, or for any other reason physically unable to communicate that you were unwilling to participate in intercourse.
- \* you were coerced, pressured or intimidated into submitting to sex because of a fear of future harm or injury or if you were confined or held until submitting.



- \* you were given narcotics or an intoxicating substance rendering you unable to freely and voluntarily consent to such an activity.

As defined by the University and the California Penal Code, you are a victim of sexual battery if:

- \* Any intimate parts of your body were touched without your consent and/or when physical force was used.
- \* Any intimate parts of your body were touched when you were physically unable to resist. "Physical helplessness" means that you were unconscious, asleep, or for any other reason physically unable to communicate that you were unwilling to participate in intercourse.
- \* You were coerced, pressured, or intimidated into submission because of fear of future harm or injury or if you were confined or held until submitting.
- \* You were given narcotics or an intoxicating substance rendering you unable to freely and voluntarily consent to such an activity.

If you have been raped or are the victim of sexual battery, you have the right to make decisions and choices with your life.

You have the right to:

1. to privacy. Any discussions with staff members on campus or associated with the Sexual Assault Response Team will be kept in strictest confidence.
2. to counseling services on campus or in the community.

-- there is no one typical pattern of response to being raped. Some may feel anger, fear, helplessness or depression and may display unusual or self-defeating behavior. The long-term negative effect of such an incident can be minimized with the help of a trained counselor.

3. to an advocate assigned by the Dean of Student Affairs. This advocate will help you understand your rights.

4. decide whether to report the incident.

-- It is strongly recommended that you report any rape or attempted rape to prevent the attacker(s) from further victimization.

-- If you do not intend to report -- consider making an anonymous report of the crime. Details such as identity or appearance may help solve another case.

5. press civil charges against the rapist. Civil proceedings require the same evidence as criminal court proceedings.

6. press criminal charges. Criminal charges provide the State rather than the victim to deal with the incident. The rape victim serves to provide evidence to obtain a conviction. In some cases with sufficient evidence, the State will prosecute a case once it has been filed with Public Safety, without the consent of the victim.

Regardless of whether you report, it is strongly recommended that you meet with the sexual assault specialist at Public Safety. Meeting with this staff member does not require any civil, criminal or campus judicial action.

When reporting a rape to Public Safety or any other university agent, this information does not become "public information." Initiating an investigation on the rape does not constitute "public information."

With regard to public information, you should know that:

- \* when formal charges or an arrest is made, this becomes public information available to the local news media. In order to maintain privacy, there is an agreement not to provide the name or address of the victim in the local papers. However, there may be a description of the circumstances of the incident.

The University will make every effort to insure your anonymity. Staff will inform you of all steps and if and when any information is provided to the press.

- \* Cal Poly is required to maintain statistical reports of rapes on campus in order to prevent and reduce further rapes. Cal Poly maintains statistics and data on all rapes on campus as they become known. The data is tabulated to watch for trends and indicators in order to keep the community as safe as possible.

- \* Periodically Public Safety publicizes details (but not names or addresses) of incidents of sexual assault in order to alert the campus community of the reality of rape on campus. This, then, serves as a reminder to campus members that there are ways to reduce the possibility of being attacked.