

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO
ACADEMIC SENATE
EXECUTIVE COMMITTEE - AGENDA
July 10, 1984
FOB 24-B 3:00 PM

Chair, Reg Gooden
Vice Chair, Barbara Weber
Secretary, Sam Spoden

I. Minutes

II. Announcements

III. Business Items

- A. The University's Role in International Development Activities (Hellyer) (Attachment)
- B. Comparison of CFA Contract and CAM on Personnel Policies (Murray) (Attachment)
- C. Resolution on the Draft of AB 83-4 (Stowe) (Attachment)

IV. Discussion Items

- A. Role and Status of Department Heads
- B. Status of Selected NRM Faculty (Bertozzi, Gay, Olsen)
- C. Long Range Planning and Review of Agriculture and Natural Resources (5 year review)

THE UNIVERSITY'S ROLE IN INTERNATIONAL DEVELOPMENT ACTIVITIES

CALIFORNIA POLYTECHNIC STATE UNIVERSITY SAN LUIS OBISPO

This statement is intended to define Cal Poly's philosophy on involvement in international development activities and to describe parameters for expanding this involvement within the instructional setting. It proposes renewed and focused activity in international development. Such activity can lead students and faculty to an enhanced awareness of how our nation relates to the larger international community, and to an appreciation of the potential we have for working with less developed nations.

I. Background

Cal Poly's history of international development activity dates to the early 1950's. At that time, the University conducted training activities for groups of students that were sponsored by the U.S. Department of Agriculture, by the Agency for International Development (AID), and by the governments of developing countries. Students came from all parts of the world to engage in learning activities structured for their specific needs or to enroll in regular degree programs. During the height of this era, when many foreign students attended Cal Poly, as many as a hundred at a time were sponsored by such agencies.

Later, Cal Poly expanded this role to include involvement overseas. In 1963, it signed its first contract with AID, sending a faculty team to Zambia (then Northern Rhodesia). Under the contract, faculty assisted the government in the development of the College of Further Education. AID had solicited campus interest in the contract because it believed that Cal Poly's "learn by doing" philosophy would form an excellent basis for a workable technical education program at the College.

June 28, 1984

Following upon this beginning, several contracts were signed with AID in the mid to late sixties to establish programs in other less developed countries. Cal Poly's reputation soon became established for its unique contributions in the international arena. Development teams worked with several countries to set up practical training programs that not only showed quick results in the field but also endured.

In the mid 1970's, however, policy changes in both Washington, D.C. and California made continued involvement in international programs difficult. In Washington, AID began to issue Requests For Proposals (RFP's) rather than sole source contracts for overseas work, and Cal Poly lost out in a competitive process that seemed biased in favor of land-grant, research institutions. At home, sharply increased enrollments led to the impacting of many majors and to a decision to virtually curtail admission of foreign students to impacted programs. As a result of these pressures, contract work overseas dwindled.

This downward spiral is now coming to a halt, and the signs of reversal are strong. Congress has created the Board for International Food and Agricultural Development (BIFAD), which has enhanced and broadened the role to be played by universities overseas and increased opportunities for post-secondary institutions such as Cal Poly. The University's enrollment pattern in areas important to development such as agriculture has also eased, allowing more room for the enrollment of foreign students. Under new leadership, Cal Poly is committed to a renewed and active role in international development and education.

II. Definition and Modes of International Development

"International development" as used here refers to those activities that train people of less developed countries in how to identify and analyze their own development problems and that help them establish resources, methods, and institutions to sustain development programs after an outside agency has left.

There are three basic modes of development activity in which Cal Poly has traditional strengths or institutional potential:

- A. The education of regularly matriculated students from less developed countries in degree granting programs.
- B. The offering of seminars, short courses, and workshops designed for the needs of specific groups of visitors from foreign countries.
- C. The direct involvement by Cal Poly-sponsored teams in development projects which are carried out within less developed countries.

Overseas involvement activities can range from training teachers to shaping curricula in educational institutions. Any of these activities can benefit from the broad range of knowledge, practical skills, and specializations represented by Cal Poly's faculty members. Depending on the needs and desires of the less developed countries, such activities can be carried out in cooperation with public agencies, private volunteer organizations, and private enterprise. Most development activities involve institutional building and technology transfer, areas of traditional strength at Cal Poly.

III. Institutional Characteristics Supportive of International Involvement

Cal Poly's educational process, imbued with a "hands on" and "learn by doing" approach and backed with sound, academically based practical studies, prepares students to work realistically and creatively with the unpredictable problems they will face in overseas development programs. Cal Poly's curriculum also incorporates usable and practical knowledge that can benefit students who comes to the campus from developing nations.

Cal Poly faculty members have experience in working with marginal facilities of the kind they may find in overseas situations. They also possess the specialized, applied expertise preferred by less developed countries, and seldom found in land-grant, research oriented universities. For example, many faculty

represent disciplines concerned with the natural as well as the built environments. Many developing nations are in the process of assessing their natural and cultural resources to determine not only their potential but the limitations of these resources. New communities may need to be constructed, older ones renewed; new schools, transportation and utility systems will probably be needed; and parks, and other public facilities will become increasingly important. As these needs are identified, Cal Poly's faculty, with expertise in all phases of the development process, can help. To do so effectively, they can draw on a wide range of disciplines, remaining sensitive to the critical role the developing country's cultural heritage plays in an effective and productive planning process.

In the area of agriculture, it is important to note that the climatic conditions of the San Luis Obispo area are similar to the wet-dry cycles found in many less developed countries. These climatic characteristics are shared by few other United States universities, making Cal Poly a desirable site for certain training activities for future leaders of less developed nations.

The campus can build upon the support structure available through its multi-disciplinary International Food and Agriculture Committee. This committee, initiated in the School of Agriculture and Natural Resources, now includes faculty from other schools of the University as well. It focuses its concern on fostering programs that promote international development activities both on and off campus. The Committee represents the broad range of disciplines necessary for implementing successful development projects.

An effective administrative support system is already in place. Once projects are defined and contracts executed, the Cal Poly Foundation can act, as it has in the past, as fiscal and organizational agent.

IV. Benefits of International Involvement

The learning experience at Cal Poly will be greatly enhanced by a renewed

involvement in international development activities. Students will become more aware of world issues and more sensitive to global interdependence in economic, political, and social areas. As students from California meet students from foreign countries, a mutual awareness will help break down the ethnocentrism that is a major source of world problems. The result can be a more internationalized campus with graduates who are better informed and more sensitive to the differences and commonalities among the peoples of various nations.

Exposure to international activities can help Cal Poly faculty focus more effectively on real-world problems and on the solutions to those problems, thereby strengthening the University's "learn by doing" educational philosophy as well. Faculty will be offered opportunities to develop appropriate technologies with applications both at home and abroad. Involvement can also give faculty managerial and administrative experience while providing more diverse and stimulating teaching experiences.

V. The Role of International Involvement

The benefits that can accrue to resident students and faculty indicate that an active pursuit of international development activities can play an important role in the cultural development of the University and in the continued professional development of its faculty. This philosophy statement therefore asserts that involvement with developing countries constitutes an important form of professional development for Cal Poly's faculty and is to be encouraged. As faculty pursue these activities, it is expected that their leadership will play an important role in forming future University attitudes toward involvement in international development.

VI. Guidelines Supportive of Increased International Involvement

This statement commits Cal Poly to pursuing an active role in international involvement with less developed nations. This commitment has the support of the

school deans, the Provost, and the President.

To focus activity in this area, the following guidelines are proposed:

- A. Schools and departments will, as appropriate, incorporate into their philosophy, mission, and goal statements references to their commitment and potential contribution to international involvement.
- B. Deans and department heads will show a willingness to bring students and faculty from foreign countries into their educational programs.
The presence of students and faculty from less developed countries on campus is a clear sign of departmental and school commitments to an enhanced international perspective.
- C. Administrators will demonstrate their awareness of the positive contribution of international involvement to the campus by supporting their faculty's efforts professionally, physically, and psychologically.
This support is essential both during the faculty member's personal and professional preparation prior to contract work as well as while he or she is overseas.
- D. Cal Poly's multidisciplinary character will be drawn upon to provide the flexible development skills needed to produce programs which can be sustained by less developed countries. A broad base of interdisciplinary involvement calls for contributions from the social, political, humanities and management disciplines as well as from the more traditional areas of education and agriculture. Cultural studies will be drawn on to ensure that development plans take into account the significant role women in developing countries have, not only in domestic areas but in agriculture and marketing as well.
- E. Faculty who anticipate working on overseas contracts will prepare themselves so that they will be knowledgeable not only in the technical aspects of their discipline but also in the cultural and linguistic

aspects of the less developed countries. Interest in international involvement also implies a willingness to contribute to the intense planning and writing effort necessary to respond to Requests for Proposals.

- F. The curriculum will be modified and augmented as necessary to accommodate this new emphasis.
- G. Sponsored projects will be actively sought to offer specialized education to international visitors through intensive short courses or extended seminars given during intersessions and summer periods.
- H. Efforts to conduct research related to international involvement and development will be encouraged and promoted.
- I. Liaison will be developed with selected private organizations, both for-profit and not-for-profit, which directly participate in the development process of less developed countries. Cal Poly will seek to undertake training and other support functions in cooperation with these enterprises.
- J. As facilities are renovated and resources are improved, consideration will be given to ways in which those changes can accommodate instruction in innovative techniques learned through foreign as well as domestic contact.

VII. Conclusion

We are constantly reminded that the world is becoming smaller and smaller. We cannot ignore that reminder. The concerns of less developed countries have become ours as well. As Cal Poly continues to mature as an institution, it is important that we make a conscious effort to bring a global perspective to our curriculum and to our students. That effort will be immeasurably enhanced by the infusion of international students on campus and by the involvement of faculty in international development at home and abroad. This philosophy state-

ment with its guidelines is intended to be a milestone in that effort and a renewed commitment to its goals.

Memorandum

To : J. Simmons, Chair
Academic Senate

Date : May 11, 1984

File No.:

Copies : PPC Members

From : George T. Murray, Chairman
Personnel Policies Committee



Subject: Comparison of CFA Contract and CAM on Personnel Policies

The review and suggested revisions of CAM by the PPC committee are attached. Each person, as indicated, was responsible for a particular section, but all members reviewed and provided input on all sections.

Some sections require extensive revision and may be better addressed by a complete re-write rather than the piece-meal revision we have noted. For example, policies on Recruitment, Appointment, Retention and Tenure are now formulated by each school and approved by the Provost. Perhaps these separate school policies could replace CAM policies on these subjects, since the school policies must conform to the contract.

Enclosure

Memorandum

To : PPC Members
George Murray

Date : April 9, 1984

File No.:

Copies :

APR 10 1984

PPC
PPC

From : Hank Apfelberg
Graphic Communications Department

Subject: PPC Assignmentm - Review of Recruitment and Appointment
CAM 311-314 vs CFA Contract, Article 12

CAM 314.1A1 needs to be deleted and replaced with CFA 12.1. The authority for appointment notification is the president's and not the dean's.

CFA 12.10a and b needs to be added to CAM 312. This would clarify the faculty responsibility in the hiring policy of probationary employees

CAM is more specific in the areas of affirmative action and family relationship hirings, however I don't believe this is in conflict with the CFA contract.

Memorandum

To : G. Murray

Date : May 10, 1984

File No.:

Copies :

From : D. Nulman

Subject: CAM/CFA

CAM 315 - 317, Consultative Procedures - Dennis Nulman

The CFA contract does not address this subject.

Memorandum

To : George Murray, Chair
PPC Members

Date : April 11, 1984

File No.:

Copies :

From : Joe Diaz
Counseling Services

Subject: Comparisons of CAM 320-330, with CFA Articles 31, 35, and 36.

CAM 320-Wage and Salary Administration

There were no major disagreements with this section of CAM in comparison with ARTICLE 31. The only discrepancy is that CAM is more detailed and clearly defines the provisions. (See: CAM 322 inclusive.) However, there were some discrepancies, e.g., ARTICLE 31 (31.2 and 31.12) which addresses the Market Conditions and Exceptional Merit Service and CAM doesn't.

ARTICLE 35.1 and 35.2 (Outside Employment) doesn't mention mandatory assignments of public services when rendered as part of the official duties of the faculty, CAM 324.1 does.

Although, not in disagreement, ARTICLE 36 (Additional Employment) does not clearly define this provision as does CAM 321.1

In summation: CAM seems to provide more detailed information in comparison to the CFA Contract. In some aspects the CFA Contract should be replaced by CAM especially where provisions need to be defined more clearly, such as CAM 324.2 etc... Overall, there seemed to be no major inconsistencies.

Memorandum

To : PPC Members
George Murray

Date : April 3, 1984

File No.:

Copies :

From : Bill Aussieker, Acting Department Head
Management Department

Subject: Comparison of CAM-CFA Contract PRT Sections CAM 340-344, Inclusive

General Notes:

Importance is on practice and not CAM. In the absence of specific CFA contract provisions, past practice determines policy. Where CFA and past practice are in disagreement, CFA provisions should be followed and not past practice or CAM.

My recommendation is to completely revise Sections 340-344. Strangely, the procedure that the PPC submitted to the Executive Committee in 1982 on promotion policy is more consistent with the CFA Agreement than CAM in its present form. Also, the Faculty Personnel Handbook is more reflective of actual practice and consistent with the CFA Agreement than CAM. The specific pages in the Faculty Personnel Handbook are pages 6-8.

Specific Suggestions:

- (1) In general, change Vice President for Academic Affairs to Provost.
- (2) Change dates to be consistent with the 13.5, 13.11, 13.16 and 13.12 14.9 provisions.

13.5 - Timeliness for evaluation shall be announced by the President after consideration of recommendations of the appropriate faculty committee(s).

13.11 - February 15th for retention of probationary faculty with less than two years of service.

13.12 & 13.16 - June 1st for award or denial of tenure, and retention of probationary with more than two years of service.

14.9 - June 15th for promotion.

- (3) 341.1A - The Personnel Review Committee of the Academic Senate is not prohibited or required in any provision of the Agreement. Unilateral abolition of the PRC by the President may be a grievable matter.

- (4) 341.1B - Change title of section to Evaluations. 15.18 establishes periodic evaluation and 15.32 establishes a Performance Review. Periodic reviews are for temporary, probationary and tenured faculty not subject to a Performance Review. A Performance Review is for retention, tenure and promotion.
- (5) Delete 341.1C, paragraph 5 - In those schools and/or . . . 15.39 - An abstention shall count as a negative vote.
- (6) 342.2A2 - Add 14.4 provision for promotion from a step lower than the top step in the individual's rank. Delete exception to this promotion policy may be authorized only by the University President or a designee.
- (7) Replace 342.2A3 with 14.1. 342.2A3 requires tenure for promotion. 14.1 allows promotion for probationary or tenured faculty.
- (8) Revise 342.2B2 - Procedure Used in Applying Promotion Factors. 15.40 states that Department Heads may make separate recommendations. 15.35 requires the election of a department peer review committee that reviews and recommends faculty unit employees for retention, tenure and promotion. At the very least, the department head should be replaced by Department Peer Review Committee in paragraphs a, b, c, d, e, and f. I would suggest a complete revision of the section. Also, 15.38 and present practice have higher level peer review committees. 342.2B2 fails to mention school or higher level peer review committees.
- (9) In 342.2C1, delete "who will have completed . . . notice of promotion", see 6 and 7 above for reasoning.
- (10) 343.1B - Similar to eight above except section deals with retention. Suggest similar treatment - complete revision.
- (11) Tenure Eligibility. 13.3 states normal period of probation is six years, and gives a procedure for deviation. CAM 344.1A1 says four successive academic years; CAM 344.1A2 allows 5th and 6th probationary years only at the President's determination. CAM 344.1A3 concerns early tenure. Replace all three sections with 13.3.
- (12) 344.2B - Similar to eight and ten except section deals with tenure. Suggest similar treatment - complete revision.

Memorandum

to : George Murray, Chairman
Personnel Policies Committee

Date : April 4, 1984

File No.:

Copies :

From : K. L. Huehn

Subject: CAM 360 Grievance Procedures

In the CFA Agreement, grievances are divided into

(1) Article 10 on "contract grievances," and

(2) Article 16 on "faculty status grievances."

I would expect that CAM 360, the PPC, would only address the faculty status grievances. Article 16 defines a faculty status grievance as a "filed appeal of a negative decision on retention, award of tenure or promotion, or a punitive reassignment." (There appears to be no direct reference to a faculty reprimand for example.)

The Agreement does not specify what course of action is open to a grievant whose grievance does not fall under the two Articles listed above. For this reason I recommend that CAM 360, namely Executive Order 301, be retained in a modified form to (1) address any grievances that are found to be outside the scope of Articles 10 and 16, and (2) also to address any issue, procedure or circumstance for which the Agreement is not explicit enough or is silent.

I therefore recommend that the procedures given in Executive Order 301 be modified so that it is in conformity with the Agreement and written in CAM 360 explicitly. While E. O. 301 is largely a set of grievance procedures, there appear to be some criteria embedded in it that will need to be deleted. There are also some groups of persons identified in 301 whose selection and duties will need to be changed. Some of these changes or deletions are listed below.

1. It may well be that the first change that needs to be made is to change the name of Executive Order 301 to something else.
2. Sections 13.0-15.10 should be deleted. If any arbitration outside the scope of the Agreement is allowed then it should be full-scope arbitration.
3. All reference to Grievance Panel (2.15, 3.0, etc.) should be changed to Peer Grievance Panel. All references to its selection should be deleted.
4. The selection and composition, sections 3.7, of the Executive Committee (of the Peer Grievance Panel) should be changed.
5. Sections 5.1.1 and 5.1.2 should be changed to allow any member of Unit 3 to file a grievance.
6. Section 5.2 on questions of eligibility for filing" should be modified.
7. Section 8.4 on the selection of a replacement/alternate committee member should be modified.
8. The preamble to section 10.9, as well as sections 11.3-11.5, 12.0, should also be looked at and modified.

II. The Agreement (contract) does not specifically refer to the Personnel Review Committee or its status, as far as I have been able to determine.

Memorandum

To : PPC Members

Date : April 26, 1984

File No.:

Copies :

MAY 2 1984

Engineering
Department

From : George Hellyer
Ag. Mgt. Department

Subject: Comparison of CAM-CFA Contract PRT
CAM 370-372, Inclusive

General Notes:

There appear to be no contradictions between CAM 370-372 and the CFA contract. There are some new concepts and ideas that appear in the CFA contract that should be put into CAM.

Specific Suggestions:

1. CFA Section 20.12 "Deviation from a Normal Workload" should be placed in CAM 370.2.E.
2. CFA Section 20.19 "Substitute Assignments" must be clarified by CAM. The present system carried out is not in accordance with the CFA contract. The Physics Department has drawn up what they believe to be a good working plan that conforms with the CFA contract. These suggestions are attached.

Memorandum

: All Faculty in the School
of Science and Mathematics

Date : December 21, 1983

File No.:

Copies: Phil Bailey
Jim Simmons ✓

From : Physics Department

Subject: PROCEDURES FOR HIRING
SUBSTITUTE FACULTY

The Physics Department has developed a policy (attached) for hiring substitute faculty that both represents what we believe to be proper, and is consistent with the collective bargaining contract. However, a third constraint, which our policy does not yet meet, is the Dean's expressed desire that all departments in the school have similar policies. We agree that this would be desirable. Consequently, we hope you will read ours over and consider either adopting one similar to ours suggesting to us how and why ours might be changed.

Features of our policy that you may wish to note in particular are the following:

1. We consider it the university's responsibility to provide substitutes both for professional activities and for personal emergencies.
2. Personal emergencies are usually last-minute occurrences, so smooth coverage of the first few classes missed is often more difficult to arrange than is the case for professional activities, which usually happen with adequate forewarning.
3. We would hire full-time faculty as substitutes, providing the following two conditions are both met:
 - (a) This would be beneficial to the class, and
 - (b) Otherwise the class would have to be cancelled.

Please direct your responses to our Personnel Procedures and Criteria Committee: Ron Brown (X2458), James Kalathil (X2364), or Ralph Peters (X2095).

Procedures for Hiring Substitute Faculty
Physics Department

In general, there are two types of absences from campus which may result in faculty missing classes. First, there are those due to personal emergencies such as illness, injury, bereavement, or other temporary incapacitation. These usually occur with little forewarning, and arrangements for substitute faculty to cover classes are often hurried. Second, there are those due to professional activities such as attendance at professional meetings or giving invited talks on other campuses. These usually occur with sufficient advanced knowledge to allow arrangements to be made for substitute faculty to cover classes missed.

Below we describe the normal Physics Department procedure for obtaining substitute faculty for both types of absences. These procedures are not meant to preclude arrangements made between individual faculty members for class coverage, providing such arrangements are not detrimental to our overall instructional program and meet the approval of the department chair.

1. Personal Emergencies

Faculty are human, and personal emergencies will arise. It is the university's responsibility to recognize that personal emergencies will occur, and to provide adequate funding to hire substitute faculty for classes missed. The Physics Department will handle absences due to personal emergencies as follows:

- (a) If there are no funds available for substitute faculty, then we cancel classes until the instructor returns.
- (b) For unexpected absences of only a day or two, classes will normally be cancelled.
- (c) For absences which occur with sufficient forewarning, or which appear to require absence for more than one or two days but which are not severe enough to use the Provost's "heart attack reserve", we will normally attempt to hire substitute faculty according to the following procedures, providing that funds are available:
 - (c.1) First, we will attempt to hire non-full-time faculty (i.e., part-timers or "outsiders"), if we can find someone who is both available and sufficiently competent to take over with minimal interruption to the class.
 - (c.2) If no non-full-time faculty can be found who are available and sufficiently competent, then we will attempt to hire current full-time faculty who are willing and who are either presently teaching the course or who have taught it recently, so they can take over with minimal interruption to the progress of the class.

(over)

(c.3) If no substitute can be found, we will cancel the classes until the instructor returns.

(d) When appropriate, the instructor of a cancelled class will assign extra reading or problems to partially compensate for lost class time.

2. Professional Activities

Faculty must engage in professional growth and development activities. This is part of their professional responsibility as well as university policy. The university's responsibility in facilitating these activities includes:

- (1) Adequate funding of travel for professional activities, and
- (2) Adequate funding for substitute faculty to cover classes missed.

To cover classes missed, the Physics Department will attempt to hire substitute faculty according to procedures (a, b, c, and d) above.

Memorandum

To : George Murray
Personnel Policies Committee

Date : March 13, 1984

File No.:

Copies : PPC Members

From : Linda Fitzpatrick

L. Fitzpatrick

Subject: Recommendations Regarding Revision or Retention of Employee Benefits Sections in CAM 380-388 with respect to CFA Articles 22-30, 33, 34.

The following list indicates sections of CAM that should be rewritten to comply with the CFA contract or retained to expand on its provisions. CAM 380.1(D) and 386.5 must be rewritten because they currently conflict with CFA. The other listed sections contain material which should be retained where CAM contains significantly more detail. Sections not listed are generally consistent with CFA.

1. Retirement and Insurance - CAM 380.1/CFA Articles 29, 30.
CAM 380.1(D) must be rewritten to include the same requirements as the CFA contract regarding 380.1(D) Early Retirement (FERP). This means incorporating the following:
 - a. 55 as beginning age (CFA 29.1)
 - b. 6 months notice (CFA 29.2)
 - c. 8 years or age 70 as limit (CFA 29.6, 29.9)
 - d. Sick leave carryover (CFA 29.14)CAM 380.1(E) and (F) should be retained to cover unemployment, disability insurance and death benefits not covered in CFA 32.
2. Absences with Pay - CAM 381/CFA Articles 23, 24, 33, 34.
CAM 381.4(A) Official Business should be retained as a reason for absence with pay not covered in CFA 23.
CAM 381.4(E) (1) and (2) should be replaced by the language in CFA 33.3 for the Personal Holiday for academic employees.
3. Educational Opportunity/Professional Development - CAM 382/CFA Articles 25, 26.
CAM 382.2 should be retained to permit academic employees to enroll in more courses under the fee waiver program when on approved leave or vacation. Also summer session courses should be permitted. This expands upon CFA 26.2.
4. Other Benefits - CAM 383/CFA Article 32.
CAM 383.2 - 383.8 should be retained regarding credit union, ASI, First Aid, library, non-resident tuition exemption, tax sheltered annuities, and transcripts not covered in CFA 32.

Memorandum - March 13, 1984
To George Murray
From Linda Fitzpatrick
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5. Organizations and Clubs - CAM 384.
CAM 384 should be retained as organizations and clubs are not covered in CFA.
6. Leaves of Absence/Leaves with Pay - CAM 385, 386/CFA Articles 27, 28.
CAM 385 and 386 should distinguish (and so label) Sabbatical and Difference-in-Pay leaves as in CFA 27 and 28 and clarify as to where common provisions apply and where they differ.
CAM 386.1 should be retained regarding incidental employment which expands upon CFA 27.15.
CAM 386.2(J) should be retained permitting the President to waive bonds which expands upon CFA 27.9.
CAM 386.5 should be retained for its specification of procedures for Sabbatical and Difference-in-Pay leaves. Specifically, the procedures involving the schools in the process should be retained, and their relationship to the Professional Leave Committee in CFA 27.5 (as a replacement for the Academic Senate Personnel Review Committee?) must be clarified.
7. Leaves without Pay - CAM 387/CFA Articles 22, 23.
CAM 387.1 should be retained regarding Fifteen-Day leaves which expands upon CFA 22.2 and 22.4.
8. Maternity Leave - CAM 388/CFA Article 22.
CAM 388 should be retained as it expands upon CFA 22.7-22.10.

COMPARISON OF CAM AND CFA CONTRACT - G. T. Murray

CAM 345.1, Resignations and Retirement

The CFA contract does not cover resignations per se. It is recommended that this section of CAM, along with 345.2, 345.3 and 345.4 (which simply refer to other sections of CAM) remain in CAM "as-is."

Article 29 of the CFA contract covers the faculty early retirement program (FERP) in detail and differs significantly from CAM 380.1.D. It is recommended that CAM 380.1.D be revised to agree with the CFA contract.

CAM 345.5, Suspension, Dismissal, or Demotion for Cause

This section lists 10 specific reasons for dismissal, e.g. dishonesty, incompetency, etc. and also provides for temporary suspension when there is compelling evidence. Article 17 of CFA contract describes reasons for temporary suspension in a more general fashion, i.e. "for reasons related to (a) the safety of persons or property, (b) the disruption of programs and/or operations, or (c) investigation for formal notice of disciplinary action." The CFA contract in no way specifies what conduct warrants disciplinary action.

CAM could possibly be revised to retain the specific reasons as "examples but not limited to" without violation of contract provisions.

The CFA contract clearly spells out the "Disciplinary Action Procedure," Article 19, which does not follow CAM, hence the procedures in CAM should be revised to conform to CFA contract.

CAM 345.6, Separation of Employees for Lack of Funds or Lack of Work

This section of CAM is superseded in entirety by Article 38 of the CFA contract. CAM must be deleted or revised accordingly.

CAM 345.7, Absence Without Leave

There appears to be nothing in the CFA contract that addresses this particular section of CAM. Revision is not necessary.

CAM 391, Civil Service Examinations

The CFA contract does not address this issue. CAM may remain "as-is."

CAM 392, Staff Members' Attendance at Meetings of the University

CAM states "staff members may be given reasonable time off from their regular duties to attend university-wide committees and other ad-hoc committees." Article 20.7 of CFA contract states "A normal full-time assignment... shall be 12 weighted teaching units for instruction and 3 weighted teaching units for instruction-related responsibilities." Article 20.2 states "...instruction-related responsibilities may include...service on systemwide and campus committees or task forces. CAM should be revised accordingly. However, it would appear desirable for the contract in some way to relate the number of hours per week of instructional-related responsibilities to the 3 weighted teaching units. The contract really does not address "release time" as such.

CAM 393, Academic Position Titles

The contract does not address this item. CAM may be retained "as-is."

CAM 394, University Identification Card

The contract does not address this issue. CAM may be retained "as-is."