

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO  
ACADEMIC SENATE

EXECUTIVE COMMITTEE - AGENDA

June 5, 1980

Admin. 106

3:00 PM

Chair, Tim Kersten  
Vice Chair, Rod Keif  
Secretary, John Harris

- I. Minutes
- II. Announcements
- III. Business Items
  - A. Executive Committee 180-81 (Kersten)
  - B. Committee Appointments (Kersten)
  - C. Summer Meeting Schedule (Kersten)
  - D. Ad Hoc Committee on Lectureships (Kersten) (Attachment)
- IV. Discussion Items
  - A. Fall Conference (Kersten)
  - B. Outline of Executive Committee Functions (Kersten)
  - C. Research Committee (Kersten)
  - D. Committee on Space Allocations (Kersten)

Findings of the Academic Senate  
Ad Hoc Committee on Lectureships

Submitted To  
The Academic Senate  
California Polytechnic State University  
May, 1980

Prudence Zalewski, Chair  
Committee Members: Hank Apfelberg, Bernard Banks,  
Roberto Brady, Mahmud Hariri, Gene Offerman

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## CHAPTER I

### CSUC Report of the Committee on Faculty Appointments

Following is The California State University and Colleges Report of the Committee on Faculty Appointments of January, 1979. This report states on Page 7 that "Campuses should develop clear policies regarding the appointment, working conditions, and evaluation of temporary faculty." The Ad Hoc Committee on Lectureships feels that it is important to have President Baker implement this report in relation to temporary faculty on this campus.

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES  
REPORT OF THE COMMITTEE ON FACULTY APPOINTMENTS

January 1979

On March 20, 1978 Chancellor Dumke appointed a Committee on Faculty Appointments. This is the final report of the committee. The committee membership was as follows:

Dr. David Benson, Vice President for Academic Affairs,  
California State University, Northridge

Dr. Robert Bess, Assistant Vice Chancellor, Academic  
Affairs, Chancellor's Office

Dr. Vern Bullough, Professor, History Department,  
California State University, Northridge

Dr. Hobert Burns, Academic Vice President, San Jose  
State University

Mr. Ollie Channel, President, Student Association,  
California State University, Dominguez Hills

Dr. Robert Detweiler, Associate Dean, College of Arts  
and Letters, San Diego State University

Dr. John Greenlee, President, California State University,  
Los Angeles

Dr. Gloria Lothrop, Professor, History Department,  
California State Polytechnic University, Pomona

Dr. Leonard Mathy, Dean of Instructional Administration,  
California State University, Los Angeles

Dr. Anthony Moye, State University Dean, Educational  
Programs and Resources, Chancellor's Office

Dr. Gene Poschman, Professor, Department of Political  
Science, California State University, Hayward

Dr. Kenneth Salter, Lecturer, Department of Speech  
Communication, San Jose State University

Dr. Robert Tyndall, Dean, Faculty and Staff Affairs,  
Chancellor's Office

Dr. Marjorie Downing Wagner (Chair), Vice Chancellor,  
Faculty and Staff Affairs, Chancellor's Office

213-590-5560

5596 Wagner

5592 Tyndall

THE REPORT OF THE COMMITTEE ON  
FACULTY APPOINTMENTS

The California State University and Colleges System today faces new challenges in its efforts to provide quality academic programs for its students. Under the conditions of the "steady state," few resources are available to promote and enhance quality. Therefore, it is particularly critical that the CSUC evolve policies and practices that carefully balance the needs of the system for responsiveness to students, for the maintenance of a high quality, well-rounded program, and for the recruitment and maintenance of a superior faculty.

The academic environment has changed considerably in the seventeen years since the inception of the CSUC system. The 1960's brought steadily increasing enrollments, student demands for new and innovative programs and consequently a need to expand dramatically the numbers and specializations of faculty. In response to these conditions campuses appointed large numbers of probationary faculty in order to expand the base of permanent faculty available to meet programmatic needs. ) \* ?

Conditions in the 70's have changed significantly and will continue to change in the foreseeable future, necessitating caution in making staffing decisions. CSUC campuses have experienced major shifts in patterns of student enrollments, revealing increases in some disciplines, declines in others, and generally declining enrollments campuswide. Furthermore, there is growing concern in the system that previous high rates of granting tenure might lead to faculties which are "tenured in," thereby preventing the possibility of increasing faculty in new expanding programs, of making progress toward affirmative action goals, and of hiring "new blood" in traditional disciplines.

It is evident that to maintain the effectiveness of faculty who have already gained tenure in the face of limited growth and shifting program demand, support will be needed for faculty development in new or related disciplines and in specialties within disciplines. ) ?

Another response to rapidly shifting student enrollments has been the tendency to make more temporary appointments. Such a response is not unique to the CSUC system but, rather, has been a trend nationwide. The use of temporary appointments has been facilitated by a shortage of academic position vacancies nationally which has improved the applicant pool and has induced many qualified faculty who were seeking



probationary appointments to accept temporary appointments. Some uses of temporary appointments raise questions, however, about the impact of temporary faculty on program continuity and about equity to the individuals holding such appointments.

The deliberations of various bodies, including a special Task Force on Temporary Faculty, groups involved in discussions of Steady State Staffing, and participants in consultative sessions on the development of layoff procedures, have made it clear that recommendations regarding temporary and tenured faculty cannot be addressed in isolation. Therefore, a Task Force on Faculty Appointment Policies was formed to review and, if necessary, to recommend modifications of appointment policies and practices. In order to integrate the considerations of program and personnel, representatives were appointed to the Task Force from the Academic Senate Committees on Educational Policies and Faculty Affairs, from the Chancellor's Office staff in Faculty and Staff Affairs and Academic Affairs, from campus academic administration and from the student body. The report which follows represents the conclusions of the Task Force on appropriate appointment policies for the CSUC system for the foreseeable future.

#### PROGRAM QUALITY AND FACULTY MIX

The maintenance of program quality is paramount in the consideration of faculty appointments. A mix of tenured, probationary, and temporary faculty is desirable to maintain program quality and flexibility in the face of changing curricular needs, shifting student enrollment patterns, limited or no growth in student enrollments, and limited resources. An excess of tenured faculty in certain disciplines may reduce program flexibility or necessitate layoff in the face of declining enrollments; an excess of temporary faculty may negatively affect program continuity and place an unusually heavy burden of academic advising and governance obligations on the tenured and probationary faculty.

*what is the mix*

Because the pace of change in a discipline and the rate of faculty turnover vary from one program to another, program requirements will vary. While no specific proportions of temporary and tenured faculty can be established for campuses and programs systemwide, it is very important that every campus in consultation consider the appropriate faculty mix for its various departments and programs and give careful attention to the need for various types of appointments. At either extreme - a high percentage of tenure appointments or a high percentage of temporary appointments - special justification, based on unusual circumstances, should be required before additional appointments are made that would further exacerbate the situation.



## The Need for Tenured Faculty

The institution of tenure has been developed throughout more than a century of academic experience on campuses in this country to provide:

1. Academic freedom for both the individual professor and the educational institution;

Academic freedom for the individual professor involves not only the right but also the obligation of faculty to speak the truth as (s)he sees it. This applies to research; to the instructional material presented in the classroom; to the development of the curriculum including the nature of the courses which ought to be taught; to the shared governance of the institution including the essential faculty role in peer evaluation and recommendations for personnel actions.

*dept.*  
Academic freedom for the educational institution involves not only the right but the obligation to determine what programs should be offered, what personnel should be appointed and retained, what standards should be maintained both for the achievement of its students and the services of its faculty, what governance policies and practices in its operations are required in order to carry out its mission and goals;


2. A systematic and thorough evaluation of faculty who have normally committed a number of preparatory years to qualify with an appropriate terminal degree and who have served an extended probationary period before receiving permanent appointment for tenure;
3. The acquisition of a faculty work force whose special expertise and continuing commitment make possible the development of integrated curricula of studies and provide for continuity and stability in the shared governance structure of the university.

Tenured faculty serve as the permanent group of teachers and scholars who, in addition to their primary duty of providing continuity for academic program offerings, must also provide service and continuity in the governance of the institution. For example, they play an indispensable and very time-consuming role in making recommendations for curricular development and for appointment and evaluation of faculty for retention, tenure and promotion.

### The Need for Probationary Faculty

The probationary period is the very foundation of the tenure system because the probationary faculty are the source of tenured faculty. The probationary period is essential to provide a basis for retention of a quality faculty for CSUC campuses and gives the institution the opportunity:

1. To evaluate over a period of time the professors' ability to motivate, teach, counsel and otherwise assist students;
2. To see the growth of the faculty member in continuing to advance and master the state of the art in his/her discipline;
3. To test the ability and willingness of the individual to contribute to the goals of the department and the university and to the wider community which the institution serves.

When a campus has determined its future need for tenured faculty, probationary faculty must be appointed in sufficient numbers to provide a proper proportion of tenured faculty. The number of probationary faculty initially appointed needs to be greater than the number of tenured faculty appointments allocated because, for a variety of reasons, some probationary appointments do not eventuate in tenure. Clearly, probationary appointments should be made with caution and only where there is clear expectation that a permanent position will continue to exist. 

In order to emphasize the importance of the decision to offer a probationary appointment and to assure that non-retention of probationary faculty is based on a thorough consideration of the individual's performance and the needs of the program, the committee recommends that each campus develop procedures in keeping with the following:

1. Letters of offer for probationary appointments and subsequent letters regarding reappointment should make clear the conditions of employment.
2. If non-retention of a probationary faculty member is based on present or future program needs and priorities within the department, Teaching Service Area (TSA), school or university, there must be presented a clear showing throughout the consultative process that conditions and needs have changed since the initial appointment.

3. Departmental consideration for reappointment of probationary faculty should be based normally on the evaluation of the individual's qualifications and performance as required by the established standards and criteria for retention. If program or staffing needs become a consideration at the department, school or university level, they must be clearly identified as part of the recommendation for non-retention.
4. Whether or not non-retention is recommended by the department, school or university level, the President's decision to non-retain a probationary faculty member on the basis of program need should be based on prior consultation with a campuswide committee which has access to the information pertinent to that decision.
5. In cases of non-retention based on program need a terminal year of employment should be offered consistent with the availability of resources. In addition the President shall provide the faculty member with a letter which clearly identifies the reason for non-retention as program need.
6. If program need is the basis for a decision of non-retention, no temporary faculty should be employed during the following year in the area of program which was identified as having insufficient need for the retention of the faculty member in number four above.

#### Planning

Academic planning on the campus should be complemented by personnel planning. The Report of the Steady State Staffing Committee accepted by the Board of Trustees in January 1977 contained the following:


It shall be the policy of the CSUC to provide stability of employment by foreseeing and avoiding unnecessary reductions in staff through short-and long-range personnel planning activities to adjust appointment and retention policies as accurately as possible to anticipated program need.

Academic program reviews should be conducted periodically and changes made, as necessary, to assure viable, responsive, and balanced curricula. Consideration should be given to faculty staffing requirements and to the need for renewal of faculty to assure optimal faculty utilization and maximal program effectiveness.

Complementary personnel planning reviews by TSA or department should project staffing requirements based on program needs, enrollment trends and curricular shifts, and be consonant with the campus academic master plan. Faculty and administrators at all levels should participate in the development of the plan which should be reviewed and updated as necessary.

It is suggested that the personnel planning encompass such matters as: review of current faculty profiles (areas of expertise, faculty redevelopment possibilities, future retirements, leave and grant opportunities, types of appointments, etc.); profiles of and characteristics of probationary and temporary faculty to be recruited in the future; resource allocations and projected department staffing levels; and affirmative action goals.

#### Personnel Procedures for Temporary Faculty

 Campuses should develop clear policies regarding the appointment, working conditions and evaluation of temporary faculty.

#### Full-Time Temporary Faculty

Full-time temporary appointments are commonly made for a year or less. When a campus foresees the need for a full-time temporary appointment in excess of one year, it is now permitted under Federal regulations and the CSUC Affirmative Action Plan to renew the incumbent faculty member's appointment without a new affirmative action search if and only if the position was originally advertised with the proviso of the optional additional years included.

Full-time temporary appointments are made on the basis of the need of the program and the determination that the faculty member is best qualified among the applicants to provide the requisite services. Temporary faculty may compete for a successive appointment. Full affirmative action searches are required for the filling of all full-time temporary appointments with the exception of the succeeding second or third year of the renewable appointment under the single circumstance mentioned above.

#### Policy Recommendations for Full-Time Faculty

The Task Force recommends the adoption of the following policies concerning full-time temporary faculty:

1. The letters of appointment, or attachments thereto, to full-time temporary faculty shall include conditions of employment in detail, covering precisely the terms and



length of the current appointment, salary, benefits, hours, and other rights, and responsibilities. Information provided the full-time temporary faculty member should cover orientation to the campus, school and department; teaching expectations; office hour requirements; student advising; and other academic activities that may be part of the professional assignment, such as participation in meetings and committees.

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2. Full-time temporary faculty shall be appointed at the salary level commensurate with their experience and qualifications, receiving fringe benefits for which they are eligible. Except for compelling reasons such as one term sabbatical replacement or other specifically limited needs, appointments should be made for one academic year (rather than one quarter or semester) so that certain benefits will accrue to the faculty member and unnecessary unemployment insurance costs will be avoided for the campus.
  3. Step increases shall be comparable to those granted all other full-time faculty.
  4. The number of previous appointments as a full-time temporary shall not affect positively or negatively the decision to make a successive appointment. After a faculty member has served three successive years in the same full-time temporary position, however, serious consideration should be given to the desirability of continuing the faculty member in the position. No matter how many successive temporary appointments a faculty member holds, temporary appointments do not confer probationary status or tenure. This fact must be communicated to all temporary faculty. *Contradicts*
  5. Working conditions shall, to the extent possible, be commensurate with those of probationary and tenured faculty, including the provision of desk and office space. Opportunity and responsibility to attend departmental meetings and to serve on appropriate committees should be understood by the faculty member at the time of appointment.
  6. A full-time temporary faculty member who, following a national affirmative action search, if selected for a probationary appointment, may request and shall be granted credit toward tenure of up to, but no more than, two years of temporary full-time service. Prior service to be credited should have been in the same department at the same campus.

7. All full-time temporary faculty shall be fully evaluated at the departmental level prior to subsequent appointments in order to determine and improve the effectiveness of temporary faculty and to broaden their opportunities to compete for subsequent temporary or probationary appointments. The evaluation of full-time temporary faculty shall be appropriate to the faculty member's assignment, including such areas as teaching effectiveness, scholarship, and university and community service, and the results of the evaluations shall be made known to the faculty member. Detailed procedures regarding the evaluation of temporary faculty should be developed on each campus.

#### Part-Time Temporary Faculty

Part-time appointments do not exceed one year in length, but a part-time faculty member may be reappointed if (s)he has competed in an affirmative action search or has been selected from the affirmative action regional pool. There is no limit to the number of successive part-time appointments that may be made. It is important, however, for the department to consider in its personnel plan whether the program is best served by multiple successive part-time appointments or whether full-time temporary or probationary positions should be sought and filled.

Salary rates for part-time faculty are based on those of full-time faculty. Each full-time faculty member is assigned 12 weighted teaching units of instruction and 3 weighted teaching units for the indirect support of instruction for a total of 15 weighted teaching units per term. Part-time faculty receive a one-fifteenth appointment for each weighted teaching unit of teaching assigned.

#### Policy Recommendations for Part-Time Faculty

The Task Force recommends the adoption of the following policies concerning part-time temporary faculty:

1. The maximum teaching load shall be 10 weighted teaching units computed on a 15-unit load basis. This maximum is equivalent to a time base of 0.67. At the present time, many campuses already have limits on the number of weighted teaching units which constitute a part-time temporary appointment, but no systemwide policy has been in effect.
2. The requirement that appointments of part-time faculty shall be made after affirmative action searches from regional pools of candidates shall be continued. The

regional pool should be reviewed and expanded at least every two years by advertising position vacancies regionally and by keeping the pool open at all times to applicants. No applicant should be removed from the pool without being consulted about her/his desire to remain in the pool.

3. Where it seems probable that an individual teaching half time or more will be required for a full year, a one-year academic appointment should be offered if possible in order to make faculty eligible for employment benefits not otherwise available.
4. When a part-time faculty member is assigned nonteaching duties, the nonteaching duties shall be assigned a value in weighted teaching units and the part-time faculty member shall be compensated for these weighted teaching units. This compensation will involve assigned time.
5. Personnel files shall be maintained for all part-time temporary faculty.
6. Evaluations of part-time faculty shall be based on teaching effectiveness and shall be included in the part-time faculty member's personnel file. According to Trustee policy, faculty must be evaluated annually in at least two courses; if the faculty member is teaching only one course, that course must be evaluated. The results of the evaluations shall be made known to the part-time faculty member.
7. Part-time faculty who, after an appropriate regional search, are reappointed to subsequent terms of service, and who have received the kind of evaluation that entitles them to a higher salary shall receive it. As a recommended minimum, part-time faculty who are offered an appointment and who have completed 24 semester or 36 quarter units with high evaluations, should be compensated at the next higher step.
8. No part-time faculty member shall be hired for a successive appointment at a step lower than the previous appointment.
9. Part-time faculty members should be given information on campus policies on part-time employment in appointment letters, faculty handbooks, or other special informational materials. The information should include salary ranges and step at initial appointment; policies on employment opportunities and criteria for advancement;



training opportunities, if any; pay policies and benefits; evaluation procedures; and other conditions, rights and responsibilities of employment.

10. Campuses should see that part-time faculty have desk space, parking and orientation to the department, school and campus.

#### Teaching Service Areas

Teaching service areas vary considerably across the CSUC system. On some campuses TSA's coincide with departments; on other campuses TSA's are broader or narrower than departments. It should be the responsibility of every campus to develop TSA's which are appropriate for its program. In order to engage in effective personnel planning and to maintain the quality of the academic program, TSA's should reflect distinct curricular subdivisions and specialties, and assignments to TSA's should reflect accurately discrete competencies of faculty members. Assignment to a TSA assumes the faculty member's ability to teach or to be qualified to teach within a term a wide range of courses at all levels in the TSA.

Each campus should review and, if necessary, adjust TSA designations after appropriate consultation with the faculty. The review should take into account the need for establishing new TSA's, both primary and secondary. It is particularly important that new appointments and temporary faculty be assigned appropriate TSA's. Regulations should be developed by the Chancellor's Office to protect the seniority of faculty to be assigned to new TSA's.

## CHAPTER II

### Analysis of CAM Regarding the Lectureship Position

An analysis of CAM Chapter 3, Personnel Policies, shows very few sections dealing with lecturers/temporaries specifically. The majority of sections in Chapter 3 make no distinction between permanent and temporary employees, yet distinctions are made in reality. Therefore, specific areas regarding temporary employees need to be written into CAM. Section 314.4 B of CAM illustrates one area where revision of CAM is necessary. Our Committee has suggested that the following be added to Section 314.4 B: "If a position being filled by a lecturer for two successive years is not a leave replacement and is part of an on-going program for which funds are budgeted, the position will be converted to tenure-track status. Recruitment of potential employees should follow the format outlined in CAM 311.1." Our Committee has found that there also needs to be some degree of continuity between CAM and the individual personnel policies and procedures of the different schools on campus. The Faculty Personnel Handbook would also need revision. There is no distinction in it between permanent and temporary employees.

2. After ascertaining the availability of funds through the university Budget Officer, the school dean may authorize the appointment of the substitute instructor and will notify the department head, the Personnel Office, and the Payroll Office of the appointment.

3. The Payroll Office will prepare and submit the appropriate documents.

314.4

B. Lecturers

*Temp Academic Appts.*

As defined in 5 Cal. Adm. Code 42700 (x), "Lecturer" is a title used to cover a nonpermanent academic assignment normally of a visiting or part-time nature where the salary level is in accordance with the individual's qualifications.

1. When the appointment is for less than full time, less than one academic year, or when initial appointment is at other than the fall quarter.
2. When the appointment is to a temporary position such as a leave replacement, a position for which funding in all probability will be terminated, or a position supported by State funds budgeted on a temporary basis.
3. When the appointment is to a position in a program or department where projected enrollment makes uncertain the future staffing needs of that program or department.

While lecturer appointments may be extended or renewed by a subsequent letter of appointment for a specified period, they are by definition nonpermanent. There is no commitment or obligation on the part of the university to renew or extend a lecturer appointment. Full-time lecturer appointments normally are limited to a maximum of two successive years.

Upon recommendation of the majority of the departmental tenured faculty and the department head and with the approval of the school dean, up to two successive years as a full-time lecturer may be counted toward the required probationary service for tenure eligibility. The decision for approving years of service as a lecturer toward tenure should be made at the time the individual is appointed to an academic rank position, but no later than the first evaluation cycle for reappointment as an academic rank employee. The faculty member concerned must be in agreement with the proposed action to count toward tenure any prior service as a lecturer and should be advised of the effect such action will have on the faculty member's employment status.

C. Continuation of Employment After Age 67

An academic or administrative employee may elect to continue employment with the university until the end of the quarter or academic year in which age 67 is attained. An academic employee who reaches age 67, if mentally and physically sound, may be employed from year to year without tenure, for the good of the university, at the discretion of the President.

The payment of retirement allowances to such a person shall be suspended during the period of such employment or re-employment. (See also CAM 311.6.)

314.5 Extra Quarter Assignment and Compensation (See 5 Cal. Adm. Code 42754 et seq.)

- A. An extra quarter assignment consists of teaching by an academic year employee, full-time or part-time, during the employee's vacation quarter.

Revised June, 1975

Revised October, 1975

### CHAPTER III

#### Survey Results

Three surveys were conducted on campus. These three included full-time lecturers, part-time lecturers, and department heads. The form used and the results of each survey follow.

The Department Head Survey is of particular interest. It clearly indicates that treatment of temporary faculty is inconsistent campus wide.

# SAMPLE FORM USED

## Survey of Lecturers (Full-Time)

This survey has been composed by the Senate Ad Hoc Committee on Lectureships. Its purpose is to discover how the position of lecturer is being used on this campus.

Please return the survey as soon as possible to: Bernard W. Banks, Mathematics Department. Your cooperation will be most helpful to us.

1. Are you a full time lecturer? Yes \_\_\_\_ No \_\_\_\_
2. How many years have you been employed as a full time lecturer? Circle one.  
I am in my 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th year.
3. How many units are you presently teaching? 11 12 13 14 15
4. Do you have any units of release time in place of teaching units?  
How many?
5. Do you have other duties outside of those in 3) or 4) above (committees, etc.)? Do not count office hours. Yes \_\_\_\_ No \_\_\_\_
6. Does your teaching assignment seem fair when compared with your tenure track or tenured colleagues in,  
a) scheduling? Yes \_\_\_\_ No \_\_\_\_  
b) type of course? Yes \_\_\_\_ No \_\_\_\_  
If "no" please explain below.

7. Do you have the same departmental voting rights as your tenure track but non-tenured colleagues? Yes \_\_\_\_ No \_\_\_\_

8. When first appointed were you told
- a) the appointment was for one year only or less? Yes \_\_\_\_\_ No \_\_\_\_\_
  - b) the appointment was for one year with a possibility of reappointment? Yes \_\_\_\_\_ No \_\_\_\_\_
  - c) The appointment was for one year with a possibility of permanent employment? Yes \_\_\_\_\_ No \_\_\_\_\_
  - d) Other. Explain.
9. If reappointed did you get a salary step increase? Yes \_\_\_\_\_ No \_\_\_\_\_
10. Do you possess the terminal degree appropriate to your area of teaching? Yes \_\_\_\_\_ No \_\_\_\_\_
11. Have you been denied a tenure track position for which you properly applied? Yes \_\_\_\_\_ No \_\_\_\_\_
12. If you do not have the terminal degree for your area, has your department encouraged you to get it? Yes \_\_\_\_\_ No \_\_\_\_\_
13. Were any promises made if you got the degree? Yes \_\_\_\_\_ No \_\_\_\_\_
14. If you have been here more than two years, what is your department rationale for keeping you on as a lecturer? Explain.
15. Who decides on your hiring and/or retention? Tenured faculty \_\_\_\_\_  
Department head \_\_\_\_\_ Both \_\_\_\_\_
16. Do you have a formal evaluation of your performance? By tenured faculty \_\_\_\_\_  
Department head \_\_\_\_\_ Both \_\_\_\_\_

Additional Comments:



## SUMMARY OF SURVEY OF FULL-TIME LECTURERS

### Comments

- A. While the number of lecturers decreased progressively over the years, fully 27% of the respondents had held lectureships for four years or more. If third-year lecturers are included, this increases to 36%; including second-year lecturers increases this percent to 54. Percentages and figures vary due to the inclusion in survey results of three non-full-time lecturers.
- B. The bulk of respondents (30 or 90%) taught between twelve and fifteen units, and of that number 1 or 3% indicated being given three units of release time. However, 23 or approximately 70% of the respondents indicated that they had "other duties" outside of those provided for by release time, unit teaching load and office hours.
- C. On questions dealing with the lecturers' feeling about the "fairness" of their course assignments and scheduling, the overwhelming majority felt that they had been dealt with fairly. On voting rights, about 75% indicated that they vote with the tenure-track faculty on most departmental issues.
- D. On questions dealing with their understanding of their employment situation, the respondents had been appointed for one year or less and had spoken with department heads (or others) about reappointment. About 30% had discussed the possibility of permanent employment.

# RESULTS

## SURVEY OF LECTURERS

The following is a summary of the results of a survey taken by the Ad Hoc Committee on Lectureships of the Academic Senate. Its purpose is to get some idea of how the lecturer position is utilized at Cal Poly.

1. Sample: 70+ mailed out  
33 returned  
30 full-time lecturers  
3 others\*

2. How long have you been employed as a lecturer?

1 year	<u>12 / 36%</u>	7 years	<u>1 / 3%</u>
2 years	<u>6 / 18%</u>	8 years	<u>0 / 0%</u>
3 years	<u>3 / 9%</u>	9 years	<u>0 / 0%</u>
4 years	<u>1 / 3%</u>	10 years	<u>1 / 3%</u>
5 years	<u>2 / 6%</u>	over 10 years	<u>2 / 6%</u>
6 years	<u>2 / 6%</u>		

3. Number of units taught.

### Units

Less than 11	<u>2 / 6%</u>
11	<u>0 / 0%</u>
12	<u>15 / 45%</u>
13	<u>8 / 24%</u>
14	<u>4 / 12%</u>
15	<u>3 / 9%</u>
No response	<u>1 / 3%</u>

4. Number of units of release time.

26 or 78% indicated they had no release time;

1 or 3% indicated 3 units of release time for 15 unit total;

1 or 3% indicated 3 units of release time;

3 or 9% gave no response;

2 or 6% of the responses seem to indicate, as do most other responses, lack of knowledge of 15/15 time scale.

5. Duties outside of units taught or office hours or release time.

Yes 70%

No 30%

(There was only one answer in addition to "yes" or "no"; the additional duties were "meetings.")

6. Does teaching assignment seem fair compared with tenured or tenure-track faculty in terms of:

Scheduling - Yes 25 / 76% No 6 / 18%

No Response 2 / 3%

Type of Courses - Yes 29 / 88% No 4 / 12%

Nine negative responses in Scheduling and Type of Courses were explained as follows:

5 comments indicated that course times were either very late or very early or unfair.

4 comments indicated that they were unhappy with the type of courses they were teaching.

2 comments referred to having an "overload" and too many different "types" of courses taught for one instructor.

Note Question 6 comments in the Appendix.

7. Do you have similar voting rights as non-tenured, tenure-track faculty?

Yes 18 / 55%

Yes with Qualifiers 5 / 15%

No 4 / 12%

Not Sure 4 / 12%

No Response 2 / 6%

Most of the "Yes with Qualifiers" answers were not sure whether their voting rights were similar to non-tenured, tenure-track faculty and should probably be included in the 45% who have no knowledge of the faculty voting process or are non-participants.

8. When first appointed, were you told:

A. That the appointment was for one year or less?

Yes 16 / 48%      No 3 / 9%      No Response 14 / 42%

B. That the appointment was for one year with possible reappointment?

Yes 19 / 58%      No 7 / 21%      No Response 6 / 18%

One respondent indicated privately discussing reappointment.

C. That the appointment was for one year with possible permanent employment?

Yes 9 / 27%      No 12 / 36%      No Response 12 / 36%

D. There were seven (21%) responses to the explanation section of this question, with the following responses: (See Appendix for detail.)

4 / 57% indicated that no promises had been made regarding permanent appointment or reappointment, and that in some cases appointments were made on a quarter-by-quarter basis.

3 / 43% indicated or implied that the possibilities were discussed.

9. If rehired/reappointed, did you get a salary step increase?

Yes 16 / 48%      No 5 / 15%      No Response 12 / 36%

10. Do you possess a terminal degree appropriate to your area of teaching?

Yes 21 / 64%      No 9 / 27%      No Response 1 / 3%

Did not Understand 2 / 6%

Survey of Lecturers  
Page four

11. Have you been denied a tenure-track position for which you properly applied?  
Yes 4 / 12% No 27 / 60% Have not Applied 2 / 6%
12. Has your department encouraged you to get a terminal degree in your area?  
Yes 11 / 33% No 2 / 6% Not Applicable 20 / 61%
13. Were any promises made if you got a terminal degree?  
Yes 2 / 3% No 12 / 36% No Response 18 / 54%  
Yes, Implied 1 / 3%
14. Essay response: If you have been here (Cal Poly) more than two years, what is your department's rationale for keeping you on as a lecturer? (See Appendix for detail.)  
Responses 14 / 42%  
No Response 17 / 52%  
Not Applicable 2 / 6%
15. Who decides on your hiring/rehiring?  
Tenured Faculty 5 / 15%  
Department Head 2 / 6%  
Both 20 / 60%  
Tenured/Untenured 1 / 3%  
TF/DH/Dean 1 / 3%  
Don't Know 4 / 12%
16. Do you have a formal evaluation of your performance?  
By?  
Tenured Faculty 1 / 3%  
Department Head 13 / 46%  
Both 6 / 18%  
\*No 4 / 12%

\*One response indicated that evaluation has been  
"in process" for seven months.

Survey of Lecturers  
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16. (continued)

Do you have a formal evaluation of your performance?  
By?

Not yet	5 / 15%
Student Evaluation	1 / 3%
No Response	2 / 6%
Don't Know	1 / 3%

## APPENDIX

### Explanations for Question 2

1. I have been here for five years:

Year 1: Fall - part-time  
Winter - part-time  
Spring - full time

Year 2: Full year - part-time; then upped to full time.

Year 3: Full year - full time.

Year 4: Full year - part-time; both years ended up  
& full time.

Year 5:

Needless to say, it's difficult to budget.

### Explanations for Question 6

1. Appear to be assigned to classes no one else will teach; have no lecture classes at all.
2. I get 7:00 a.m.'s or 5:00 p.m.'s more often than tenured faculty; however, tenured faculty are beginning to pick up more of these courses. I am slated to teach three different courses in one quarter. Once a fellow had to teach four different courses - that he had never taught before! Most tenured faculty teach only three sections of the same course.
3. Would like more upper level courses.
4. Worst times.
5. Other non-tenured faculty have been "encouraged" or out-voted to teach some courses which the tenured faculty should or ought to teach. Many tenured faculty refuse to have 7:00 a.m. or anything other than 9:00 a.m. - 3:00 p.m. classes. It seems the non-tenured faculty get the time slots left after the tenured faculty have their choices.
6. Overload more common for lecturers.



Question 6 (continued)

7. I frequently teach the late night courses and sometimes have long days, i.e., early and late classes.
8. Lower division courses only.
9. Consistently have very early or very late classes.

Explanations for Question 8-d

1. I am appointed on a quarter-to-quarter basis, sometimes full time, part-time, or not at all.
2. Position was for one quarter; possibly no more. That's how tight things seem to be here.
3. My understanding was (b) that there was a possibility of reappointment, but there was, I am sure, the implication of (c) the possibility of permanent employment.
4. Because of pending merger with women's P.E. department, staffing tenure track positions was held up in the men's department. I was the only lecturer, although coaches are in a similar position.
5. I am a leave replacement.
6. Discussed possibilities of permanent employment. No promises made or requested.
7. Lecturer position (one year) is now being re-advertised as an assistant professor, tenure-track position - I must re-apply for any position, regardless of status (lecturer, assistant professor, tenure/non-tenure).

Explanations for Question 14

1. Every year I have been second choice and was appointed after first choice (one more experience and higher degree) declined.
2. I have some of the highest ratings - I created major courses taught in this department and have presented papers nationally.

Explanations for Question 14 (continued)

3. Need in my specialized areas. High student and other evaluations. I'm a neat person!
4. This is the second year full-time prior was part-time.
5. Fill-in, good ratings.
6. Best qualified, can't get anyone else.
7. Was told that I must "start over" salary-wise at end of two-year "probational" period. Having never done this before, I refused to "back track" to have remained a lecturer.
8. No one has applied that is better qualified than I.
9. I'm handy to have around.
10. N/A
11. I applied for the lecturer position only in the second year.
12. 1977-78 year I was told that because of lack of five-year plan for department no tenure-track positions could be offered. 1978-79 year procedural error in screening committee. I was reappointed.
13. N/A

Additional Comments:

I would be more than glad to discuss this matter with anyone. I am presently applying for my position on a tenure-track status. Application closes February 10. I have been recommended (lecturer status) for associate professor in the last two years by my department head but was denied request. Dean stated it was unprecedented and etc.

Let me say that it is a very tenuous position being here as a lecturer for reasons, every department administration, etc., keep crying NO MONEY, yet the programs, courses have to be taught and instructors must be hired to teach them. Why not say we need instructors - we have the money and students now. (Probably will have in the future at this University.) Then make a commitment to teachers - hire them as faculty, full-time

members of the team. Advantages: the person can move here, settle in, organize his life - live here with his family not split up in two places, him here, while she is there waiting for the time he becomes a full-time, regular employee with a definite salary and time commitment. Lecturers are humans too with all the education background and value to the university as any one of the faculty on regular status - but they are forced to live in a shaky, indefinite manner from one quarter to the next, waiting to see if they can be utilized quarter to quarter. Even the best of us finds it hard to perform as well under these circumstances. Make a ruling: one semester trial period and then, if acceptable, make his position final as a member of the tenured-track, full-time employee.

Over the past years, I have taught as a part- or full-time lecturer for many quarters. The advantages to the department having a local person who can do this are obvious. If I should apply for a regular, full-time lectureship or tenure-track position, I should like to think that my past service would be a factor in my favor. Under current procedures, this may not be the case. In fact, it might work against me, since the department might well choose to have me available for part-time needs and to bring in someone from the outside for regular appointments.

I was offered a second year of a full-time lectureship after qualifying for nationally-advertised position for a tenured-track person. I have now applied again for the third time and the entire process has begun again. I have two years of outstanding student evaluations, one publication of research other than my dissertation and another one in press now having carried it out during my first year here and with Poly students having been given no release time. However, perhaps the current batch of applications for this position may yield a national star wanting to retire here. There will be about 250 or more candidates.

I don't see how you are going to get around some of the inadequacies in the system when someone always has to be on the bottom of the ladder. However, I laud your attempt.

I am not convinced that a Ph.D. is required to teach undergraduate courses. Not interested in "filling squares."

If my department can't seem to hire anyone for my position (and it has tried for four years now), how many years do I have to be here before I have some degree of job security. I have been hesitant to invest in the area for these reasons. I've been told

Appendix  
Additional Comments  
Page five

that I have to stay at step 5 as long as I remain. Why can't I be promoted and receive an increase of salary? I have had to compete for my job each year with a pool of applicants, and each year I was chosen for the position.

I had been retired and came back to assist after the death of a regular staff person. I will be retiring again soon and have had no interest in tenure.

Currently I am being denied application for the job I have held for the past five years because the Dean insists the job description read (for this lectureship), "an earned doctorate from an accredited institution." My Ph.D. is from a new institution in the process of accreditation (candidacy status). Thus I am being ruled out even though I have department head and faculty support, and it looks like after five years full-time and one year part-time I'll lose my job.

The entire question of continued employment seems quite nebulous, with no one able to supply concrete answers. "Wait and see" seems to be the attitude. Such actions as I've observed so far seem to indicate that the tenured faculty are more concerned with job security than with teaching.

I have never received a contract before September. Contract changes were so late that they usually did not get processed by payroll time. Therefore, I would receive part-time paychecks after a month of full-time work. Part-time faculty are not required to sit on department committees but are frequently put down for not participating.

## SAMPLE FORM USED

### Survey of Part-Time Temporary Employees

This survey has been drafted by the Ad Hoc Committee on Lectureships. Its purpose is to discover how the position of part-time lecturer is being used.

Please return the survey as soon as possible to: Bernard W. Banks, Mathematics Department. Your cooperation will be most helpful to us.

1. If you are not a part-time lecturer or you are a graduate assistant, please do not respond.
2. How many WTU's are you presently teaching:  
1   2   3   4   5   6   7   8   9   10   11   12   13   14   15
3. Aside from office hours, do you have any additional non-teaching duties (committees, etc.)? Explain.
4. As a part-time employee you are paid in 15ths. How many 15ths are you paid?
5. Are you paid for units other than teaching. How many 15ths are credited to you in this way?
6. Is this your full-time job? Yes \_\_\_\_ No \_\_\_\_
7. For how many quarters have you been employed including this one? \_\_\_\_
8. Do you possess the terminal degree appropriate to your field? Yes \_\_\_\_  
No \_\_\_\_
9. Has it been intimated to you in any way that your temporary employment might become permanent? Explain.
10. Do you have a formal evaluation of your performance? Yes \_\_\_\_ No \_\_\_\_
11. Who evaluates you? Tenured faculty \_\_\_\_ Department Head \_\_\_\_ Both \_\_\_\_

Additional Comments:



# RESULTS

## PART TIME SURVEY DATA

2) W.T.U.s	1	2	3	4	5	6	7	8	9	10	11
No.		1	5	2	3	4	5	5	2	9	1
W.T.U.'s	12	13	14	15							
	3			1							

3) Non-teaching duties

Yes      9                      No      32

4) How many 15ths paid

Same as units require - 27, Different 4, Don't know or no response 10.

5) Units paid for other than teaching. 1 yes, must know or no response.

6) Full time job? 10.

7) Number of quarters

Quarters	1	2	3	4	5	6	7	8	9	10	11	12	14	17	19	30
No.	10	6	3	1	6	3	2	2	1	1	1	0	1	1	1	1

8) Terminal degree 13.

9) Intimation and permanent employment - 5.

10) Formal evaluation of performance No. 11. Of these 5 were in their first quarter.

11) Who evaluates

T.F.	D.H.	Both
6	14	8

## SUMMARY

The response to question 4) indicates that several part time employees are unaware of the pay structure. It would seem reasonable to provide a sheet describing the pay scales to new employees.

The response to question 10) may indicate that the performance of part-time employees is not monitored adequately.

Under the heading of additional comments, some of the responses included:

- a) desire for office space,
- b) dissatisfaction with the pay differential,
- c) expression of frustration at being excluded from the deliberations of the department, and a general feeling of second class citizenship, and
- d) not being paid for work performed.

As to d) above, of 31 responses to question 4) only 4 indicated a pay rate different from the amount due them on the basis of hours worked.

The response to question 6) indicates that only about a quarter of the part-time employees are employed full-time outside the university.

While the survey did not elicit any great ground swell of dissatisfaction, it did suggest the following things might be improved:

- 1) The employee should be paid on an hourly basis.
- 2) Greater pains should be taken to ensure part-time employees are performing adequately.
- 3) All new employees should be informed of pay scales and benefits.
- 4) Where possible part-time employees should be initiated to department meetings if only to keep the employees abreast of department objectives and needs.



5. How far in advance are contracts generally issued to lecturers?

Full-Time	Part-Time
6 months or more _____	_____
3 months _____	_____
1 month or less _____	_____

6. Have you ever hired a lecturer at the equivalent rank of:  
(Check those that apply)

Full Professor \_\_\_\_\_  
Associate Professor \_\_\_\_\_  
Assistant Professor \_\_\_\_\_  
Instructor \_\_\_\_\_

7. How many lecturers do you have in your department?

<u>Time with Dept.</u>	<u>1 year or less</u>	<u>2 years</u>	<u>3 years</u>
Full-Time	_____	_____	_____
Part-Time	_____	_____	_____

<u>Time with Dept.</u>	<u>4 years</u>	<u>5 years</u>	<u>6 or more years</u>
Full-Time	_____	_____	_____
Part-Time	_____	_____	_____

8. Who participates in the decision to hire full-time lecturers?

Tenured faculty \_\_\_\_\_  
Department Head \_\_\_\_\_  
Probationary faculty \_\_\_\_\_  
Full-Time lecturers \_\_\_\_\_  
Part-Time lecturers \_\_\_\_\_

A. Who participates in the decision to hire part-time lecturers?

Tenured _____	Full-time lecturers _____
Department Head _____	Part-time lecturers _____
Probationary faculty _____	

14. Are departmental evaluations of lecturers filed in the personnel folder in the Dean's Office?

For full time Yes \_\_\_\_\_ No \_\_\_\_\_

For part time Yes \_\_\_\_\_ No \_\_\_\_\_

15. If a lecturer has been with your department for two or more years, why have they not been placed on tenure track or terminated?

Additional Comments:

# RESULTS

## DEPARTMENT HEAD SURVEY

This survey has been composed by the Ad Hoc Committee on Lectureships. The purpose is to discover how the position of lecturer is being used in your department. This information will be used to prepare a recommendation for the Executive Committee of the Academic Senate regarding the use of lecturers on campus.

Please return this survey as soon as possible to: Prudence Zalewski, Home Economics. Thank you for your time. n = 36

1. Do you use lecturers in your department?

Full time / Yes 24 No 8 N/A 1 N/R 3

Part time / Yes 31 No 3 N/A 2 N/R 2

2. At what level do you advertise to fill lecturer positions?

National 20 N/A/ 2

State 20

Local 32

3. Once an initial lecturer appointment is made, how often is the position readvertised?

Quarterly 5 N/R 3

Yearly 26 N/A 2

Every 2 years 3

Other (specify) depends upon quality of lecturer 2

depends upon situation 3

4. For what time period are contracts normally issued to lecturers in your department?

Quarterly 27 N/A 2

Yearly 24 N/R 3

Other (specify) \_\_\_\_\_

\_\_\_\_\_

5. How far in advance are contracts generally issued to lecturers?

Full-Time	Part-Time	
6 months or more <u>5</u>	<u>2</u>	N/R <u>5</u>
3 months <u>17</u>	<u>7</u>	
1 month or less <u>8</u>	<u>21</u>	
N/A <u>3</u>	N/A <u>2</u>	

6. Have you ever hired a lecturer at the equivalent rank of:  
(Check those that apply)

Full Professor <u>6</u>	N/A <u>2</u>
Associate Professor <u>13</u>	
Assistant Professor <u>31</u>	
Instructor <u>13</u>	

7. How many lecturers do you have in your department?

	Time with Dept.	1 year or less	2 years	3 years
N/A <u>2</u>	Full-Time	<u>22</u>	<u>13</u>	<u>2</u>
N/R <u>1</u>	Part-Time	<u>46</u>	<u>11</u>	<u>16</u>
	Time with Dept.	4 years	5 years	6 or more years
	Full-Time	<u>---</u>	<u>1</u>	<u>2</u>
	Part-Time	<u>5</u>	<u>---</u>	<u>10</u>

8. Who participates in the decision to hire full-time lecturers?

Tenured faculty <u>29</u>	Dean <u>1</u>
Department Head <u>29</u>	N/A <u>5</u>
Probationary faculty <u>10</u>	N/R <u>3</u>
Full-Time lecturers <u>1</u>	
Part-Time lecturers <u>      </u>	

A. Who participates in the decision to hire part-time lecturers?

Tenured <u>31</u>	Full-time lecturers <u>2</u>
Department Head <u>33</u>	Part-time lecturers <u>1</u>
Probationary faculty <u>13</u>	Dean <u>1</u>
	N/A <u>2</u>
	N/R <u>1</u>

9. Is a formal process used by your department for hiring full-time lecturers?

Yes 24 No 2 N/A 6 N/R 4

Part-time lecturers?

Yes 24 No 6 N/A 3 N/R 3

10. What type of additional assignments do lecturers in your department perform?

	<u>Full Time</u>	<u>Part Time</u>	
Advising	<u>13</u>	<u>2</u>	
Committee Work	<u>12</u>	<u>2</u>	
Administrative Work	<u>6</u>	<u>1</u>	N/R <u>9</u>
Other	<u>6</u>	<u>1</u>	
	N/A <u>7</u>	<u>11</u>	

11. In what decisions made by tenured faculty do lecturers not participate?

All <u>4</u>	Personnel <u>7</u>	Dept. Policy <u>3</u>
None <u>3</u>	RPT <u>5</u>	Promotion, tenure <u>7</u>
N/A <u>2</u>	Curriculum <u>1</u>	
N/R <u>4</u>	Staffing <u>1</u>	

12. If a lecturer has reached Step 5, is there any procedure based on merit or recommendation for the lecturer to reach the next equivalent rank?

Yes <u>7</u>	N/A <u>3</u>	Promotion Procedure <u>1</u>	if tenured <u>1</u>
		Recommendation <u>1</u>	
No <u>10</u>	N/R <u>7</u>	Their Qualifications <u>1</u>	
		Has not come up yet <u>1</u>	

A. Have any lecturers in your department progressed to the next equivalent rank from Step 5?

Yes 7 No 20 N/A 3 N/R 5

13. Do lecturers in your department go through any evaluation process?

Yes 30 No 2 N/A 2 N/R 2

A. How often? Once/2 yrs 1 Quarterly 2 N/A 2  
Annually 22 One Quarter 1 N/R 8

B. What type?

Form 109 <u>24</u>	
Memorandum <u>9</u>	
Student evaluation <u>26</u>	N/A <u>2</u>
Class visitation <u>23</u>	N/R <u>2</u>

14. Are departmental evaluations of lecturers filed in the personnel folder in the Dean's Office?

For full time    Yes 23    No 4    N/A 3    N/R 6

For part time    Yes 20    No 10    N/A 3    N/R 3

15. If a lecturer has been with your department for two or more years, why have they not been placed on tenure track or terminated?

N/A 11    N/R 7

Never carried lect more than 2 yrs 2

Lack of credentials 7

Employed elsewhere 3

Not needed 2

No tenure track position 3

Part-Time Terminated 2

Budget discouraged hiring from p/t to f/t 1

#### Additional Comments:

- lecturers hired for emergencies only
- usually lecturers are senior students because we can't fill positions - no applications
- lecturers serve as means of getting qualified leave replacements
- lecturers terminated when objectives met
- wise to maintain a 5-15% balance of lecturers to tenure track because of our experienced cuts in personnel
- lecturers that have outside duties should be at 12 hours rather than 15



## CHAPTER IV

### Recommendations of Committee

The Ad Hoc Committee has agreed upon the following recommendations based on the investigation of the lectureship position:

1. The CSUC Report of the Committee on Faculty Appointments should be implemented by President Baker.
2. A clarification and revision of CAM in relation to temporary faculty should be initiated. Areas of concern include:
  - salary increases for lecturers
  - duties of lecturers
  - avenue of grievance for lecturers
  - maximum time of service for lecturers

This clarification is needed to remove the high amount of interpretation given to CAM in relation to lecturers.

In addition, school policies and procedures documents, and the Faculty Personnel Handbook should then be revised to agree with CAM.

3. Part-time/temporary faculty should be given a greater degree of representation in the Academic Senate.
4. A committee should be set up by the Academic Senate to review current problems and recommend to Hazel Jones resolution of possible cases of unfair hiring practices.
5. All full-time lecturers with two or more years of service at Cal Poly at nine to fifteen units per quarter should be invited to discuss their employment situations with a committee set up to make recommendations to Hazel Jones through the Academic Senate.

RECOMMENDATIONS  
ON FULL-TIME LECTURESHIPS

1) The Position:

- a) In the hiring of a full-time lecturer the position should be identified as to its nature, leave replacement, distinguished visiting professor, etc.
- b) The position should be advertised nationally with the nature of the position and its time (not more than 2 years) period explicitly stated in the advertisement.
- c) The advertisement should contain a precise description of the duties including office hours, department meetings, committee assignments, etc.
- d) The advertisement should clearly state that the number of classroom hours is 12, and 3 additional hours are credited for department meetings and other extra-classroom duties.

2) Expiration of the Position:

- a) The position expires at the end of the advertised time period.
- b) Should a new lecturer position come into existence the lecturer that held the expired position may compete again for the new position.
- c) The new position must be advertised as in 1) above.

3) Rights:

- a) A full-time lecturer shall have access to the same grievance machinery as his or her tenure-track colleagues. However, it is recognized that the basis for a grievance may not be the same.
- b) A lecturer may grieve through the P.R.C. even though his or her position has expired provided the grievance concerns a matter occurring during employment.
- c) A full-time lecturer whose position involves the same teaching duties as his tenure-track colleagues shall be treated evenhandedly with regard to such matters as schedule, class assignments and additional duties.
- d) Divergence from evenhandedness in c) above is permitted only if the advertisement of the position explicitly described special duties.

4) Pay:

- a) A full-time lecturer shall be paid 15/15ths of the salary of his equivalent tenure-track colleague.
- b) The salary shall be proposed by the tenured faculty and the department head, and shall be determined on the basis of merit and experience.