

SAN JOSÉ STATE UNIVERSITY
Academic Senate
Professional Standards Committee
March 22, 2021
Final Reading

AS 1803

POLICY RECOMMENDATION
Appointment, Evaluation, And Range Elevation
For Lecturer Faculty

Rescinds: S10-7

Resolved: That S10-7 be rescinded and replaced by the following policy effective as soon as administratively practicable.

Rationale: In 2018 Professional Standards received two referrals noting several provisions in this policy that were obsolete, and in response began an in-depth review. The committee discussed the policy directly with the Senior Associate Vice President for University Personnel, the CFA Lecturer faculty Representative, and a representative of concerned Department Chairs. The questions principally concerned the “range elevation” section of the policy, which is a method under the Collective Bargaining Agreement (CBA) whereby lecturer faculty with substantial experience may apply to move up to a higher pay scale. The CBA generally leaves the criteria to local campuses to determine, although recent arbitration rulings have set some precedents that local policies must respect.

For example, the old policy contained one particularly notable confusion that has led to numerous grievances. The discussion of terminal degree requirements for lecturer faculty is handled under the “Range Elevation” section of the old policy, although case law indicates that terminal degrees should not be the principal qualification for a lecturer faculty to receive a range elevation, particularly if not a required element of the lecturer’s assignment. However, terminal degree requirements are not discussed under the “Appointment” section of the policy, even though terminal degrees are relevant to the initial appointment of Lecturer faculty. We moved the discussion of terminal degrees out of the Range Elevation section and into the Appointment section where it belonged.

Another major confusion has to do with the criteria on which lecturer faculty are to be evaluated. We have emphasized that lecturer faculty must be judged on their actual assignment and not on areas of achievement that they are not appointed to do. For example, there are some lecturer faculty assigned to do service and research, but these are rare, and most lecturer faculty are appointed strictly to teach. For lecturer faculty assigned strictly to teach, materials on research or service would be provided on a voluntary basis to the extent that the faculty member desires to make the case that the activities enhance their teaching.

As the committee reviewed S10-7, it found numerous passages which were obsolete, abstruse, unnecessary, and in some cases, insulting to lecturer faculty. For example, the preferred term is “lecturer faculty” since this is parallel with the commonly used “tenure/tenure track faculty,” and it calls attention to their status as *faculty*. This is the term we use. We also have established a procedure for the Provost, in consultation with the Professional Standards Committee, to create and revise honorific titles for lecturer faculty that our university may use within the nomenclature already established by the CBA. For example, we propose an honorific title of “Senior Lecturer” for lecturer faculty with multi-year contracts and six years of seniority.

The policy seemed to us to need a wholesale rewrite. We have attempted to craft a policy that is less likely to become obsolete with each revision of the Collective Bargaining Agreement, and which we hope will be more intelligible for the average reader. We also modernized the numbering system for ease of reference.

Approved: March 15, 2021

Vote: 11-0-0

Present: Peter, Wang, Raman, Smith, Monday, Cargill, Saldamli, Riley, Quock, Mahendra, Barrera

Financial Impact: No direct impact

Workload Impact: No direct impact

Appointment, Evaluation, And Range Elevation For Lecturer Faculty

1. Introduction

1.1. Purpose

1.1.1. This policy covers the procedures for appointment, reappointment, and evaluation (including range elevation) of Unit 3 faculty members serving a full-time or part-time Lecturer appointment. This policy also establishes a procedure for creating honorific titles that may be applied to lecturer faculty.

1.1.2. There are two valued professional career pathways for faculty at SJSU. The appointment, evaluation, and promotion of tenure/tenure track faculty are dealt with in other policies. This policy concerns the appointment, evaluation, and range elevation of lecturer faculty.

1.1.3. Lecturer appointments meet a variety of needs within the University. Lecturer faculty are most typically appointed to teaching roles. More rarely, lecturer faculty are appointed to service and research roles.

1.1.4. All types of lecturer faculty appointments are distinct from probationary (tenure-track) faculty appointments. Lecturer faculty appointments do not guarantee or imply the right to tenure or the eventuality of a tenure-track appointment, but qualified lecturer faculty who apply for a tenure track appointment shall be given fair consideration.

1.1.5. Evaluations for Unit 3 coaching faculty shall meet all standards of the CBA and shall include an opportunity for peer input and evaluation by appropriate administrators but are not otherwise covered under this policy.

1.2. Relationship to the Collective Bargaining Agreement (CBA)

The procedures provided in this policy are consistent with the terms of the current Collective Bargaining Agreement (CBA) between the California State University (CSU) and the California Faculty Association

(CFA). To apply this policy requires frequent reference to the CBA, which covers pay, length of appointment, and numerous other matters that are closely related to the provisions of this policy.

1.3. Guidance

The University provides web-based resources of interest to lecturer faculty, and lecturer faculty are also strongly encouraged to seek guidance from their Department Chair for clarification of items covered by this policy, as well as other University policies and department practices.

1.4. Confidentiality

All deliberations in the appointment and evaluation process are to be confidential. Confidentiality shall be maintained pursuant to applicable policies (e.g. CBA Article 15.11) and law.

2. Titles

2.1 While the CBA distinguishes between temporary faculty and probationary/tenured faculty, SJSU typically refers to all part-time and full-time temporary instructional faculty as "Lecturer Faculty" (in all its variants) and refers to all tenured or tenure-track faculty as "Professors" (in all its variants,) with allowances for various specialized titles such as Librarian and Counselor faculty.

2.2 SJSU maintains a list of honorific titles and variations of titles that are appropriate for defined categories of lecturer faculty who meet certain specified qualifications. These honorific titles are for informal and descriptive use and do not replace any titles designated by the CBA, nor do they expand privileges or subtract limitations associated with categories of faculty defined by the CBA.

2.3 Personnel documents must use standard titles designated by the CBA. Business cards, university websites, etc. may use titles from the approved list.

2.4 Within the tradition described in 2.1, the list of honorific titles may be expanded or revised by the Provost, in consultation with the Professional Standards Committee. Creating honorific titles outside the

tradition described in 2.1 requires a policy recommendation of the Academic Senate, signed by the President.

- 2.5 The initial list of approved honorific titles is included in Appendix B, but may be revised and updated as per 2.4.

3. Initial and Subsequent Appointments

3.1. Appointment Letters and Timing

3.1.1. Offers of appointment are to be made in writing by the Dean or the Provost on behalf of the President. Oral offers or offers made by persons other than those listed in the previous sentence are neither valid nor binding upon the University. Official notification of appointment shall follow the requirements as outlined by the CBA (12.2). The notification shall also state that the appointment automatically expires as outlined by the CBA (12.4).

3.1.2. Generally, lecturer faculty appointments (both full- and part-time) should be made sufficiently in advance of the beginning of instruction to allow adequate time for course preparation and the acquisition of appropriate texts and instructional materials.

3.2. Nature of Work Assignments

The nature of the work performed by lecturer faculty—the proportions of teaching, service, or research—is stated in the work assignment. Historically, most lecturer faculty have been assigned primarily to teach, but other configurations are possible. Lecturer faculty are not expected to do work that is outside of their assignments. For example, lecturer faculty whose work assignment does not include service cannot be required to do service activities except those directly related to their teaching assignment. They may, if willing, take on additional service assignments and be compensated appropriately. Lecturer faculty may attend most university, college, and department functions as a matter of professional responsibility associated with their assignment, or otherwise on a volunteer basis. Lecturer faculty may not be excluded from meetings except when necessary for confidential or personnel matters.

199 3.3. Establishing the Appropriate Range at Appointment.
200

201 The following explanations of each range (LA, LB, LC, and LD) are
202 meant to be general. The official listing of minimum requirements,
203 including minimum degrees and/or minimum relevant experience, shall
204 be established by the President after recommendation by the
205 departments, college deans, and the Provost; and the listing may be
206 amended after similar consultation. Lecturer faculty shall be appointed at
207 a level commensurate with their qualifications.
208

209 3.3.1. LA: Initial appointment at this range is for an entry-level lecturer
210 showing promise as an educator. A candidate for this range
211 would typically possess at least a Master's degree and/or
212 equivalent specialized professional expertise or experience.
213 Persons without a qualifying degree may be appointed in this
214 range with approval from faculty affairs.
215

216 3.3.2. LB: Initial appointment at this range is for a person showing
217 promise as an educator and/or scholar or practitioner. They will
218 have the appropriate terminal degree, or a lower degree and
219 additional specialized professional expertise and experience in
220 the field that is deemed equivalent to the terminal degree.
221

222 3.3.3. LC: Initial appointment at this advanced range is for a person
223 demonstrating notable achievements or contributions in the field
224 as an educator and/or scholar or practitioner. They will have the
225 appropriate terminal degree and substantial expertise and
226 experience, or lower degree and advanced specialized
227 professional expertise and experience that is deemed equivalent
228 to the terminal degree. Appointment at this level implies the
229 ability to teach advanced upper division and/or graduate
230 courses, although such an assignment is not required of the
231 appointment.
232

233 3.3.4. LD: Initial appointment at this highest range is for an established
234 senior educator and/or scholar or practitioner. The candidate will
235 have the appropriate terminal degree and advanced expertise and
236 experience or a lower degree and recognition as a leader in the
237 field with extensive specialized professional expertise and
238 experience that is deemed equivalent to the terminal degree.
239

3.4. Careful Consideration for Reappointment

Lecturer faculty shall receive careful consideration in the appropriate situations, as per the CBA (12.7). Chairs and Administrators should consult UP Faculty Affairs/Employee Relations regarding the meaning of "careful consideration" prior to making reappointment decisions for lecturer faculty.

4. Evaluation

4.1. General Process

4.1.1. Notification. Lecturer faculty should be notified of evaluation criteria and procedures as per the CBA 15.3. Decision makers should be aware that the current CBA requires notification "no later than 14 days after the first day of instruction in the academic term."

4.1.2. Purpose: The performance of lecturer faculty should be carefully evaluated in order to provide students with the best instruction possible and to assist in the careful consideration of lecturer faculty for any future Lecturer or probationary positions for which they may be candidates.

4.1.3. Multiple Assignments: lecturer faculty are to be evaluated separately within each department for which they have an assignment.

4.1.4. The Working Personnel Action File (WPAF) shall be defined by and include all material as outlined in the CBA (15.8).

4.1.5. Periodic Evaluation: The CBA (15.23) calls for periodic evaluation of lecturer faculty which results in written statements to be placed in the lecturer's Personnel Action File. The specifics of the periodic evaluation are explained below.

4.1.6. Rebuttal: lecturer faculty shall be issued recommendations at each level of review and have an opportunity for rebuttal as per CBA (15.5).

4.2. Review Process

281 4.2.1. Frequency of Evaluations
282

283 4.2.1.1. Lecturer faculty holding three (3) year appointments
284 pursuant to Article 12 of the CBA, shall be evaluated at least
285 once during the term of their appointment (CBA 15.26).
286

287 4.2.1.2. Lecturer faculty appointed for two or more semesters,
288 regardless of a break in service, shall be evaluated in
289 accordance with the periodic evaluation procedure (CBA
290 15.23, 15.24).
291

292 4.2.1.3. Lecturer faculty appointed for one semester or less
293 shall be evaluated at the discretion of the Department Chair,
294 appropriate administrator, or the department. In addition, the
295 lecturer may request that an evaluation be performed (CBA
296 15.25).
297

298 4.2.1.4. Volunteer and visiting lecturer faculty: volunteer and
299 visiting lecturer faculty with an appointment of one academic
300 year or less need only be evaluated if the appropriate
301 Department Chair or the lecturer requests such evaluation.
302 Visiting faculty cannot be appointed for more than one year.
303

304 4.2.2. Role of Chairs and Committees
305

306 4.2.2.1. Full-time lecturer faculty and lecturer faculty
307 undergoing a three year cumulative review shall be evaluated
308 by a department committee of tenured faculty.
309

310 4.2.2.2. All other lecturer faculty shall be evaluated by the
311 Department Chair, who may choose to consult with a
312 department committee of tenured faculty. If the Department
313 Chair suspects that a rating of “needs improvement” or
314 “unsatisfactory” may be indicated, the Chair is advised to
315 consult with a department personnel committee before
316 concluding the evaluation.
317

318 4.2.2.3. The Department Chair may make a separate
319 recommendation as part of the evaluation process.
320

321 4.2.3 Documentation for Evaluation

322
323 4.2.3.1 In accordance with the CBA (15.23, 15.24), documentation
324 for evaluation shall include:

325
326 4.2.3.1.1 All available data from student opinions of teaching
327 effectiveness (SOTEs) in accordance with university policy on
328 teaching evaluation

329
330 4.2.3.1.2 All available direct observation(s) by peers

331
332 4.2.3.1.3 Information provided by the lecturer on an "Annual
333 Summary of Achievements" form

334
335 4.2.3.1.4 Evidence of performance in academic assignment
336 including course materials such as syllabi.

337
338 4.2.3.1.5 Unsolicited materials. In addition to materials
339 required by policy and/or provided by the candidate, the CBA (15.2
340 and 15.8) permits the inclusion of additional information provided by
341 faculty unit employees, students, external reviewers, and academic
342 administrators. For such materials to be inserted into the working
343 personnel action file without the consent of the candidate, they
344 must be submitted to the Department Chair or Dean before the
345 closing date, and they must subsequently be inspected by the
346 Senior Director, Faculty Affairs to determine a) if the insertion is
347 allowed under the Collective Bargaining Agreement, and b) that the
348 insertion is both germane to the criteria of this policy and neither
349 prejudicial nor defamatory. If the insertion is allowed, it will be
350 withheld from the working personnel action file until the candidate
351 has been given at least seven days to include a response to the
352 material.

353 4.2.3.1.6 If the lecturer under review does not submit any
354 material, evaluation will be based on information available
355 within the electronic evaluation portal.

356
357 4.2.4 The Lecturer's WPAF including the evaluations of the department
358 committee and Chair, if applicable, shall be forwarded to the Dean.
359 Following the review, the Dean shall forward copies of the
360 completed evaluation and Summary of Achievements to UP Faculty
361 Affairs for placement in the official Personnel Action File and to the
362 faculty member and the department.

4.2.6 The evaluation process must be completed by the date indicated in the annual calendar established by UP-FA. Evaluations must be included in the careful consideration process where applicable (addenda or revisions may be submitted later if necessary).

4.3. Criteria for Evaluation

4.3.1. The most fundamental principle of the evaluation of lecturer faculty is that they be evaluated in terms of their particular assignment and the criteria appropriate to that assignment. For example, if a Lecturer Faculty is appointed to teach .8 and do service at .2, then 80% of the evaluation should focus on criteria appropriate to teaching and 20% on criteria appropriate to service. Such a Lecturer Faculty may not be evaluated directly on scholarship.

4.3.2. Many lecturer faculty have substantial accomplishments in areas that are not directly covered by their assignment—i.e., scholarship in the case of instructional lecturers. Such lecturer faculty should be encouraged to explain how these achievements have a bearing on teaching and thus could be considered as an enhancing factor in the evaluation of the actual assignment. Similarly, lecturers who contribute service should be encouraged to show how this activity enhances student success, campus climate, and/or their assigned activities. Asking for consideration of activities that may indirectly enhance the actual assignment will be at the option of lecturer faculty.

4.3.3. The evaluation of teaching must be holistic and in accordance with the University policy on the evaluation of teaching (F12-6.) “When evaluating effectiveness in teaching, chairs, committees, and administrators are required to conduct a holistic evaluation. This means that teaching must be considered in context and must be evaluated using multiple sources of information.” (F12-6). Such sources of information include the candidate’s own statements via the annual summary of achievements, course materials such as syllabi, direct observations, and student opinion surveys.

4.3.4. Certain teaching assignments may require continued currency in a field and/or the maintenance of professional credentials, e.g., licensure in a professional field for accreditation requirements.

Such requirements should be delineated in an appointment letter, and then may be evaluated as part of the teaching assignment.

4.3.5. If colleges or departments develop any supplementary criteria (e.g. licensure, clinical practice experience, training required by accreditation) for evaluating lecturer faculty, these criteria not be changed until after the conclusion of the current evaluation process (CBA 15.3).

4.3.6. Lecturer evaluations will be characterized using the following scale:

4.3.6.1. Unsatisfactory. The documentation does not establish that the performance in the assignment has been fully met and completed.

4.3.6.2. Needs improvement. The documentation does not establish that the performance in the assignment has been fully met and completed, but modest improvements as indicated in the review—if promptly implemented—would result in a satisfactory performance.

4.3.6.3. Satisfactory. The documentation establishes that the performance in the assignment has been fully met and completed.

4.3.6.4. Good. The documentation establishes that the performance in the assignment has been fully met and completed, and with a level of experience and quality that goes beyond the minimum.

4.3.6.5. Excellent. The documentation establishes that the performance in the assignment has been fully met and completed, and with a level of experience and quality that goes significantly beyond the minimum.

5. Range Elevation

5.1. Definition and Principles

5.1.1. Definition: Range elevation refers to movement on the salary schedule for lecturer faculty to the next range (e.g. LA to LB, LB to

LC, or LC to LD). Range elevation represents a form of advancement in salary and classification based on evaluation of performance in assignment.

5.1.2. Eligibility: lecturer faculty become eligible to apply for a range elevation when they meet the requirements stipulated in the CBA and any pertinent ancillary documents. They shall be informed of their eligibility by UP-FA.

5.1.3. Range elevation does not imply any guarantee of future employment nor does it affect the conditional nature of the temporary appointment

5.2. Process

5.2.1. At the beginning of each academic year, UP-FA will establish a timeline for applications for range elevation and provide this information to Chairs and Deans and eligible lecturer faculty.

5.2.2. Lecturer faculty who are eligible for range elevation in more than one department or unit must apply separately in each department or unit in which they are eligible.

5.2.3. Application Process: lecturer faculty seeking range elevation must submit their application with the appropriate documentation via the current electronic process.

5.2.4. Documentation. Material supporting a lecturer's request for range elevation should include:

5.2.4.1 Narrative statement. This section should summarize the candidate's professional growth and development that warrants range elevation. The narrative should be limited to 2000 words and should explain how the evidence supports the evaluation of the particular assignment of the lecturer as outlined in the letter(s) of appointment. For example, if the assignment is to teach, then the evidence should be related to teaching—even indirectly, such as if research or service activities can be shown to promote currency in the discipline needed for effective teaching.

485 5.2.4.2. Evidence of Professional Growth and Development.

486 Appendix A provides examples that may be appropriate
487 evidence, depending on the specific assignment of the
488 candidate, and depending upon the arc of the candidate's
489 professional development.

490 5.2.4.3. Copies of all periodic evaluations, SOTEs received during all
491 years of the assignment in accordance with university
492 policies on teaching evaluation, and periodic peer reviews, if
493 available. If the assignment was for greater than six years,
494 then only materials from the most recent six years are
495 required.

496 5.2.4.4. A comprehensive index of all materials shall be prepared by
497 the faculty member and submitted with the range elevation
498 materials.
499

500 5.2.5. Criteria
501

502 To be recommended for range elevation, a lecturer must
503 demonstrate professional growth and development appropriate to
504 the lecturer's work assignment and the mission of the university
505 during the period between the date of initial appointment or, where
506 applicable, the date of the last range elevation and the time of the
507 current request. Accumulated teaching experience alone is not a
508 criterion for range elevation. This is the only review period in which
509 candidates' professional achievements shall be evaluated. Appendix
510 A lists examples of activities that may be used to demonstrate
511 appropriate professional growth and development.
512

513 5.2.6. Levels of achievement
514

515 Higher level of advancement (such as from C to D) require higher
516 levels of professional growth and development than do lower levels
517 (such as from A to B.) While sustained satisfactory performance in
518 the work assignment may be sufficient for elevation to LB,
519 performance evaluated as good or excellent is required for range
520 elevation to LC and LD, respectively. Applicants should document
521 their professional growth and development as appropriate for the
522 nature of their assignment as outlined in the letter(s) of appointment,
523 their academic discipline, and the particular range for which they are
524 applying.

5.2.7. Review Process—Department or Equivalent Unit: Range elevation requests shall be evaluated by the personnel committee (may be the RTP committee) within the department or equivalent unit. The Department Chair may provide a separate review if he or she did not serve on the personnel committee. The committee shall write an evaluation and make a written recommendation to the Dean. The Department Chair, if performing a separate review, shall do the same. The recommendations will be forwarded to the candidate who will have a ten-day period to submit a written rebuttal, if desired. The recommendation(s) and rebuttal will then be forwarded to the Dean.

5.2.8. Review Process—Dean: The Dean will review the recommendations of the department and make a recommendation. A copy of the recommendation will be sent to the candidate who will have ten days to respond in writing. The recommendations and candidate responses (if any) will then be forwarded to UP-FA and the Provost for final review and action.

5.2.9. Decision by the President. The result of the reviews by the department and Dean is to deliver a recommendation to the Provost for the President's final decision with respect to the request for range elevation. The President may choose to delegate authority to decide in whole or in part to the Provost.

5.2.10. Effective date of range elevation: Range elevation salary increases shall be effective as indicated in the CBA (12.16).

5.2.11. Peer Review Process: Denial of a range elevation is subject to appeal to a Peer Review Panel. UP-FA shall establish a single Peer Review Panel consisting of three full-time tenured faculty (not including faculty in the FERP program) who have served on committees in the preceding academic year that made recommendations on matters of retention, tenure and promotion and who have attained the rank of full professor or equivalent. Faculty Affairs, in conjunction with a representative from CFA, shall select at random from the eligible full-time tenured faculty three (3) members and one (1) alternate for service on the Peer Review Panel. A member of the Peer Review Panel may not hear an appeal of a range elevation denial if he/she is in the same

department as the appealing lecturer. Relevant dates and steps in the peer review process are explained below.

5.2.11.1. A lecturer who wishes to request peer review for denial of range elevation shall request peer review no later than 21 days after the receipt of the denial.

5.2.11.2. The Peer Review Panel shall follow the timeline outlined by the CBA (12.20). The Peer Review Panel shall notify the candidate and Provost of its findings and decision. The Peer Review Panel shall forward to the Provost all written materials it considered. The decision of the Peer Review Panel shall be final and binding.

5.3. Range Elevation Amount

5.3.1. Range elevation for lecturer faculty shall be accompanied by an advancement in salary of a minimum of 5% (or to the minimum of the next range) (Article 31.6).

5.3.2. Deans may recommend an increase greater than the minimum called for in the CBA and shall provide reasoning for such to the Provost. The decision to award a range elevation greater than the minimum is at the final discretion of the Provost.

Appendix A

This section lists examples of activities that may be used to demonstrate and document appropriate professional growth and development. It is neither exhaustive nor minimal, but simply a listing of the typical professional activities engaged in by lecturer faculty in a wide range of disciplines. In all cases, quality of performance and appropriateness of the activity shall be the primary consideration when evaluating the merit of a specific activity.

Note regarding synergies between the categories: Please see section 4.3.2, “It may be that a Lecturer has substantial accomplishments in areas that are not directly covered by their assignment—i.e., scholarship in the case of an instructional Lecturer. Such a Lecturer should be encouraged to make the case that these achievements have a bearing on teaching and thus could be considered as an enhancing factor in the evaluation of the actual assignment. This would be at the option of the Lecturer.”

1. Teaching related.

- activities enhancing the effective teaching of the discipline
- collaborative teaching
- creative activities in support of effective teaching
- development of instructional materials
- increased mastery of knowledge in fields relevant to the teaching assignment
- enhanced mastery of knowledge in relevant fields via scholarly activity
- involvement of students in the research and creative processes
- completion of a higher academic degree

2. Service related

- advising and mentoring student associations
- development of standards and/or outcomes assessment
- curriculum and program development
- contributions to improving the campus climate: the promotion of mutual respect and acceptance of diversity in all its forms
- grant proposals to conduct research in the discipline, to support pedagogy, or to further the mission of the University
- leadership and participation in service activities of professional associations
- external fundraising and resource development related to the mission of the university

- 629 ● leadership and special contributions to the basic instructional mission of
- 630 the university
- 631 ● leadership in faculty governance and campus life at the department,
- 632 college, university, or CSU system level
- 633 ● maintenance and technical support of university labs, equipment,
- 634 materials, supplies, safety standards and any other support of
- 635 environments that require advanced professional attention
- 636 ● mentoring of colleagues
- 637 ● organizing events and activities for the sharing of ideas and knowledge
- 638 ● recruitment and retention of students
- 639 ● research and/or creative activity in the discipline thesis research and
- 640 supervision
- 641

642 3. Research related

- 643 ● collaborative research and creative activity involving the campus and the
- 644 community
- 645 ● editing of publications
- 646 ● participation at professional meetings and presentations at conferences
- 647 ● contributions to the community, including professional efforts which bring
- 648 the community and the campus together
- 649 ● publications, exhibitions, and/or performances that advance knowledge
- 650 ● research and/or creative activity in discipline related pedagogy
- 651 ● patents and innovations credited to the lecturer

652

Appendix B

This appendix describes titles and categories of faculty.

B.1. Categories of non tenure/tenure track faculty established by the CBA.

The CBA defines certain categories of faculty, and these categories may change as the CBA is revised. UP-FA provides a list of these titles and their specific definitions. This appendix lists these categories as they presently are defined. These categories of faculty include:

- Lecturers—Describes all part-time and full-time temporary instructional faculty.
- Unit 3 temporary faculty with assignments in Athletics, Library and Student Services Professional Academic-Related (SSP-AR) (Counseling)—Employees in these areas will have designations appropriate to their field, while differentiated from their tenure/tenure track faculty colleagues.
- Visiting Faculty—A full-time instructional faculty member for up to one academic year, and is a category defined by the CBA (12.32). Visiting faculty are a separate classification, independent from tenure track faculty and from lecturer faculty. It should be noted that the hiring of Visiting Faculty shall not result in the displacement or time base reduction of an incumbent Temporary Faculty Unit Employee as reflected in the order of work in provision 12.29.
- Visiting Scholars--J-1 visa holders coming to the university through an exchange visitor program. Visiting Scholars are a separate classification, independent from tenure track faculty and from lecturer faculty.
- Volunteer faculty—are defined in the CBA as “faculty who are not receiving direct compensation from the CSU for the assigned Unit 3 work.” As such, this is not a separate category of faculty but a separate category of compensation.
- Adjunct faculty—is a term no longer used by the CBA.

B.2 Honorary Titles Established by SJSU.

SJSU uses the following honorary titles to honor and distinguish various sub-categories of faculty from within the official designations of the CBA.

- Visiting Assistant Professor, Visiting Associate Professor, Visiting Professor, Visiting Lecturer. These are all honorary titles that may be

693 used as subsets of the Visiting Faculty designation of the CBA. These
694 honorific titles may be used when a Visiting Faculty has earned such a
695 title at a prior institution.

- 696
697 ● Distinguished Visiting Lecturer or Distinguished Visiting Professor.
698 These are honorific titles that may be used as subsets of the Visiting
699 Faculty designation of the CBA. These designations are reserved for
700 visitors with particularly distinguished careers, and must be approved by
701 the Provost after a request from the appropriate college Dean which
702 documents the qualifications and contributions that warrant this title.
703
- 704 ● Distinguished Visiting Scholar. This is an honorific title that may be used
705 as a subset of the Visiting Scholar designation of the CBA. This
706 designation is reserved for visiting scholars with particularly
707 distinguished careers, and must be approved by the Provost after a
708 request from the appropriate college Dean which documents the
709 qualifications and contributions that warrant this title.
710
- 711 ● Senior Lecturer—This is an honorific title that may be used as a subset
712 of the Lecturer designation of the CBA. SJSU bestows this honorific title
713 to a lecturer faculty member with a three year appointment and six
714 consecutive years of experience in a single department at SJSU.
715