

Revised
Revised

Some Data with Reference to Academic Tenure

A. From the "1940 Statement of Principles on Academic Freedom and Tenure" -- officially endorsed by:

Assoc. of American Colleges,
AAUP
Am. Library Assoc.
Assoc. of American Law Schools
Am. Political Science Assoc.
Am. Assoc. of Colleges for Teacher
Education

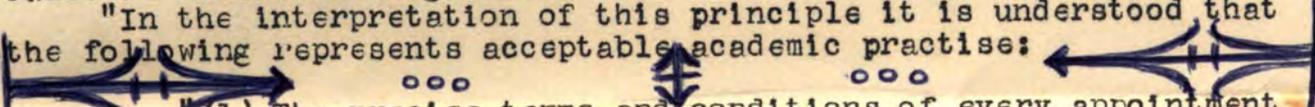
Assoc. for Higher Ed., Nat'l Ed. Ass.
American Philosophical Assoc.
Western Division
Eastern Division
Southern Soc. for Philosophy and
Psychology

"The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to assure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition".....

"Tenure is a means to certain ends; specifically: (1) Freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.".....

"Academic Tenure"

"(a) After the expiration of a probationary period, teachers or investigators should have permanent or continuous tenure, and their service should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.

"In the interpretation of this principle it is understood that the following represents acceptable academic practise: 

"(1) The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.

"(2) Beginning with appointment to the rank of full-time instructor or a higher rank, the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution it may be agreed in writing that his new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years. Notice should be given at least one year prior to the expiration of the probationary period if the teacher is not to be continued in service after the expiration of that period.

"(3) During the probationary period a teacher should have the academic freedom that all other members of the faculty have.

"(4) Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases where facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges against him and should have the opportunity to be heard in his own defense by all bodies that pass judgment upon his case. He should be permitted to have with him an adviser of his own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence the testimony should include that of teachers and other scholars, either from his own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.

"(5) Termination of a continuous appointment because of financial exigency should be demonstrably bona fide."

B. From "Recommended Institutional Regulations on Academic Freedom and Tenure (Approved by Committee A on Academic Freedom and Tenure, August 4, 1957)

"1.(a) The precise terms and conditions of every appointment to the faculty will be stated in writing and be in the possession of both the institution and the teacher before the appointment is consummated.

"(b) With the exception of temporary appointments for specifically limited terms, all full-time appointments to the rank of instructor or higher will be of two kinds: (1) probationary appointments, and (2) appointments with continuous tenure.

"2. (a) Probationary appointments may be for one year or for other stated periods, subject to renewal; but the total probationary period will not exceed seven years, including previous full-time service with the rank of instructor or higher in other institutions of higher learning; provided, that in the case of a faculty member called from another institution it may be required that he serve in probationary status for a period not to exceed 4 years, even though thereby his total probationary period in the academic profession is extended beyond 7 years.

"(b) Written notice that a probationary appointment is not to be renewed will be given to the faculty member in advance of the expiration of his appointment, according to the following minimum periods of notice: (1) at least 3 months before the end of his duties during the first academic year of faculty service in the institution, exclusive of a summer session; (2) not later than December 15 of the second academic year of such service, if the appointment expires at the end of that year; or, if a 2-year appointment terminates during an academic year, at least 6 months in advance of its termination; and (3) at least 12 months before the expiration of an appointment after more than 2 years in the institution. Notice of the terms and conditions of a renewal will in all cases be given at least 3 months before teaching duties terminate during the previous appointment, exclusive of a summer session.

"3. Appointments will be with continuous tenure unless otherwise specified.".....

"8. If a tenure appointment is terminated because of a financial emergency, the released faculty member's place will not be filled by a replacement within a period of two years, unless the released faculty member has been offered reappointment and has declined.".....

"10. If a faculty member on probationary appointment alleges that a decision not to reappoint him is caused by considerations violative of academic freedom, his allegation shall be given preliminary consideration by the following faculty committee: (here designate, or specify the composition of, the committee). If the committee concludes that there is probable cause for the faculty member's allegation, the matter shall be heard in the manner set forth in Regulation 5, except that the faculty member will be responsible for stating the grounds on which he bases his allegations and the burden of proof will rest upon him.

"11. Administrative personnel who hold academic rank are subject to the foregoing regulations in their capacity as faculty members, and shall also have available, with reference to the termination of their appointment as administrators, the rights conferred in Regulation 10."

C. "STATEMENT ON PROCEDURAL STANDARDS IN FACULTY DISMISSAL PROCEEDINGS"

"The following Statement on Procedural Standards in Faculty Dismissal Proceedings had been prepared by a joint committee representing the Association of American Colleges and the American Association of University Professors. It is intended to supplement the 1940 Statement of Principles on Academic Freedom and Tenure by providing a formulation of the 'academic due process' that should be observed in dismissal proceedings.".....

"Any approach toward settling the difficulties which have beset dismissal proceedings on many American campuses must look beyond procedure into setting and cause. A dismissal proceeding is a symptom of failure; no amount of use of removal process will help strengthen higher education as much as will the cultivation of conditions in which dismissals rarely if ever need occur.

"Just as the board of control or other governing body is the legal

and fiscal corporation of the college, the faculty are the academic entity. Historically, the academic corporation is the older. Faculties were formed in the Middle Ages, with managerial affairs either self-arranged or handled in course by the parent church. Modern college faculties, on the other hand, are part of a complex and extensive structure requiring legal incorporation, with stewards and managers specifically appointed to discharge certain functions.

"Nonetheless, the faculty of a modern college constitute an entity as real as that of the faculties of medieval times, in terms of collective purpose and function. A necessary pre-condition of a strong faculty is that it have first-hand concern with its own membership. This is properly reflected both in appointments to and in separations from the faculty body.

"A well-organized institution will reflect sympathetic understanding by trustees and teachers alike of their respective and complementary roles. These should be spelled out carefully in writing and made available to all. Trustees and faculty should understand and agree on their several functions in determining who shall join and who shall remain on the faculty. One of the prime duties of the administrator is to help preserve understanding of those functions. It seems clear on the American college scene that a close positive relationship exists between the excellence of colleges, the strength of their faculties, and the extent of faculty responsibility in determining faculty membership. Such a condition is in no wise inconsistent with full faculty awareness of institutional factors with which governing boards must be primarily concerned.

"In the effective college, a dismissal proceeding involving a faculty member on tenure, or one occurring during the term of appointment, will be a rare exception, caused by individual human weakness and not by an unhealthful setting. When it does come, however, the college should be prepared for it, so that both institutional integrity and individual human rights may be preserved during the process of resolving the trouble. The faculty must be willing to give full weight to a faculty judgment favorable to a colleague.".....

Procedural Recommendations

"1. Preliminary Proceedings Concerning the Fitness of a Faculty Member

"When reason arises to question the fitness of a college or university faculty member who has tenure or whose term appointment has not expired, the appropriate administrative officers should ordinarily discuss the matter with him in personal conference. The matter may be terminated by mutual consent at this point; but if an adjustment does not result, a standing or ad hoc committee elected by the faculty and charged with the function of rendering confidential advice in such situations should informally inquire into the situation, to effect an adjustment if possible and, if none is effected, to determine whether in its view formal proceedings to consider his dismissal should be instituted.".....

"2. Commencement of Formal Proceedings

"The formal proceedings should be commenced by a communication addressed to the faculty member by the president of the institution, informing the faculty member of the statement formulated, and informing him that, if he so requests, a hearing to determine whether he should be removed from his faculty position on the grounds stated will be conducted by a faculty committee at a specified time and place."...

"3. Suspension of the Faculty Member

"Suspension of the faculty member during the proceedings involving him is justified only if immediate harm to himself or others is threatened by his continuance. Unless legal considerations forbid, any such suspension should be with pay."

"4. Hearing Committee

"The committee of faculty members to conduct the hearing and reach a decision should either be an elected standing committee not previously concerned with the case or a committee established as soon as possible after the president's letter to the faculty member has been sent. The choice of members of the hearing committee should be on the basis of their objectivity and competence and of the regard in which they are held in the academic community. The committee should elect its own chairman."

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"5. Committee Proceeding

"The committee should proceed by considering the statement of grounds for dismissal already formulated, and the faculty member's response written before the time of the hearing.".....

"The president should have the option of attendance during the hearing. He may designate an appropriate representative to assist in developing the case; but the committee should determine the order of proof, should normally conduct the questioning of witnesses, and, if necessary, should secure the presentation of evidence important to the case.

"The faculty member should have the option of assistance by counsel, whose functions should be similar to those of the representative chosen by the president. The faculty member should have the additional procedural rights set forth in the 1940 Statement of Principles on Academic Freedom and Tenure, and should have the aid of the committee, when needed, in securing the attendance of witnesses..... All of the evidence should be duly recorded."

"6. Consideration by Hearing Committee

"The committee should reach its decision in conference, on the basis of the hearing. Before doing so, it should give opportunity to the faculty member or his counsel and the representative designated by the president to argue orally before it. If written briefs would be helpful, the committee may request them.".....

"7. Consideration by Governing Body

"The president should transmit to the governing body the full report of the hearing committee, stating its action. On the assumption that the governing board has accepted the principle of the faculty hearing committee, acceptance of the committee's decision would normally be expected. If the governing body chooses to review the case, its review should be based on the record of the previous hearing accompanied by opportunity for argument, oral or written or both, by the principals at the hearing or their representatives. The decision of the hearing committee should either be sustained or the proceeding be returned to the committee with objections specified. In such a case the committee should reconsider, taking account of the stated objections and receiving new evidence if necessary. It should frame its decision and communicate it in the same manner as before. Only after study of the committee's reconsideration should the governing body make a final decision overruling the committee."

"8. Publicity

"Except for such simple announcements as may be required, covering the time of the hearing and similar matters, public statements about the case by either the faculty member or administrative officers should be avoided so far as possible until the proceedings have been completed. Announcement of the final decision should include a statement of the hearing committee's original action, if this has not previously been made known.

D.
From "Conditions and Responsibilities of Employment in Higher Education" --Doc. 4:15 of the Middle States Association of Colleges and Secondary Schools, Commission on Institutions of Higher Education", May, 1959.

"Tenure is in effect a long term appointment in which it is agreed that a faculty member's employment will henceforth be taken for granted as long as he continues to perform properly the work for which he is currently engaged and remains a morally acceptable member of the academic community.

"Tenure benefits only the individual directly, in that it guards him against arbitrary dismissal without obliging him to remain in the faculty, but it also creates conditions which are highly desirable for the institution. It increases confidence and stability, for faculty members on tenure know that their services will be wanted for an extended period and can plan their personal and family affairs accordingly. It encourages a sense of responsibility and involvement, by changing temporary workers into permanent members of the professional staff which controls the academic program.

"These are important humane and practical considerations. They are significant enough to impel every institution to include a detailed statement on tenure policy in its statutes, aside from the fact that tenure provisions are so prevalent elsewhere that lack of one is a disadvantage in recruitment.

"The statement need not follow a set form. The joint recommendations of the Association of American Colleges and the Association of American University Professors are often taken as basic. It should set forth the process which leads to tenure, describe the benefits it confers, note the time intervals by which the individual agrees to give notice if he wishes to resign, define the reasons which justify dismissal, and establish the procedures by which tenure can be dissolved unilaterally....

"It is imperative to arrange procedures for adjudicating tenure breaches before they must be used. The mechanics should be as simple, direct, and confidential as proper safeguards for competent and unprejudiced determination allow. They customarily include the requirement that the causes of the complaint be described in writing for the benefit of both parties; stipulation that an appropriate group to hear them shall be selected in a prescribed way if direct negotiation fails to resolve the difficulty or promise rectification; assurance that the accused party shall have the benefit of counsel of his own choosing and the right to confront and question his accusers; assignment of responsibility for action on the judgment; and reasonable severance provisions!"

Some additional statements of special interest to faculty-members from publications of the Middle States Association:

1. "The requirements for accreditation are simply the characteristics which favor good instruction. Accreditation is a by-product of them, not a direct goal. The real question to ask ourselves is 'What will make _____ a first-rate....college?'
--From "How Does a Community College Earn Accreditation?"

2. "The qualities and characteristics which distinguish superior institutions of higher education depend somewhat on the type of institution concerned, but they have important common denominators irrespective of particular settings. Among these common denominators, in the view of the Middle States Association, are:

'Curricula which provide, emphasize, or rest upon general or liberal education.

'Objectives and programs which develop power to form independent judgment, to weigh values, and to understand fundamental theory, rather than solely to amass facts or acquire skills.

'An atmosphere which stimulates the student to continue and broaden his education beyond the point he must reach to obtain his credits, certificate, or degree.

"Other typical traits of strong institutions include persistent concern as to the relation between objectives and outcomes; emphasis on the continuous intellectual and professional development of the members of the faculty; clear definitions of responsibility, with control of the educational process in the hands of the instructional staff; physical facilities proportional to the relative requirements of the educational program; and stability of resources to maintain the quality of instruction....

"Proper manning of the instructional staff through continuing alertness to the requirements of the program, and proper support of the staff through the presence of an adequate salary schedule, allowance of time to devote to professional advancement, an equitable scheme for tenure, promotion and retirement, and attention to needs for improved teaching facilities are essential. The existence of true faculty self-government is a necessity for continuing healthy faculty morale." -- From "Characteristics of Excellence in Higher Education" (3.00)

3. "Good relationships between board and president are fostered by clear job analyses in three areas: the board's duties, the president's and the faculty's as an academic body. The board will need the help of the president and faculty in formulating such functional descriptions but approving them, giving them effect, and revising them as experience accumulates or conditions change is the board's responsibility." From "Functions of Boards of Trustees in Higher Education" (4:10)

4. "A self-evaluation always precedes and is a most important part of an evaluation or re-evaluation by the Middle States Association." --From "How to Conduct an Institutional Self-Evaluation" (2.35)

5. A college seeking "Project Evaluation" "is likely to be one of the institutions the renewal of whose accreditation may be taken for granted." From "Types of R-Evaluation Plans for M. St. Member Insts. granted." From "Types of R-Evaluation Plans for M. St. Member Insts." (2.67)

F. Data with regard to tenure at IAU --relevant excerpts from three "Faculty Handbooks" arranged for purposes of comparison.

From Faculty Handbook of 1958-60

"All initial appointments to the faculty of Inter American University of P.R. are made for a one year period consisting of two 17 1/2 week semesters and one five week summer term. However, all initial appointments shall terminate at the end of the second summer term.

"After a person has completed his initial appointment and both the President and faculty member are desirous of continuing the relationship at Inter American University, professors and associate professors are appointed for a probationary period of three years. Not later than March 15 of the last probationary year, the professor or associate professor, on recommendation of the President and the Dean, may be reappointed to either rank and receive tenure by special action of the Board of Trustees."

"Assistant professors are appointed for a term of two years after the initial appointment. After three such appointments the President in consultation with the Dean shall recommend that the assistant professor be given tenure at the same rank or be promoted or decide not to continue the relationship. A written notice of the decision shall be sent to the faculty member before Dec. 15 of that academic year.

"All appointments for instructors and special lecturers shall be of one year's duration, renewable for five consecutive years. During the sixth year the President in consultation with the Dean shall recommend tenure at a higher rank or decide not to renew the contract.

"All promotions and all considerations of tenure shall first be reviewed by the faculty committee. All faculty members who accept appointments at Inter American University are bound by the letter of appointment, and if resignation is contemplated, the President must be notified by October 15 or March 15 of the appropriate semester."

From first-draft, April, 1960

"All initial appointments to the faculty of Inter American University of P. R. are made for a one year period consisting of two semesters and two five week summer terms. However, all initial appointments shall terminate at the end of the summer session

"After a person has completed his initial appointment and both the President and faculty member are desirous of continuing the relationship at Inter American University, professors and associate professors are appointed for a probationary period three years. Not later than March 15 of the last probationary year the professor or associate professor, on recommendation of the President and/or Dean, may be reappointed to either rank and may receive either tenure if he has completed six successful years of service to the university or three here and three at another accredited university, or may be reappointed for another 3-year probationary period.

From present Faculty Handbook, issued in summer, 1960

"All initial appointments to the faculty are made for a one year period consisting of two semesters and two five week summer terms. Initial appointments shall terminate no later than the end of the first ten weeks of the third semester.

"After a person has completed his initial appointment, and both the President and faculty member are desirous of continuing the relationship at Inter American University professors and associate professors are appointed for a continuing period of three years. Not later than March 15 of the last year of this continuing period the professor or associate professor, on recommendation of the President and/or Dean, may (1) be reappointed to either rank and may receive either tenure if he has completed six years of service at the university or three here and three at another accredited university, or (2) may be reappointed for an additional period of probationary service

"Assistant professors are appointed for a term of two years after the initial appointment. After three such appointments the President in consultation with the Dean shall recommend that the assistant professor be given tenure at the same rank or be promoted on another probationary period to the rank of associate professor. A written notice of the decision shall be sent to the faculty member before Feb. 15 of the academic year.

"All appointments for instructors and special lecturers and special lecturers and assistants shall be of one year's duration. This appointment is renewable for six consecutive years. During the seventh year the President in consultation with the Dean shall recommend promotion to Assistant Professor and tenure, or promotion on a two year probational period.

"The Dean of the University consults with the divisional and department chairman on all matters of promotion and tenure before consultation with the President ensues. All faculty ranks shall be reviewed in the fourth year of the individual's service to determine whether the individual will obtain established faculty status or sever his relationship with the university. Notification of th

faculty member deciding to sever his relationship in any given year must be in the office of the President by October first of the fall semester if the faculty member intends to leave in December, or by February first if the resignation is to occur in April. The President's office will notify in writing and orally any decision on the part of the President to change the status of the faculty member."

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Some Data with Reference to Faculty Salaries

A. From "The Economic Status of the Profession, 1960-61 -- Annual Report by Committee Z" (Reprinted from AAUP Bulletin, Vol. 47, No. 2, Summer, 1961)

"Committee Z and College and University Administrations"

"It is a significant bit of history that when Committee Z inaugurated its salary-grading work in 1957, the program was first envisioned as a cooperative venture involving the joint efforts of AAUP and the administrations of educational institutions. The point of this story is that the salary program was never intended as a club to be used for purposes of intimidation.

"The reasons for this, of course, stems from the unique attitude of the academic profession, which refuses to consider itself to be composed of 'employees' of educational institutions. Indeed, we are more likely to take the position that we are the institution, and that the role of its administration is exactly what the term implies -- to carry out the task of administering the faculty's operations. There is nothing radical in this position -- it has a long and respectable history and doubtless represents the attitude of many administrations as well. But such a point of view means that no one can speak of 'we' and 'they' We are all in this together and the academic profession is surely the most scrupulous in its regard for the needs of educational institutions, for the welfare of society in general, and of students in particular.

"If anyone questions this attempt to identify the economic welfare of the teaching profession with the welfare of the nation, let him consider the long-run effects of underpaying professors. If the economic status of the profession is unsatisfactory, the growing mass of students will nevertheless, somehow, continue to be taught. But what they will receive in the process will turn out to be no more than a caricature of an education. Of all products, education is one of the most easily diluted, and unless the academic profession is kept sufficiently attractive to gifted teachers and researchers, more or less unobtrusive adulteration will be the inevitable consequence. The long-run loss to institutions of higher learning, to the students of the future, and to the nation, is surely incalculable. It is clear, then, that in working toward an improved economic status the teaching profession is automatically protecting all of these interests as well.

"Because of these circumstances a salary-grading survey is not to be regarded simply as a crude device for coercing recalcitrant employers into more vigorous action to obtain funds for higher salaries. It is true that those institutions in which remunerations are low have felt the pressures generated by disclosure of these facts. But this is as it should be, and, indeed, the pressure has even been welcomed by many of these administrations, as they have on occasion told us. Administrations have made good use of the survey in their discussions with trustees and with legislatures, in raising funds from alumni, in gaining public support for appropriate public policies, and last, though hardly least, in encouraging themselves in their salary efforts.

"This, then, is the spirit in which Committee Z has operated and shall continue to operate. Its primary objective is to improve and protect the economic status of the profession in order to provide adequate compensation for teachers, as a means of assuring respect and status for education and research and, above all, in order to attract and retain the highly qualified faculties which are necessary to prevent the deterioration of our educational system. But we shall work for this objective in a spirit of cooperation and in full cognizance of our obligations to our institutions and to society.....

..!We must regretfully note that, despite the responsible attitude which has been outlined earlier in this report, a number of educational institutions have refused to cooperate with the work of Committee Z. In some places the desirability of secrecy in their dealings with the faculty is an article of faith whose rationale seems never to have been questioned or explained. Other institutions have been quite frank in admitting their fear that their low level of compensation places them at a competitive disadvantage in hiring or retaining faculty members, and that publication of the figures will only cause a further deterioration in their position. The euphemism employed in this connection is that suppression of the data "protects the morale" of their faculties. How it is supposed to do this has never been quite clear, since any of their faculty members knows what remuneration he is currently receiving and can easily compare this figure with the published statistics on current salaries elsewhere. And in such cases the profession may well draw the plausible inference that secrecy is employed mainly by those who have something to conceal.....

"However, these efforts do not constitute a trend. In fact, the number of institutions reporting data has again increased substantially since the previous year. Thus, for example, the number of institutions submitting reports with publication authorized increased from 291 last year to 438 in the current year.... (pp. 101-2)

Standard Scales of Average Compensation for 1960-61

	AA	A	B	C	D	E	F	
Prof.	18,375	15,025	12,225	10,500	8,325	7,200	6,000	For 1961-2, increased by 2%
Asst. P.	12,350	10,600	9,200	7,875	6,900	5,975	5,100	
Ast. P.	9,200	7,875	6,925	6,000	5,350	4,775	4,225	
Inst.	6,925	5,725	5,075	4,525	4,200	3,900	3,265	

Standard Scales of Minimum Compensation for 1960-1

	AA	A	B	C	D	E	F	
Prof.	14,425	12,350	10,300	9,000	7,725	6,450	5,450	For 1961-2, increased by 2%
Assoc.	10,300	9,000	7,975	6,975	6,175	5,400	4,650	
Asst.	7,975	6,950	6,175	5,425	4,875	4,350	3,875	
Inst.	6,175	5,715	4,625	4,125	3,850	3,600	3,375	

--p. 106

Number of Full-time Faculty, Average Compensation, Salary & Fringe Benefits --452 institutions with Professorial Rank --p. 109

Ranks	Total Faculty	Average Comp	--Af. Salary	Ben. Af. Fringe
Professors	22,936	\$11,990	\$10,344	\$746
Assoc. Profs.	20,859	8,474	7,949	424
Assist. Profs.	25,288	7,071	6,676	395
Instructors	15,217	5,712	5,428	284
Lecturers	1,068	7,053	6,699	354
All Ranks	85,369	8,251	7,750	501

Some comments:

1. "In view of this unfavorable situation (law range, relatively) of church-related colleges, church groups, like state legislatures, may well consider whether they are making sufficient effort to provide their faculties with adequate levels of compensation. It is to be observed that low grades in the church-related institution are not simply the result of the use of faculty members who are in religious orders which require them to accept little or no compensation as a matter of religious principle. Where such cases have been called to Committee Z's attention, adjustments have been made to prevent this fact from lowering the grade of the institution." (p. 109).
2. "There are two categories of institution in which the general level of compensation is particularly low. These are the teachers colleges and the church-related institutions." (p. 114)
3. "The major (fringe) benefits are contributions by the institution (1) to Federal Old Age, Survivors, and Disability Insurance (2) to retirement programs to the extent that these benefits become fully vested in the faculty members within five years (3) for life insurance, hospital, and medical insurance, and disability income protection (4) for housing allowances and for housing only if an equivalent cash benefit is available to all faculty members (5) for tuition of faculty children only if the institution arranges for tuition assistance for all faculty children of faculty members, regardless of the institution they attend... Because of the difficulties in determining their value, benefits in kind are not included." (115)

With regard to reports	--"Puerto Rico" --	1960-61	1959-60
"Inter American University of Puerto Rico"		NR	NR
"University of Puerto Rico"		NR	NR

(p. 129)

B. From "Conditions and Responsibilities of Employment in Higher Education" (4.15) of Middle States Association, Commission on Institutions of Higher Ed. (1959)

"Competitive rates of pay are of course a primary factor in staff recruitment and retention, but there are others which also help make positions attractive and strengthen morale. They include announced salary ranges, usually on a nine or ten months basis by academic ranks if a rank system is used, published criteria for promotion and salary increases, and insurance and other fringe benefits.

"Salary plans ought to be explicit, so that a staff member knows what to expect, but the stages should be so described that the administration is able to advance especially valuable people more rapidly than others. Automatic increment programs can be so used if the minimum time between steps is variable.

"Specific criteria for advancement and merit salary increases should be developed by the administration and faculty together, for application by the administration with the advice of senior faculty members.....

"Offering a full time instructor extra pay for additional work during the period covered by his regular salary, except to meet an emergency, makes suspect either the institution's definition of full time work or its concern for the future competence of its faculty." (p. 4)

C. Last known published statement on salaries at IAU: "Faculty salaries must be raised -- our current range is \$300 for the beginning instructor up to \$500 per month for the full professor with a doctor's degree and several years of experience." --attributed to "Presidents Bauer and Marcano (latter of Alumni Assoc.) in "Polygraph" of May 1959 (Vol. XXV, Nub. 8), p. 2.

ED-5185

of the 1923 (Act) ...
-- explained to ...
for the ...
letting -- one ...
of ...

I don't see why it is not just as
justifiable for a second person (me) living
in house of another (Boyd) to have the housing
allowance as it is for people living in their
own houses to receive it.

of ...
...
... (b* 75d)