

Winter 11-19-1963

University Council Meeting, November 19, 1963

Academic Senate
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JOINT FACULTY POLICY COMMITTEE
Minutes of the Meeting
November 19, 1963

The meeting was called to order by the chairman at 10 am on November 19, 1963.

Name	Institution	Absent
Don Marshall Henry Sather	Western Illinois University	Merle Lundvall
Phil Settle John B. Hodapp J. Robert Pence Raymond A. Plath	Eastern Illinois University	
John W. Eaton E. B. Grant James Beach	Northern Illinois University	
Art White Eunice H. Speer	Illinois State Normal University	Claude Dillinger

Mr. Grant proposed and Mr. Pence seconded the motion to change to By-Laws, Governing Policies and Practices, p. 27, 8 and 8a

from: "8. The faculty organizations to achieve democratic participation may differ among the universities but should generally have these functions:

a. To determine the university curriculum."

to: "8. The faculty organizations to achieve democratic participation may differ among the universities but generally should have these functions (within the framework of Section V of the Governing Policies):

a. To develop the university curriculum."

The motion carried.

During July, Dr. McKelvey sought the opinions of the Joint Faculty Policy Committee on two policy matters (nepotism and exception to the regulation concerning institutions where graduate work can be carried on). Mr. Beach moved and Mr. Marshall seconded a motion authorizing the Secretary to write to Dr. McKelvey thanking him for including the Joint Faculty Policy Committee in the policy decision of July, 1963.

In order to announce publicly that such committees have been authorized, Mr. Pence moved that we request Mr. McKelvey to include, in the next revision of the By-Laws, Governing Policies and Practices, a list of the joint faculty and/or student committees which are referred to in Section IV, No. 4 of Governing Policies. Mr. Plath seconded the motion; it carried.

The Joint Faculty Policy Committee discussed at length the matter of tax-sheltered annuity plans. Because Mr. Plath had studied the problem at some length, Mr. White asked Mr. Plath to send to the Secretary, for inclusion in the minutes, the following statement on tax-sheltered annuity plans:

"Tax-Sheltered Annuities"

It should be said at the outset that the author of this report does not guarantee the accuracy of all statements therein. He is merely reporting information supplied by life insurance agents.

1. The employee may request his employer to withhold a specified sum from his salary. This sum is paid by the employer to a designated life insurance company with whom the employee has an annuity contract. If this sum is \$100 per month the employee need not pay income tax on this sum for the time being.

2. Assume the employee is 50 years of age and wishes to retire at 65. A sum of \$18,000 will have been paid in behalf of the employee by the employer to the insurance company. From this sum the insurance company subtracts a substantial annual service charge. To the remainder the company adds a modest annual rate of interest ($2\frac{1}{2}\%$). A mutual company may also add "dividends." The service charge will more than likely exceed the sum of the interest and "dividends." So that the cash surrender value of the annuity will probably always be less than the sum of the employee's contributions.

At age 65 (as per contract) the insurance company begins monthly payments to the employee. The annuitant must report and pay income tax on these monthly receipts.

3. The alleged advantage of this scheme is as follows:

- a. If the employee has paid income tax on the \$18,000 when earned, his income taxes may have been 30% of that or \$5400.
- b. At age 65 the employee is drawing only retirement pay plus the annuity. In addition his personal exemption is \$1200 and if his spouse is 65 she will also have a \$1200 exemption. Perhaps the tax rate on the \$1200 per year the insurance company pays the retired employee is at most 20%.

4. The amount that the employee may "save" each month exempt from current taxation is limited by formula.

5. There is no guarantee that this "loophole" in the income tax law will not be closed or altered by new regulations.

Mr. Beach moved and Mr. Sather seconded a motion that the Joint Faculty Policy Committee present the problem to Dr. McKelvey and the Teachers College Board with the suggestion that expert advice and guidance be secured on this type of annuity.

The meeting adjourned at 12 noon. Mr. Claude Dillinger joined the group for lunch.

When the Committee reconvened at 1:15 pm, Mr. Plath explained his desire for the University to give approval to one uniform health insurance plan. He felt that if all schools under the Teacher's College Board were under one plan, this group would be in a position to draw up its own health insurance plan and ask companies to bid on it. Mr. Beach moved that, realizing that we have no right to demand a report from this group, we would like to request that the Uniform Health Insurance Committee make a report of their findings to date and inform the Joint Faculty Policy Committee of ways in which it might assist in their work. Mr. Plath seconded the motion and it carried.

Mr. Plath suggested that we invite the chairman of this Uniform Health Insurance Committee to the next Joint Faculty Policy Committee meeting to give a report and to answer questions.

Mr. Beach brought to the attention of the members of the Joint Faculty Policy Committee the following:

SUGGESTED BOARD POLICY CHANGE

The present Board policy states:

"Faculty members may not take courses for credit from the university by which they are employed during the time when they are receiving full-time employment, except by special permission of the Board."*

With reference to full-time staff, the Council of Deans makes the following recommendation:

- a. Efforts should be made to convince policy-making authorities--both on and off campus--to modify the present rule.
- b. The taking of courses on campus should be made available to faculty assistants and instructors qualified to meet our Graduate School admission requirements.
- c. There should be no limit on the cumulative number of hours taken by a faculty assistant, but there should be a fifteen hour limit on instructors.
- d. Not more than one course a semester be taken, plus the privilege of enrolling in the summer session.
- e. Exceptions to the above (b, c, d) should be made by the Teachers College Board.

* Teachers College Board of Illinois, By-Laws, Governing Policies and Practices (in effect October 1, 1961), page 38, item 10.

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After considerable discussion, Mr. Beach suggested that we take this matter to our respective representative bodies, discuss it with them and report back at a future meeting.

Mr. Grant presented an appeal for reciprocity in the retirement system as a means of attracting new faculty members. Since ISNU has a committee working on betterment of the retirement system in this area, ISNU was asked to invite its said committee to meet with the Joint Faculty Policy Committee at the next meeting. It was the consensus of the Committee that we should write to Dr. McKelvey indicating our continued interest in this matter.

The next item of business concerned twelve month appointments. No one seemed interested in a twelve month appointment at a nine month salary!!! The discussion included such suggestions as the desirability of nine months salary paid over a twelve month period, of eleven month contracts and twelve month contracts. The members of the Joint Faculty Policy Committee were asked to take this back to their campuses, get reactions and bring back the results to the next or a future JFPC meeting. Mr. Sather moved such a motion, Mr. Eaton seconded it, and it passed. Mr. Sather said that Mr. Robert Ferguson on Western's campus had made a questionnaire for use on their campus to get faculty reaction on this problem and Mr. Sather would give us these questions.

Moved by Marshall that we again write to Dr. McKelvey suggesting our continued interest in raising the base salary of Graduate Assistants and in providing fellowships and tuition grants. Mr. Grant seconded; the motion carried.

Meetings of the Joint Faculty Policy Committee for 1963/1964 were set for:

Tuesday - February 11: Meet with Teachers College Board Policy Committee members. Invite them for lunch and afternoon meeting.

Tuesday - May 12: Last meeting

The meeting adjourned at 3 pm.

Respectfully submitted,

Eunice H. Speer
Secretary

REPORT OF THE SPECIAL COMMITTEE STUDYING TEXTBOOK POLICY

I. Introduction

The task of this committee was to consider values and problems pertaining to textbook systems (not their management or operations), to present several possibilities for textbook systems including the current University rental plan, to indicate both strengths and weaknesses for each, and to present these alternative plans to the University Council for action.

II. A statement pertaining to educational values of the "textbook" and some implications for their realization.

The textbook is an essential tool in the process of education. Perhaps its greatest value lies in its imposition of a structure upon a body of knowledge---a structure which assists a teacher in organizing his course and a student in perceiving the relationships between the parts of a subject and its whole. Corollary values derive from the fact that a textbook generally treats a subject in breadth. Varied points of view, a multiplicity of research conclusions, the extensive use of evidence and examples, and many suggested assignments are available in a single source. A textbook can enhance an instructor's fund of knowledge and become a valuable reference for the student.

But the term, "textbook" can of course embrace a broader concept than that of a single book per course. In the literature area, for example, several original works may be utilized. A history course may include a unit which requires one or two specific commentaries in depth in addition to a textbook. Certainly laboratory courses often necessitate the adoption of manuals and workbooks. Despite a variety of approaches to the use of printed material in a course, however, the values mentioned previously still obtain. Such materials re-enforce content organization, present diverse viewpoints, and suggest numerous project possibilities.

All of these educational values of the textbook can be realized most completely with a textbook system which is flexible. Not only must it provide books which vary in number and kind from course to course, but in many cases it must permit fairly rapid changes of materials to cope with the expansion of new knowledge. Textbook flexibility is also necessary to meet any reasonable request either of the new professor who may understandably shift course emphases, or of any professor who wishes to vary his approach.

Finally, if the textbook is a basic tool with essential educational values, generally its selection and utilization should rest with the faculty member who has been employed for his special competence in a subject matter area. In practice, textbooks are selected by the faculty member in consultation with and with the approval of the department head. Departments may need to coordinate choice of texts for multi-section courses and for multi-section courses and for progression to higher level courses.

III. General problems pertaining to a university textbook rental system.

Discussion of retention or elimination of the university textbook rental service centers on two main points: (1) limitations or restrictions of textbook selection imposed by the rental system, and (2) the desirability of maintaining low textbook costs for students.

In general, those who object to the restrictions of the rental system are concerned about the control (however unintentional) of course content imposed by restrictions. Specifically, many chafe at restrictions which limit the number of textbooks or other material which may be specified for a single course, and which limit the frequency of changing textbooks. Maximum freedom of selection and management of textbooks by the instructor can be secured by abandoning the rental system and turning to some system which places no overt restrictions on the instructor. Maximum freedom of textbook selection necessarily entails greater textbook costs and abandonment of a policy of providing low-cost textbooks to the student.

The desire to provide textbooks at low cost to students is a worthy aim and needs no further discussion. However, low textbook costs can only be maintained by a university controlled system in which restrictions are inherent. Restrictions are necessary to maintain a financially sound rental system within the sum of money available from student textbook fees. Thus, the desire to provide textbooks at low cost is necessarily opposed to maximum freedom of selection and management of textbooks by the instructor.

Ultimately, the retention or discontinuance of the textbook rental system will have to be decided on the relative importance attached to low textbook costs to the student (with restrictions inherent), and to maximum freedom in selection and use of textbooks (entailing higher costs to the student). It might be possible to maintain a middle position where the fees are moderate (higher than at present yet lower than commercial costs) thereby permitting greater flexibility than could exist under the current low-cost system.

It should be noted that a supposedly non-restrictive system may actually involve some degree of restriction in one way or another. It is conceivable that the University administration might take action where texts were changed too frequently or where such a great number of books were specified that costs become a burden to students. This might well happen in courses involving large numbers of students from various sections of the university. Commercial book dealers, constrained to operate at a profit, might devise ways of restricting those whose requirements for change, entailed losses to the dealer. Students themselves might effectively boycott courses where textbooks costs were too high. The instructor would then be faced with the prospect of abandoning the course or reducing the textbook requirement. His department head might make the decision for him. Such objections can occur under any system unless multi-sectional courses are not restricted to the same textbook. Restrictions may also be imposed to insure an orderly sequence of texts within a department, and to avoid duplication of texts in different courses.

A frequently heard objection to the present rental system pertains to the handling of textbook shortages. The chief complaints relate to insufficient texts for the class and undue delay in securing texts to alleviate the shortage. It is true that the textbook service may be reluctant (for financial reasons) to order a superabundance of textbooks sufficient to cover any exigency. It is also true that the sale of textbooks to students in one semester may contribute to shortages in the next semester if the supply has not been replenished. However, it is difficult to see how shortage problems could be eliminated under any system. Shortages stem from such precarious predictables as ultimate course enrollment,

and commercial bookstores could have no better advance information than the textbook service. Further, there is no reason to expect commercial dealers to over-order. Prolonged shortages after the enrollment has been determined arise out of delays in obtaining books from publishers and wholesale dealers. The delays commonly arise at the publisher's end of the operation rather than locally. It is possible that ordering for shortages is faster under the present system than it might be from commercial bookstores.

IV. Two plans other than textbook rental.

A. Commercial enterprise, handled by privately owned bookstores.

1. This alternative would have textbooks handled by privately owned bookstores. There seems to be little need for a description of this plan, since it is one with which all of us are familiar. Books would be handled entirely by private firms. They might want, or require, some understanding with the University as to how often books could be changed.
2. Advantages of this system.
 - a. Would relieve some faculty members from the burden of committee assignments pertaining to the operation and evaluation of the rental system.
 - b. Would make the changing of texts easier than under present plan, though some restrictions might have to be placed on faculty members regarding too frequent change. Unreasonable faculty members might be forced into line by stores using the "slowdown" or by outright refusal to handle books requested by certain members. This would relieve the University of the disagreeable task of setting rules and disciplining such members.
 - c. Would encourage students to mark and underline books (as they often should do for effective study) instead of discouraging such practices.
 - d. Students probably would own more books when they graduate than they now do.
 - e. The bookstore will soon need additional space.
3. Disadvantages of this system.
 - a. Might increase the probability that books would not be available when needed.
 - b. Instructors might be more reluctant to require more than one book than they are under the present system, thus reducing the probability that more than one book would be used in a course.