

Spring 5-12-1964

University Council Meeting, May 12, 1964

Academic Senate
Illinois State University

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JOINT FACULTY POLICY COMMITTEE

Minutes of the Meeting

May 12, 1964

The meeting was called to order by the Chairman at 10:10 a.m.

Name	Institution	Name
Present	Eastern Illinois University	
John D. Hodapp		
J. Robert Pence		
Raymond A. Plath		
	Illinois State University	
Arley F. Gillett		
Eunice H. Speer		
Charles A. White		
	Northern Illinois University	
James Beach		
John Eaton		
E. B. Grant		
	Western Illinois University	
Merle E. Lundvall		
Donald W. Marshall		
J. Henry Sather		

The minutes of the last meeting were approved as mimeographed.

The Chairman presented the following agenda:

Approval of minutes

Old business:

- a. Action of the board in committee's recommended wording of paragraph 8a, Section VI, by-laws of Board's Governing Policies.
- b. Staff members taking courses in employing institution.

New business:

- a. Tenure
- b. Revision of sick leave provisions to allow for indefinite sick leave accumulation.
- c. Tax Sheltered Annuities.
- d. Reciprocity of retirement systems.
- e. Free tuition for faculty dependents at state colleges and universities.
- f. Revision of the retirement system formula.

Election of officers for coming year. (Chairman, Vice-Chairman, and Secretary.)

Determination of location and dates for next year's meetings.

The Committee discussed Dr. McKelvey's letter of March 19, concerning the Teachers College Board's action on its request to reword Paragraph 8a, Section VI, in the Board's Governing Policies. The Secretary was instructed to write to Dr. McKelvey and thank him for his interest in behalf of the Joint Faculty Policy Committee and to inform him that The Committee accepts the Board's action as an affirmation of present practices and of a policy that has existed for many years.

The Committee again discussed the topic of staff taking courses at the employing institution. Action was deferred until later in the meeting.

The topic of tenure was discussed briefly but was deferred to a later time.

Adjourned for luncheon at 11:50.

Meeting was resumed at 1:00 P.M.

Action relative to tax sheltered annuities was deferred until fall since some study is being made on this topic by the Teachers College Board Committee.

The Joint Faculty Policy Committee, by consensus, recommends revision of retirement system formula to be based on monthly salary multiplied by 12, rather than on yearly salary. This proposal would permit faculty nearing retirement to prepare for this event by reducing their work load in accord with their diminishing energy and efficiency. The present system puts strong pressure on older faculty to seek summer employment in order to raise yearly earning to the highest possible level for purposes of obtaining a most favorable annuity.

Again by consensus, the Committee recommended the revision of the sick leave provisions in the following manner:

1. In Section VI, 4, a. by-laws of Board's Governing Policies October 1, 1961, the word calendar be changed to school days.
2. The sick leave provision be revised so that the extended disability leave of ten school days with full pay for each completed year of service be allowed to accumulate indefinitely without a maximum of sixty days.

The Committee members were instructed to discuss the idea of free tuition at state universities for faculty and dependents with their representative groups and report back to the Committee.

Mr. Beach moved that we study policies at other schools relative to tenure and report findings to the Committee. Mr. Lundvall seconded the motion. It carried.

Relative to twelve months' pay, the Western delegates presented the following informal report, noted in their minutes of the Regular Meeting of the University Senate for Thursday, March 5, 1964:

Mr. Ferguson said he didn't realize until after receiving the minutes of the meeting of March 5 that he was asked to make a comment at this meeting regarding twelve-month contracts. It was then impossible to get all the Salary Council together and since only three of them had discussed it, he was not reporting for the Council at this time.

Mr. Ferguson reported that the local Salary Council as well as the Joint Faculty Salary Committee is working on the problem of twelve-month pay as well as twelve-month employment.

He stated that it is the consensus that our first step toward twelve-month employment (i.e., twelve months of service rendered with twelve months of pay in return) should be a plan for twelve-month pay (i.e., nine, ten, or eleven and one-half months pay paid in twelve equal monthly amounts.) Efforts are now under way to secure permission to take this first step.

He said that the next step should be to secure twelve months employment for the faculty who have attained "full professional status" by meeting the following criteria: (1) highest educational attainment--the earned doctorate; and (2) highest merit attainment--tenure. Other faculty could receive twelve months employment, but would not necessarily be assured of it from year to year.

In the discussion which followed it was pointed out that planning for twelve months employment would necessitate more long-range planning of schedules and staffing. The comments indicated that this presents some minor problems, especially for the smaller departments, because of the difficulty of predicting enrollment trends.

It was pointed out that twelve-month service contracts would necessitate some modification in the budgeting procedures used by the University and the Board.

Since the Joint Faculty Salary Committee is working on this matter, no action was taken.

The Committee returned to the topic of faculty members taking courses at employing institutions. This problem seemed closely related to that of securing more graduate assistants and higher stipends for these assistants. Mr. Beach moved the following:

We would like the support of our respective presidents and councils in making the following recommendations to the board.

- I. The board consider our policies in connection with the graduate schools. The changing conditions in Illinois suggests changes in our concepts.
 1. The responsibility of training college and junior college teachers suggest that we should recruit and train an increased number of graduate assistants.
 2. The responsibility of training these teachers will be met in part by putting graduate students in charge of college classes in an intern teaching program.
- II. The board recognizing the need of maintaining high standards of quality and increased difficulty in obtaining staff members, make a study of the crucial and highly competitive problem of staff recruitment and retention.

Mr. Plath seconded the motion. It carried.

The following officers were elected for the year 1964-65.

Chairman-Mr. Beach (Northern)
 Vice-Chairman-Mr. Marshall (Western)
 Secretary-Mr Grant (Northern)
 (Chairman and Secretary to be from same institution).

Mr. Beach asked that the name of newly elected members to the Joint Faculty Policy Committee be sent to him (Mathematics Department, Altgeld Hall, Northern Illinois University, DeKalb, Illinois) as soon as elected. Each Institutional group was also asked to indicate the term of office for each member.

Meeting dates for next year are to be set during summer after all new members have been reported to Mr. Beach.

Meeting adjourned at 2:40 P.M.

Respectfully submitted,

Eunice H. Speer, Secretary
 Charles A. White, Chairman

REPORT OF A COMMITTEE TO STUDY AND PRESENT PLANS
FOR MODIFICATION OF THE UNIVERSITY TEXTBOOK SERVICE

Reported to University Council May 20, 1964
Revised and Resubmitted June 17, 1964

INTRODUCTION

Committee Members

Miss Margery Ellis, Ralph Smith, Harold Gibson, C.A. White,
and Elwood Egelston, Chairman.

Authority for the Committee

This report is made by a committee whose members were appointed by President Bone in accordance with action by the University Council at the February 1964 meeting.

Purpose and Function of the Committee

The purpose of the committee was to study a resolution presented to the University Council in March, 1964, to examine data, and suggest a possible plan for modification of the University Textbook Service.

The committee saw its responsibility to be the development of a plan for handling textbooks which would retain elements of the rental system and which would provide procedures which would eliminate some of the conflicts inherent in a rigid control of basic educational tools - textbooks.

The committee realizes that it has not answered all questions posed. Definitions, uncertain future university plans, and varying philosophical positions of members of the university staff all complicate the problem.

Previous Committee's Report

This committee is especially appreciative of the extensive report of a previous committee which considered values and problems of textbooks and systems of handling textbooks, and which examined specifically:

- a) educational values of the "textbook" and some implications for their realization.

- b) general problems pertaining to a university rental system.
- c) other plans than textbook rental for handling textbooks.
- d) alternatives for textbook systems.

Although this report does not refer to specific details of the report of the previous committee, the foundations for many of the suggestions for this report may be found in the previous report.

Recommendations Bases

Support for the recommendations is based, in part, on the belief of members of the committee that:

1. Simplicity should be one of the essential characteristics of a plan for handling textbooks.
2. The plan should provide flexibility in meeting special problems.
3. A plan which would remove all restrictions on costs of texts would not be consistent with university responsibility.
4. Procedures for handling textbooks should be marked by continual re-evaluation and study.

Support for the recommendations is also based on data in the last pages of this report. Special attention was given to the 300-level courses since these are generally taken as subject matter specialization. The committee felt that the recommendations would provide greater flexibility in meeting individual professional requirements.

Recommended procedures would also provide further flexibility in the textbook rental service with possible lessening of professional staff-textbook service conflicts.

RECOMMENDATIONS

RECOMMENDATION NO. 1

The Committee recommends : That by the fall semester, 1965, all students purchase textbooks for 300-level courses and that these texts therefore be

RECOMMENDATION NO. 1 (contd.)

removed from the Textbook Rental Service.

Discussion of Recommendation No. 1.

Table One shows that 300-level courses constitute only 20.6 per cent of the courses offered. During the Spring semester 1964, these courses constituted only 16.2 per cent of the courses offered, which use texts. Furthermore, 300-level courses used 2,579 texts or only 5.8 per cent of the total 47,944 texts in use.

Since the 300-level courses are those which place emphasis upon specialization in the various areas, texts become more desirable from this level courses for personal libraries. Only 10.6 per cent of the courses at the 300-level had multiple sections. Removal of these texts from the Textbook Rental Service can be done without great impact on the Textbook Rental Service.

The matter of removing texts for 200-level course was also considered. Since 100 and 200-level courses are taken throughout the four years of college, it is difficult to remove 200-level texts from the Textbook Rental Service and have a basis for a uniform rental fee for 100-level texts.

Table 1 shows that the texts for 200-level courses constitute only 20 per cent of the total number of books used in the spring semester 1964.

Study of sample student programs shows that few 200-level courses are taken by Freshmen and Sophomores, and that Juniors and Seniors take few 100-level courses. During the spring term, 1964, Freshmen and Sophomores constituted 55-60 per cent of the undergraduate student body. Table 1 shows that 74.2 per cent of the texts are used in 100-level courses. From this it is seen that, the present rental fee is possible because all undergraduate students pay the rental fee. Were 200-level texts removed from the Textbook Rental Service, along with 300-level texts, and Junior and Senior students exempt from textbook fees, a sizeable increase in rental fee for 100-level texts would be necessary.

The removal of 300-level course texts is seen by the committee as the first step in a long range program. After a period of trial and evaluation, possible further changes might include eliminating the 200-level texts from the Textbook Rental Service. Such a trial period will give the staff the opportunity to observe the effects of removal of the 300-level texts from the Textbook Service, during the time future plans of the University and its services are being more specifically determined.

RECOMMENDATION NO. 2

That frequency of change and selection of texts, both kinds and number, for these 300-level course be departmental matters.

Discussion of Recommendation No. 2 With the removal of 300-level texts from the textbook service, the committee recommends that freedom be given each department to change these 300 level texts as frequently as is deemed necessary to provide for better professional education.

RECOMMENDATION NO. 3

That at the present time, sale of texts for 300-level numbered courses be a function of the Textbook Rental Service and the University Textbook Committee.

Discussion of Recommendation No. 3. The Committee believes that some day in the future, the university may wish to own and operate a university book store. To prevent closing the door on such a possibility, the sale of these 300-level texts should remain a university function. The Textbook Rental Service has space and can provide this service for the sale of these 300-level texts.

RECOMMENDATION NO. 4

That for the immediate future sale price for these texts be cost plus postage.

Discussion of Recommendation No. 4. This recommendation is related to No. 3 and No. 6. Since Recommendation No. 6 is that rental fees remain the same, service costs for sale of books would be absorbed by the Textbook Rental Service. Providing these books for 300-level courses at minimum cost seems to be consistent with the philosophy of keeping student costs low.

As the enrollment of the university increases, and further changes are made in the services provided by the Textbook Rental Service, changes in rental fees and textbook sale policies will probably be necessary.

RECOMMENDATION NO. 5

That the University Textbook Service not engage in purchase of resale of texts for 300-level courses, in the immediate future.

Discussion of Recommendation No. 5. The committee believed that at the present time the textbook service should not engage in sale of used books. No doubt this will be a problem that the university administration will need to face. Until such time as a larger number of texts are involved, students should be able to sell texts informally. When the future of the Textbook Rental System is determined, procedures for sale of used books can be established.

RECOMMENDATION NO. 6

That textbook rental fees be paid by all undergraduate students, and that, for the present time, the textbook rental fee be unchanged.

Discussion of Recommendation No. 6. From Table 3, it can be shown that even at the senior year, most students take few 300-level courses. Students will continue to need 100 and 200-level course texts. With the rental fee remaining at \$8.00 only a very few students will pay more for rental fee plus cost of 300-level books than they would if they purchased all texts (100-200-300) in any one semester. In line with belief No. 1--simplicity--a common fee for all undergraduates seems desirable (at least until other changes are made). Graduate students taking 100 and 300 courses should be required to purchase any books needed.

RECOMMENDATION NO. 7

That present textbook rental policies be liberalized by:

- a. Reducing to three years the minimum time-use requirements for all texts, regardless of the frequency with which a course is offered.
- b. Granting the use of multiple texts for more courses.
- c. Allowing faculty members occasional exception to established policy with regard to length of time rental texts must be used, as long as such exceptions are approved by the department heads and by the University Textbook Committee. Furthermore, each request for deviation from established policy should be acted upon the University Textbook Committee solely on the merits of that specific request and funds available at that specific time.

Discussion Recommendation No. 7. The committee believes that the increased rental fees should allow more flexibility in number of texts and frequency of change. The control of the Textbook Committee should relate to whether funds are available to meet request for special consideration and to provide an equitable distribution of funds to the requests.

RECOMMENDATION NO. 8

That each department develop procedures for reviewing and requesting texts and that all requests for rental or purchase be channeled through the head of the department.

RECOMMENDATION NO. 9

That information explaining policies, rules and regulations, textbook service operation, and appeal procedures be widely circulated among faculty members to minimize misunderstanding and to encourage flexibility in operation of the textbook service.

Discussion Recommendation No. 8 and No. 9. The committee believes that better communication to the faculty is essential to avoid conflict and misunderstanding. The greatest possible flexibility should be encouraged and procedures understood.

RECOMMENDATION NO. 10

That a restudy of the Textbook Rental Service be conducted one year after implementation of these recommendations.

Table 1
 TEXTBOOK USAGE (1)
 TEXTBOOK RENTAL SERVICE
 ILLINOIS STATE UNIVERSITY
 SPRING SEMESTER 1964

	Course Level for Data Supplied ⁽²⁾			
	100-Level Courses	200-Level Courses	300-Level Courses	All 100-200 300 - Level Courses
Number courses offered	219	178	103	500
Per Cent of all courses	43.8%	35.6%	20.6%	100%
Number Courses, Each Level, Using Texts	187	149	81	417
Per Cent of Courses, Each Level, Using Texts	85.4%	83.7%	78.6%	---
Per Cent of All Courses Offered.	37.4%	29.9%	16.2%	83.5%
Per Cent of All Courses Offered which use Texts.	45.0%	35.7%	19.4%	100.0%
Number of texts used	35,615	9,750	2,579	47,944
Per Cent of all textbooks used	74.2%	20.0%	5.8%	100.0%
Number of multiple section courses	123	46	11	180
Per Cent of Each Level Courses which are multiple sections	56.0%	26.0%	10.6%	----
Per Cent Texts of Each Level for multiple section courses.	90.0%	54.9%	27.0%	----
Number of Courses Each Level Using More Than One Text	53	44	18	115
Per Cent of Courses Each Level Using More Than One Text	34.4%	23.0%	17.0%	----
Per Cent of Texts Each Level for Courses Using Multiple Texts	46.0%	49.6%	32.0%	----

- (1) Information supplied by Dr. Harold Gibson.
 (2) Not including 400-level courses.
 (3) Textbook Service has 69,000 texts on hand.

Table 2
 Calculated
 Additional Textbook Costs for
 Nine Students Graduating June 1964, Had
 They Purchased All Textbooks for 300-
 Level Courses

Student	Number of 300-level Courses	Cost of Books For 300-level Courses
1.	7 (6 and Student Teach.)	\$36.81
2.	8	33.31
3.	5 (4 and Student Teach.)	31.71
4.	6 (5 and Student Teach.)	29.27
5.	3 (2 and Student Teach.)	15.53
6.	4 (3 and Student Teach.)	23.21
7.	8 (7 and Student Teach.)	28.27
8.	2 (1 and Student Teach.)	10.06
9.	12 (11 and Student Teach.)	69.06

The above costs would have been those in addition to eight dollars per semester. For example the total cost for student "1" would have been \$64, textbook rental, plus \$36.81, cost of texts for 300-level courses, or a total of \$100.81.

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Table 3

SUMMARY OF COURSES TAKEN IN COLLEGE
BY 50 STUDENTS GRADUATING
JUNE 1964
(First 50 Students on List)

	<u>100- level courses</u>	<u>200- level courses</u>	<u>300- level courses</u>
Total Number of Courses 50 Students Took	1514	664	154
Median Number of Courses Taken	30.5	13.3	2.5
Mean Number of Courses Taken	30.3	13.3	3.1
Simple Mode of Number of Courses Taken	29	11	1
50% of the number of Courses Taken were Between: (Q ₁ -- Q ₃)	28.5--33.5	11.1--15.4	.6--2.5

Table 4
NUMBER OF COURSES
THAT DO NOT USE TEXTS
BY DEPARTMENTS
SECOND SEMESTER, 1964

<u>Department</u>	<u>Number of Courses</u>	<u>Number 100-level Courses</u>	<u>Number 200-level Courses</u>	<u>Number 300-level Courses</u>
Agriculture	2	1	1	-
Art	23	11	6	6
Biological Science	7	1	1	5
Education & Psychology	6	-	2	4
English	3	-	3	-
Foreign Language	1	-	1	-
Geography	1	-	1	-
Health and P.E.	15	9	5	1
Industrial Arts	6	3	1	2
Library Science	2	-	2	-
Music	10	7	2	1
Physical Science	2	-	2	-
Social Science	3	-	1	2
Speech	2	-	1	1
TOTAL	83	32	29	22