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CWU Faculty Senate Minutes - 03/11/1981

Esther Peterson

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MINUTES: Regular Faculty Senate Meeting, 11 March 1981
Presiding Officer: Larry L. Lawrence, Chairman
Recording Secretary: Esther Peterson

The meeting was called to order at 3:10 p.m.

ROLL CALL

Senators Present: All Senators or their Alternates were present except Clint Duncan, Betty Evans, James Peterson, Becky Prieur, John Savage, George Stillman, Gretchen Stohr and Richard Wood.

Visitors Present: Lou Bovos, Jim Applegate, Jean Putnam, David Lygre, Dale Comstock, Burton Williams, Ed Harrington, and Warren Street.

CHANGES TO AGENDA

There were no changes to the Agenda.

APPROVAL OF MINUTES

MOTION NO. 2007: Mr. Tolman moved, seconded by Ms. Sands, that the minutes of the February 25, 1981 meeting be approved. Passed by a unanimous voice vote.

COMMUNICATIONS

There were no communications.

CURRICULUM PROPOSALS

A. University Curriculum Committee proposals, pages 578 through 583.

1. Pages 578 and 579

a) MUSIC -- COURSE ADDITIONS

MUS 104. Introduction to Musical Studies. (3).
MUS 292. Accompanying Practicum. (1-3).
MUS 492. Accompanying Practicum. (1-3).
MUS 592. Accompanying Practicum. (1-3).
MUS 422.1. Orchestration. (3).
MUS 422.2. Orchestration. (3).
MUS 422.3. Orchestration. (3).
MUS 423.1. Composition. (3).
MUS 423.2. Composition. (3).
MUS 423.3. Composition. (3).
MUS 430. Survey of Keyboard Music. (3).
MUS 440. Analytical Techniques II. (3).
MUS 452. Woodwind Literature and Pedagogy. (3).
MUS 453. Brass Literature and Pedagogy. (3).
MUS 458. Introduction to Solo Vocal Literature. (3).
MUS 490. Contracted Field Experience. (1-15).

MOTION NO. 2008: Mr. Dean moved, seconded by Mr. Kerr, to approve the above proposed courses. Passed by a majority hand vote and two abstentions.

2. Pages 582 and 583

a) PSYCHOLOGY -- COURSE ADDITION

PSY 582. Stress. Theory and Management. (4).

b) COMMUNICATION -- COURSE ADDITIONS

COM 110. Oral Communication Skills. (1).
COM 110.1. Oral Communication Skills. (2).
COM 294. Mini-Courses in Communication. (1).
COM 494. Mini-Courses in Communication. (1).

MOTION NO. 2009: Mr. Dean moved, seconded by Ms. Sands, to approve the above proposed courses. Passed by a unanimous voice vote and no abstentions.

3. Pages 579, 580, 581, and 582

a) PROGRAM INITIATION -- BACHELOR OF MUSIC DEGREE

MOTION NO. 2010: Mr. Dean moved, seconded by Mr. Kaatz, to approve the above proposed program initiation of a Bachelor of Music Degree. Passed by a majority hand vote and two abstentions.

REPORTS

- A. Executive Committee--A letter was received from Gail Jones outlining the Alumni organization "network" which is intended to influence the legislature on matters that the Alumni Association deems of great importance to the University. The letter is in response to the Senate's request for information on possible alumni involvement in faculty efforts on the salary issue.
- B. Chairman--Mr. Lawrence commented on the following:
- 1) Academic Plan--Will be presented to faculty possibly at the beginning of next quarter, and will be discussed thereafter.
 - 2) Semester System--This is still being discussed, possibly as an item for the President's Discussion Group sometime next Spring. Vice President Harrington is also meeting with the other institutions on this matter.
 - 3) CIF--The chair attended a 6:30 a.m. Planning Committee meeting last week to prepare for the drive beginning next month. He will then be sending out solicitations for this worthy cause.
 - 4) State Budget and CFR--The chair noted that he would reserve comment on these matters until later in the meeting.
- C. Standing Committees--
1. Academic Affairs Committee--Mr. King commented on the report distributed at this meeting on summer appointments for department chairs. The report will be discussed and action taken on it at the next Senate meeting.
 2. Budget Committee--no report.
 3. Code Committee--no report.
 4. Curriculum Committee--no report.
 5. Personnel Committee--Tom Kerr commented on the report on Summer Contingency Contracts which was sent out with this meeting's agenda. He noted that this document supersedes the report and recommendations set out in the committee's report of January 14, and instead recommends that the Faculty Senate accept the proposals set forth by the Vice President for Academic Affairs and incorporated in this new report. Action was deferred pending introduction of a motion under Old Business, B, on the Agenda.
 6. CFR--Mr. Grossman reminded Senators to send letters to the legislature on the salary issue, and to encourage members of their departments to do so also.

OLD BUSINESS

- A. Curriculum Committee recommendation on -41 courses-- Motion No. 2006 is on the floor for discussion, and is as follows:

"...that the Senate approve the following Senate Curriculum Committee recommendation:

- (1) No further requests for -41 courses, i.e., those listed as Studies (in Discipline), 1-6 credits, should be considered by the University Curriculum Committee.
- (2) All existing -41 course listings should be deleted from the catalog.
- (3) Senate Motion No. 1924, passed on 23 April 1980, be amended by deleting the term "-41" wherever it appears."

MOTION NO. 2011: Ms. Sands moved, seconded by Mr. Brennan, to close the debate and vote in 20 minutes. Passed by a two-thirds majority hand vote and four abstentions.

A twenty minute discussion period followed.

Motion No. 2011 voted on and passed by a majority hand vote of 14 yes, 12 no, and 3 abstentions.

B. Personnel Committee recommendations on Summer Contingency Contracts--

MOTION NO. 2012: Mr. Kerr moved, seconded by Ms. Sands, that the Personnel Committee recommendations as presented on page four of the report dated March 2, 1981, be approved by the Senate. The recommendations are:

--that the Faculty Senate accept the proposals set forth by the Vice President for Academic Affairs as set forth on page three (3) of this report:

1. Make certain every contract spells out the full expectation for assigned Summer School duties in advance. (Contracts should not be written for a reduced load with the hidden "expectation" that a faculty member will later take on extra duties.)
2. Make certain every faculty member understands in advance what loads their salary level is predicated on. Both a consistent load percentage and dollar figure should be stated, e.g., 2/9 \$ _____ or 5/6 of 2/9 \$ _____.
3. If a class falls below the minimum expected enrollment but is still offered do not pro-rate the salary. In other words, if the course is taught, pay the full salary.
4. Make greater use of the ten-year enrollment history to insure that summer funds are assigned in a manner designed to meet student needs and provide greater assurance that classes will "make." If courses are to be offered on an innovative basis, have a backup assignment ready in advance whenever possible.
5. When the decision is made to cancel a class, continue to follow the present practice of attempting to find an alternative assignment in Summer School for the faculty member. Examples of this practice are:
 - a) If a faculty member is qualified, have him or her assume sections of other classes where there is an over-enrollment.
 - b) Whenever possible, offer the faculty member another assignment either in the same session or in the second session if the under-enrollment occurs in the first session. (In both cases student demand must exist).
 - c) Move the faculty member into a "soft (outside) money" assignment (as was done in four cases last summer), if such funds are available and the faculty member is qualified for the assignment.

Only after such attempts are made and are unsuccessful should the faculty member's contract be cancelled and his or her salary reduced.

--that this recommendation supersede the recommendations set forth in the January 14 report.

Vice President Harrington and Jean Putnam, Director of Summer Session, were present to answer questions directed to them regarding summer contingency contracts, after which a lengthy discussion ensued.

Motion No. 2012 voted on and passed by a majority hand vote and two abstentions.

C. Bookstore Advisory Committee recommendations--

MOTION NO. 2013: Mr. Brennan moved, seconded by Ms. Sands, to approve the five recommendations of the Bookstore Advisory Committee:

Recommendation 1 (Policy)

The lines of authority and responsibilities for Bookstore operations should be explicit both in writing and practice. Supervision of the operation from administrative levels above the Bookstore Manager should be confined to clearly enunciated policy, leaving the daily operations to the responsibility of the manager.

Recommendation 2

An "early warning system" be devised by the Bookstore for informing the faculty of possible difficulties in the procurement of specific texts.

Recommendation 3

The Bookstore management should publish a calendar for the quarterly procurement of textbooks. Copies of the calendar should be widely distributed in order to increase understanding of the scheduling of actions.

Recommendation 4

Faculty or student complaints should be sent, in writing, to the Bookstore Manager with a copy to the Committee. The Bookstore Manager will respond to the complaints. The Committee will review them.

Recommendation 5

The Committee should be a standing committee of faculty and students serving for staggered terms. The Committee should not include any administrative personnel for, or employees of, the Bookstore. However, close liaison between the Committee and the Bookstore should be maintained.

The chair noted that before the report was presented to the Senate, it had been approved by the Council of Academic Deans.

A lengthy discussion followed.

MOTION NO. 2014: Mr. Vlcek moved for the previous question; seconded by Ms. Schactler. Passed by a two-thirds majority vote, and one abstention.

Motion No. 2013 voted on and passed by a majority vote.

D. Amendments to Faculty Code--deferred until the next meeting on April 8, 1981.

ADJOURNMENT

The meeting adjourned at 4:55 p.m.

FACULTY SENATE MEETING

3:10 p.m., Wednesday, March 11, 1981
SUB 204-205

- I. ROLL CALL
- II. CHANGES TO AGENDA
- III. APPROVAL OF MINUTES of February 25, 1981
- IV. COMMUNICATIONS
- V. CURRICULUM PROPOSALS
 - A. University Curriculum Committee proposals, pages 578 through 583
- VI. REPORTS
 - A. Executive Committee
 - B. Chairman
 - C. Standing Committees
 - D. CFR
- VII. OLD BUSINESS
 - A. Curriculum Committee recommendation on -41 courses (motion on the floor)
 - B. Personnel Committee recommendations on Summer Contingency Contracts (attached)
 - C. Bookstore Advisory Committee recommendations
 - D. Amendments to Faculty Code: retirement age, ex officio membership on Senate, membership on Faculty Grievance Committee, merit criteria and procedures.
- VIII. NEW BUSINESS
 - A. Amendment to Faculty Code: Layoff Policy (please bring your copy.
- IX. ADJOURNMENT

33 present

FACULTY SENATE MEETING OF

March 11, 1981

ROLL CALL

SENATOR

ALTERNATE

✓ Appleton, Laura

_____ David Kaufman

✓ Brennan, James

_____ Lawrence Lowther

✓ Briggs, Kenneth

_____ Karen Jenison

✓ Canzler, David

_____ Thomas Blanton

✓ Carlson, Frank

_____ Daryl Basler

✓ Dean, Robert

_____ Barney Erickson

_____ Duncan, Clint (sent material to him)

_____ John Meany

✓ Evans, Betty - " "

_____ Milo Smith

✓ Forsyth, Jay

_____ Patrick O'Shaughnessy

_____ Garrity, Don

✓ _____ Edward Harrington

✓ Gries, Peter

_____ Sidney Nesselroad

✓ Grossman, George

_____ Helen Rogers

✓ Henniger, Michael

_____ Betty Evans

✓ Hill, Edwin

_____ Mary Ellen Matson

✓ Hinthorne, James

_____ Gerald Brunner

✓ Jones, Robert

_____ Don Ringe

✓ Kaatz, Martin

_____ Makiko Doi

✓ Kerr, Tom

_____ Ken Hammond

✓ King, Corwin

_____ Robert Jacobs

✓ Klemm, V. Wayne

_____ Roger Garrett

_____ Lapen, Robert

✓ _____ Connie Roberts

✓ Lawrence, Larry

✓ _____ John Shrader

✓ Morris, Kathleen

_____ Keith Rinehart

✓ Nylander, James

_____ Wells McInelly

_____ Peterson, James

_____ Deloris Johns

✓ Pratz, Owen

_____ Max Zwanziger

✓ Prieur, Becky

_____ Clayton Denman

✓ Sands, Catherine

_____ Bette JEAN Sundling

✓ Savage, John

_____ Calvin Greatsinger

✓ Schactler, Carolyn

_____ Duncan McQuarrie

✓ Shrader, Dorothy

_____ Kenneth Cory

✓ Spithill, Alma

_____ Nancy Lester

_____ Stillman, George

_____ Peter Burkholder

✓ Stohr, Gretchen

_____ Clair Lillard

✓ Tolman, Rosco

_____ Richard Jensen

✓ Utzinger, John

_____ Dale Samuelson

✓ Weeks, Gregory

_____ Esbeck, Edward

✓ Wheeler, Raymond

_____ Ann McLean

_____ Wood, Richard

✓ Worsley, Stephen

✓ Vlcek, Charles

MUSIC
COURSE ADDITIONS

- MUS 104. Introduction to Musical Studies. (3). Attitudes and concepts relevant to the music profession. Listening repertoire and reference materials. Designed for entering music majors.
- MUS 292. Accompanying Practicum. (1-3). May be repeated for credit. By assignment of instructor. Minimum 3 hours rehearsal weekly per credit plus performances. For Freshmen and Sophomores.
- MUS 492. Accompanying Practicum. (1-3). May be repeated for credit. By assignment of instructor. Minimum 3 hours rehearsal weekly per credit plus performances. For Juniors and Seniors.
- MUS 592. Accompanying Practicum. (1-3). May be repeated for credit. By assignment of instructor. Minimum 3 hours rehearsal weekly per credit plus performances. For Graduate students.
- MUS 422.1. Orchestration. (3) F. Prerequisites, MUS 246, 282, Keyboard Proficiency requirement. Instrumentation.
- MUS 422.2. Orchestration. (3) W. Prerequisite, MUS 422.1. Scoring for woodwind, brass, string and percussion ensembles. Introduction to keyboard transcription.
- MUS 422.3. Orchestration. (3) Sp. Prerequisite, MUS 422.2. Scoring for full orchestra. Transcriptions of keyboard music. Score analysis.
- MUS 423.1. Composition. (3) F. Prerequisites, MUS 246, 282, Keyboard Proficiency requirement, or permission of instructor.
- MUS 423.2. Composition. (3) W. Prerequisite, MUS 423.1. Creative approach to harmony.
- MUS 423.3. Composition. (3) Sp. Prerequisite, MUS 423.2. Creative approach to form and form-types.
- MUS 430. Survey of Keyboard Music. (3). By permission of instructor.
- MUS 440. Analytical Techniques II. (3). Prerequisite, MUS 340. Emphasis in 20th Century music, including contemporary extrapolations from Schenker's methods, pitch class set and parametric analysis techniques.

MUSIC
COURSE ADDITIONS

- ✓ MUS 452. Woodwind Literature and Pedagogy. (3). By permission of instructor.
- ✓ MUS 453. Brass Literature and Pedagogy. (3). By permission of instructor.
- ✓ MUS 458. Introduction to Solo Vocal Literature. (3). By permission of instructor.
- ✓ MUS 490. Contracted Field Experience. (1-15). Prerequisite, completion of a learning agreement, including approval by the instructor and department chairperson. An individual arrangement involving student in a cooperating agency to gain practical experience under employer direction and faculty guidance. Grades will be S or U.

PROGRAM INITIATION

BACHELOR OF MUSIC DEGREE

(to be offered with majors in Performance areas)
keyboard, strings, winds, percussion, voice, and in theory-composition.

BACHELOR OF MUSIC - CORE

Student advancement thru performance levels (154-464) is determined by jury. In addition, an evaluation by appointed faculty committee of the students' general musicianship and performance abilities will be conducted at the end of the sophomore year to determine status towards the B. Mus. degree. All B. Mus. Performance majors must successfully complete 464 level on their instrument, present a partial JR. Recital and a full SR. Recital

Credits listed in B. Mus. core and concentrations are minimum required.

The following courses are required for all B.Mus. concentrations:

	Credits
MUS 104, Introduction to Musical Studies . . .	3
MUS 144-146, 244-246, Music Theory-Musicianship . . .	21
MUS 280-2,381, Music Styles . . .	12
MUS 340, Analytical Techniques I . . .	3
CORE	39

MUSIC
BACHELOR OF MUSIC CONCENTRATIONS

THEORY - COMPOSITION

	Credits
MUS 164,264, Performance studies, major instrument	12
MUS - Performance in approved ensembles, to include 12-18 credits in large ensemble(s) and 6-12 credits in chamber ensembles	24
MUS 440, Analytical Techniques II	3
MUS 422.1-3, Instrumentation and Orchestration	9
MUS 423.1-3, Composition	9
MUS 346, Counterpoint	3
MUS 444, Canon and Fugue	3
MUS 254 or 371, Study in at least 3 instruments (keyboards not included) other than the major instrument	3
 Breadth	 65
B.Mus. Core	39
Th.-Comp. Concentration	66
Music Electives	12
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VOCAL PERFORMANCE

	Credits
<p>Prior to the attainment of MUS 464, the student must demonstrate competency in French and German equal to the successful completion of French and German 153.</p>	
MUS - Approved vocal ensembles, to include 10-12 quarters (20-24 credits) in large ensemble(s) and 6-10 credits in chamber ensembles.	30
MUS 164-464, Performance studies--Voice	36
MUS 458, Solo Vocal Literature	3
MUS 425.B, Vocal Pedagogy	3
 Breadth	 65
B. Mus. Core	39
Voice Concentration	72
Music Electives	6
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MUSIC

BACHELOR OF MUSIC CONCENTRATIONS

WIND PERFORMANCE		Credits
MUS - Approved ensembles to include 10-12 quarters (20-24 credits in large ensemble(s) and 6-10 credits in chamber ensembles.	. .	30
MUS 164-464, Performance studies--major instrument	. .	36
MUS 452 or 453, Woodwind or Brass Lit. and Pedagogy	. .	3
 Breadth	 65	
B. Mus. Core	39	
 Wind Concentration	 69	
Music Electives	9	
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PERCUSSION PERFORMANCE

		Credits
MUS - Approved ensembles, to include 10-12 quarters (20-24 credits) in large ensemble(s) and 6-10 credits in chamber ensembles.	. .	30
MUS 164-464, Performance studies --Percussion. (To include 3 quarter (3-6 credits) of keyboard study at 371 or 164 level. Student demonstrating higher level proficiencies may substitute further percussion studies)	. .	36
 Breadth	 65	
B. Mus. Core	39	
Percussion Concentration	66	
Music Electives	12	
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FEBRUARY 6, 1981
CURRICULUM PROPOSALS APPROVED BY
THE UNIVERSITY CURRICULUM COMMITTEE
AND FORWARDED TO THE SENATE

3/15/81

MUSIC
BACHELOR OF MUSIC CONCENTRATIONS

STRING PERFORMANCE

Credits

MUS - Approved ensembles, to include 10-12 quarter (20-24 credits in large ensemble(s) and 6-10 credits in chamber ensembles	. . .	30
MUS 164 - 464, Performance studies---Major instrument	. . .	36
Breadth	65	
B. Mus. Core	39	
String Concentration	66	
Music Electives	12	
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KEYBOARD PERFORMANCE

Credits

MUS--Approved ensembles, to include 6-12 credits in large ensemble(s) and 9-15 credits in chamber ensembles and accompanying (minimum of 4 credits each)	. .	21
MUS 164-464, Performance studies---major instrument	. .	36
MUS 440, Analytical Techniques II	. .	3
MUS 430, Keyboard Lit.	. .	3
MUS 425.A, Keyboard Pedagogy	. .	3
Breadth	65	
B. Mus. Core	39	
Keyboard Concentration	66	
Music Electives	12	
	<u>182</u>	

PSYCHOLOGY
COURSE ADDITION

PSY 582. Stress: Theory and Management. (4). Prerequisite,
10 credits of upper division credit in psychology or permission
of instructor. The physical and psychological explanations of
human stress; demonstration and application of stress management
techniques.

FEBRUARY 13, 1981
CURRICULUM PROPOSALS APPROVED BY
THE UNIVERSITY CURRICULUM COMMITTEE
AND FORWARDED TO THE SENATE

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PAGE 583

COMMUNICATION
COURSE ADDITIONS

COM 110. Oral Communication Skills. (1) FWSp. Instruction and practice in the fundamentals of oral presentation. General lecture section; concurrent enrollment in COM 110.1 required. COM 110 will not satisfy the Communication major.

COM 110.1. Oral Communication Skills. (2) FWSp. Lecture discussion/lab.

COM 294. Mini-Courses in Communication. (1). Special topics in Communication offered through a mini-course concept. Designed for non-majors. Each one credit course will involve 10 hours of instruction. Grades will be S or U. May be repeated for credit under different topics.

COM 494. Mini-Courses in Communication. (1). Prerequisite, beginning Communication course or permission of instructor. Special topics in Communication offered through a mini-course concept. Designed for non-majors. Each one credit course will involve 10 hours of instruction. Grades will be S or U. May be repeated for credit under different topics.

2/11/81

Excerpt from Faculty Senate Minutes of April 23, 1980:

MOTION NO. 1924:

All -41, -91, -94, and -99 course proposals will be submitted from departments via the appropriate school dean to the Undergraduate or Graduate Dean for review and approval utilizing the same process as for -98 courses. Upon receipt of a proposal by the appropriate school dean, the dean will announce the course by prefix, number, title and credit to all department chairs, program directors, deans, Faculty Senate Chairman and others as appropriate for a two week comment period. Upon approval by the dean, proposals are then forwarded to the Undergraduate or Graduate Dean for review.

The first term offering of all -41, -91, -94, and -99 courses can proceed simultaneously with their submission for the approval process.

10 Faculty Senate

FROM: Personnel Committee

DATE: March 2, 1981

RE: Summer Contingency Contracts

On January 14 the Personnel Committee reported to the Faculty Senate its findings and recommendations regarding Summer Contingency Contracts. Subsequent to that time, Vice President Edward Harrington undertook an analysis of all 1980 Summer Session contracts and has reported his findings to the Committee. His findings are at variance with the information earlier made available to the Committee by a summer session official. Dr. Harrington has also made a number of suggestions for the future administration of the contingency contracts.

The purpose of this report is to:

- a) present to the Faculty Senate the 1980 data provided the Committee by Dr. Harrington,
- b) set forth his views on summer contingency contracts, together with his suggestions for administering them,
- c) indicate the position of the Personnel Committee on this matter.

1) Contingency Contracts in the 1980 Summer Session

- a) The Personnel Committee had reported that "one contract was cancelled because of zero enrollment."

Dr. Harrington's study found that "the contract of one regular faculty, who was to have taught full time for salary, was cancelled; no salary was paid. An additional regular faculty member, who was to teach a full load as a "contribution" from the library area, had his contract cancelled (no salary reduction involved), and one other regular faculty member, who was to teach a two-week class, had their contract cancelled (no salary paid). In addition, I found five part-time people who had their contracts cancelled with no salary paid. An additional thirteen (13) people, who were to have been paid a small (\$50) gratuity for participating in a workshop, had their contracts cancelled with no gratuity paid."

- b) The Personnel Committee found that "the salaries of four faculty members were reduced because of insufficient enrollment."

Dr. Harrington's analysis revealed that "the salaries of nine (9) faculty members were reduced because of insufficient enrollment. However, employment was found for four of these faculty members using funds not associated with Summer Session. . . . It was also found that wherever possible the Deans and the Director of Summer Session

and their best to find domestic employment within Summer Session. It is unfortunate that in five of the cases mentioned above no alternative employment could be found."

- 3) The Personnel Committee reported that "the salaries of four faculty members were not reduced although their classes were cancelled because of insufficient enrollment."

Dr. Harrington has stated that "after careful study I found no such cases (we had one case of clerical error in the payroll, this has been corrected.)"

- 4) The personnel Committee concluded from the evidence presented to it that "considerable discretion exists with respect to enforcement of the contracts and that 99% faculty members did not receive equal treatment in 1960."

Dr. Harrington has replied: "While the deans do have discretionary powers, I found that both they and the Director of Summer Sessions used singularly good and humane judgment in administering the 1960 Summer Session. Their judgment clearly was tempered with an laudable desire to treat everyone humanely and fairly. . . In sum, I found no evidence that everyone 'did not receive equal treatment.'"

5) Vice President Harrington's Assessment of Contingency Contracts and His Suggestions for Future Administration.

Dr. Harrington has expressed understanding that contingency contracts do inspire "anxieties and ill-feelings on the part of the faculty." He does not agree that they "induce backbiting and unseemly and inappropriate speculation among faculty." He has asserted that he has "never found in the Central Washington University faculty that to believe that they would engage in such conduct."

On the other hand, according to Dr. Harrington, "to discontinue contingency contracts would be irresponsible." The purpose of contingency contracts is to avoid situations in which deficits from the Summer Session would have to be made up through cuts in the regular academic program. They are thus essential to assure the continued integrity of that program.

The issue, therefore, is not whether or not to discontinue contingency contracts. Rather, it is "how we can continue to have contingency contracts and avoid generating 'anxieties and ill will.'"

Dr. Harrington has set forth the following suggestions toward this end:

1. Make certain every contract spells out the full expectation for assigned Summer School duties in advance. (Contracts should not be written for a reduced load with the hidden expectation that a faculty member will later take on extra duties.)
 2. Make certain every faculty member understands in advance what loads their salary level is predicated on. Both a consistent load percentage and dollar figure should be stated e.g. 2/3 \$_____ or 3/4 of 2/3 \$_____.
 3. If a class falls below the minimum expected enrollment but is still offered do not pro-rate the salary. In other words, if the course is taught, pay the full salary.
 4. Make greater use of the ten-year enrollment history to insure that summer funds are assigned in a manner designed to meet student needs and provide greater assurance that classes will "take". If courses are to be offered on an innovative basis, have a backup assignment ready in advance whenever possible.
 5. When the decision is made to cancel a class, continue to follow the present practice of attempting to find an alternative assignment in Summer School for the faculty member. Examples of this practice are:
 - a) If a faculty member is qualified, have him or her assume sections of other classes where there is an over-enrollment.
 - b) Whenever possible, offer the faculty member another assignment either in the same session or in the second session if the under-enrollment occurs in the first session. (In both cases student demand must exist)
 - c) Move the faculty member into a "soft (outside) money" assignment (as was done in four cases last summer), if such funds are available and the faculty member is qualified for the assignment.
- Only after such attempts are made and are unsuccessful should the faculty member's contract be cancelled and his or her salary reduced.

3) Personnel Committee Recommendation

The Personnel Committee has reluctantly concluded that there is no practical way for the OSU faculty to bring about the discontinuation

of other contingency contracts. Moreover, the committee has found persuasive the argument that possible shortfalls in future summer session surpluses, in combination with a lack of contingency contracts, could bring about serious problems for the regular academic program budget.

The Personnel Committee therefore agrees with Vice President Harrington that the principal effort should be toward softening some of the harshest aspects of the contingency contract practice.

The Committee believes that the suggestions set forth by Dr. Harrington represent a positive effort, within the realm of practicality and feasibility, to deal with the very real anxieties and concerns of the faculty. In fact, they do substantially meet the intended objectives of the Committee's recommendations 27 and 28 (a, b) of the January 15 report.

The Personnel Committee makes the following recommendation:

- that the Faculty Senate accept the proposals set forth by the Vice President for Academic Affairs as set forth on page three (3) of this report.
- that this recommendation supersede the recommendations set forth in the January 15 report.

BOOKSTORE ADVISORY COMMITTEE

REPORT

The Bookstore Committee has been meeting on a weekly basis since early in the Fall Quarter, 1980. The problems of textbook procurement have been the main topic of discussion.

Several complaints, both verbal and written, have been made by the faculty concerning the single issue of not having sufficient books for a particular class. Causes cited have been many: (a) the publishers are at fault - even if they were willing to give the Bookstore up-to-date information concerning the status of an order, the publishers often cannot do so; (b) the faculty is at fault - some book orders are not sent to the Bookstore on time; (c) the management is at fault - it makes errors in ordering or is dilatory in notifying faculty that enough of the right books may not arrive on time; (d) the Bookstore or faculty estimates of enrollment in particular classes have been incorrect.

The Committee makes the following recommendations; each one was passed unanimously by the voting members.

Recommendation 1 (Policy)

The lines of authority and responsibilities for Bookstore operations should be explicit both in writing and practice. Supervision of the operation from administrative levels above the Bookstore Manager should be confined to clearly enunciated policy, leaving the daily operations to the responsibility of the manager.

* * *

A major complaint by the faculty members has been the late notification of the unavailability of a text. The management does notify the faculty member as soon as an out-of-print or out-of-stock notice is received; however, more should be done.

By a certain deadline, the management could solicit information about the availability of texts and the likelihood of their being supplied on time. In turn, if the publisher is unwilling or unable to give such information, or indicates that the book may not be supplied on time, the information should be immediately forwarded to the faculty member. Since the information would be sent to the instructor by a deadline early enough for ordering alternative texts, the faculty member would be warned of a possible difficulty and could choose another text more readily at hand. Therefore, we recommend the following:

Recommendation 2

An "early warning system" be devised by the Bookstore for informing the faculty of possible difficulties in the procurement of specific texts.

* * *

The Bookstore's usual procedure for determining the number of copies to be ordered is not, nor can it be, absolutely mechanical. One of the major criteria is the history of local sales of the text. But that can yield false judgment when the management is unaware of changes in academic requirements. Such changes may result in a sudden large enrollment in a course. We understand that in the future, the management of the Bookstore will meet with the Dean of Undergraduate Studies and others to keep the Bookstore up-to-date with changes in curriculum which may affect book sales. The Bookstore also intends to solicit from the faculty information concerning enrollment in particular classes.

In regard to faculty, we can only urge them to send their requisitions on time. The appended Bookstore procedure for procurement of texts indicates why so much lead time is necessary. The "buy back", the location of used copies, the often long interval between orders received and books sent should indicate that the Bookstore needs the early calendar date for book orders.

Recommendation 3

The Bookstore management should publish a calendar for the quarterly procurement of textbooks. Copies of the calendar should be widely distributed in order to increase understanding of the scheduling of actions. *

* * *

Many kinds of malfunctions occur in supplying texts for college courses. Some are avoidable and some are not. We believe it is the function of this Committee to advise on Bookstore policy and it is the function of management, within established policy, to operate the store. Therefore:

Recommendation 4

Faculty or student complaints should be sent, in writing, to the Bookstore Manager with a copy to the Committee. The Bookstore Manager will respond to the complaints. The Committee will review them.

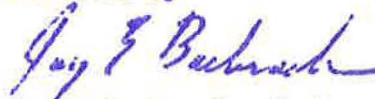
* * *

The Bookstore Advisory Committee will, from time to time, recommend new or changed policies and serve as liaison between the Bookstore, faculty and students. Thus the Committee should be composed of people knowledgeable about the Bookstore and its problems. But it should not palliate difficulties nor be an apologist for management.

Recommendation 5

The Committee should be a standing committee of faculty and students serving for staggered terms. The Committee should not include any administrative personnel for, or employees of, the Bookstore. However, close liaison between the Committee and the Bookstore should be maintained.

Submitted by



Jay E. Bachrach, Chairman
Bookstore Advisory Committee
January 30, 1981

* See appended paper, written by the Bookstore Manager, "Textbook Orders - Why so early?" It contains the kind of information that we feel the faculty should have.

cc: C. Jones
E. Harrington
D. Schliesman
L. Lawrence

TEXTBOOK ORDER PROCESS

- | | | |
|--------------------|------------------------------|---|
| May 1st | | 1. Book request due. |
| | | 2. Stamp & Log receipt. |
| | (Summer book cycle underway) | 3. Type new control cards. |
| | | 4. Type shelf tags. |
| | | 5. Search current control file - post adoptions. |
| | | 6. Post previous usage and location to requirement sheet. |
| | | 7. Search return file - post quantity and location. |
| | | 8. Pull returns stock, identify for future stocking. |
| | | 9. File old returns cards in new control file. |
| | | 10. Physically inventory on-hand texts. |
| | | 11. Identify readopted texts. Post quantities to new requirement sheet. |
| | | 12. Research and post previous enrollments, estimates, sales. |
| | | 13. Estimate buyback quantities. |
| | *(Returns) | 14. Establish quantities to be available. |
| | | 15. Type buyback list - include Summer books |
| | | 16. Post quantities to buyback list from requirement sheets. |
| June 9 | | 17. Prepare buyback setup. |
| | | 18. Conduct buyback. |
| | | 19. Tally and post buyback totals to requirement sheets. |
| | (Summer Rush) | 20. Prepare used book buy lists. |
| July 15 - July 1st | | 21. Buying trip for used books. |
| | (Year End Inventory) | 22. Post totals used buy to requirement sheets. |
| July 15 | | 23. Begin type publishers orders. |
| | | 24. Proof orders. |
| July 20 | | 25. Mail orders to publishers. |

(*The return of unsold textbooks is a more difficult process than ordering books from the publishers.)

TEXTBOOK ORDERS - WHY SO EARLY?

The answer to this question becomes apparent once we examine the individual tasks that make up the text order cycle (see attachment). Each of the roughly 800 titles must be processed through each step of the text cycle in only five weeks. At the end of that time we make our initial textbook purchases in the form of used book buybacks. During finals week each quarter we are able to buy back unwanted, used textbooks from students. Through buyback and the subsequent resale of books at reduced used prices, students are able to save many thousands of dollars. The key to the success of this program lies, of course, in having text requirements from the Teaching Faculty. Without them, the bookstore cannot commit monies for repurchase.

The buyback alone does not meet the demand for used textbooks. We also purchase used textbooks from wholesalers across the country. Availability is greatest immediately following buyback through about July 1st. In order to compete successfully with used text buyers from hundreds of other schools, we need to be in the warehouses sometime during that brief period with our order information in hand. Again, Faculty cooperation is essential.

It should be remembered that this activity, including the text order process described in the attachment, takes place concurrently with ordering and preparation for Summer School, Summer School rush, and our year-end physical inventory as well.

The typing of orders to publishers begins finally in mid July, and represents only a small fraction of the total effort of the text order process.

Late orders - even just a little late - destroy the economies derived from batching. They require the set up of multiple tracks of the same efforts, and take many times as long to process as the on-time orders. They are necessarily held up until time is available for them. The later they are ultimately processed to the publisher, the longer they take for publishers to fill, since order congestion in Publishing Houses increases as class time approaches.