

WILLIAM RAINEY HARPER COLLEGE
Algonquin & Roselle Roads
Palatine, Illinois 60067

AGENDA

February 13, 1969

- I. Call to Order
- II. Roll Call
- III. Approval of Minutes
- IV. Approval of Disbursements
 - a. Construction Payouts
- V. Communications
- VI. Unfinished Business
- VII. New Business
 - a. Presentation: Developmental Program at Harper College Exhibit A
 - b. Board Information: Discussion if necessary
Re-locatable buildings at Harper Grove
 - c. Other
- VIII. President's Report
- IX. Adjournment

February 7, 1969

BOARD OF TRUSTEES

Dear Trustee:

Enclosed is the Agenda and supporting information for the regularly scheduled Board meeting to be held Thursday, February 13, 1969, 1200 West Algonquin Road, Palatine, Illinois, at 8:00 p.m.

I shall look forward to seeing you on Thursday, eight o'clock in the evening.

Sincerely,

Robert E. Lahti
President

rb
enclosures

WILLIAM RAINEY HARPER COLLEGE
BOARD OF JUNIOR COLLEGE DISTRICT 512
COUNTIES OF COOK, KANE, LAKE, AND McHENRY, STATE OF ILLINOIS

Minutes of the Regular Board Meeting of Thursday, February 13, 1969

CALL TO ORDER: The regular meeting of the Board of Junior College District No. 512 was called to order at 8:10 p.m., February 13, 1969, at the College Board Room of the Administrative Center, at Algonquin and Roselle Roads, Palatine, Illinois, by Chairman Johnson.

ROLL CALL: Present: Members John Haas, James Hamill, Roy Hutchings, Richard Johnson, John Kuranz, and Jessalyn Nicklas.
Absent: Member Milton Hansen

Also present: Robert E. Lahti, Kenneth Andeen, Anna Marie Bazik, James Harvey, Robert Hughes, Ray Hylander, William Mann, Joan Roloff, Donn Stansbury, John Upton, Fred Vaisvil, and George Voegel--Harper College; Howard Harmening--Day Publications; Mary Schlott--Paddock Publications.

MINUTES: Member Haas moved and Member Nicklas seconded the motion to approve the minutes of the meeting of January 23, 1969, as distributed. Motion unanimously carried.

DISBURSEMENTS: Construction Payouts Mr. Mann informed the Board that the architect, general contractor and CPM would attend the second meeting in February with a progress report.

Member Hamill moved and Member Kuranz seconded the motion that W. J. Mann, Dean of Business, be authorized to approve the following construction payouts:

Corbetta Construction Co.	\$175,363.60
Reliable Sheet Metal Works	28,747.80
William Zeigler & Son, Inc.	6,885.00
Comstock-Gibson Electric	72,063.29

Upon roll call, the vote was as follows:

Ayes: Members Haas, Hamill, Hutchings, Johnson, Kuranz, and Nicklas
Nays: None

Minutes of the Regular Board Meeting of Thursday, February 13, 1969

COMMUNICATIONS:

Chairman Johnson referred to an article in a Chicago newspaper relative to a problem in Palos Park and a controversy within the Sanitary District. He questioned whether this would have any effect on the priority of Harper's project. Dr. Lahti stated that the commitment to Harper was independent of this action. Chairman Johnson requested the administration contact Mr. Frank Dalton again.

Member Nicklas informed the Board she had attended the Board meeting of I.A.J.C. She stated they had approved the recommendations of the Presidents' Council on equalization. Mrs. Nicklas reported the Business and Industry Advisory Council to the association is now in operation.

Member Haas reported on a meeting for school boards which he had attended, and at which he was a member of the panel, stating there was little to report. Gerald Smith had presented a very good sketch of the development of junior colleges in the state. Member Haas stated most of the time was taken up by Mr. Smith's direct presentation.

UNFINISHED
BUSINESS:

Member Hamill asked about the schedule for teacher evaluation. Dr. Lahti reported this was tentatively scheduled for the next Board meeting. The Board discussed a section in the document that would provide for student participation. Member Haas stated he was under the impression the Board would be getting something supplemental along these lines. Dr. Lahti reported the students have been in consultation with the faculty, and the faculty has indicated a willingness to explore this. In the document presented, Dr. Harvey pointed out student evaluation is optional; however, the students think it should be mandatory. The students probably will present a position paper to the Board at the next meeting. Dr. Lahti stated the faculty committee would be present to discuss and interpret their document at the meeting. Member Hamill asked if Dr. Lahti would give a formal critique. Dr. Lahti stated he was perfectly willing to react and interact. As the Board agreed a discussion on the teacher evaluation system would probably take an entire evening, they decided to have a special meeting on Thursday, February 20, 1969, for this purpose.

Minutes of the Regular Board Meeting of Thursday, February 13, 1969

UNFINISHEDBUSINESS: (Cont.)

Chairman Johnson informed the Board there were two committees to be set up--the Faculty Salary Committee and the Budget Committee. He suggested he appoint these two committees. The Board agreed. To the Budget Committee, Chairman Johnson appointed Milton Hansen--Chairman, John Kuranz, and Jessalyn Nicklas; to the Faculty Salary Committee he appointed John Haas--Chairman, Roy Hutchings, and James Hamill.

Dr. Lahti stated the administration would prefer the Budget Committee move in advance of the Salary Committee. He stated that after next week the administration would be prepared to meet with the Budget Committee. Dr. Lahti stated that if the faculty committee would present their suggestions to the Salary Committee within the next week, the administration could then set up a tentative schedule for a period of study by the Board before the Salary Committee would be ready to meet and discuss these suggestions.

Member Hamill requested any materials sent to either of these two committees be sent to the full Board.

The Board discussed the proposed study on fringe benefits by Towers, Perrin, Forster & Crosby, Inc. It was the consensus of the Board that the cost estimate for this study was high. As Member Hansen was absent, Member Kuranz, the other member of the committee, suggested they obtain an alternate proposal. Board members suggested several other companies. Chairman Johnson requested the committee notify TPF/C of the plan to obtain alternate proposals.

NEW BUSINESS:Relocatable
Buildings

The Board discussed the memo from Dr. Lahti concerning the disposal of temporary facilities at Elk Grove High School. After discussion, Member Hutchings moved and Member Hamill seconded the motion to authorize the sale of the relocatable buildings at Elk Grove High School for \$10,000 to \$12,000 each. Motion unanimously carried.

Developmental
Program

Dr. Lahti stated Harper College is an "open door" college, meaning it accepts the responsibility to teach and counsel all students who enter, trying to prevent failure at the college level. He stated Harper has some very dedicated

Minutes of the Regular Board Meeting of Thursday, February 13, 1969

NEW BUSINESS:
Developmental
Program
(Cont.)

people who are committing themselves to this important phase of the community college.

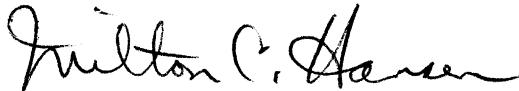
Present for the informal discussion with the Board on the Developmental Program were Mrs. Joan Roloff-- Communications Division, Miss Anna Marie Bazik and Mr. Raymond Hylander--Counseling, Mr. Donn Stansbury-- Registrar, Dr. James Harvey--Dean of Students, and Dr. Kenneth Andeen--Dean of Instruction.


In the lengthy discussion which followed, various aspects of the Developmental Program were examined, such as testing of students, basic objectives of the program, required personnel (including teacher aides), development of materials and techniques, budget requirements, statistics, evaluation, etc.


Chairman Johnson thanked the panelists for appearing before the Board, commenting that the Board thoroughly enjoyed the opportunity of meeting with them. Member Hamill stated there is a strong commitment on the part of the Board for this type of program.

ADJOURNMENT:

Member Hutchings moved and Member Hamill seconded the motion that the meeting be adjourned at 10:57 p.m. Motion unanimously carried.


 Vice Chairman ~~Johnson~~


 Secretary Nicklas


 Chairman

WILLIAM RAINEY HARPER COLLEGE

February 12, 1969

To: Board of Trustees

From: Administration

Subject: Construction Payouts

The following construction payouts have been recommended for payment by our architect and have been reviewed by Mr. Hughes, Superintendent of Buildings and Grounds.

The administration recommends that W. J. Mann, Dean of Business, be authorized to approve the following construction payouts:

Corbetta Construction Co.	\$175,363.60
Reliable Sheet Metal Works	28,747.80
William Zeigler & Son	6,885.00
Comstock-Gibson	72,063.29

THE DEVELOPMENTAL PROGRAM AT WILLIAM RAINEY HARPER COLLEGE

One of the major problems confronting the community college today is the education of students who are variously described as "academically marginal," "low-achieving," "remedial-level," etc. In the past, because of restrictive enrollment policies, colleges have not had to deal extensively with these students; consequently, trained and experienced personnel, appropriate materials, and effective teaching methods for developmental programs are all in short supply.

The rapid burgeoning of community colleges, with their firm commitment to an open door admissions policy, necessitates serious attention to this problem on the part of junior college boards, administrators, and faculty. Among others, one specific recommendation in the Master Plan for Higher Education in Illinois is as follows:

The junior colleges develop and experiment with programs especially designed to aid the under-educated student of post-high school age to prepare as speedily as possible for transfer to senior institutions at the junior level or for entry directly into employment from technical and semi-technical programs. In every way necessary, the testing and counseling services of the junior colleges be adapted to determining the interests and potential abilities of the under-educated and to counsel such persons to enter programs which their interests and potentialities indicate a reasonable chance of successful completion.¹

Establishment of any effective college curriculum must be on the basis of specific premises. It seems to me that the following premises are appropriate as bases from which to work in setting up an effective and workable Developmental Program at Harper College; it is from these that the subsequent recommendations have been evolved:

1. The Developmental Program is one, but only one, of the educational services which Harper College offers to the community. It must be considered within the framework of total college commitments, in terms of number of students involved and budget.

¹ Illinois Board of Higher Education, A Master Plan for Higher Education in Illinois, Springfield: State of Illinois, 1964, p. 36.

2. Because of the lack of a "tradition" for dealing effectively with low-achieving students on the college level, an effective Developmental Program must be flexible and innovative in nature, with a willingness on the part of assigned personnel to experiment with new materials, methods, and techniques.

3. The guidance function is essential and central in any really effective Developmental Program. Because of repeated failures in the academic world, many of these students have a very low self-concept, in addition to being deficient in verbal and often in arithmetic skills. Such students also tend to become easily discouraged and often drop out of school unnecessarily. They need strong supportive service in order to develop a more encouraging self image and in order to gain enough insight for realistic self-appraisal.

4. The commitment to a Developmental Program must be a firm one at all levels (Board of Trustees, administration, and faculty), or the program is almost certainly doomed to failure.

5. Most low-achieving students are operating at a higher level within their culture than academic evaluation alone would indicate. (For example, there are male students who can dismantle and reassemble a transmission, a function which requires a knowledge of calculus, but who cannot demonstrate a knowledge of fractions in the classroom.) The challenge of personnel involved in the Developmental Program is to find new ways of "reaching" these students who have good basic potential but have been "turned off" by their academic experiences.

A recent statement by Dr. Samuel Postlethwait seems appropriate in considering the establishment of a functioning Developmental Program at Harper College:

We have come to a point in teaching where instructors consider it a promotion when they are given the best students in the university or high school. I am suggesting to you that this is not a professional attitude. What would you think of a doctor who wished to take only those cases which could be cured by merely dispensing aspirin? Most of us would say that this is non-professional, and we would not want a doctor of this kind. We want cases and those cases which are challenging. If this be true, and teaching is a profession, a professional attitude would demand that we too would find the hard-to-get-well cases most challenging.

Humbling as it may be, self-examination may be in order for us to determine whether we really and truly fulfill our role in the education process. Are we succumbing to the ego-inflating exercises which display our great knowledge of the subject matter, or are we willing to accept that it is our responsibility to provide the facilities, provide the guidance and direction, and provide to help students learn?

Mrs. Joan G. Roloff
Coordinator of Developmental Programs

RECOMMENDATIONS: DEVELOPMENTAL PROGRAM, HARPER COLLEGE, 1969-70

1. Each student who enters Harper College with an ACT score of 15 or below will be required to enroll in the Developmental Program and will automatically be on academic probation. (It is anticipated that this will be approximately 10% of entering freshmen.)
2. Students entering Harper College on this basis will be limited to 12 units during their first semester, in order to give them every opportunity to remediate basic deficiencies without an overload of work which might be discouraging to them.
3. The basic Developmental Program will be a 9-unit block, as follows:

Psychology 099: 3 units. This course will focus on group work, especially aiming towards students' realistic self-appraisal and goals. It will be structured as follows: classes of 30 students each will meet together one day a week for the "instructional" aspects of the course. On the remaining days, the class will be divided into two groups of 15 students each. The instructor will meet with each of these groups twice a week. Thus the students have three contact hours each week in this course, the instructor five.

Communications Laboratory (English 099-Reading 099): 6 units. These two basic communication skills will be combined, as they are in reality, both in the academic world and the "outside" world. Students will meet one hour per day each day of the week; in addition, they will sign into the Communications Laboratory for one additional hour each week, at their convenience, for individual work with the programmed materials or for individual conferences with the instructor.

4. The remaining 3 units which the student is allowed will be used in one of two ways:

Mathematics 094: 3 units. If the student achieves below a score of 14 on the mathematics section of the ACT test AND if he fails a proficiency test administered by the mathematics department, he will be required to enroll in this course, which deals with simple arithmetic principles.

Elective: 3 units. If the student is not required to take Mathematics 094, he is free to choose any elective for which he is qualified. This has a two-fold benefit: first, the student feels that he is being "given a chance" to do regular college work; second, the instructors in the developmental courses have a specific content area in which the student is involved to use as an application of the principles taught in their courses--the student must read the textbook required in his elective course, must write the papers and tests involved, and in some cases must compute in order to achieve the objectives of the course. (Note: the counseling function becomes very important in helping these students select an appropriate elective course. For example, a student might pass the math proficiency test as far as a command of basic arithmetic principles is concerned but show a real weakness in the areas of algebra and/or geometry. If he plans to enter a vocation in which a knowledge of algebra and/or geometry is necessary, he should probably be counseled into Mathematics 095 or 096.)

5. The Developmental Program will be set up as a separate unit, under the Coordinator of Developmental Programs, who will be responsible directly to the Dean of Instruction. Instructors and counselors assigned to the Developmental Program will report to the Coordinator of Developmental Programs rather than to separate Division Chairmen. This change in structure has several advantages:
 - a. Instructors and counselors chosen to teach the developmental courses can be selected for their special interest in and ability to empathize with these students. Massive developmental programs are a relatively new aspect of higher education; much work in the area remains to be done if we are to accomplish effective remediation. Instructors and counselors assigned specifically to this program will have the time and focus of attention necessary for accomplishment; on the other hand, when an instructor or counselor has a variety of interests and responsibilities towards differing kinds of students, his time and attention must be divided accordingly.
 - b. Instructors and counselors can work as a close-knit team in attempting to meet the needs and help solve the problems of individual students. With the Developmental Program fragmented into different divisions, as it is now, it is a matter of practical difficulty to gather together the various instructors of these students for group conferences about student progress.

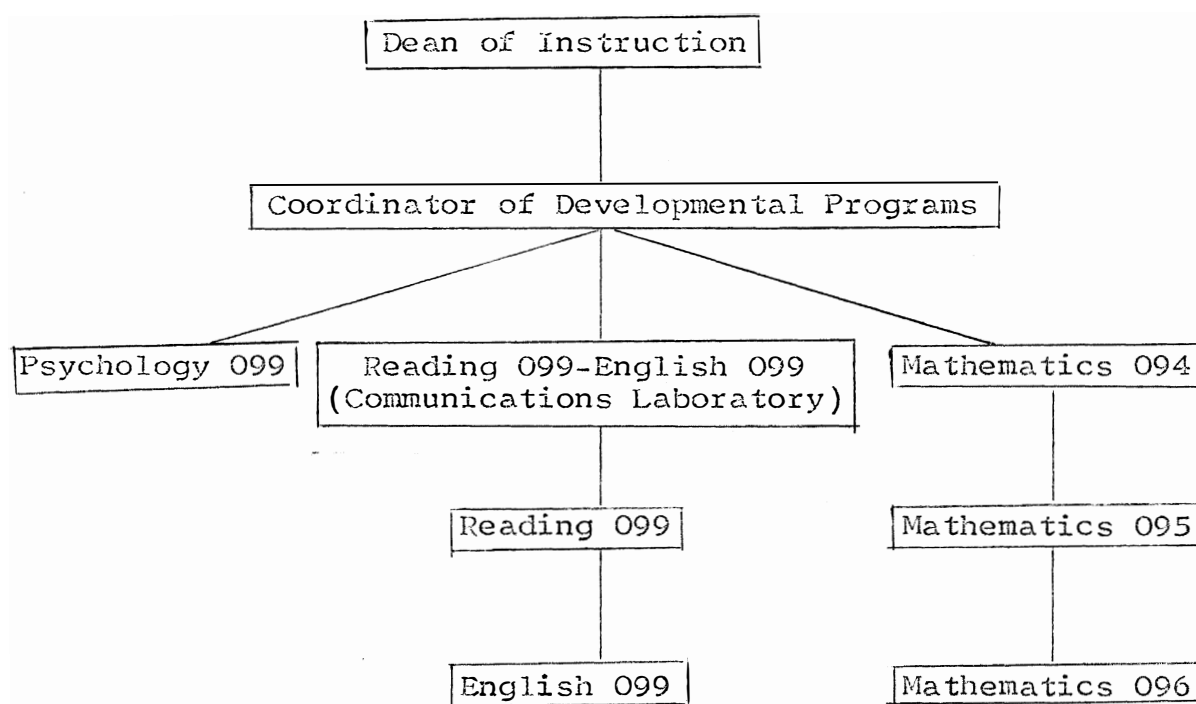
c. Development of innovative methods, techniques, and materials for more effective instruction of developmental-level students is more likely in a group devoted entirely to such students. Implementation of such ideas can occur more readily, and transfer of an effective new technique which is also appropriate to another instructional area is facilitated.

d. Planning is more effective and more coordinated, in terms of both curriculum and budget. With developmental courses divided among separate divisions, each curriculum change and each budget item must be approved by separate division chairmen and separate groups of faculty members. The system is thus extremely unwieldy to operate; with the Developmental Program one unit, staffed with personnel who have a specific interest in and some experience with such programs, the operation will be more efficient and almost surely more effective for the students.

6. Students will be allowed to take a second semester of work in the Developmental Program without grade penalties, if their counselors, instructors, and they agree that such a semester would be beneficial. It is unreasonable to expect that a student who has probably experienced academic failure to some degree for twelve years will necessarily remediate deficient skills and unrealistic attitudes within one semester. At the end of any semester of work with developmental students, instructors invariably have three groups: those who are clearly ready to progress to transfer or career programs; those who have shown so little progress during the semester, either because of lack of motivation or lack of basic ability, that it seems likely that they cannot benefit from further work within an academic framework; and one group who have shown real progress and who exhibit real motivation, but who are not yet competent to handle regular college work. This last group, the ones who could probably be salvaged with a bit more time and work, should have an opportunity to continue. The community college, with its specific mandate to serve the community, cannot turn its back on such students. Ideally, perhaps, any student should be able to continue in the Developmental Program as long as he feels he wants to do so; but such a plan raises questions concerning wise expenditure of public funds. Two semesters, however, is not an unreasonable period of time to offer such students as a chance to go on with higher education.

7. All aspects of the Developmental Program will be set up so that instruction can take place in a flexible situation which allows for the use of programmed materials, appropriate hardware, individual help for students, the use of Teacher Aides to decrease student-teacher ratio without extra cost, and the implementation of effective new techniques as they become available. The Psychology 099 course, as projected for next year, will operate primarily in small groups; the Communications Laboratory will be a flexible, student-centered class, utilizing programmed materials, some hardware, Teacher Aides, self-help devices, and individual conferences, thus allowing the student to concentrate on remediating his most deficient communication skills; Mathematics 094 will be structured to meet individual needs effectively through the use of one or more of several excellent programmed courses in basic arithmetic and Teacher Aides to allow for more individual help for the students.
8. A Pass-Retain-Fail system of grading might be appropriate for use throughout the Developmental Program, since the units earned in this program are not transferrable. Pass would indicate permission to go on to a transfer or career program; Retain would indicate that the student should remain in the Developmental Program for an additional semester; Fail would indicate either that the student did not complete the required work, or that his academic achievement is so low that his counselor and instructors agree that he should pursue his life goals outside an academic framework. In such situations, exhaustive personal counseling would be offered to the student, to help him with his decisions about plans for the future.

FLOW CHART: DEVELOPMENTAL PROGRAM



PROJECTED ENROLLMENT: DEVELOPMENTAL PROGRAM, 1969-70

Projected full-time enrollment:	3200
Projected day enrollment:	2200
Projected number of freshmen:	1400
Projected number of students required to enroll in the Developmental Program:	150-160

Number of classes offered in the Developmental Program, day schedule:

Psychology 099:	5 classes, 30 students each.
Communications Laboratory:	4 classes, 40 students each.
Mathematics 094:	2 classes, 30 students each.

In addition, there will be a group of students who are not required to enroll in the Developmental Program but who exhibit specific deficiencies in reading skills, writing skills, or mathematics skills. Additional classes of Reading 99, English 99, Mathematics 95, and Mathematics 96 will be scheduled for these students. Each of these courses will also be available at night.

Personnel Requirements, 1969-70, day schedule:

- 1 coordinator
- 3 counselors
- 3 instructors (coordinator serves as one)
- 14 teacher aides (part-time: 1 class each)

OFFICE OF THE PRESIDENT

BOARD INFORMATION

February 10, 1969

BOARD OF TRUSTEES

Dear Trustee:

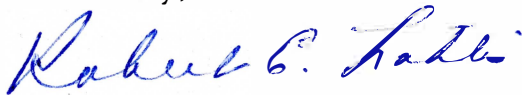
I have had a number of discussions with our administrators about the disposal or use of our temporary facilities at Elk Grove High School. It is our consensus that we should not plan to use these facilities on campus for three main reasons.

1. We do not see the immediate need
2. Prohibitive costs to us for up-rooting and trans-planting on our campus
3. The possibility of a 2/3 recovery cost to the college by selling them in place.

Based on these reasons and the attached analysis requested from William Mann, I think we should proceed to get a commitment to dispose of the facilities. Bill Mann advises me that it is timely because of the plans school districts are making for fall.

Unless it is the Board's desire to give us other direction, we shall proceed to get a commitment for disposal at a cost of not less than \$10,000 per unit.

Sincerely,



Robert E. Lahti
President

rb
enclosure

RE-LOCATABLE BUILDINGS AT ELK GROVE HIGH SCHOOL

1. To ship units over 10 miles will require buildings to be split according to M. Valenti, Permit Office, Illinois State Highway Department.
2. It would cost approximately \$2,000 to split each unit and \$2,500 to assemble on another site, according to F. Bush, Holiday Inn representative. It is not practical to split units so potential sales area is limited to a 10 mile radius.
3. Units cost \$15,186.94, plus partitions and site work assembled on our site. Price includes freight.
4. An estimate from Belding Engineering Co. (movers) is \$1,425 per unit to move them to our site a distance of 7.8 miles. Units would not be split. Total cost per unit including moving to relocate from Elk Grove to Harper Campus \$3,313.
5.

Delivered and assembled at Elk Grove	\$15,186.94
Price increase	+10%
1969 prices	<u>16,705.63</u>
Depreciation factor suggested by Holiday Inn	<u>78%</u>
Present value of units at Elk Grove	13,030.39
Less cost to move less than 10 miles	<u>1,425.00</u>
	11,605.39
Less permits, etc., and preparation of units for move	700.00
Sale price in place buyer arranges move	<u>\$10,905.39</u>
6. Based on limited sales area and limited customers, I would recommend a sales price in the area of \$10,000, at the Elk Grove site. All cost of moving to be provided by the buyer.

1-10
Dec 30 1968
December 26, 1968

Mr. Milton C. Hansen
Patent Counsel
The Quaker Oats Company
617 West Main Street
Barrington, Illinois 60010

Dear Milt:

Dick Penberthy and I enjoyed our meeting with you and the other representatives of William Rainey Harper College. The project you are concerned with is certainly of major importance. This letter outlines our proposal to assist you in completing such a project.

* * * * *

The growing complexity of administering any organization has increased the demand for capable administrators and the compensation level such people command. William Rainey Harper College is concerned with retaining its current capable staff. Presently, a committee of the Board of Directors is working on this retention goal.

The principal objective of this project is to develop a compensation program to retain the President. Concurrent but sub-objectives are to:

- avoid starting a bidding situation by increasing the present salary level,
- permit application of the program, or parts of the program, to lower level administrators,
- minimize the compensation problems that an artificially low reportable compensation package for the President can create for lower level personnel.

The project is limited to the total compensation package (i. e. cash, employee benefits, and prerequisites) of the President and his immediate subordinates, keeping in mind that part should be applicable to other levels.

Mr. Milton C. Hansen
Two
December 26, 1968

TPF/C, in carrying out this project, would follow a sequence of steps:

1. Interview the President to identify those facets of compensation which should be emphasized for retention purposes.
2. Determine and compare the data on total compensation levels for junior college presidents of
 - William Rainey Harper College,
 - other Illinois junior colleges, and
 - those in other states.
3. Develop alternative approaches to the present compensation package, detailing tax consequences.
4. Discuss these alternatives with the Committee.
5. Detail conclusions as to the most appropriate program in a written report.

Dick Penberthy and I will be responsible for the completion of this study. We estimate, based on our experience, that the project can be completed within eight to ten weeks.

TPF/C fees are a function of the actual time spent by staff members on an assignment. Out-of-pocket expenses for report preparation, telephone, etc. are additional. We estimate that fees for the project outlined here will range from \$6,500 to \$7,500.

* * * * *

If you have any questions on either the scope or approach to the study, please call Dick or me.

Sincerely,



Patrick A. Ward
Consultant

PAW:js

copy of letter from Mr. John L. Kuranz

TOWERS, PETERSON & GOSBY, INC., 120 SOUTH LASALLE STREET, CHICAGO, ILLINOIS 60603

CC-Bd file
1-29-69



**THE
METROPOLITAN SANITARY DISTRICT
OF GREATER CHICAGO**

100 EAST ERIE ST., CHICAGO, ILLINOIS 60611... SUPERIOR 7-8900

RECEIVED

JAN 20 1969

Office of the President



January 24, 1969

Mr. Robert E. Lahti, President
William Rainey Harper College
34 West Palatine Road
Palatine, Illinois 60067

Dear Mr. Lahti:

In reply to your letter of January 15, 1969, the current design and construction schedule for Upper Des Plaines Intercepting Sewer 11H, Extension AA, is as follows:

- January 30 . . . Board authority to advertise
- February 5 . . . Beginning of advertisement
- February 25 . . Bid opening
- March 5 . . . Board approval of award (if a Board meeting is not scheduled, one will be requested)
- March 18 . . . Construction starting date
- June 15 Contract completion date

Very truly yours,

Frank E. Dalton
Acting General Superintendent

(5)
RGC/w