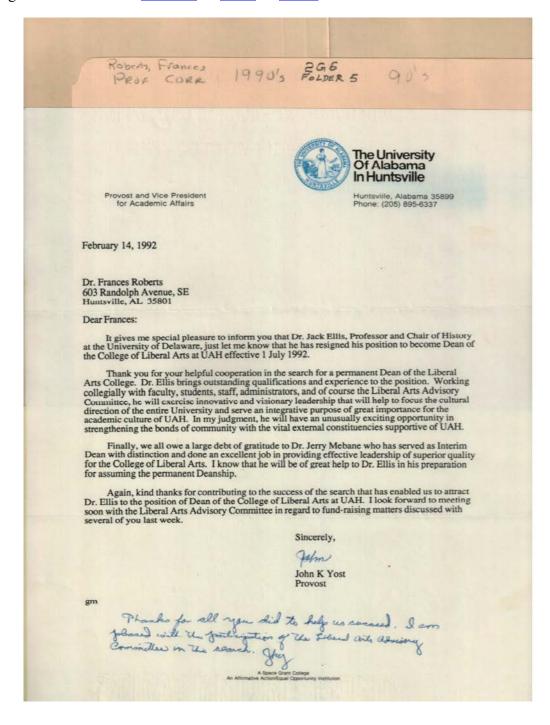
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Names:

Ellis, Jack, Dr.

Mebane, Jerry, Dr.

Roberts, Frances, Dr.

Yost, John K.

Places:

Huntsville, AL

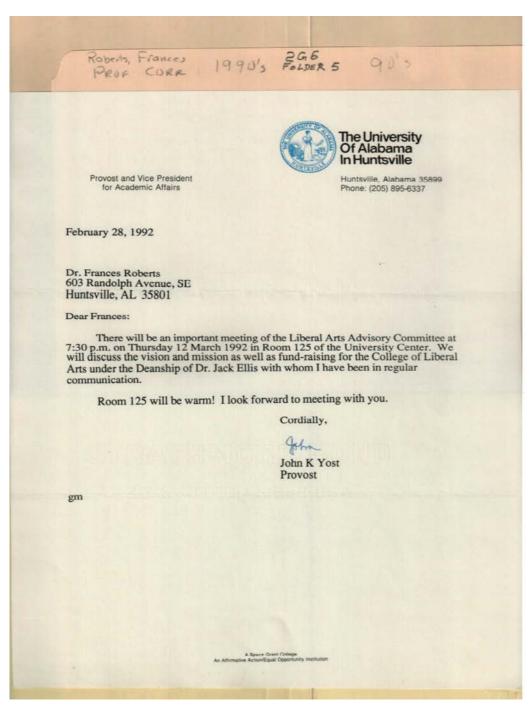
Types:

correspondence

Dates:

Feb 14, 1992

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Names:

Ellis, Jack, Dr.

Roberts, Frances, Dr.

Yost, John K.

Places:

Huntsville, AL

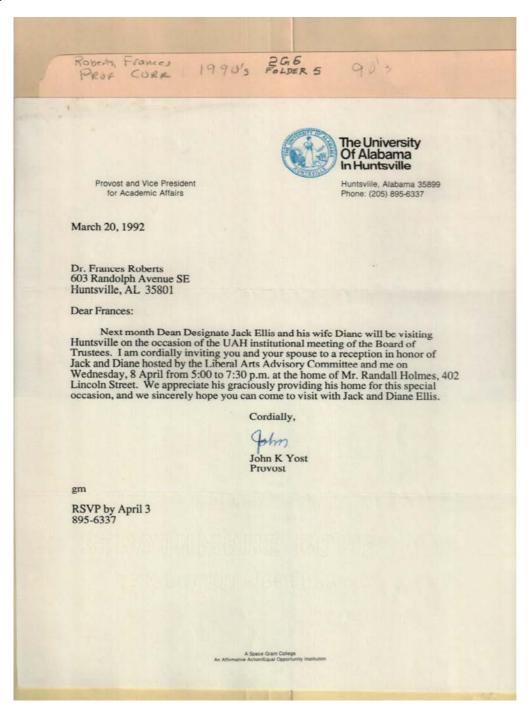
Types:

correspondence

Dates:

Feb 28, 1992

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Names:

Ellis, Jack & Diane

Holmes, Randall

Yost, John K.

Places:

Huntsville, AL

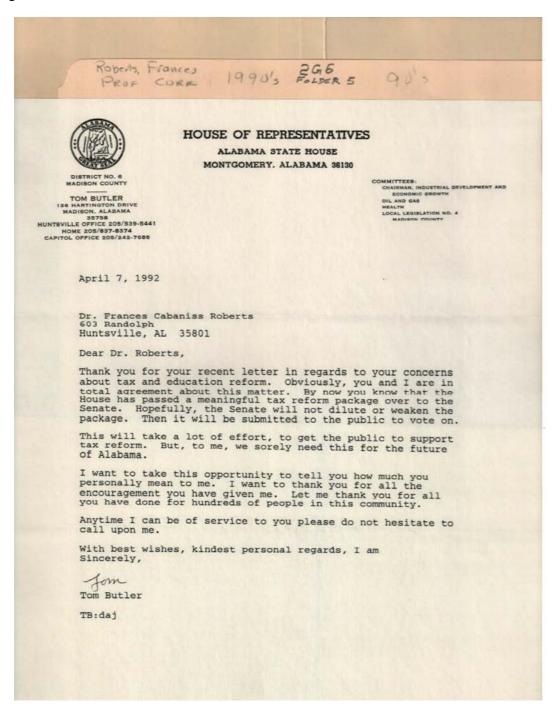
Types:

correspondence

Dates:

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Names:

Butler, Tom, Rep.

Roberts, Frances Cabaniss, Dr.

Places:

Huntsville, AL

Montgomery, AL

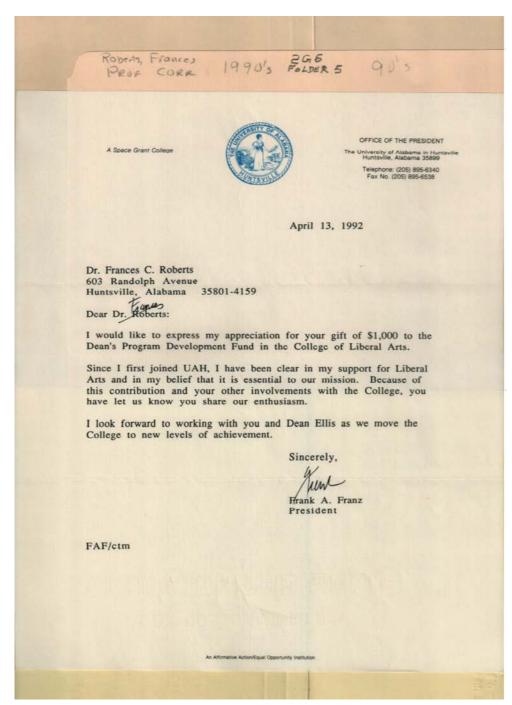
Types:

correspondence

Dates:

Apr 7, 1992

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Names:

Ellis, Dean Franz, Frank A.

Places:

Huntsville, AL

Types:

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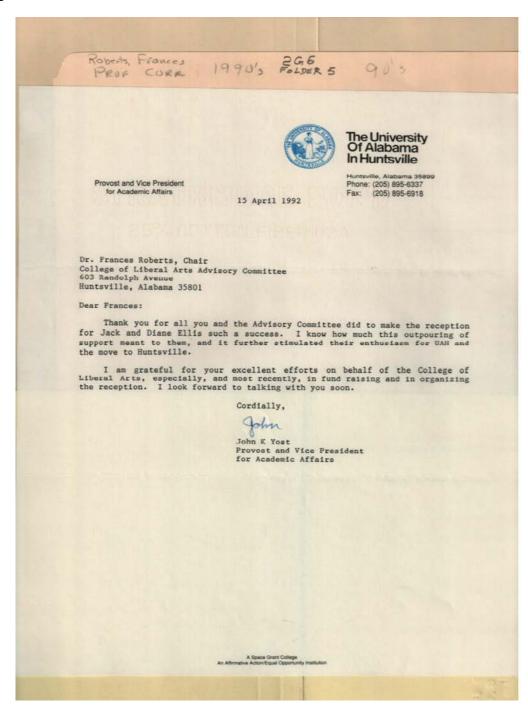
Dates:

Apr 13, 1992

Roberts, Frances C.,

Dr.

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Roberts, Frances, Dr.

Yost, John K.

Places:

Huntsville, AL

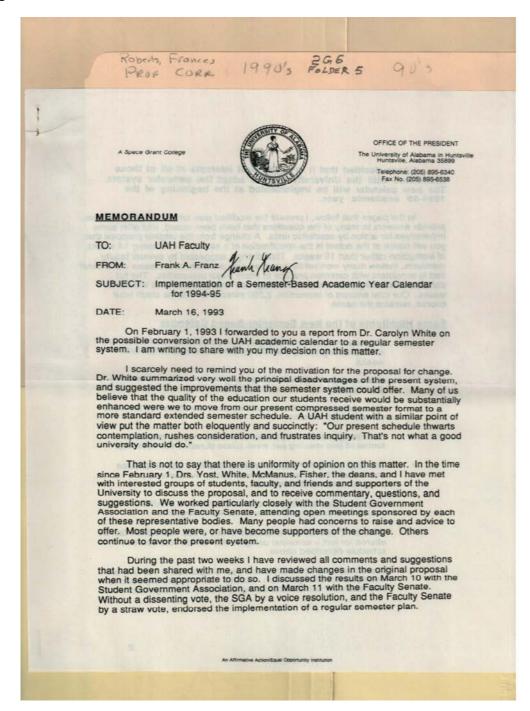
Types:

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Dates:

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p. 1Names:

Franz, Frank A.

White, Carolyn, Dr.

Places:

Huntsville, AL

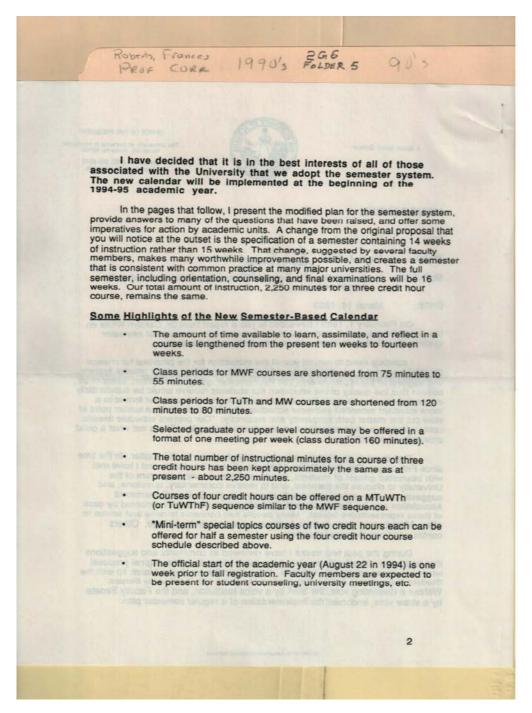
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memo

Dates:

Mar 16, 1993

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UAH Change to Semester System

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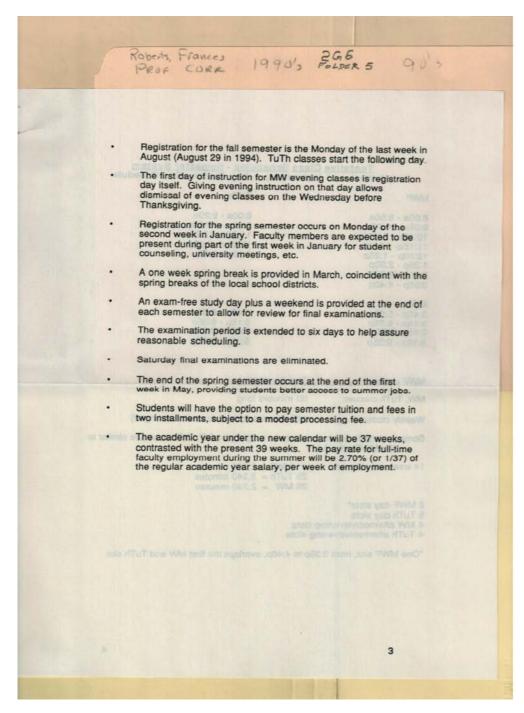
Types:

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Dates:

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Class Schedules .		
Instruction, 6 Day	Semester System Examination Sche	n edule
TuTh		
8:00a -	9:20a	
9:30a -	10:50a	
11:00a 12:40p	- 12:20p - 2:00p	
0 (Table) Table T	- 3:30p	
of britishers it wildlend by	An exemitme much	
	5:05p 6:35p	
	8:05p	
	9:35p	
55 minutes long		
80 minutes long		
160 minutes (schedu	ules to be arranged	
irses may be taught on a		
41 MWF = 2 255 mi	the latest section of the latest section in	
41 MWF = 2,255 minutes 28 TuTh = 2,240 minutes 28 MW = 2,240 minutes		
ng slots ing slots		
35p to 4:40p, overlaps ti	no first NAM and T. T.	4.41.4
oop to 4.40p, overlaps to	ie iiist www and full	11 5101

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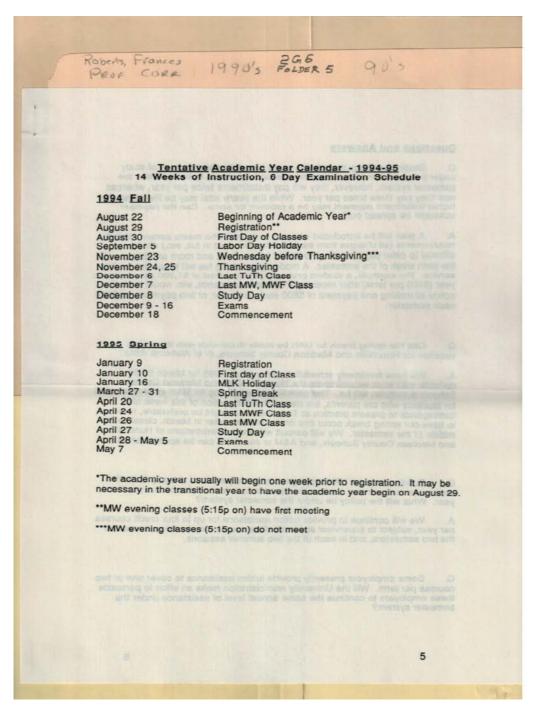


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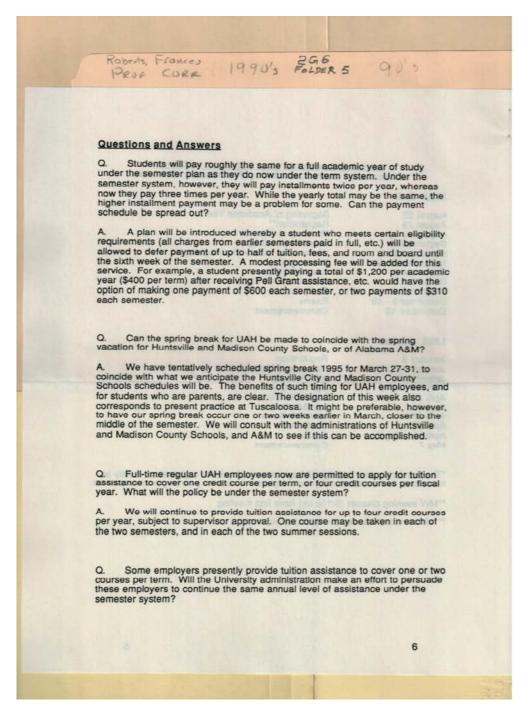


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2G6 FOLDER 5 Roberts, Frances 1990/5 903 PROF CORR A. We have checked with some of the major employers in town (MICOM, NASA, Boeing, McDonnell Douglas, Nichols, SCI, Teledyne Brown, etc.). None of their tuition reimbursement plans limit a student to a particular number of courses per term (or semester). Some have limits of 6 or 8 courses per year. With careful scheduling both by the department and by the student, part-time students may find it possible to take more courses per academic year under the semester system, rather than less. Q. Is there not an accounting change that would be required if the academic year begins earlier than it does now? Doesn't the October 1 start of the fiscal year cause a problem? A. Yes, but the problem can be handled quite simply. If the academic year is assumed to start on August 22 (one week before registration), approximately 6/37 of academic year salaries would have to be expensed against the "old" fiscal year. But, likewise, a proportional amount of "new" academic year tuition and fee revenue should be credited to the "old" fiscal year, resulting in no detrimental change. Lam speking Board of Trustees approval for such a detrimental change. I am seeking Board of Trustees approval for such a change. In the regular semester format, won't professors just cram more work into each course? There are more class periods, but each period is of shorter duration. The total amount of the instruction in a term or semester will be the same, about 2,250 minutes for a three credit hour course. We hope this yields more effective instruction, not necessarily more material covered. What difference does it make if you spread 2,250 minutes of instruction over 10 weeks or over 14 weeks, or over periods of 110 minutes or 55 minutes at a time? The number of "bits" of information received per unit time is the same in both cases. A Most of us have experienced extended learning situations where we have become saturated with information, our eyes have glazed over, and our attention has wandered. Most people find it difficult to concentrate intensively on a topic for even an hour at a time, especially when new concepts are being introduced. Different people have different attention spans, and some find our present schedule stimulating. Under our present system, however, most people are at a disadvantage; one cannot find a class lasting under 75 minutes per session. Many people also find it important to have more opportunities between 7

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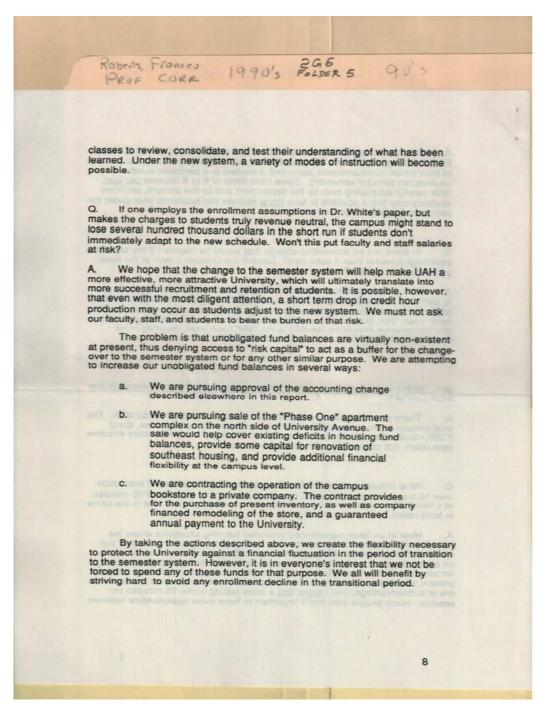
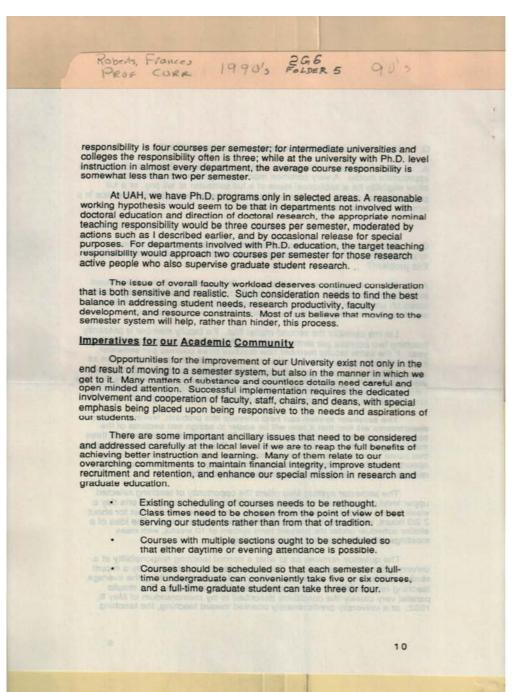


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2G6 FOLDER 5 Koberts, Frances PROF CORR Q. Won't the sabbatical leave policy have to be modified? Yes. I will ask the Provost to work with the Faculty Senate to develop the appropriate model. A very common mode among research universities is to allow eligibility for a sabbatical leave of a full semester at full pay, or a full academic year at half pay, after each period of seven years full-time service in a tenured or tenure earning faculty position. Q. Some faculty members are concerned that moving to the semester system implies an increase in faculty workload. How do you intend to address this problem? A. There are two aspects of this issue. One is whether or not the present teaching responsibilities expected of faculty members at UAH are high for a research university. The other is whether teaching responsibilities change significantly in moving from the term system to the semester system. Let me consider the second matter first. If a faculty member is presently Let me consider the second matter list. If a faculty member is presently teaching two courses per term, he or she is teaching six courses per academic year. If the same faculty member now teaches three courses per semester, that's still six per year, with the same total number of minutes of instruction as before. There is no change in the nominal workload. I understand, however, the argument that, given their existing responsibilities, faculty members find time management somewhat easier in dealing with two compressed courses at a management somewhat easier in dealing with two compressed courses at a time rather than three "normal" courses spread out over a longer time period. The semester system can help alleviate this problem, however. Many departments will find that it now will be easier to assign two sections of the same course to the same faculty member. Two preparations rather than three makes a great difference in actual workload. There is also the hope, ultimately, that some consolidation of sections may prove possible, thereby providing opportunities both to increase the range of offerings, and to provide partial release of some faculty from the six course responsibility. The semester system also offers the opportunity of teaching selected upper level courses such as literature seminars, etc. in a compact one day a week format. Under the semester system, such classes would meet for about 2 2/3 hours, which may be useful and attractive in some areas. The idea of a similar schedule under the present term system of 10 weeks, with class mootings almost to 4 hours, is mind numbing. The question remains as to what a normal teaching responsibility at a university like UAH ought to be. The discussion can be informed by a recent study published by the University of Maryland System describing the average teaching responsibilities on the various Maryland campuses. The results parallel very closely the conditions described in my memorandum of May 8, 1992. at a university predominantly oriented toward teaching, the teaching 9

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1	Roberts, Frances PROF CORR 1990'S FOLDER 5 90'S
	same evenings; in other cases it may mean offering the two courses at the same times in the MW and TuTh sequence; in others, it may involve choosing early morning hours. Student preference should play a substantial role in making the
	determinations.
	While the semester system ultimately should create opportunities for consolidation of sections of some courses, in the transitional period it will be important to utilize most of the resources thus freed to offer additional courses of high demand rather than to reduce instructional responsibilities.
	High quality, sensitive, and well-informed advisement needs to be provided to students both during the transition period and afterward.
	Counsel and help needs to be given to students to encourage them to maintain annual course loads in the semester system that are comparable to those that they presently take in the term system.
1000	A number of our students and faculty have suggested that a
	baggage of prerequisites deters otherwise qualified students from taking some of our courses. As we consider the transfer of our curriculum to the semester format, prerequisite structures should be evaluated for relevance and necessity.
vious to 1 To scort i	Final examination schedules need to be constructed artfully to provide maximum time between examinations for each student.
	Most courses can be transported directly from the present compressed semester system to the new system. Some,
	however, will have to be reconfigured. Calculus, for example, is presently taught in a sequence of four courses of three credit hours each. In order not to delay students' progress in engineering, science, and other majors, the Mathematics Department is modifying the sequence to be three courses of four credit hours each, with the same total amount of material being
	covered. Similar adjustments may have to be made in some other areas.
NAME OF THE PARTY	
	11
	11

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2G6 FOLDER 5 Roberts, Frances 1990'5 CORR PROF 8:00 - 9:15 a.m. reports that he finds students and professor alike to be more alert, more productive, and generally more interested in the course than when similar courses are offered in early evening time slots. He also reports substantial demand for the course from part-time students who find it both possible (through flex-time) and convenient to take the course on their way to work. Under the new semester system, it is possible that other part-time students might find it attractive to take other courses MWF at 8:00-8:55, or TuTh at 8:00-9:20. Creative approaches to scheduling such as this need to be pursued. Departments should explore the possibility of offering special topics "mini-term" courses. Several faculty members have proposed offering such courses of two credit hours each on a MTuWTh sequence for half a semester, perhaps with early morning classes. Many other possibilities exist. The idea could prove attractive to part-time, full-time, and non-degree seeking sturbage alike. students alike. Each department and interdisciplinary program will be asked to develop a four year semester-by-semester plan showing when required core courses and high demand electives will be offered. Some courses may be offered in alternate semesters, some in alternate years. Chairpersons and deans will work with the Office of Academic Affairs to assure coordination of scheduling of such courses. Some flexibility needs to be maintained to offer lower. courses. Some flexibility needs to be maintained to offer lower demand electives, and to be able to accommodate to availability of resources. The goal is to provide students with a framework in which they may plan the most critical components of their academic careers at UAH with a reasonable degree of confidence. The development of such plans also should help departments simplify their future scheduling efforts. It is worth noting that such plans already exist in some departments, most notably in those of the College of Engineering. Each department also will be asked to develop a schedule showing when most courses will be offered in the terms before the 1994-95 academic year. Advanced students need to be assured of the availability of courses required to complete their degree. Other students need to be assisted in making a smooth transition to the semester system. The 15 week period from spring commencement to the beginning of the new academic year provides ideal flexibility for summer session scheduling. Most of us envision two summer sessions of six to seven weeks each, with the possibility that some courses might be stretched over both sessions. High priority in summer session offerings must be given to providing additional 12

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Roberts, Frances 1990's 2G6
PROF CORR 1990'S FOLDER 5 90'S

opportunities for students to take high demand courses, and to assisting graduate students, co-op students, and part-time students to make reasonable progress toward their degrees. Summer session courses need to contain the same amount of instruction (2,250 minutes) as regular semester courses.

Model Semester-Based Fee Schedule

It now should be clear to all who have been considering this topic that one cannot use our present term system fee schedule to assess fees in the semester system. If one did so, an undergraduate student presently taking a full load of nine credit hours per term, or 27 hours per academic year, would receive a gratuitous reduction of \$586 in total charges for the academic year. This happens because the present fee schedule changes abruptly at nine credit hours, yielding the following rates:

9 hours \$773 13 hours \$845 14 hours \$888

Academic year charges for 27 hours therefore would be 3 X \$773 = \$2,319 in the term system, but \$845 + \$888 = \$1,733 in the semester system, were the present schedule to be used. Lack of recognition of this effect contributed to higher earlier estimates of the potential costs of conversion.

A modified fee schedule thus had to be created for Dr. White's study. That schedule was made approximately revenue neutral at a full-time load of nine credit hours per term, or 27 credit hours per academic year. The schedule also extended a uniform per credit hour charge out to higher numbers of hours. The schedule was presented not as a definitive fee proposal, but rather as an approximation to allow us to estimate whether the potential financial risk to the campus would be of the order of millions of dollars, or hundreds of thousands of dollars. Unfortunately, more than a few people interpreted the schedule as a proposal for an increase of fees on overload hours. In keeping with a promise I made to our students, I display below a refined approximation to an appropriate semester fee schedule that avoids the problem just described.

I define "fairness" for transition to the semecter system in the following way. Part-time students should pay about the same as they now do for partial loads. Full-time students should pay about the same per academic year as they do now (e.g. the cost of 27 hours in the term system should equal the cost of 13 + 14 hours in the semester system, etc.). Irregularities in the incremental cost of credit hours should be removed as much as possible.

A reasonable schedule adhering to these principles is displayed in Table 1. Its incremental cost out to 14 credit hours is \$83/credit hour. The 15th credit hour, in analogy to the 9-10 hour transition in the term system, is free. Additional credit hours above 15 are \$33 each. One can, and probably should, question the wisdom of giving such a sharp reduction (\$83 to \$33) for overload credit hours, but that is an

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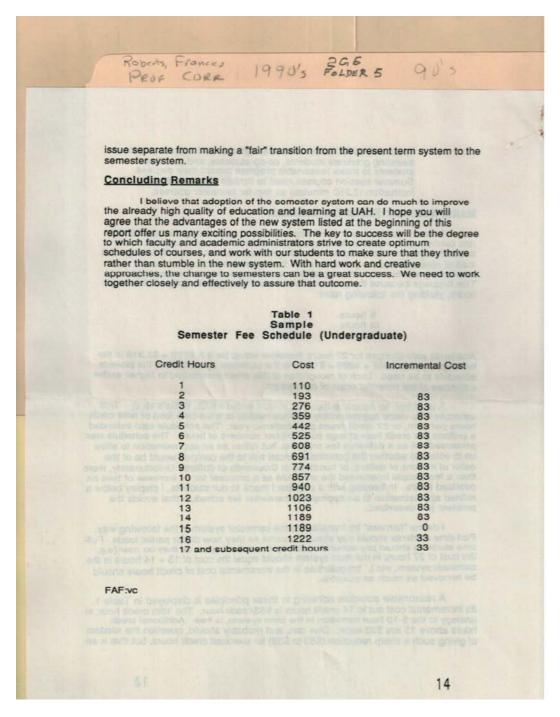
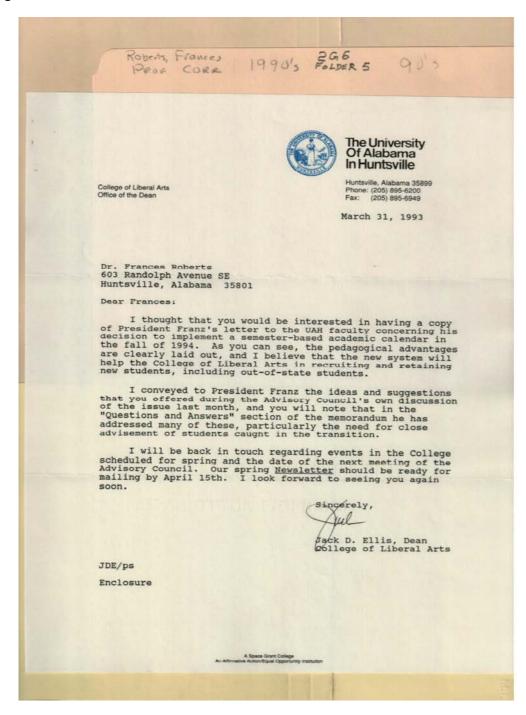


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Names:

Ellis, Jack D., Dean

Franz, President

Roberts, Frances, Dr.

Places:

Huntsville, AL

Types:

correspondence

Dates:

March 31, 1993

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DEAN'S FUND FOR 1993

NAME	Amount Pledged	Amount Paid	Balance
Dr. Frances Roberts	***************************************	\$	\$0.00
Ms. Nan Hall	\$	\$	\$0.00
Ms. Betsy Lowe	\$	\$	\$0.00
Dr. Sandra Shipman	\$	\$	\$0.00
Ms. Avis Satterfield	***************************************		\$0.00
Bradley, Arant, Rose & White	\$	\$	\$0.00
Mr. Cutter Hughes	\$	\$	\$0.00
Ms. Katie Shaver	\$	\$	\$0.00
Ms. Ramona Baker	\$		\$0.00
Ms. Martha Simms Rambo	\$	\$	\$0.00
Mr. & Mrs. Olin King	\$	\$	\$0.00
Mr. Joe H. Ritch	\$	\$	\$0.00
Judge C. Lynwood Smith			\$0.00
Sirote & Permutt	\$		\$0.00
Cecelia Alison	\$		\$0.00
TOTAL	\$4,725.00	\$4,744.50	\$0.00
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5/20/93			

Names:

Alison, Cecilia Baker, Ramona, Ms. Bradley, Arant, Rose & White

Dean's Fund For 1993

Places:

Huntsville, AL

Types:

table

Dates:

May 20, 1993

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Frances Cabaniss Roberts Collection

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Archives/Special Collections Access Restrictions: None

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