

THE UNIVERSITY OF WYOMING
MINUTES OF THE TRUSTEES

May 30-31, 1969

For the confidential information
of the Board of Trustee

THE UNIVERSITY OF WYOMING

Minutes of

BOARD OF TRUSTEES

May 30-31, 1969

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The annual meeting of the Board of Trustees of the University of Wyoming was held on May 30-31, 1969, in the Board Room of Old Main.

President Hollon called the meeting to order at 10:05 a. m. on May 30, 1969.

The following members answered the roll call: Brodrick, Hickey, Hines, Hollon, Johnson, Jones, McBride, Ostlund, Pence, Quealy, Sullivan, True, and ex officio members Carlson, MacMillan and Roberts. Governor Hathaway was absent. Executive staff present were: Geraud, Hays, and Ranz. Dr. Robert J. McColloch represented the Faculty Senate.

ROLL CALL

It was moved, seconded, and carried that the minutes of the meeting of April 18-19, 1969, be approved as circulated.

APPROVAL OF MINUTES

President Carlson reviewed the schedule of Commencement activities.

ANNOUNCEMENTS

It was moved, seconded, and carried that the award of degrees be approved to those individuals recommended by the faculty and deans and to include the awarding of the honorary Doctor of Laws to Mr. Arthur B. Belfer, with a record of such degree awards to be maintained in the Registrar's Office after authentication by the President of the University pursuant to this action.

APPROVAL OF DEGREES

President Hollon stated that, in accordance with the bylaws of the Board which require the annual election of officers at the annual

ELECTION OF OFFICERS

meeting, the floor was open for nominations for President. It was moved, seconded, and carried that present officers be re-elected and that the Secretary be instructed to cast a unanimous ballot. The following were then declared the duly elected officers of the Board to hold office for one year or until their successors are elected and qualified:

President----- C. E. "Jerry" Hollon
 Vice President ---- Joseph B. Sullivan
 Secretary----- Patrick J. Quealy
 Treasurer----- William R. Jones

Executive Committee and W. R. Coe Trust Fund Committee

Mr. Hollon then called for election of Committees pointing out that Board bylaws require the annual election of the Executive Committee and the W. R. Coe Trust Fund Committee; the Executive Committee to consist of the President of the Board and two elected members; the W. R. Coe Trust Fund Committee to consist of three members of the Board experienced in business and financial affairs and the management of investments. It was moved, seconded, and carried that present members of both committees be re-elected, the Executive Committee to be:

C. E. "Jerry" Hollon
 Patrick J. Quealy
 H. A. "Dave" True

the W. R. Coe Trust Fund Committee to be:

H. A. "Dave" True
 Robert W. McBride
 Patrick J. Quealy

ELECTION OF COMMITTEES
Executive Committee and W. R. Coe Trust Fund Committee

President Hollon asked that members serving on Board committees continue in their present assignments. He named Mrs. Hickey to the vacancy on the Physical Plant and Equipment Committee.

COMMITTEE ASSIGNMENTS

Physical Plant and Equipment Committee. Brodrick, Chairman; Hickey, Hines, Ostlund and Sullivan.

Physical Plant and Equipment Committee

Athletic Committee. Jones and Johnson.

Athletic Committee

Campus Planning - Trustee representative. Johnson.

Campus Planning Trustee representative

Also by virtue of this assignment to serve as ex officio member of the Physical Plant and Equipment Committee.

Honorary Degree Committee. Brodrick, Hines, McBride.

Honorary Degree Committee

Budget Committee. Quealy, Jones and True.

Budget Committee

It was then moved, seconded, and carried that the Board go into Executive Session with staff invited to remain.

Upon reconvening in Open Session, the following actions were taken:

It was moved, seconded, and carried that the following appointments be approved as recommended by the President to be effective on the dates indicated:

APPOINTMENTS

1. Wayne Melander as Assistant Professor of Biochemistry (rank contingent upon fulfillment of degree requirements) effective on or about September 1, 1969.

Melander

2. Linda Clifford as Instructor in Clothing and Textiles, effective September 1, 1969.

Clifford

3. Guendoline Brown as Supply Instructor in Foods and Nutrition, effective September 1, 1969.

Brown

- | | |
|---|----------------|
| 4. <u>John Collins Adams</u> as Assistant Professor of Microbiology, effective September 1, 1969. Appointment contingent upon fulfillment of degree requirements. | <u>Adams</u> |
| 5. <u>Reldon Franklin Beck</u> as Supply Assistant Professor of Range Management, effective July 1, 1969. Appointment contingent upon fulfillment of degree requirements. | <u>Beck</u> |
| 6. <u>Eileen June Darling</u> as County Extension Home Economist in Albany County, effective July 1, 1969. | <u>Darling</u> |
| 7. <u>Andrew DeBoer</u> as Assistant Professor of Chemistry, effective September 1, 1969. | <u>DeBoer</u> |
| 8. <u>Peter M. Illick</u> as Instructor in English, effective September 1, 1969. Appointment contingent upon fulfillment of degree requirements. | <u>Illick</u> |
| 9. <u>Richard G. Reider</u> as Assistant Professor of Geography (rank contingent upon fulfillment of degree requirements), effective September 1, 1969. | <u>Reider</u> |
| 10. <u>J. David Love</u> as Adjunct Professor of Geology, effective September 1, 1969. | <u>Love</u> |
| 11. <u>William H. Wilson</u> as Adjunct Professor of Geology, effective September 1, 1969. | <u>Wilson</u> |
| 12. <u>Paul Everett Hoffman</u> as Assistant Professor of History (rank contingent upon fulfillment of degree requirements), effective September 1, 1969. | <u>Hoffman</u> |
| 13. <u>Robert James Parks</u> as Assistant Professor of History, effective January 29, 1970. | <u>Parks</u> |

14. John Anthony Lent as Visiting Associate Professor of Journalism, effective September 1, 1969.

Lent

15. Judith Leibowitz as Assistant Professor of French (rank contingent upon fulfillment of degree requirements), effective September 1, 1969.

Leibowitz

16. Christel Nierobisch as Assistant Professor of German (rank contingent upon fulfillment of degree requirements), effective September 1, 1969.

Nierobisch

17. Mildred Alice Tanner as Assistant Professor of German (rank contingent upon fulfillment of degree requirements), effective September 1, 1969.

Tanner

18. Roger Marvin Cooper as Assistant Professor of Mathematics, effective September 1, 1969.

Cooper

19. Joe Eckley Kirk, Jr. as Assistant Professor of Mathematics, effective September 1, 1969.

Kirk

20. A. Allan Riveland as Supply Instructor in Mathematics, effective September 1, 1969.

Riveland

21. Yako Leon Varol as Supply Instructor in Mathematics, effective September 1, 1969.

Varol

22. Ronald J. Kuhn as Assistant Professor of Music, effective September 1, 1969.

Kuhn

23. Charles V. Blatz as Assistant Professor of Philosophy (rank contingent upon fulfillment of degree requirements), effective September 1, 1969.

Blatz

24. Larry William Thornton as Assistant Professor of

Thornton

Psychology (rank contingent upon fulfillment of degree requirements), effective January 28, 1970.

25. Richard A. Engnell as Assistant Professor of Speech (rank contingent upon fulfillment of degree requirements), effective September 1, 1969.

Engnell

26. Robert W. Atherton as Assistant Professor of Zoology and Physiology, effective September 1, 1969.

Atherton

27. Steven Hollos as Temporary Professor of Business Administration in the College of Commerce and Industry/AFIT-Minuteman Graduate Program, effective October 1, 1969, for three teaching quarters.

Hollos

28. Jack W. Brandmeir as Temporary Assistant Professor of Business Administration in the College of Commerce and Industry/AFIT-Minuteman Graduate Program, effective October 1, 1969, for three teaching quarters.

Brandmeir

29. Jon Kent Davis as Associate Professor of Educational Foundations, effective September 1, 1969.

Davis

30. Robert Fredrick Kvidahl as Assistant Professor of Educational Foundations (rank contingent upon fulfillment of degree requirements), effective September 1, 1969.

Kvidahl

31. Dale Florid Stehno as Supply Instructor in Guidance and Counselor Education, effective September 1, 1969.

Stehno

32. Charles E. Fisher as Instructor in Physical Education and Director of Intramural Sports Program, effective September 1, 1969.

Fisher

Appointment contingent upon fulfillment of degree requirements.

33. Bonnie Jean Hultstrand as Instructor in Physical Education, effective September 1, 1969.

Hultstrand

34. Frederick B. Schmalz as Instructor in Health, Physical Education and Recreation, and Varsity Soccer Coach, effective September 1, 1969. Appointment contingent upon fulfillment of degree requirements.

Schmalz

35. Gerald Allen Zamboni as Instructor in Health, Physical Education and Recreation and Varsity Gymnastics Coach, effective September 1, 1969.

Zamboni

36. William L. Podraza as Instructor in the University School, effective September 1, 1969.

Podraza

37. Kathleen E. Long as Field Coordinator and Instructor in Education, and Adult Education, effective September 1, 1969.

Long

38. Donna Ayer Conner as Field Coordinator (Rock Springs Rawlins Area) and Instructor in Education and Adult Education, effective September 1, 1969.

Conner

39. Stephen R. Jenkins as Assistant Professor of Civil Engineering (rank contingent upon fulfillment of degree requirements), effective January 29, 1970.

Jenkins

40. Thomas J. Holton as Visiting Professor of Law, effective September 1, 1969.

Holton

41. Robert S. Burdick as Assistant Professor of Computer Science, effective September 1, 1969.

Burdick

42. Marianne Y. Winton as Assistant Professor of

Winton

Anthropology (rank contingent upon fulfillment of degree requirements), effective September 1, 1969.

43. Donald C. Waterstreet as Assistant Professor of Guidance and Counselor Education, effective September 1, 1969.

Waterstreet

44. Floyd E. Michael as Instructor in Vocational Education, effective September 1, 1969.

Michael

45. Thomas Henry Lansing as Field Coordinator (Casper Area) and Instructor in Education and Adult Education, effective September 1, 1969.

Lansing

46. Major Ralph E. Newman as Associate Professor of Military Science, effective August 1969.

Newman

47. Major David D. Paulsen as Associate Professor of Military Science, effective August 1969.

Paulsen

It was moved, seconded, and carried that authorization be granted for the President of the University to appoint personnel to remaining vacancies which should be filled by the beginning of the academic year, such appointments to be subject to confirmation by the Board at the next meeting.

INTERIM APPOINTMENTS

It was moved, seconded, and carried that reappointments for 1969-70 be approved for the following individuals on supply or temporary appointment:

REAPPOINTMENTS

<u>Name</u>	<u>Department</u>	<u>Academic Rank</u>
<u>COLLEGE OF AGRICULTURE</u>		
Lawson, Erlinda Q.	Microbiology	Supply Instructor

<u>Name</u>	<u>Department</u>	<u>Academic Rank</u>
<u>COLLEGE OF ARTS AND SCIENCES</u>		
Cook, Gordon Lee	Zoology and Physiology	Supply Instructor
Dalla, Ronald H.	Mathematics	Supply Instructor
<u>COLLEGE OF COMMERCE AND INDUSTRY</u> <u>(AFIT-Minuteman Graduate Program)</u>		
Ames, Robert T., Jr.	Business Administration	Temporary Assistant Professor
Henry, Robert M.	Business Administration	Computer Chief (Temporary Instructor)
Jochumsen, E. A.	Business Administration	Resident Administrator (Associate Professor)
Smith, Elizabeth	Business Administration	Temporary Assistant Professor
Wille, Gerald J.	Business Administration	Temporary Assistant Professor
Williams, J. Richard	Business Administration	Temporary Assistant Professor
<u>COLLEGE OF EDUCATION</u>		
Price, Joseph L., Jr.	Guidance and Counselor Education	Temporary Instructor
Vander Wilt, Hermina	Health, Physical Education and Recreation	Supply Instructor
<u>COLLEGE OF ENGINEERING</u>		
Killam, Everett H.	Civil Engineering	Supply Instructor
Maret, Darrell E.	General Engineering	Supply Instructor

It was moved, seconded, and carried that the recall of

Mr. William L. Duncan, retired County Agricultural Agent of Fremont County, be approved to permit his employment by the Office of

RECALL

Duncan

International Programs for the period June 2 through August 15, 1969, as Technical Leader of a special training program on campus for seven Somali extension workers under the University's Somali contract.

It was moved, seconded, and carried that the following leaves of absence be granted for the periods and under the conditions cited.

1. Mr. Richard T. Clark, Instructor in Agricultural Economics, an extension of his leave of absence without pay for the period October 1, 1969, through September 30, 1970, to continue his work toward the Ph. D. in Agricultural Economics at Oregon State University.

2. Mr. Gary Deveraux, Natrona County Agricultural Agent, in the Agricultural Extension Service, a leave of absence without pay for the period September 1, 1969, through June 30, 1970, to permit him to complete work toward the master's degree in Adult Education at Colorado State University.

3. Mrs. Margery Hall, County Extension Home Economist in Natrona County, in the Agricultural Extension Service, a leave of absence without pay for the period October 1, 1969 through September 30, 1970, to permit her to commence work toward an M.A. degree in extension Education at the University of Arizona, provided expected financial assistance materializes.

4. Mr. Daniel B. Elliott, II, Instructor in English, a leave of absence without pay for the 1969-70 year to permit him to join an exploratory team in northern Brazil and southeastern Venezuela.

LEAVES OF
ABSENCE

Clark

Deveraux

Hall

Elliott

5. Dr. Harold S. Bloomenthal, Professor of Law, a continuation of his leave of absence without pay for the 1969-70 academic year to permit him to complete work on materials he is preparing for a casebook on World Community Law.

Bloomenthal

It was moved, seconded, and carried that approval be granted for the release of Mrs. Mary Rose Dorn from her position as Home Economist in Platte County, effective June 30, 1969. President Carlson stated that she had been advised of this proposed action.

RELEASE

Dorn

It was moved, seconded, and carried that Dr. Sami G. Hajjar be named Acting Head of the Department of Political Science for the 1969-70 academic year, effective September 1, 1969, during the period of Dr. John B. Richard's sabbatical leave as recommended by the President.

ACTING
DEPARTMENT
HEAD
DEPARTMENT OF
POLITICAL
SCIENCE

Hajjar

It was moved, seconded, and carried that the following resignations be accepted to be effective on the dates indicated:

RESIGNATIONS

1. Mrs. Cecile Marie Lemons, Extension Home Economist in Albany County, effective June 30, 1969.

Lemons

2. Mr. Peter Hartley, Instructor in English, effective June 30, 1969.

Hartley

3. Mrs. Carol Arnold, Instructor in Social Studies Education and Supervising Teacher of the Junior High Core in the University School, effective June 30, 1969.

Arnold

4. Mr. James D. Green, Instructor in Social Studies in

Green

the University School, effective June 30, 1969.

5. Mrs. J. Elizabeth Hatch, Instructor in Guidance in the University School, effective June 30, 1969.

Hatch

6. Mr. Howard H. Bashford, Instructor in General Engineering, effective June 30, 1969.

Bashford

7. Dr. Robert K. McMordie, Associate Professor of Mechanical Engineering, effective June 30, 1969.

McMordie

President Carlson called attention to the list of grants and scholarships contained in his report to the Board and recommended their acceptance. He pointed out that the grant of \$247,470 from the Department of Health, Education and Welfare for construction of a Fine Arts Building represented the total that the University would receive for this project unless Congress makes available additional funds which were not recommended in President Nixon's budget. Funds in the amount of \$1,333,000 had been anticipated under the authorization of Title I of the Higher Education Facilities Act. To offset this loss of funding, he stated that the only alternate appears to be for the University to utilize funds available from the 1967 bond refunding program and defer some project or projects authorized by the 1969 Legislature through utilization of these funds. It was agreed that a recommendation in this matter would be made to the Board at a later date.

GRANTS, GIFTS,
AND SCHOLARSHIPS

Dr. Carlson also called attention to one additional gift, a portrait of the late Dr. Aven Nelson, a former President of the University (1917-1922), a distinguished Professor of Botany, and

University faculty member for more than forty years (1887-1931). Dr. Carlson stated that Dr. Nelson's widow, Mrs. Ruth Nelson, had commissioned the painting and had presented it to the University at the time of the Governor's Day banquet. Board members expressed appreciation for this gift and requested that a letter be written to Mrs. Nelson on their behalf.

It was then moved, seconded, and carried that the following grants, gifts, and scholarships be accepted for the purposes and under the conditions cited:

<u>Amount</u>	<u>Grantor and Purpose</u>
Oil Portrait of Dr. Aven Nelson	Mrs. Aven Nelson as a memorial to her deceased husband.
\$ 500	<u>Veliscol Chemical Corporation</u> , for continued support in research on weed control under the direction of Gary A. Lee, Division of Plant Science. The grant period is 5/31/69 to 6/1/70.
500	<u>Diamond Shamrock Corporation</u> , to support research in the field of weed control under the direction of Gary Lee, Division of Plant Science. The grant period is 1/1/69 to 12/31/69.
1,350	<u>Wyoming Game & Fish Commission</u> , to conduct research studies in Sybille deer ecology and elk winter range under the direction of Morton May, Division of Plant Science. The grant period is 1/1/69 to 12/31/69.
2,050	<u>Wyoming Game & Fish Commission</u> , to conduct research studies in the juniper range project, under the direction of Herbert G. Fisser, Division of Plant Science. The grant period is 1/1/69 to 12/31/69.
89,080	<u>Office of Economic Opportunity</u> , for additional support of the Upward Bound Program, under the direction of Dale Foreman, Adult Education and Community Services. The grant period is 6/1/69 to 6/30/70.

\$ 15,000	<u>Atomic Energy Commission</u> , to conduct research in "Spectral Properties of Polyenes and Their Carbonium Ions and Their Implications to Photobiology", under the direction of Paul E. Blatz, Department of Chemistry. The grant period is 4/1/69 to 3/31/70.
3,500	<u>Allied Chemical Foundation</u> , an unrestricted gift to the Chemistry Department, under the direction of G. E. Coates.
2,000	<u>Eli Lilly and Company Foundation</u> , for the purchase of Pharmacy equipment, under the direction of Jack Bone.
52,400	<u>National Science Foundation</u> , for support of research entitled "Synthetic Studies in Beryllium Chemistry", under the direction of G. E. Coates, Department of Chemistry. The grant period is 4/1/69 to 3/31/71.
500	<u>E. I. Du Pont De Nemours & Company, Inc.</u> , for support of research in the field of alfalfa weed control under the direction of Harold E. Alley and Gary A. Lee, Division of Plant Science. The grant period is 4/1/69 to 3/31/70.
280,358	<u>Office of Education</u> , for support in the Educational Opportunity Grants program, under the direction of O. R. Hendrix, Director of Student Financial Aids. (Initial Year, \$91,087; Renewal Year, \$189,271) The grant period is 7/1/69 to 6/30/70.
129,656	<u>Office of Education</u> , for support of College Work-Study program under the direction of O. R. Hendrix, Director of Student Financial Aids. The grant period is 7/1/69 to 12/31/69.
500	<u>Shell Chemical Company</u> , for continued support of research in the field of weed control, under the direction of Harold P. Alley, and Gary A. Lee, Division of Plant Science. The grant period is 5/1/69 to 4/30/70.
20,000 Maximum	<u>U. S. Department of Agriculture, Research Service</u> , for continued support of bee research, specifically diseases of honey bees in Wyoming, under the direction of Robert Lang, Division of Plant Science. The contract period is 7/1/69 to 6/30/70.

\$247,470	<u>Department of Health, Education and Welfare</u> , for construction of a Fine Arts Building, Project No. 4-8-00122-0 under the direction of E. G. Meyer, College of Arts & Sciences.
18,189	<u>Office of Education</u> , for support under Title VI-A of the Higher Education Act of 1965, Categories I and II, equipment and material to improve undergraduate instruction, under the direction of E. G. Meyer, College of Arts & Sciences. The grant period is 5/1/69 to 6/31/70.
55,000	<u>National Science Foundation</u> , for the continued support of research entitled "Behavior of Chromospheric Spicules in the Solar Atmosphere", under the direction of Robert J. Bessey, Department of Physics. The grant period is 5/1/69 to 5/31/71.
32,499	<u>Federal Water Pollution Control Administration, U.S. Department of the Interior</u> , for the support of project entitled "Supplementary Aeration of Lagoons in Rigorous Climate Areas", under the direction of Robert L. Champlin, Department of Civil Engineering. The grant period is 2/1/69 to 1/31/70.
1,285	<u>Various Contributions</u> for a Ted Weber Memorial the funds to be used to provide a display case on the second floor landing in the Arts and Sciences Building for the Anthropology Department.
750	<u>Bear-Creek Mining Company</u> , for "grant-in-aid" field support in Geology, under the direction of Robert S. Houston. The grant period is 7/1/69 to 6/30/70.

Contributions received to provide an experimental well for the Petroleum Engineering Department under the direction of Donald L. Stinson are as follows:

<u>Company</u>	<u>Item</u>	<u>Amount</u>
American Pipe & Supply Co. B J, Inc.	8 5 8" Casing Cement surface pipe & cement	\$ 100 \$ 300
Bunning Transfer Company Continental Oil Company	Haul casing (\$200 donation & the time of two men)	\$ 500 \$1,200

Dowell Div. of the Dow Chemical Company	Cement long string	\$ 556.69
Dresser Atlas	Perforating	\$ 911.95
Evitt Drilling & Service Co.	Rig	\$ 1,500
Samuel Gary Oil	\$100	\$ 100
Halliburton Services	5 1/2" Float equip. Centralizers	\$ 100
Husky Oil Company	Casing	\$ 1,500
Larkin Packer Company	8 5/8" Float equip., Well head equipment	\$ 300
R. L. Manning Company	\$100	\$ 100
Marathon Oil Company	\$200	\$ 200
Monolith Portland Midwest Co.	Cement	\$ 450
Pan American Petroleum Corp.	\$200	\$ 200
Phillips Petroleum Company	\$100	\$ 100
Reed Drilling Tools	Bits	\$ 450
Schlumberger Well Services	Logging	\$ 2,198.84
Teton Exploration Drilling Company, Inc.	\$200	\$ 200
True Oil Company	\$200	\$ 200

SCHOLARSHIPS

SCHOLARSHIPS

- \$1,000 American National Bank of Cheyenne, Wyoming,
to provide scholarships to dependents of
nonresident military personnel stationed at
Warren Air Force Base, Wyoming.

- 500 Mountain Fuel Supply Company for Wilho J. Kivi
Memorial Scholarship, to provide a scholarship
to a graduate student with an undergraduate
major in geology.

President Carlson then called attention to two grant applications. The first, to establish the University of Wyoming as a Regional Center for Counselor Education, has been submitted to the U. S. Office of Education and contract negotiations are underway in the approximate amount of \$191,960. This is a developmental grant which will strengthen the Department significantly without the expenditure of University funds.

GRANT
APPLICATIONS

Regional Center
for Counselor
Education

The second application is for a training grant, entitled "Development of a Program in Rural Community Psychology," prepared by the Department of Psychology for submission to the National Institute of Mental Health for a total amount of \$336,685., for a five year period from January 1, 1971 to June 30, 1976. Dr. Carlson emphasized that this application was only at the submission stage but he was bringing it to the Board since, if it were approved, it would involve increased University support in terms of the staff positions requested over a five year period. He also pointed out that this increased support was in accord with projections for the period and that the Department was one identified for development.

After discussion, it was moved, seconded, and carried that the grant to establish a Regional Center for Counselor Education be accepted as proposed, and that authorization be granted for submission of the training grant proposed by the Department of Psychology.

Recommended budget changes reported in the President's Report and Addendum were reviewed and President Carlson asked Hoke MacMillan to explain the request for an appropriation of \$10,000 to establish a program of scholarship support for underprivileged students. Mr. MacMillan described in some detail the program envisioned. He explained that this was a student initiated and sponsored project which would actually for next year be a pilot program. It was the intent of the student committee to actively recruit within the State 20 underprivileged students, 10 American Indian students - and 10 Spanish American and Negro students, who would not otherwise have been

Development of a
Program in Rural
Community
Psychology

BUDGET CHANGES

encouraged to attend the University. He explained that the American Indian students could undoubtedly be supported through Federal funds available to them but that the other 10 would probably require almost complete scholarship assistance. In addition to scholarships, he reported that it was the intention of the Committee to assist the students while they were on campus by a form of "big brother" program giving each student tutoring, counseling, and assistance as required. The Trustees congratulated Mr. MacMillan and the students on initiating this program and expressed sincere best wishes for its success, although expressing some concern that the financing might not be adequate.

It was then moved, seconded, and carried that the following budget changes be approved as recommended by the President.

In the 1968-69 Operating Budget

- | | |
|--|---|
| 1. <u>Board of Trustees</u> . An appropriation of \$5,000 for the Contractual budget to cover costs for the remainder of the year. | <u>Board of Trustees</u> |
| 2. <u>President's Office</u> . An appropriation of \$2,500 to supplement the Contractual, Supplies, and Travel budgets; to be distributed: \$1,000 contractual, \$1,000 travel, and \$500 supplies. | <u>President's Office</u> |
| 3. <u>National and Regional Dues</u> . An appropriation of \$500. | <u>National and
Regional Dues</u> |
| 4. <u>Finance and Budget</u> . An appropriation of \$10,000 for increased insurance costs. | <u>Finance and Budget</u> |
| 5. <u>Natural Resources Research Institute</u> . Authorization for a new position of Technical Assistant within NRRI at a salary rate of \$6,600 per year on an eleven-month basis, effective June 1, 1969; funds to be made available through grants and contracts. | <u>Natural Resources
Research Institute</u> |

6. Correspondence Study, Adult Education and Community Service. An appropriation of \$2,650 to supplement the Supplies (\$750), Contractual (\$1,250), and Part-time Personal Services (\$650) budgets for the remainder of the year.

Correspondence Study, Adult Education and Community Service

In the 1969-70 Operating Budget

In the 1969-70 Operating Budget Academic Affairs

7. Academic Affairs. An appropriation of \$5,000 to meet costs involved in the accreditation team visit by the North Central Association of Colleges and Secondary Schools.

8. Scholarship funds. An appropriation of \$10,000 to establish a program of scholarship support for underprivileged students limited to the State of Wyoming.

Scholarship funds

9. School of Nursing. An appropriation of \$7,810.65 to provide for faculty appointments in the School of Nursing during the summer of 1969.

School of Nursing

10. Department of Geology. An appropriation of \$500 for museum field expenses to continue the development of the fossil vertebrate collection through the summer of 1969.

Department of Geology

It was moved, seconded, and carried that the President's recommendation be accepted and a fee of \$40 established for the course in horsemanship to be offered by the Department of Health, Physical Education and Recreation, effective September 1, 1969.

FEE - HORSEMANSHIP COURSE

It was moved, seconded, and carried to authorize the Educational Specialist degree in place of the Professional Diploma in Education to indicate successful completion of the sixth year program in professional education; this change to be effective June 1, 1969.

EDUCATIONAL SPECIALIST

It was moved, seconded, and carried, to authorize the College of Arts and Sciences to offer the Bachelor of Fine Arts degree, effective with the 1969-70 academic year.

BACHELOR OF FINE ARTS

In accordance with the constitution of the Associated Students ASUW BUDGET University of Wyoming (ASUW), the ASUW budget was submitted for approval. Mr. MacMillan made the presentation explaining some of the major changes that had been made this year, namely the effort to limit the allocation of funds to those organizations and purposes which would benefit a large number of students. Thus requests covering attendance at conventions on other campuses were generally not favorably considered; support for the debate and judging teams was discontinued; band support was discontinued except for the Pep band which was granted a fund allocation in a separate Senate Bill; support was also discontinued for the Rifle Team, Bowling Team, and Women's Recreation Association, although Mr. MacMillan indicated that if any of these organizations could not find adequate funding from another source, they could make another request to the ASUW Senate. He also explained the addition of the organization, the Black Student Alliance, which had received an allocation of \$2,030.00 primarily for sponsorship of a speakers program. In response to questions concerning the justification for this request which was shown only as a lump sum figure in the budget, Mr. MacMillan stated that it had been fully justified to the Finance Committee and that he would send copies of this justification to Board members for information.

In fixed appropriations he pointed out one major change, making the Associated Women Students (AWS) a variable account instead of a fixed account as previously when they had been allocated \$1.25 per woman student per semester. He explained that at one time,

this was a fee collected from women students only but that since 1965 when student fees were consolidated, it had been kept as a fixed account in the ASUW budget. He pointed out that the AWS had opposed this change and had been most dissatisfied with the funds first allocated by the ASUW. This dissatisfaction had led to a reconsideration of the AWS request by the Senate Finance Committee and a subsequent authorization of an expanded budget. He stated that the girls were still not completely satisfied and it was his feeling that much of this dissatisfaction stemmed from a fear of what future ASUW Senates might do even forcing the discontinuance of the AWS as an organization. Mr. Geraud read a proposed motion which would protect the AWS from discriminatory treatment by a future ASUW Senate. After considerable discussion, it was moved, that the following statement be adopted, as prepared by Mr. Geraud: The 1969-70 budget of the ASUW is approved as submitted subject to the following qualifications and understandings: The change in designation of the Associated Women Students (AWS) from a fixed account based on \$1.25 per woman student per semester to a variable account approved by the ASUW Senate shall not be construed as authorization for the ASUW Senate to decline in the future to appropriate funds necessary for the continuation of functions of the AWS. The President of the University shall assure opportunity for representatives of the AWS to present to him any appeal from an ASUW Senate appropriation which is alleged to be unreasonable or arbitrary in the light of the purposes of the AWS and its requested budget. The motion was seconded and carried.

Dr. Carlson pointed out the real need to encourage supervising teachers and school districts to take student teachers. He explained that the proposed policy would not be as much inducement as cash payments as some schools in neighboring states provide but he stated that he felt it would help and that something was needed for the coming school year. It was then moved, seconded, and carried that the following policy be adopted to be effective in September 1969:

SCHOLARSHIP
POLICY FOR
STUDENT
TEACHER
SUPERVISION

- I. School districts shall be permitted to earn and accumulate registration fee scholarships based on three hours per University of Wyoming student teachers working within said district.
 - A. Such hours to become void after three years of non-use.
 - B. The University to keep records of the total number of hours accruing to any school district at a given time.
 1. Such computation to be made on the basis of the hours accumulated with the earliest date being used first, and voided (A, above) upon three years of non-use.
 2. Each public school district to be notified as of May 1st, annually as to the number of hours available to said district.
- II. Use of registration fee scholarships authorized under this policy to be limited to certified public school teachers and administrators selected by the school district.
 - A. Pro-rating of accumulated hours to be the responsibility of the public school district within the limitations of B 2, above.
 - B. Registration fee scholarships to be authorized upon presentation of approved form to the College of Education at registration.

President Carlson discussed his recommendations for a consolidation of University units primarily concerned with off-campus programs in extension work and adult education, to include the Division of Adult Education and Community Service, the Agricultural Extension Service, and the Wyoming Technical Assistance Program. He also stated that he was requesting authorization for a new position to head the consolidated units and to report directly to him. He stated that all of the people concerned had been advised of this proposed consolidation and that there was a favorable consensus. After considerable discussion several Trustees asked that action be deferred until they had had an opportunity to talk to people in their areas and to "sell" the idea. Dr. Carlson agreed that this would be a good procedure and he advised that he would have a brochure mailed to each Trustee for his background information, outlining the proposed organizational structure, the advantages and disadvantages of separate and combined units, etc. It was then moved, seconded, and carried that the proposal to consolidate University extension services be tabled until the next meeting.

The meeting recessed at 5:00 p.m., and reconvened at 8:05 a.m. on May 31st with the same persons present except Trustee Ostlund who is hereafter recorded as absent.

It was moved, seconded, and carried that the Board go into Executive Session with staff members invited to remain. Upon reconvening in Open Session, the following matters were considered:

CONSOLIDATION
OF EXTENSION
SERVICES

Mr. Carl Sandberg past president of the ASUW, joined the meeting and discussed the proposed Student Bill of Rights which had been presented to the Trustees at the last meeting. The Trustees expressed concern on several provisions, particularly whether under law the Board could make such a broad delegation of authority, whether the Bill did not bypass the President of the University, whether the restriction on use of student records was correctly written. They also had questions concerning the Board of Reprisal and the matters that could be appealed thereto, the failure to make any provision for administrative search of student premises, the limitation on suspension restricting it to academic failure and academic dishonesty, the amendment clause with no provision for Board approval, the Student Affairs Board and the Student Appeals Board, and various other points which they felt were of concern to faculty, and administration, as well as to students.

Following further discussion, it was moved, seconded and carried that a committee be appointed to consist of Trustee representatives Alfred M. Pence, William R. Jones, and Mrs. Joseph J. Hickey, two student body representatives, and two faculty members to work with President Carlson and Mr. Joseph R. Geraud, Executive Assistant for Student Affairs, on the implementation of the Student Affairs Board and the Student Appeals Board within the framework of the regulations of the University.

It was then moved, seconded and carried that it be the consensus of the Board that the students should be commended for the

STUDENT BILL OF RIGHTS

initiation and presentation to the Board of Trustees of a Student Bill of Rights which the Board of Trustees and administration approve in principle but there are some details that are deserving of more consideration by the students, Trustees, administration, and faculty, and that final action should be delayed until such matters are resolved. Following this presentation, Mr. Sandberg left the meeting.

The following change orders were noted and accepted without CHANGE ORDERS comment.

1. College of Pharmacy Building, Spiegelberg Lumber and Building Company, Laramie, Wyoming.

Change Order No. 3

Item 1. Revise ground floor heating and air conditioning.	Add \$ 633.48
Item 2. Change all distilled water piping and fittings from practice to stainless steel.	Add 2,814.05
Item 3. Change location and routing of underground electrical duct and cable.	No Change
Item 4. Change furring strips behind exterior porcelain.	Deduct 480.00
	Net Add <u>\$2,967.53</u>

Change Order No. 4

Item 1. Change folding partitions.	No Change
Item 2. Delete cast bronze building plaque.	Deduct 250.00
Item 3. Change floor membrane application, concrete floor topping, base, and doors.	Add 2,699.74
Item 4. Change membrane waterproofing to lead flashing at all floor drains.	Add 1,268.50
	Net Add <u>\$3,718.24</u>

Change Order No. 5

- Item 1. Change heights of finish ceilings, No Change
- Item 2. Change bronze marquee facia lettering. No Change

Change Order No. 6

- Item 1. Furnish and install vinyl asbestos tile in second, third, and fourth floor. Add \$3,146.40
- Item 2. Furnish and install vinyl asbestos tile in fourth floor pharmacology lab. Add 488.82
- Item 3. Delete wood treads and risers. Deduct 300.00
- Item 4. Change roofing specification. No Change
\$3,335.22

Change Order No. 7

- Item 1. Change ceiling finish. Add \$ 65.55
 - Item 2. Furr ceiling down above fume hoods to top of fume hoods. Add 207.00
 - Item 3. Furnish and install additional 50 l. f. of 4" sanitary sewer. Add 201.25
 - Item 4. Delete 1 x 12 oak skirting board - all stairways. Deduct 73.60
- Net Add \$ 400.20

STATEMENT OF CONTRACT AMOUNT:

Original contract	\$1,467,850.00
Total Previous Change Orders 1 & 2	<u>27,252.11</u>
Subtotal	\$1,495,102.11
Total of Change Orders 3, 4, 5, 6,	
7 (+\$2,967.53 + 3,718.24	
+3,335.22 + 400.20)	10,421.19
	Net Increase <u>10,421.19</u>
Total Contract price including changes	<u>\$1,505,523.30</u>

It was moved, seconded, and carried that the Board accept and approve in general principle the report submitted by Dr. H. K. Newburn, Dean of the College of Education, Arizona State University

COLLEGE OF
EDUCATION
EVALUATION

which was transmitted to each Trustee as a part of the President's report and that the President of the University be directed to proceed with the implementation of the recommendations with the reservation that additional and more detailed study be given to the laboratory plant phase of the report. It was then directed that a copy of this report be made a part of the permanent minutes of this meeting. (See Attachment A).

Dr. Carlson reported for the information of the Trustees that in accordance with the recommendation of the Central Committee of the College of Arts and Sciences, that college had made two changes in the all college requirements for the Bachelor of Arts and the Bachelor of Science. The total number of credit hours required has been reduced from 128 to 120 with basic Armed Forces sciences and physical education credit excluded on the basis that this was more equitable for all students. The second change is in the foreign language requirement; the Bachelor of Arts will still require two years of a foreign language but for the Bachelor of Science language will be contained within the humanities-fine arts area and the student will have the option of substituting other courses in the area.

Dr. Carlson stated that he had been approached by ETV proponents concerning the possibility of the University's taking over the program if gift funds could be found sufficient to match available federal funding. He reviewed briefly the request submitted to the last session of the Legislature by the ETV Commission which was reported

CHANGES IN
REQUIREMENTS
WITHIN THE
COLLEGE OF ARTS
AND SCIENCES

EDUCATIONAL
TELEVISION
(ETV)

out of the Ways and Means Committee with a "Do not pass" recommendation for reasons primarily monetary. Dr. Carlson stated that he was reporting this to the Trustees only for information at this time and to determine if there would be any objection to his continuing to sound out members of the Legislature as to their feelings about the University going ahead on this. He said that before taking any action he would want to talk to all members of the Ways and Means Committees as well as to as many other Legislators as possible, in addition to the Governor, Mr. Roberts and others. Following a preliminary meeting with the ETV people, he said that he had had a report prepared and it was estimated that it would cost approximately \$60,000 to run a minimum program. He further stated that he had already talked to the Governor and to a couple of Legislators and all were concerned about going ahead without legislative approval. Dr. Carlson stated, however, that he felt the University must at least investigate the proposal. No objections were voiced to his continuing to sound out Legislators on their reaction to such a proposal.

President Carlson stated that he had just attended a WAC Presidents meeting and wished to report on two matters. At the time the Conference was enlarged member schools had entered into an agreement to give a \$20,000 guarantee to visiting WAC teams. He stated that this was to the detriment of Wyoming who usually took a large team following to out of town games while teams visiting here often did not. He stated that he had suggested a change but had met with firm opposition from the Arizona presidents, primarily Arizona State.

WESTERN
ATHLETIC
CONFERENCE
(WAC)

The other change concerned Bowl games. He stated that the Conference had passed a rule whereby the WAC team participating in a Bowl game would receive the first \$100,000, and that the rest would be divided 25% to the Conference Office and 75% to conference teams. He stated that a proposal had been entered for paying the expenses of the participating team and then splitting the proceeds eight ways among the WAC schools. He stated that action had been postponed this year but it would probably come to a vote and pass at the next year's meeting.

President Hollon and President Carlson reported on letters they had received from Dr. Adolphe Dickman, Professor Emeritus of Modern and Classical Languages, expressing his concern for the University, particularly in the matter of research versus teaching, and requesting that these concerns be brought to the attention of the Board. He also called attention to inadequate retirement and limited service benefits among older retired faculty and President Hollon requested that a report be prepared showing retirement benefits of persons who had retired under the limited service program outlining what, if any, legislative action could be requested to increase limited service payments.

President Carlson stated that it had been the practice for the University to make annual visits to those community colleges in the State that were not accredited by the North Central Association of Colleges and Secondary Schools, the regional accrediting agency, for purposes of determining if credit should continue to be accepted on the

LETTERS FROM
DR. DICKMAN

COMMUNITY
COLLEGE
VISITATIONS

same basis as from those colleges accredited by the North Central Association. He reported that these visits had been made recently to Western Wyoming Community College, to Central Wyoming College, and to Eastern Wyoming College and it was recommended that the University continue to accept credit. It was moved, seconded, and carried that this recommendation be approved.

Mr. True, Chairman, called attention to the report circulated to the Board with the President's report and moved its ratification. The motion was seconded and carried. A copy of the report to be placed on record with the permanent minutes of this meeting. (See Attachment B.)

Mr. Brodrick, Chairman, reported for the Committee. Minutes of the Committee meeting of May 29, 1969, were circulated and Mr. Brodrick moved that the minutes be accepted. The motion was seconded and carried and the following recommendations of the Committee thereby approved:

1. Construction of New Beef Breeding Unit, including water line to Dairy and Agronomy Farms. Authorization for University personnel to commence with the bidding and construction of recommended items, approximately \$80,000 to be paid from Stock Farm Land Transfer funds, \$6,000 from the proceeds of the sale of gravel in that area, and \$6,000 to be appropriated.

2. Selection of Architects. Architects for the following projects were selected as indicated:

COE COMMITTEE REPORT

PHYSICAL PLANT AND EQUIPMENT COMMITTEE REPORT

Construction of New Beef Breeding Unit, including water line to Dairy and Agronomy Farms

Selection of Architects

- a. Stadium Expansion -- Corbett and Dehnert of Lander as architects to work under Volk and Harrison, engineers, for the expansion of the Stadium.

Stadium Expansion

The Arena Group of Atlanta, Georgia as Stadium consultant under Volk and Harrison.

- b. Health, Recreation and Physical Education Building
John Toohey of Worland as architect for the contract documents phase; Gerald Deines of Casper as architect for construction supervision, the two firms to work jointly on the program and design phase.

Health, Recreation and Physical Education Building

- c. Plant Science Laboratory -- Jan Wilking of Casper, architect.

Plant Science Laboratory

- d. Nuclear Accelerator Building -- Robert Postin and Associates of Cheyenne, architect.

Nuclear Accelerator

3. Utility Expansion Plan. Authorization for the use of \$7,000 currently available in campus planning funds for retention of an engineering consultant to assist in the development of a utility expansion plan.

Utility Expansion

4. Building Renovation.

Building Renovation

- a. Mercia Pharmacy Building. An appropriation of \$35,000 from building renovation funds authorized by the Legislature to do minimum remodeling to meet fire protection requirements and make the building suitable for office space.

Mercia Pharmacy

b. Geology Building Remodeling. An appropriation of \$28,644 from building renovation funds authorized by the Legislature to remodel certain areas of the basement, and portions of the second and third floors.

Geology Building Remodeling

5. New Pharmacy Building. A twenty-five day extension of time granted on the contract extending the completion date to July 15, 1969.

New Pharmacy Building

The Board requested that a letter be sent to the family of Mr. Robert Prahm, deceased Athletic Business Manager, on behalf of the Trustees. After some discussion it was determined that in the case of the death of any member of the faculty or staff a letter to the family should be prepared for signature by the President of the Board.

LETTERS TO FAMILIES OF DECEASED FACULTY OR STAFF

In response to a question, President Carlson stated that he did not have a full report to make on this yet. He said that he had met with Mr. Bell, Owner of the Laramie Beverage Company, and Mr. Ruckman, President of the Pepsi-Cola, Seven-Up Bottling Company and also later with Mr. Ludwig, owner of the Coca-Cola Bottling Company of Laramie Concerning the request by the former for equal facilities on campus. He stated that arrangements were being made to ensure fair treatment of all.

LARAMIE BEVERAGE COMPANY REQUEST

The schedule of Regular Board Meetings was set for 1969-70 as follows:

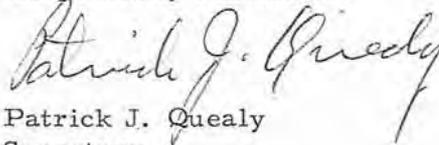
August 8 and 9, 1969	Friday and Saturday
October 3 and 4, 1969	Friday and Saturday
December 5 and 6, 1969	Friday and Saturday
February 13 and 14, 1970	Friday and Saturday
April 10 and 11, 1970	Friday and Saturday
June 1 and 2, 1970 (Annual Meeting)	Monday and Tuesday

SCHEDULE OF BOARD MEETINGS
1969-70

There being no further business, upon motion duly made, seconded, and carried the meeting was adjourned at 12:40 p. m.

ADJOURNMENT

Respectfully submitted,



Patrick J. Quealy
Secretary

Attachment A

ARIZONA STATE
UNIVERSITY

TEMPE, ARIZONA

COLLEGE OF EDUCATION

Office of the Dean

CONFIDENTIAL

April 29, 1969



President William D. Carlson
University of Wyoming
Laramie, Wyoming 82070

Dear President Carlson:

I am enclosing my report which covers pretty much the items we discussed Friday afternoon. If you want further material of this nature, please let me know.

I am sure you understand the critical role of leadership in a program such as that which is being envisioned for the College of Education. It is very important that the dean and department chairmen aggressively and confidentially move to take advantage of the opportunity you are giving them with the pledge of additional fiscal support once the priorities for such assistance become clear.

It would appear that there is a considerable difference of opinion between you and Dean Willey relative to the best manner in which you plan to accomplish the improvements. This apparently reflects a difference of fundamental philosophy both with relationship to the program and particularly with relation to staff personnel development. It is difficult to move toward major change under such circumstances and I am hopeful that Dean Willey and you can come to agreement on what is needed and how it can be achieved. Otherwise, I should think it might be very difficult to accomplish the ends in view. Under such circumstances, it is entirely possible that the additional fiscal support would not achieve the goals for the college that are in mind.

I should think it would be necessary for you and the dean to come to some agreement in this matter because unless both of you have complete confidence in each other, it will be difficult to basically improve the situation.

April 29, 1969

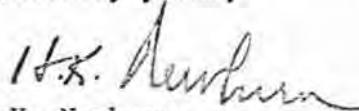
It is entirely possible that Dean Willey will recognize this situation and decide the best thing to do is to return to his professorship in school administration. If a change is to be made this would be the most fortunate way to achieve it. Dean Willey is a fine man and I expect he will recognize that if mutual confidence and a consistent philosophy for change cannot be achieved, it might be better to turn the leadership over to someone else.

If you do find it necessary to change leadership at the top, you should allow considerable time in the search for replacement. Good deans, as you well know, are hard to find and it would not help if you were pressed for time. The same applies, of course, to the departmental chairmen where changes are indicated.

Please express my appreciation to all those who were so kind and considerate during my visit. The result was not only a busy time but a pleasant one as well. I should like particularly to express my appreciation to Mrs. Carlson for the fine evening in your home. It was especially thoughtful of her when she had already completed a busy day. I should also like particularly to thank Jim Ranz for his many courtesies. It was most thoughtful of him to drive me to Denver, and I enjoyed the visit with him along the way. I hope his return trip was uneventful.

Call or write me if there is anything further I can do to help you or the College of Education.

Sincerely yours,



H.K. Newburn
Dean

HKN:cw

REPORT TO PRESIDENT WILLIAM D. CARLSON, UNIVERSITY OF WYOMING

H. K. Newburn

The writer was requested by President Carlson, with the concurrence of Dean Willey of the College of Education, to consult with him and his colleagues relative to the most effective means of moving the College of Education within the University setting to a position of greater excellence. The President has announced his intention of placing particular emphasis during the next two biennial periods on extending the financial support of the College of Education. The problem presented to the writer could be stated as follows: Given the decision to provide greater comparative support for the College of Education during the next four years, how best can these additional funds be used to achieve the purpose in mind, that is to improve qualitatively the program and the contribution of the College as a professional unit of the University and thus its service to the state and the region? What are the priorities in this plan for development toward greater excellence for this important professional college?

The consultant came to the University of Wyoming for a three day period, April 23 through April 25 for consultation and discussion. During this three day interval he talked with the Dean of the College, with the department heads of the College both individually and collectively, with several of the teaching staff in the College and in the Campus School, with the Director of Student Teaching, the two associate deans and with the principal of the Campus School. He also talked with the local superintendent of schools and with the Dean of the College of Liberal Arts. In addition, of course, several sessions were held with President Carlson and with his staff during the period of visitation. Prior to the visit, the Consultant had the opportunity to study a number of reports and recommendations relating to the College of Education and the University as a whole. He also profited from the fact that he was a member of the visiting team for an NCATE evaluation of the College earlier this year.

It should be pointed out in the beginning that this was an extensive or comprehensive analysis rather than an intensive one. The comments and recommendations should be considered within this context, since in effect the Consultant in some measure is reflecting impressions and sometimes convictions based on a short and intensive association with the situation. However, this is not to say that there is any lack of conviction on the part of the visitor with regard to his review and recommendations. Rather, it is to suggest that this report must be considered in terms of the local setting, and the points of view held by those who have been working with the University of Wyoming regularly.

The report is divided basically into two sections, (1) a set of general comments which indicate the approach which undergirds the more specific analysis and recommendations; and (2) a group of comments, suggestions and recommendations of a more specific nature relating clearly to the priorities which exist for the use of added funds as they become available.

A. General Assumptions

1. Basically, the College of Education is underfinanced at the present time if it is assumed it should provide a rich and effective program for its present student body, and afford necessary services to the schools of the state. The staff is inadequate in size and the salary levels are too low to be competitive in the present market. Support on the operations side generally is below the minimum necessary to provide a qualitatively acceptable setting. These facts are accepted by the University administration generally, but they indicate particularly the necessity to provide additional support for present programs and enrollment as well as to take adequate care of future developments.

2. In spite of these circumstances, which apparently have existed for some time, the present situation provides a solid and meaningful base from which to move to a new level and to a new and more effective position of leadership for this important professional school, not only to the state but in some measure to the surrounding geographic area as well.

3. However, there appears to be a tendency to fail to identify in meaningful fashion a long-range blueprint for the development of the College, and a clear and definite set of priorities to achieve recognized ends. Such plans (which need constant re-assessment of course, should be available and should be accepted generally as guidelines for development. At this point encouragement must be given to the appropriate development of aggressive top leadership including department heads to take full advantage of the opportunities created by the favorable attitude in the central university administration. This development is essential if additional support, both fiscal and educational, is to result in a much improved College of Education. This factor emphasizes the absolute need in the College to be carefully selective in identifying priorities of need and to give full support to such recommendations. The President if necessary must insist upon such assistance from the College in order that enhanced support promised is to result in major improvements of the College in the University setting.

4. The total campus program of the College of Education should be thought of in two segments: (1) that portion devoted primarily to the preparation of teachers (and in some degree administrators and supervisors) for the public schools of Wyoming and surrounding areas; and

(2) the basic graduate program which is more broadly conceived and which includes functions beyond the basic purposes of the teacher education activities. The first segment includes in addition to the undergraduate programs leading to the baccalaureate degree, much of the master's offering which in a great number of cases simply rounds off the fundamental preparation of teachers and administrators. The second segment includes the doctoral program which serves wider goals, and the two-year graduate plan leading to the Education Specialist degree. This latter segment is the truly graduate portion and should be treated in different fashion from that part designed primarily to give the basic and generally required preparation for teaching. Of course, in addition the College has a fundamental responsibility to provide in-service assistance to the schools of the state.

5. If the program of the College of Education is to become in fact one of distinction, it must be selective in its program service particularly beyond the master's level. Leadership should be fully committed to the idea that what is attempted must be done well before other assignments are accepted. This not only should characterize the approach to new program possibilities at the graduate level, but it would include also the conviction that first priority must be given to undergraduate (including the master's) activities, as a fundamental responsibility of the College. The teacher preparation portion of the total offering should be brought to a level of excellence before funds are allocated to new activities at the doctoral level.

6. Size certainly is not the most important criterion to effectiveness, but it is related to the ability to field strong programs at any level. Therefore, there is real question regarding the economic and educational effectiveness of programs, particularly at the doctoral level, which produce only a small number of graduates annually. If these small enrollment programs are offered on a distinctive basis they can become unduly costly on a unit basis and, consequently, must be justified in terms of unique needs for the state of Wyoming.

B. More Concrete and Specific Suggestions and Recommendations

1. Organization

a. The most important element here is the existence of aggressive and imaginative leadership in the top administrative positions of the College. The Dean and the President must have mutual confidence in each other and must be committed to the same general philosophical approaches to the educational tasks at hand. They must be able to work in harmony toward accepted goals for the College as a part of the University. The Consultant believes there is some question as to whether this relationship exists at the present time and simply wishes to emphasize that, if he is right, the condition must be modified before major accomplishments can be achieved.

b. The real keys to the effective implementation of a program are the department heads. Every effort therefore must be made to insure that such personnel are strong and effective administrative officers capable of accepting a full share of the responsibility for the development of programs of excellence. There is some question as to whether this is the case in some areas, and in at least one department what appears to be a potentially capable head needs considerable help to achieve this status. Heads must be given both authority and responsibility commensurate with the importance of the post in (1) fiscal, (2) curricular, and (3) faculty-personnel if they are to function properly. This is not the case at the present time, possibly because of the newness of the departmental organization. Efforts should be directed at achieving this status in the very near future. Departmental autonomy should not be so great as to eliminate appropriate coordination and unification on a collegial level where such integration is desirable. This does not appear to be the problem at this time, but rather it is that of determining wisely the necessary steps to be taken to encourage appropriate departmental autonomy.

The nature of the departmental structure and the number of departments involved is something which varies from college to college depending much on the local situation. There seems to be no reason to question the specific organization being followed at this time and it would be the Consultant's suggestion that the present structure be retained. He is particularly interested in the effort to combine several responsibilities in the area of curriculum and instruction within a single department. He would point out, however, that this arrangement requires a strong department head.

Strength in present departments should be retained and enhanced. It would seem that the areas of utmost importance are the Guidance and Counseling Department, the Department of Administration, and the areas included in the Department of Curriculum and Instruction. Also, it would appear that these three areas should include the majority of the doctoral candidates in the near future.

Finally, it is suggested that the administration must be insistent that inadequacies in leadership be corrected at an early date because of the almost complete dependence upon strong, wise and effective leadership at these key points. Such weaknesses as exist can only make more difficult if not impossible the achievement of appropriate goals no matter how much additional financial support is provided.

2. Staffing the College

There is no question in the Consultant's mind (and there seems to be no fundamental disagreement at this point) that top priority be given to two problems relating to professional personnel: (1) the increase in numbers of staff, and (2) improving the staff through the provision of better salaries, better working conditions, and

more reasonable teaching loads. A real start has been made effective with the 1969-70 year, but this activity must be continued and stepped-up if it is to solve the problems faced at this point.

a. Increasing the Staff

(1) The Dean estimates approximately that they need an increase of 10% annually over the next four year period, or around a total of 40 new staff members by the end of the four year period. I should think this is a top figure but much depends upon the increment in enrollment over this period. (As I understand the situation, you plan to add 12 staff members during the ensuing biennium, thus you are making a good start.

(2) First priority should be given to strengthening the undergraduate staff (through the master's level) as a sound base for future developments at the graduate level.

(3) A careful analysis of plans and staff needs as related to such plans is essential to the exact determination of staff needs. Obviously new staff will be scattered across the departments on the basis of need, with some areas getting more staff than others.

(4) The analysis should indicate also the kind of staff needed at each point. Undoubtedly, some departments will need mature, recognized authorities, while others will profit primarily from strong but relatively less experienced and less well-known but promising personnel. Such competent younger persons might well be paid at a rate higher than other institutions to get the 'cream of the crop'. Rank should not be used to entice such personnel but salary might well be adjusted to get them. The cost of these additions would approximate an increase of from \$125,000 to \$150,000 per year or a cumulative total for the four years of \$500,000 to \$600,000 if the number estimated by the Dean is accepted. (Some of this increment already is anticipated in the coming biennium.)

b. Improving Salary Levels

(1) The salary levels should be modified upward, not only to bring them in line with the rest of the University, but to make them competitive with those paid by comparable institutions nationally. This can best be done in the way approved presently by the President, first by making selective salary adjustments of considerable amounts to the outstanding personnel in all ranks; and secondly, by appointing top persons as vacancies are filled and paying them at a competitive level which is quite likely to be above the salaries of similar personnel now on the staff.

(2) It is difficult to determine the cost of such a program but since the present salary levels are quite low comparatively, it will be considerable. However, if used selectively, an additional \$100,000 each year beyond the general university adjustments would quickly change this situation to one which would compare favorably with institutions of similar nature.

3. The Campus Laboratory School

a. Colleges of Education must have comprehensive laboratory facilities if they are to be effective. Such facilities ideally serve three functions: (1) they afford a superior learning environment to their students; (2) they provide adequate facilities for appropriate observation and demonstration; and (3) they offer adequate facilities for research and development in the areas of curriculum, content and methodology.

b. Such facilities do not have to be developed in the form of a campus laboratory school, but they must be available in some form. If there is no laboratory school, other means must be provided to serve particularly purposes 2 and 3 above.

c. The University has only two alternatives in this area as follows:

(1) To develop an outstanding Laboratory School. This will be costly. It would involve (a) increasing the enrollment approximately to double the present number; (b) up-grading and increasing the present staff numbers to a significant degree; (c) providing a superb physical setting and superb equipment kept up-to-date. The cost annually for operations, if this condition were to be achieved is estimated by the Dean to be in the neighborhood of \$400,000 to \$500,000 annually over present operating costs of \$300,000. The Consultant agrees with this estimate. Thus the annual operating budget would approximate \$700,000 to \$800,000 annually. (It is possible to operate only a high school or an elementary laboratory school at possibly \$400,000 to \$500,000 annually, but this arrangement would require some other type of laboratory to be developed at considerable cost for that portion of the program not provided a laboratory school setting.)

In addition to the additional operating costs, it is necessary to provide a building and equipment to house and support a modern and effective program. This would cost not less than three to four million dollars.

(2) The other alternative is to close the present and inadequate laboratory school and find some other method of providing the laboratory experiences essential to the successful operation of a College of Education. Practically every person with whom the Consultant talked agreed that the present school, while doing as well as could be expected, is not serving well any of the three objectives listed above for the laboratory portion of the College program. They agree that either the facilities should be up-graded as indicated above or the school should be closed. Most but by no means all would prefer to up-grade and retain the unit. All agree that if the school is to be closed, it should be phased out over a three or four year period not only from the point of view of the University, but also to give the local school system an opportunity to adjust less abruptly

to a considerable increase in numbers at all levels. If the school is to be closed, every effort should be made to respect the sensitive nature of this decision, and to work with the local schools and the citizens of the community to reduce the adjustment both economic and emotional to the smallest possible residue.

d. There are at least two ways to provide appropriate laboratory experiences if the school is closed.

(1) The local school system and the University might agree through contractual arrangements to develop and share such facilities. Some universities located in urban areas are working on such plans where a school or schools are built as a part of the local system, but designed from the beginning to serve as a laboratory for the University and the local system. Under such arrangements the University adds to the normal cost of such facilities provided by the local school district, the necessary support to make the school an outstanding laboratory unit. The problem of effecting such an arrangement in Laramie is much greater than in a large urban center and the Consultant is doubtful if such a plan could be completed to the satisfaction of the University and local personnel. This in no way reflects a lack of cooperation on the part of the local school administration which is commendable.

(2) The University might over a period of years build a series of laboratories each specialized in nature either on campus or in connection with the local schools, to accomplish the same ends. This arrangement is being experimented with in several localities, but a bold move in this direction might well put the College in the forefront of innovative developments. Such an arrangement also ties in well with the new emphasis on programming the teacher education activities to integrate theory, technique and actual practice more completely in the preparation of elementary and secondary teachers. Some examples:

(a) At Arizona State University which has no laboratory school, special demonstration classrooms have been included in the new building under construction. Special education students from the local schools will be bussed over to these classrooms for planned demonstration sessions, for observation, for research and for experimental purposes. They will be accompanied by their teachers but the staff of the University's Special Education Department will be actively engaged in the effort. This is probably a better laboratory arrangement than would be available in a campus school. Similar arrangements are being provided for the Reading Center and other areas of work.

(b) In discussion with Dr. Woods of your Physical Education and Recreation Department he enthusiastically outlined what could be done to provide such laboratory facilities in the new building planned for this unit. He indicated quickly how such facilities could be used both for demonstration and research and even for some participation by students in training.

(c) If this latter alternative is selected, it should be clear that such arrangements would require a considerable adjustment in the teacher education program in its entirety. The underlying concept of an integrated program uniting theory and practice should provide the base for reconstruction of the entire program from the ground up. From the Consultant's viewpoint this would be a good thing, and it is to be hoped that some institution will do it at an early date.

e. To the extent that he was able to assess the local situation and to consider the various possibilities along with their cost, the Consultant came to the conclusion that the campus school should be phased out and replaced with a carefully planned series of laboratory facilities both on the campus and, where possible, in conjunction with the local school system. For the \$300,000 presently expended in annual operating costs of an inadequate campus school, the University should be able to care for the operating costs of a series of necessary laboratory units on and off campus. The capital costs are difficult to estimate but if they were included in the costs of new structures such as Dr. Woods was suggesting in his area, the problem should not be too burdensome.

4. Practice Teaching

a. If it becomes necessary to pay a stipend to local supervising teachers to improve the quality of the program and to meet the competition presented by out-of-state teacher preparation institutions, such arrangements will cost from \$75,000 to \$100,000 annually.

b. The salaries for the 10 area supervisors should be increased as qualified staff can be found by as much as \$2,000 to \$3,000 annually on the average. This would mean an annual increase in budget when fully implemented of \$20,000 to \$30,000.

c. Provision should be made to insure greater inter-relations between the on-campus methods teachers in the various areas of discipline and the practice teaching supervisors in the field. This arrangement would insure greater agreement between the methods as taught and practice in the field. Costs involved include the consideration of such activities as a part of the methods teachers load, and the provision of more adequate in-state travel allowances.

5. The Graduate Program

a. Here is where careful planning on a selective basis will pay off both in quality and in control of costs. If it means anything anywhere, the idea of concentration of effort to do well what is done is paramount at this level. Certainly, there is no compulsion for the University to offer doctoral degree programs in all areas suggested either by prospective students or faculty members.

b. A moratorium should be declared on all new programs at the

doctoral level during the next four years, or until present operations can be financed and supported at a satisfactory level.

(1) It should be pointed out that the Plan II Program now available in the College of Education, as the Consultant understands it, will permit a bias in the individual program in any area presently available at any level. This creates a real problem if the areas of concentration are to be limited.

c. Further, some present programs leading to the doctorate may be too ambitious. The Consultant has reservations about the doctorate being offered presently in Foundations, in Adult and Higher Education and in Physical Education and Recreation. These, and any other areas which seem questionable, should be analyzed carefully. The doctorate in such cases either should be dropped or built up to the point where staff and facilities are sufficient to provide strong support for the program. The Consultant questions whether there is sufficient real demand in these areas to justify offering the doctorate at this time. The same conclusion can be reached in the vocational area, but it is understood that there are no plans for the doctorate at this time, the Head and staff wisely preferring to build up the staff and facilities for a strong program through the master's level.

d. In the meantime, it is well to build the graduate program around those areas which either are strong at the present time or which seem likely to be natural areas for development. These would seem to be in order Guidance and Counseling, Administration, Secondary Education (special areas), and Elementary Education (selected areas).

e. Continued efforts should be made to limit the number of doctorates admitted to any area of concentration in terms of staff and facilities available to process them. Once the number of doctoral students a given staff member can carry along with his other responsibilities is determined, it is a rather simple task to specify the total number which can be handled effectively by a given department. This should be the basis on which total numbers are allocated.

f. The College of Education staff does little personal research and produces relatively few publications. The tendency is to place the blame for this situation on the fact that teaching and service loads are too heavy to allow time for research and writing. While this justification for the lack of productivity may be somewhat over-emphasized, the adjustments recommended earlier will result in reduced teaching and service loads and will give time for research and publication. In addition, recruitment of some staff

members who will give time to research and writing should be central to the development of a well-balanced program in the College. While the institution cannot employ research professors in Education at the present time, there is no reason why staff with peculiar abilities in this area and with strong research interests cannot be consciously selected and given credit in their total assignments for time to be devoted to such activities.

6. General Operations and Capital Outlay

It is obvious that increments in support on the side of general operations should accompany improvements in the total staff situation. Needs in the area of equipment, library acquisitions, supplies and expense, and travel are great and should be recognized. Physical facilities undoubtedly will be provided as needed, including new buildings to house an expanded program and staff. If the campus school is closed this in itself will make considerable space available. Additional space and remodelling will be required as various laboratory functions are developed to replace those provided in a good laboratory school.

Many other comments could be made but the above should be sufficient to indicate the major areas of priority which the Consultant views a fundamental to the early improvement of the College of Education. Again he wishes to emphasize the short term nature of his observations and conversations. All suggestions made by someone from the outside should be reviewed carefully in terms of the local situation and their validity tested in terms of the local environment. In terms of his total experience plus the impressions gained from three days of concentrated analysis, however, he believes the broad generalizations herein presented are sound in nature.

Respectfully submitted,



H.K. Newburn

April 28, 1969

Attachment B

REPORT FROM
WILLIAM ROBERTSON COE TRUST FUND COMMITTEE
OF THE
BOARD OF TRUSTEES
April 19, 1968 - April 30, 1969

The following statements reflect:

- I. "Buy and Sell" transactions for
the Coe funds for the period
April 19, 1968 through April 30,
1969;
- II. Comparative costs and market values
of the portfolio; and
- III. The Committee's action pertaining
to the operating reserves.

I.
 WILLIAM ROBERTSON COE FUNDS
 SALES AND PURCHASES
April 19, 1968 - April 30, 1969

A. Permanent Endowment

	<u>Sales</u>	<u>Purchases</u>
William Robertson Coe School of American Studies Handling Account:		
September 1968	250 shares Pennzoil United, Inc. 25M Greatamerica Debs (Called)	300 shares International Tel. & Tel. Conv. Pref. 20M Santa Fe Drilling Co. Debs
December 1968		500 shares B.F. Goodrich Co.
April 1969	500 shares B.F. Goodrich Co. 600 shares Johns-Manville 400 shares Otis Elevator 30M Lockheed Aircraft Debs	300 shares National Cash Register 50M American Airlines 5½% Debs

William Robertson Coe Estate
 Teaching Program Handling Account:

September 1968	700 shares Pennzoil United, Inc. 25M Greatamerica Debs (Called)	100 shares Abbott Laboratories 500 shares American Can 100 shares DuPont De Nemours Co. 200 shares General Motors 300 shares International Tel. & Tel. Conv. Pref. 400 shares Libbey-Owens-Ford Glass 300 shares Pitney-Bowes, Inc. 100 shares Union Carbide 20M Santa Fe Drilling Co. Debs
December 1968		500 shares B.F. Goodrich Co.
April 1969	500 shares B.F. Goodrich Co. 600 shares Johns-Manville 300 shares Lockheed Aircraft 400 shares Otis Elevator 300 shares Pitney-Bowes, Inc.	100 shares General Motors 300 shares National Cash Register 50M American Airlines 5½% Debs

B. Operating Reserves

William Robertson Coe School
 of American Studies Reserve:

May 1968		17M U.S. Treasury Bills
September 1968	25M Greatamerica Debs (Called)	
November 1968	42M U.S. Treasury Bills (Matured)	70M U. S. Treasury Bills
January 1969	70M U.S. Treasury Bills (Matured)	71M U. S. Treasury Bills

William Robertson Coe Estate
 Teaching Program Reserve:

May 1968		16M U.S. Treasury Bills
November 1968	112M U.S. Treasury Bills (Matured)	148M U.S. Treasury Bills
January 1969	148M U.S. Treasury Bills (Matured)	151M U.S. Treasury Bills

II.
WILLIAM ROBERTSON COE FUNDS
COMPARATIVE STATEMENT
April 19, 1968 and April 30, 1969

	Total Cost as of <u>4/19/68</u>	Market Value of Stocks & Maturity Value of Bonds & Bills <u>as of 4/19/68</u>	Total Cost as of <u>4/30/69</u>	Market Value of Stocks & Maturity Value of Bonds & Bills <u>as of 4/30/69</u>
A. <u>Permanent Endowment</u>				
W.R. Coe School of American Studies Handling Account	\$1,258,812.24	\$1,637,184.13	\$1,307,050.33	\$1,754,503.75
W.R. Coe Estate Teaching Program Handling Account	<u>1,187,026.91</u>	<u>1,337,716.00</u>	<u>1,322,409.30</u>	<u>1,479,931.75</u>
Sub-Total, Permanent Endowment	<u>2,445,839.15</u>	<u>2,974,900.13</u>	<u>2,629,459.63</u>	<u>3,234,435.50</u>
B. <u>Operating Reserves</u>				
W.R. Coe School of American Studies Reserve	80,547.11	91,000.00	91,232.00	96,000.00
W.R. Coe Teaching Program Reserve	<u>105,089.86</u>	<u>111,000.00</u>	<u>147,904.50</u>	<u>151,000.00</u>
Sub-Total, Operating Reserves	<u>185,636.97</u>	<u>202,000.00</u>	<u>239,136.50</u>	<u>247,000.00</u>
GRAND TOTAL, ALL COE FUNDS	<u>\$2,631,476.12</u>	<u>\$3,176,900.13</u>	<u>\$2,868,596.13</u>	<u>\$3,481,435.50</u>

III.
COMMITTEE ACTION
OPERATING RESERVES

It was Mr. Coe's wish that a reserve be accumulated at least equal to one year's operating cost requirements to protect against severe fluctuations in income from the fund. The amount in excess of budgetary requirements which was transferred to the Reserves during the reporting period was \$34,998.67.

The Committee has decided to transfer any funds in the Reserves in excess of \$200,000 to the Permanent Endowment.