

**THE UNIVERSITY OF WYOMING
MINUTES OF THE TRUSTEES**

February 15, 1980

**For the confidential information
of the Board of Trustee**

THE UNIVERSITY OF WYOMING

Minutes of the Trustees
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THE UNIVERSITY OF WYOMING

Minutes of the Trustees
February 15, 1980

A regular meeting of the Trustees of The University of Wyoming was called to order by President McCue at 9:28 a.m. on February 15, 1980, in the Board Room of Old Main. In the absence of Donald Chapin, Trustee Mickelson was appointed as acting secretary.

ROLL CALL

The following Trustees were in attendance: Gillaspie, McCue, Mickelson, Miracle, Nolan, Quealy, Thorpe, and ex officio member Jennings. Trustee members Brodrick, Chapin, Coulter, Fordyce, Smith, and ex officio members Herschler, Simons, and Brown were absent. Other individuals in attendance were Elliott G. Hays, Vice President for Finance; William R. Steckel, Acting Vice President for Academic Affairs; Charles J. Ksir, Chairman of the Faculty Senate; Donna Ruffing, Chairman of the Staff Council; and Randy Tucker, ASUW Executive Assistant.

APPROVAL OF MINUTES

President McCue asked if there were any corrections or additions to the minutes of the meeting of January 17, 1980. Mr. Quealy moved approval of the minutes as circulated. The motion was seconded by Mr. Nolan, and it carried.

ANNOUNCEMENTS

President Jennings announced that the annual meeting of the National Association of Governing Boards will be held in Washington, D. C.,

April 13, 1980. If the Trustees plan to attend this meeting, the President's office will assist with making arrangements.

Prior to lunch in Ross Hall, the Trustees will go into executive session to discuss litigation. After lunch there will be a report on the significance of the liberal arts by Dean Joan Wadlow and other faculty members from the college of Arts and Sciences

REPORT OF PERSONNEL
COMMITTEE

Mr. Gillaspie reported that the

Personnel Committee had reviewed the recommendations contained in the President's Report as follows: Appointments, honorific appointment, part-time appointments, reappointments, continuation on probationary appointments, appointment of summer school faculty, resignation, recall, retention over age 65, retirements, changes in assignment, changes in designation, and leaves of absence without pay. The Personnel Committee found the recommendations in order and recommended them for approval without any change. Questions on any item were invited. Mr. Gillaspie moved approval of the foregoing described matters as contained in the President's Report and that they be incorporated into the minutes of the meeting. Dr. Thorpe seconded the motion, and it carried.

APPOINTMENTS

In accordance with the recommendations, the following appointments were approved effective on the dates indicated and under the conditions cited.

1. Joseph F. Guenthner as Supply Instructor in Agricultural Economics for the period January 1, 1980 through June 30, 1980, at a salary rate for the period.

2. Harold J. Harju as Visiting Assistant Professor of Zoology and Physiology for the 1980 Spring semester, effective January 9, 1980, at a salary rate for the semester. This position will be paid for from Zoology released time.

3. William E. Gienapp as Supply Instructor in History for the 1980-81 academic year, effective August 20, 1980, at an annual (9-month) salary rate (rank of Assistant Professor and salary increase contingent upon completion of doctoral degree requirements by August 20, 1980 or January 1, 1981).

4. Timothy J. Williams as Supply Instructor in Zoology and Physiology for the 1980 Spring semester, effective January 9, 1980, at a salary rate for the period.

5. Sharon L. Bollinger as Lecturer in History and Field Historian for the period January 1, 1980 through December 31, 1980, at an annual (11-month) salary rate.

6. Don R. Hansen as Associate Professor of Accounting for the 1980-81 academic year, effective August 28, 1980 at an annual (9-month) salary rate.

7. David B. Nickerson as Supply Instructor in Economics for the 1980 Spring semester, effective January 9, 1980, at a salary rate for the period. This position will be funded from released time accounts.

8. Mary N. Novotny as Temporary Instructor in the AFIT Minuteman Graduate Program for the period January 1, 1980 through March 31, 1980, at a salary rate for the period.

9. Michael L. Whelan as Temporary Associate Professor of Civil Engineering for the 1980-81 academic year, at an annual (9-month) salary rate (rank of Associate Professor and salary increase contingent upon

completion of doctoral degree requirements by August 28, 1980 or January 1, 1981). This is a new position funded by a Wyoming Contractors Grant.

10. Merle L. Duvall as Supply Instructor in Petroleum Engineering for the 1979-80 academic year, effective January 5, 1980, at an annual (9-month) salary rate.

11. Susan J. Beaver as Temporary Assistant Professor of Nursing for the period January 2, 1980 through December 31, 1980, at an annual (9-month) salary rate. The National Institute of Health provides the funding for this position.

12. Dale C. Brentlinger, M.D. as Director of the Student Health Service for the 1979-80 fiscal year, effective March 1, 1980. Dr. Brentlinger will not have faculty rank or tenure.

HONORIFIC APPOINTMENT

An honorific appointment was approved for Bonnie C. Aarons as Lecturer in Speech Pathology for the period January 1, 1980 through December 31, 1982. This appointment carries no tenure rights and no salary is provided.

PART-TIME APPOINTMENTS

As a matter of information only, part-time faculty appointments were reported to the Trustees.

REAPPOINTMENTS

The following reappointments were approved as recommended for the 1980-81 academic year, or as otherwise indicated, subject to available funds.

<u>Name</u>	<u>Department</u>	<u>Academic Rank</u>
<u>COLLEGE OF ARTS AND SCIENCES</u>		
Choinski, John S.	Botany	Supply Asst Prof
Elliot, Deborah L.	Geography	Asst Prof
Freeman, John E. (1980-81 fiscal)	History	Lecturer
Hepworth, William G. * (7/1/80-12/31/83)	Zoology/Phys	Adjunct Prof
Iverson, Katherine R.	Sociology	Supply Asst Prof
Juell, Paul L. #	Computer Science	Supply Instr
Maldonado, Armando	Mod/Class Lang	Supply Asst Prof
Mitchum, Douglas L. * (7/1/80-12/31/83)	Zoology/Phys	Adjunct Prof
Thorne, E. Tom * (7/1/80-12/31/83)	Zoology/Phys	Adjunct Prof
Van Buskirk, Richard L.	Psychology	Temp Asst Prof
White, Stephen M. #	Mod/Class Lang	Supply Instr
<u>COLLEGE OF ENGINEERING</u>		
Amr, Abdel Fattah	Mechanical	Asst Prof
Cerni, Todd A. (1980-81 fiscal)	Atmos Science	Temp Asst Prof
Duval, Merle L.	Petroleum	Supply Instr
Ebenhack, Ben W.	Mineral	Temp Instr
Gorlow, Robert M.	Civil & Arch	Asst Prof
Matthew, Harry L.	Civil & Arch	Lecturer
McKee, Chester R.	Mineral	Asst Prof (half-time)

#Contingency appointment. Rank will be Assistant Professor if requirements for the doctorate are met by 8/28/80 or 1/1/81.

*Honorific appointment. Does not obligate the University to salary. Non-tenure leading.

<u>Name</u>	<u>Department</u>	<u>Academic Rank</u>
<u>COLLEGE OF ENGINEERING (Continued)</u>		
Miller, Ronald L. (1980-81 fiscal)	Chemical	Temp Instr
Orr, Kenneth K.	Mechanical	Temp Asst Prof
Polson, Donald E.	Civil & Arch	Lecturer
Rogers, David C. (1980-81 fiscal)	Atmos Science	Temp Instr
Stewart, Ronald E.	Atmos Science	Temp Asst Prof
Swain, Mary # (1980 Fall)	Mechanical	Supply Instr
Thomas, Jane V.	Chemical	Lecturer (half-time)

#Contingency appointment. Rank will be Assistant Professor if requirements for the doctorate are met by 8/28/80 or 1/1/81.

CONTINUATION ON
PROBATIONARY APPOINTMENTS

The following faculty members in
their first year of tenure-track

service were approved for reappointment for the 1980-81 year.

<u>Name</u>	<u>Department</u>	<u>Academic Rank</u>
<u>COLLEGE OF AGRICULTURE</u>		
Abernethy, Rollin H.	Plant Science	Asst Prof
Busby, Frank E.	Range Mgt	Professor
Ernst, David F.	Plant Science	Asst Prof
Harrington, Karen C.	Home Economics	Instructor
Higgins, Patrick N.	Biochemistry	Asst Prof
Jackson, Grant D.	Plant Science	Asst Prof
Middaugh, Charles R.	Biochemistry	Asst Prof
Premer, Garnet E.	Ag Extension	Instructor
Yates, David A.	Animal Science	Asst Prof

<u>Name</u>	<u>Department</u>	<u>Academic Rank</u>
<u>COLLEGE OF ARTS AND SCIENCES</u>		
Bieber, Stephen L.	Psychology	Asst Prof
Blau, George L.	Psychology	Asst Prof
Buchanan, Thomas	Recr & Parks	Asst Prof
Clennan, Edward L.	Chemistry	Asst Prof
Gern, William A.	Zoology/Physiology	Asst Prof
Murdock, Margaret M.	Political Science	Asst Prof
Murphy, Thomas B.	Political Science	Asst Prof
Nicholas, Karen B.	Psychology	Asst Prof
Reher, Charles A.	Anthropology	Asst Prof
Roberts, David D.	English	Asst Prof
Siegel, Mark F.	English	Asst Prof
Thornton, George D. *	Music	Asst Prof

COLLEGE OF COMMERCE AND INDUSTRY

Schulze, William D.	Economics	Assoc Prof
Siemens, Nicolai	Bus Admin	Professor

COLLEGE OF EDUCATION

Benson, Joseph A.	Physical Ed	Asst Prof
Bishop, Ann W.	Univ School	Instructor
Clarke, Ray V.	Adult Ed/Inst Sv	Assoc Prof
Dawson, Bruce A.	Curric & Instr	Instructor
Howie, Sherry M.	Curric & Instr	Asst Prof
Lanning, Wayne L.	Guid & Couns Ed	Assoc Prof
Peak, Virginia R.	Univ School	Instructor

*Holds joint appointment with the College of Arts and Sciences and the College of Education.

COLLEGE OF ENGINEERING

Egolf, David P.	Elec Engr	Asst Prof
Hash, J. Bender	Mineral Engr	Assoc Prof

COLLEGE OF HEALTH SCIENCES

Furness, Jayne	Nursing	Asst Prof
Graveley, Elaine A.	Nursing	Asst Prof
Taheri, Beverly J.	Nursing	Assoc Prof
Wheeler, Sara R.	Nursing	Asst Prof
Wiley, Deral C.	Nursing	Instructor

COLLEGE OF HUMAN MEDICINE

Bub, Kathleen B.		Instructor
Corbett, John J.		Assoc Prof
Elkin, Bernice B.		Assoc Prof
Fowler, Robert T.		Assoc Prof
Fradkin, Israel		Professor
Johnson, Raymond B.		Asst Prof
Low, James C.		Assoc Prof
Oates, James D.		Asst Prof
Wilkins, Edmund E.		Assoc Prof

UNIVERSITY SERVICES

Bessler, Joanne M.	Library	Asst Prof
Collier, Carol A.	Library	Asst Prof
Hanscom, Martha J.	Library	Asst Prof
Keiter, Linda S.	Library	Asst Prof
Kendrick, Gloria J.	Extended Studies	Instructor
Manzo, Bettina J.	Library	Asst Prof
Shelton, Diana W.	Library	Asst Prof

APPOINTMENT OF SUMMER
SCHOOL FACULTY

As a matter of information only,
the 1980 Summer School faculty
appointments were reported to the Trustees.

RESIGNATION

The resignation of Philip L.
Weinacht as Assistant Professor of
Music, effective May 18, 1980, was accepted.

RECALL

The Regulations of the Trustees
provide that, with their consent
and at the request of appropriate University officers, employees
officially retired from the University may be recalled annually by the
Trustees. In accordance with this provision, authorization was granted
for the recall of the following faculty and staff during 1980-81.

<u>Name</u>	<u>Title</u>	<u>Birth Date</u>	<u>Effective Date of Retirement</u>	<u>Recall Period</u>
Ablowich, Edgar A.	Temp Assoc Prof AFIT Program	4-29-13	6-30-78	1980-81 fiscal (full-time)
Cor, Laurence W.	Prof <u>Emeritus</u> of Modern & Class Lang	12-29-10	7-1-76	1980-81 academic (half-time)
Hill, John M.	Assoc Prof <u>Emeritus</u> of Civil Engineering	5-17-13	7-1-78	1980-81 academic (half-time)
McFadden, Hugh B.	Prof <u>Emeritus</u> of Psychology	8-11-12	7-1-78	1980-81 Fall
Mueller, Mary	Nutrition Aide/ Ag Extension	10-26-09	4-17-78	1980-81 fiscal (half-time)

RETENTION OVER AGE 65

In accordance with the Regulations of the Trustees permitting annual reappointment of individuals beyond age 65, the following individuals were reappointed for the 1980-81 fiscal year, or for the period indicated.

<u>Name</u>	<u>Position</u>
Ankeney, Margaret E. (Fall semester, 1980)	Assoc Prof of Curr Instr
Bellamy, John C.	Prof of Civil Engineering
Bonine, Mary	Food Serv Worker/Food Serv
Cheesbrough, Virginia	Accounting Tech/Accounting
Denniston, Rollin H. (Fall semester, 1980)	Prof of Zoology/Physiology
Hanna, James R. (Academic 1980-81)	Prof of Math
Harding, Samuel W. (Academic 1980-81)	Prof of Physics & Astronomy
Jackson, Jean	Sr Admin Sec/Athletics
Jensen, Rue L.	Supply Prof of Vet Med
Kennington, Agnes	Admin Sec/Chemistry
Kennington, Garth S. (Fall semester, 1980)	Prof of Zoology/Physiology
Mains, Margaret E. (Academic 1980-81)	Assoc Prof of Dance
Mathison, Margaret B. (Academic 1980-81)	Instr/English
McClurg, Avis	Food Serv Worker/Student Health
McDaniel, Lloyd W. (Academic 1980-81)	Prof of Accounting
Nelson, Osea	Inventory Asst/Accounting
Nordmann, Florence	Bldg Supv/Housing
Paules, Leon H. (7/1/80-1/31/81)	Assoc Prof of AnSci/Substns

<u>Name</u>	<u>Position</u>
Pfadt, Robert E.	Prof of Plant Science
Pierantoni, Avo	Bldg. Supv/Physical Plant
Russin, Robert I. (Academic 1980-81)	Distinguished Prof of Art
Shingleton, Lyle	Sr Storekeeper/Bookstore
Smith, W. Norman (Academic 1980-81)	Prof/Dean of Summer School
Tanner, Clotilde	Cook/Food Service
Varineau, Verne J. (Academic 1980-81)	Prof of Math

RETIREMENTS

In accordance with the Regulations of the Trustees which provide for retirement at age 65 upon the recommendation of the appropriate administrative officers, the individuals listed below were approved for retirement on the dates and under the conditions indicated.

<u>Name</u>	<u>Position</u>	<u>Effective Date of Retirement</u>
Ames, Burnice	Custodian II	6-30-80
Marshall, Ernest	Bldg Supervisor	12-31-79
Moniz, William	Elevator Repairman	6-30-80 with designation as <u>Retired</u>
Mueller, Mary	Nutrition Aide Ag Extension	6-30-80
Ramsell, Raymond	Bldg Supervisor	6-30-80 with designation as <u>Retired</u>
Vogt, Hans	Construction Supervisor/ Physical Plant	6-30-80 with designation as <u>Retired</u>

CHANGES IN ASSIGNMENT

Authorization was granted for the following changes in assignment.

1. Kathleen Cutler, presently University Extension Agent for Laramie County, be reassigned as University Extension Agent for Uinta County, effective March 1, 1980, with an increase in her annual (11-month) salary rate.

2. Robert F. Frary, presently Associate Professor of Agricultural Extension and Assistant Director for Special Projects, be reassigned to the Science and Educational Administration division of the United States Department of Agriculture in Washington as Agricultural Extension Specialist, effective February 1, 1980. His salary, which is funded entirely by the USDA, will be adjusted during this reassignment. Upon his return to the University, his salary will be at this present annual (11-month) rate.

3. Denise E. Smith, presently University Extension Agent for Uinta County, be reassigned as University Extension Agent for Niobrara County, effective March 1, 1980, with an increase in her annual (11-month) salary rate.

4. J. Wesley Little, Professor of Curriculum and Instruction, was approved at the January 17, 1980 Trustee meeting as Acting Head of the Department until the return of Dr. Thomas Weiss. Dr. Weiss has asked to be permanently relieved of his duties as Head, and therefore, Dr. Little was reassigned as Acting Head of the Department until such time as a permanent Head is named.

5. Thomas M. Weiss, Professor of Curriculum and Instruction and Head of the Department, be reassigned as Professor of Curriculum and Instruction only, effective immediately.

6. Kathleen Bub, Instructor and Coordinator of the Health Sciences Information Network, presently on a joint appointment in Human Medicine and the University Library, to be reassigned to Instructor and Coordinator of the Health Sciences Network in the College of Human Medicine, effective November 1, 1979. Her 1979-80 budgeted (11-month) salary rate will be supported one-half by the College of Human Medicine and one-half by the University Library.

CHANGES IN DESIGNATION

The following changes in designations were authorized.

1. Lloyd C. Ayres, presently Associate Professor of Horticulture, Associate Dean of the College of Agriculture and Associate Dean of the Agricultural Experiment Station, be redesignated as Associate Professor of Horticulture and Associate Dean of the College of Agriculture, effective March 1, 1980 with no change to his salary rate.

2. Colin C. Kaltenbach, presently Professor of Animal Physiology and Acting Head of the Division of Animal Science, be redesignated as Professor of Animal Physiology and Associate Director of Research, effective March 1, 1980, with a salary increase.

LEAVES OF ABSENCE
WITHOUT PAY

The following leaves of absence without pay were granted.

1. Janet C. Williams, Instructor in Foods and Nutrition, a leave of absence without pay for the 1980-81 academic year to pursue her doctoral degree.

2. Lawrence H. Averill, Professor of Law, a leave of absence without pay for the 1980-81 academic year to accept a Visiting Professorship at the University of Illinois.

ADMINISTRATIVE STRUCTURE
OUTLINED BY PRESIDENT JENNINGS

President Jennings reviewed the changes being made in the administrative structure. Reporting directly to the President will be a Vice President for Academic Affairs, a Vice President for Research and Graduate Studies, a Vice President for Finance, a Special Assistant to the President, an Assistant to the President for Development, and an Assistant to the President for Communications. President Jennings plans to have his administrative team complete by July 1, 1980.

The position of Vice President for Student Affairs is being discontinued. An Associate Vice President for Academic Affairs, who will report to the Vice President for Academic Affairs, will assume the responsibilities for student services. A search has been started for an Associate Vice President for Academic Affairs and this position will be filled after the appointment of the Vice President for Academic Affairs.

The Dean of the Graduate School will report to the Vice President for Research and Graduate Studies to provide a strong link between research and graduate studies; and the University Architect was placed under the Vice President for Finance.

The new position of Special Assistant to the President will have the responsibility for internal legal assistance; affirmative action program, coordination of fund raising and development operations; and the athletic program. The Athletic Director will report to the Special Assistant. The Search Committee for the Special Assistant have recommended three applicants to be interviewed on campus. These applicants will be on campus in the next two weeks.

The Search Committee for the Vice President for Academic Affairs

recommended three applicants for the position. These applicants visited campus and were interviewed by President Jennings.

A faculty committee is reviewing the position of Assistant to the President for the American Heritage Center. A decision as to where this position will be placed has not as yet been made.

Further, President Jennings noted that there would be nationwide searches for the Vice President for Research and Graduate Studies and for the Director of Intercollegiate Athletics.

With the new administrative structure, it will be necessary to revise the Regulations of the Trustees to include these changes.

RESOLUTION ON WYOMING
RETIREMENT SYSTEM

President Jennings discussed the resolution passed by the joint Faculty-Staff Committee on Retirement and Insurance. This resolution endorsed and promoted improvements to the Wyoming Retirement System. In presenting the resolution, President Jennings said that the resolution was endorsed by the administration, the Faculty Senate and the Staff Council. Mr. Gillaspie moved, Mr. Nolan seconded, and it carried that the Trustees endorse the following resolution:

WHEREAS, the 1978 Actuarial Report on the Wyoming Retirement System recommends changes in the contribution rate to insure actuarial soundness of the Wyoming Retirement System, and

WHEREAS, increases in the cost of living erode the purchasing power of retirement annuities; and

WHEREAS, significant improvements have been made in the Wyoming Retirement System and TIAA/CREF since the last option was afforded employees, and

WHEREAS, tax sheltering the employee's contribution to the Wyoming Retirement System presents significant fiscal benefits to the employee, and

WHEREAS, early retirement benefits under the Wyoming Retirement System for service after June 30, 1975 are unrealistically low,

NOW THEREFORE, BE IT RESOLVED:

The University of Wyoming Board of Trustees support the following changes and improvements in the Wyoming Retirement System:

1. To insure actuarial soundness, increase the total employee and employer contributions to the Wyoming Retirement System from 11.14% to 12%.
2. Modify the Wyoming Retirement System to provide an automatic annual increase based on CPI not to exceed 4% per annum. (Added cost, according to 1978 Actuarial Report, 2.99% employer and 2.70% employees. Employer cost includes 0.29% to cover existing retirees.)
3. Provide a period for open enrollment in Wyoming Retirement System and TIAA/CREF for all current employees of institutions of higher education.
4. Adopt a policy wherein the University will contribute the employee's share of retirement contribution.
5. Support improvement in early retirement benefits which would raise the compensation from 42% of earned retirement benefit for service after June 30, 1975 at age 50 to 70% of earned benefit at age 50 with appropriate linear adjustments for ages 51 to 60. (Added cost, according to 1978 Actuarial Report, 0.10% for employer and 0.10% for employee.)

REVISED REGISTRATION
FEE SCHEDULE

Pursuant to the Trustees' action on September 14, 1979, approving an academic year fee increase of \$158, of which \$8 is for ASUW fees, a proposed revised registration fee schedule was presented by President Jennings. This proposed revised registration fee schedule would become effective 1980 Fall semester. It is proposed that this same fee schedule be applied to summer session enrollments, effective Summer 1981; however, there may be some adjustments in the summer fee schedule. Registration fees for correspondence and extension classes, which differ from the proposed schedule are under review and a recommendation about these fees to bring them in line with the new fee schedule will be forthcoming. Mr. Gillaspie moved to approve the following registration fee schedule, effective 1980 Fall semester.

<u>Credit Hours</u>	<u>RESIDENT Per Academic Term</u>	<u>NON-RESIDENT Per Academic Term</u>
1	\$ 28.00	\$ 28.00
2	55.00	55.00
3	83.00	83.00
4	109.00	153.00
5	136.00	251.00
6	163.00	349.00
7	185.00	447.00
8	207.00	545.00
9	228.00	643.00
10	250.00	741.00
11	272.00	839.00
12-20.5	296.00	939.00

Residents - an additional \$28.00 per credit hour over 20.5 hours.
 Non-Residents - an additional \$80.00 per credit hour over 20.5 hours.

The motion was seconded by Dr. Thorpe, and it carried.

ACCREDITATION REPORT

President Jennings said the Accreditation Commission of the American Association of Museums has granted accreditation to the University's Art Museum. Tremendous progress has been made on this program in view of the fact that it has only been in existence for five years, and that funding has been provided entirely by private gifts and donations. Dr. Jennings commended James T. Forrest, Director of the museum, for his fine work.

PHYSICAL PLANT

President McCue called on Mr. Nolan for a report on the Physical Plant Committee meeting held on February 14, 1980. Those present at the Committee meeting were Trustees Gillaspie, McCue, Mickelson, Miracle, Quealy, Thorpe, Nolan, and Jennings. Messrs. Arnold, Geraud, Hays, Henry, and Jones of the University staff were in attendance. Mr. Nolan gave the following report:

1. Agriculture Building Addition and Power Plant Bids.

Bids will be received for the Agriculture Building addition on February 26

and for the Power Plant on February 27. Mr. Nolan moved that the Trustees authorize the Executive Committee to accept bids on the Agriculture Building Addition and the Power Plant, contingent upon appropriation of funding in this session of the Legislature, and to furnish these figures to the Legislature for use in considering the University's request for capital project funding. The motion was seconded by Mr. Mickelson, and it carried.

2. Status of Athletic Facilities.

As a matter of information only, he advised that Morris Jones gave a report on the status of the athletic facilities, particularly the alternatives available to provide ample space for the wrestling program.

CONTRACTS, GRANTS,
GIFTS AND SCHOLARSHIPS

It was moved by Mr. Quealy,
seconded by Mr. Nolan, and

carried to accept contracts, grants, gifts, and scholarships in the total amount of \$2,257,398.92 in the following individual amounts: (1) Contracts and Grants for the period November 21, 1979 through January 29, 1980, \$1,840,593.00; and (2) Scholarships and Gifts for the period November 19, 1979 through January 18, 1980, \$416,805.92.

LEGISLATIVE REPORT

President Jennings reported that the Appropriations Committee's recommendations are not substantially different from the Governor's recommendations on the 1981-82 Biennium Budget request. He noted that some of the reductions will slow down our progress. President Jennings advised that the University is receiving a good reception from the Legislature and he feels that the University is being treated very fairly, given the funds available to them for all needs. On

capital projects, the power plant and the Agriculture Building addition have been recommended, as well as bonding for the Engineering Building. He feels that there has been continued demonstration of the support that the Legislature has for higher education.

ATHLETIC COMMITTEE

Dr. Thorpe reported that the members of the Athletic Committee had discussed two resolutions.

Dr. Thorpe moved adoption of the following resolution which would revoke the University's current broadcasting policy:

WHEREAS, the Trustees of The University of Wyoming desire to provide maximum radio coverage of University athletic events for the enjoyment of the fans of the Cowboys and Cowgirls; and

WHEREAS, the Trustees support President Edward H. Jennings in establishing self-sufficiency in athletics as a long-range goal and recognize that broadcasting revenues are essential to attaining that goal;

NOW THEREFORE, BE IT RESOLVED:

That the broadcasting policy approved by University of Wyoming Trustees April 19, 1969 be revoked.

The motion was seconded by Mr. Quealy, and it carried.

Dr. Thorpe moved to unanimously adopt the following resolution to grant a two-year contract extension to Head Basketball Coach Jim Brandenburg:

WHEREAS, the intercollegiate basketball programs at The University of Wyoming has made impressive progress under the guidance of Head Coach Jimmy Ray Brandenburg during his tenure in this position; and

WHEREAS, the confidence of the University of Wyoming Trustees, the Division of Intercollegiate Athletics and basketball fans throughout the State of Wyoming in further progress of the kind already demonstrated;

NOW THEREFORE, BE IT RESOLVED:

That the contract of Head Coach Jimmy Ray Brandenburg be extended two years through February 15, 1983, as an expression of that confidence.

The motion was seconded by Mr. Nolan, and it carried.

President Jennings advised that the search for a new Director of Intercollegiate Athletics will begin shortly. The search will be conducted by the University's Athletic Committee.

Dr. David Tomatz, Head of the Department of Music, and Dr. Joan Wadlow, Dean of the College of Arts and Sciences, joined the meeting.

REPORT ON THE
MUSIC DEPARTMENT

Dr. Tomatz outlined the Music Department's multi-faceted programs and obligations, then made specific suggestions as to how these programs might be improved.

Particular reference was made to the University Marching Band, which has been criticized by some in recent years. Dr. Tomatz pointed out various problems with the band. He advised that a search is being conducted for a new band director. It is hoped that the search will be completed by March 1, 1980.

A copy of the report given by Dr. Tomatz is attached as Enclosure 1. Dr. Tomatz and Dr. Wadlow left the meeting.

EXECUTIVE SESSION

Mr. Gillaspie moved that the Trustees go into executive session to discuss litigation matters and that the meeting reconvene in open session at 1:00 p.m. The motion was seconded by Mr. Nolan, and it carried.

The meeting reconvened at 1:00 p.m. with the same individuals in attendance. Also in attendance were Robert A. Jenkins, Head of the Department of Zoology/Physiology; E. C. Reynolds, former Head of the Department of Theatre and Dance; Thomas R. Preston, Professor of English, and Joan Wadlow, Dean of the College of Arts and Sciences.

REPORT ON THE LIBERAL ARTS
PROGRAM IN THE COLLEGE OF
ARTS AND SCIENCES

President Jennings said that Dean
Wadlow would be giving a report on

activities of the College of Arts and Sciences within the context of
purposes and values of a liberal arts education. Dean Wadlow, Dr. Jenkins,
Dr. Reynolds, and Dr. Preston gave a report on the significance of the
liberal arts program. A copy of their report is attached as Enclosure 2.
Dean Wadlow, Drs. Jenkins, Reynolds, and Preston left the meeting.

BOND RESOLUTION

Mr. Quealy moved adoption of the
following resolution. The motion was

seconded by Mr. Mickelson, and it carried.

WHEREAS, the Trustees have received advice that the complaint
filed in the case of Wyoming Farm Loan Board vs. the Governor of
the State of Wyoming raises issues affecting the lawfulness of acts
of the Wyoming Legislature authorizing the use of mineral royalties
received from the federal government as a pledge for the repayment
of bonds issued to achieve purposes approved by the legislature, and

WHEREAS, the Trustees pursuant to the acts of the legislature,
have heretofore issued bonds which are currently outstanding, with
a pledge of mineral royalties received from the federal government,
and the Trustees have an obligation to defend, preserve and protect
the pledge of such mineral royalty income, and

WHEREAS, planning of the future financial needs of The University
of Wyoming is directly related to the manner in which such mineral
royalty incomes may be lawfully utilized,

NOW THEREFORE, BE IT RESOLVED:

The Trustees of The University of Wyoming cause such legal
action to be taken, including intervention in the above described
case if necessary, as will obtain a judicial determination as to the
lawfulness of incurring debt that is secured for repayment by a
pledge of mineral royalty income from the federal government, as
well as the lawfulness of University bonds which have been heretofore
issued and the continuation of payment of such bonds from incomes
pledged therefore.

NEW BUSINESS

President Jennings asked the Trustees
if they would like to spend time

with faculty members at the April meeting. It was suggested that perhaps the trustees would also like to visit classes.

ADJOURNMENT AND DATE
OF NEXT MEETING

Dr. Thorpe moved that the meeting be adjourned. The motion was seconded by Mr. Nolan, and it carried.

The next meeting of the Trustees will be March 20, 1980.

Respectfully submitted,

Karleen B. Anderson

Karleen B. Anderson
Deputy Secretary

Thank you Dr. Jennings.

Ladies and Gentlemen, I wish to express my appreciation for this opportunity to speak to you regarding the Music Department proposals for the future development of our Band program.

Several times in recent months Dr. Jennings has referred to our, quote, Band problem, and, if I may, I would like to take several minutes to place in perspective the role of the Music Department in the University, because, certainly, the great diversity of academic and service functions of a music department make it one of the most complex in the entire university community.

Any study of the development of our fourbear Universities in Europe demonstrate clearly that Music was always an important part of the liberal arts in education. Even as early as the 14th Century Music was one of the seven "liberal arts", although it was regarded as analogous with medicine because its object was the harmony of the human body. Later, music became more closely associated with mathematics rather than medicine.

It is interesting and important to realize that the study of music meant to study the theory, history and composition of Music.

Concurrently with the development of European universities there grew a very strong conservatory of Music School system for the educating of performers and conductors in music.

In Europe this division between music in the University and Music in the conservatory still exists. The university offers the study of history, theory and composition; the conservatory of Music is responsible for teaching the performer and conductors. Historically, and today, the music faculty in one institution will not speak to the faculty in the other. (just a sidelight)

In the United States we had an early development of our universities and colleges. A commensurate development of a bonified conservatory system did not take place. It was, in the post-civil war era, after the 1880's, when music departments in state universities and colleges began to fuse the idea of the liberal arts concept of music and the conservatory approach to performance. As a consequence, what has developed in this country, which is unique in the world, is the typical Music Department, which is, in the very best sense of the word, a conservatory of Music, and a traditional liberal Arts Department.

Students, therefore, for the first time, had the opportunity to become performers and also to study the history and theory of music in the same institution.

Another development in this country during this century, was the university music department assuming the responsibility for educating certified Music Teachers for the public schools.

The combination of these developments describes fairly well the academic function of the Music Department at the University of Wyoming.

We are a conservatory of Music, developing successful performers and conductors; we are a liberal arts department with many courses in the theory and history of music and composition, and, now, electronics; we are also a teacher training department offering numerous methods and pedagogy classes for prospective public school and private music teachers.

As a consequence of this diversity in academic offering the Music Department has a tremendous enrollment in music courses, individual lessons and performing ensembles which equals about 21% of the student body.

And this brings us to the fourth vitally important function of the Music

Department, and this is service. Most readily apparent in this area is our commitment to providing suitable music and entertainment at various athletic events, including football and basketball games and other University related activities. However, during the year, ON CAMPUS, and within the state of Wyoming, through the Cultural Outreach Program, the Music Department faculty and students will perform over 300 programs in the schools and communities with an anticipated combined audience of 60 to 70 thousand. Indeed, the high artistic level of our faculty and the growing quality of our students has caused the University to become, in a very real sense, the musical cultural center of the state. Another kind of service is the important recognition brought to the University by the faculty and students who perform throughout the United States and internationally and by those having their compositions published and performed.

From our perspective within the Music Department, our multiple academic and service duties are all very much inter-related and cannot be separated one from the other. If there is solid growth in our fledgling opera theater program, that is good for all of us; and similarly, if there are weaknesses in our music education curriculum we all suffer the consequences and must set out to do something about it.

This brings me to the point of my being here. When the Band performs poorly, and does not meet our expectations in quality, or numbers, then it is not simply a band problem, it is a problem affecting the entire music department and its future course. It affects every student who is learning to become a band director and it affects every student who is in the band for the enrichment to be found there.

To set the record straight, there has been minor criticism of our marching band ever since I became department head six years ago. This criticism

has been in the form of letters to the editor and private letters to me and conversations with alums and faculty. The fact is that we have put our greatest resource in this area as one half of our music faculty are specialists in band instruments and have had professional band performing and conducting experience. (40 percent of our students are in voice but only two of our full time faculty are in voice. Eight of our faculty are in band related areas.) In the judgment of many we have needed a strong and excellent director for the band program. Our repeated requests for a new position were not forthcoming. Late in Spring our trumpet professor, also a teacher of music theory, resigned and at that point we decided to make a change in the assignment of the position and hire a new band director.

This has not worked out and the person has resigned the position. The consequence of these circumstances has reduced the size of the band, lowered the esprit de corps and caused a weak prospect for the future. In defense of the situation, however, we knew that the number of trumpet and other brass players entering the university was down and that the prospect of large numbers of new performers was not very great.

The question now is, what must be done to rectify Dr. Jennings Band problem. First, let me give this assurance, there is not one person in the music department who does not want a strong band program as complimentary to our entire music department commitment to excellence in everything we do.

Essentially there are three steps which we must take to build the kind of band program in which we can all take pride and which will provide the kind of service needed by the University.

1. We must hire a vigorous and effective band director who will provide significant leadership and expertise. He must be a proven recruiter and have had University marching band experience. Our national search for such a person seems to have had excellent response. We have a number of truly outstanding candidates, some of whom are currently directors of bands at other major universities. (Some of them talk Texan, if you think you can accept that)

2. We must have a strong program of recruitment of students into the band.

Of greatest significance will be for someone to build pride in a fine organization which students will want to be part of. There must be quality and this is essential.

We must be able to identify entering and current students who are not music majors but who are fine performers, and to encourage them to be part of our band program. This will involve close cooperation with the registrar.

We have made two curricular recommendations which would encourage students to participate in the band.

Finally, it is true that the schools with the best bands have a strong scholarship program. We are recommending increasing the number of Music Department scholarships which will include BAND recruitment. These are included on the budget proposal.

3. The operating budget for the band and pepsters, including travel, equipment, part-time directors and graduate assistants, repair costs, supplies, phone, postage and duplicating are all essential to a viable program. (This past biennium was the first in which the band had a budget other than limited Music Department funding.)

I have personally consulted with the Music Department heads or directors at the Universities of Colorado, Nebraska, Missouri, Arkansas, Alabama, Tennessee, L.S.U., Kansas and several smaller schools.

Dr. Jennings, this proposed budget is based on actual needs and on the recommendations of other music department heads. Again, thank you for this opportunity. I will be happy to answer any questions.

PROPOSED

Band Budget-Operating

Travel	\$ 30,000.
One away game and recruiting trips	
New Equipment	10,000.
Equipment Repair	5,000.
Music, supplies, phone, special arrangements, postage, copying costs, duplicating	10,000.
Uniforms	5,000.
Replace, repair, clean, alterations	
Two days room and board for pre-season drill	6,500.
Staff	
Associate Director	8,000.
Graduate Assistants (2)	11,000.
Part-time Secretary	<u>6,000.</u>
TOTAL	\$ 91,500.

Pepsters Budget-Operating

Coach	\$ 4,000.
Well versed in gymnastics	
Travel	15,000.
Uniforms	2,000.
Equipment	<u>1,000.</u>
TOTAL	\$ 22,000.

Near Future Needs-Non recurring

New Band Uniforms	\$ 50,000.
Weather Gear	15,000.
Includes hat covers, rain ponchos, top coats and gloves	
Travel to Bowl Games	
TOTAL	<u>\$ 65,000.</u>

PROPOSED

Music Department Scholarships

These are to include all Music Department programs and will also include assistance to the Pepsters.

60 In-State Tuition and Fee Remissions (@ \$792 each) \$ 47,520.00

This represents an increase from the present 40 tuition and fee remission scholarships in the Music Department.

It is proposed that an additional 5 new remission scholarships be added in each of the next four years.

40 Out-of-State Fee Remissions plus In-State Tuition and Fee Remission (@ \$2,078 each) 83,120.00

This represents an increase from the present 20 Out-of-State fee remission scholarships in the Music Department.

It is proposed that an additional 5 new out-of-state remission scholarships be added in each of the next four years and that these and the previous out-of-state remissions include in-state tuition and fees.

30 General Service Scholarships of \$500 each 15,000.00

These would be used for students not normally eligible for the above Music Department fee remission scholarships such as equipment managers, announcer, librarians, etc. They would also be used to augment the fee remission scholarships to attract the most highly gifted and sought after students.

Introductions

1. E. C. Reynolds--until January was head of the Department of Theatre and Dance. His remarks illustrate not only the intimate relationship of the fine arts and the liberal arts and importance of relating humanistic studies to science, but the diversity of the College. We offer fifty degrees by faculty from twenty-three different departments. Three of these areas are in the Fine Arts division which itself has both professional and liberal arts degrees and graduate and undergraduate programs. Last fall during Homecoming weekend, Dr. Reynolds explained to Arts and Sciences alumni how the Fine Arts meshed with liberal arts. I think you will be interested as were our alumni.

2. Robert Jenkins--Head of Zoology and Physiology. His topic is the relationship of research and teaching--a link we want to convey very strongly to our constituents, and we hope you will help. In our eight Ph.D. and twenty-eight M.A. programs the links between research and teaching are self-evident. But they are equally important in maintaining a high quality undergraduate program, and Bob Jenkins a teacher-scholar is a stellar example.

3. Tom Preston--former head of the Department of English, is now chairing the most important committee I have named since arriving here--Task Force on Undergraduate Education. Quality undergraduate education is an enormously broad responsibility for the faculty in the College. We actually do most of the teaching on campus--and at any given time, up to fifty per cent of the students enrolled in the Arts and Sciences courses are from other colleges. At present, for example, forty-seven per cent

come from other colleges. If you were sitting in a freshman classroom, it is likely that the person on each side of you would be from another college. We are currently teaching about 746 different courses (1100 sections) to about 20,747 students (53%). So, in short, quality in the College of Arts and Sciences is an absolute requisite for quality programs throughout the University. This is part of the reason Tom Preston's assignment is so crucial for all of us. But I want you to hear some details from him.

Remarks to Trustees

February 15, 1980

By Joan Wadlow, Dean, College of Arts and Sciences

Introduction

I am pleased to meet with you. In the North Central Report now being prepared, we are making a point that this University needs to articulate and document more clearly the real and lasting benefits of the liberal arts if we are not to become a vocational institution.

I agree, and last fall we began an organized effort in the College to do this. During the past six months, sixteen faculty members and I have met with one hundred and fifty Arts and Sciences alumni in eighteen counties to talk about ways to explain the liberal arts. Today is another important step, and we invite frank suggestions from you on how to make the best case in Wyoming.

We plan today to talk about the following--as the agenda shows:

1. the results of a liberal arts education: permanency and practicality;
2. how the liberal arts and fine arts mesh;
3. the vital links between teaching and research;
4. a preview of our re-examination of undergraduate education;
5. the centrality of our College of Arts and Sciences in the University.

All of us here know that the liberal arts have been under attack from many quarters. In particular they have been attacked as impractical.

I have a file of responses for these critics, but I really like the answer which is suggested in a book which I am sure many of us--and our children--have read--The Little Prince. In it the French author speaks through the lips of the Little Prince when he says:

"I know a planet where there is a certain red-faced gentleman.

He has never smelled a flower.

He has never looked at a star.

He has never loved anyone.

He has never done anything in his life but add up figures.

And all day he says over and over: 'I am busy with matters of consequence' --That makes him swell with pride. But he is not a man--he is a mushroom."

In Arts and Sciences we do not grow mushrooms.

So the question is: What do we grow. Here is what we expect of our students in liberal arts

1. to express ideas effectively--verbally and in writing;
2. to think critically--this includes problem solving;
3. to understand values and how to respond to differing ones;
4. to function effectively in social institutions;
5. to understand the role of science and technology in society and its relation to the quality of life--
E.C. will touch on this;
6. to use the arts.

Pervading all of these is the ability to know how to acquire knowledge and use it.

These are qualities which most employers would want. For example: If you are considering whether to build a high-rise building in the slums you need to know what this will do psychologically to the people who must be moved, what it means for the environment, the culture of the inner city, and for its historical significance.

If you make decisions about sponsoring TV programs and the design of advertising campaigns, you need to appreciate the difference between good and bad art. On communication--how many times have you been frustrated at a doctor's inability to explain what was wrong with your child? The point: An effective doctor must communicate to a patient.

If we can agree so far on the importance of these skills/knowledge areas, then, the question becomes: Do the liberal arts and sciences in fact produce this type of learning?

I think we succeed--we've contended this for years in our rhetoric--but now there is evidence from at least two important studies. One is by a Harvard group--the other is by ACT. I was involved in both--so let me describe them briefly. Basically, both studies selected a group of different colleges and used different techniques to compare the knowledge and skills of freshmen with those of graduating seniors--making appropriate statistical adjustments. Some of these results received nationwide publicity in an article in September 1978 issue of Psychology Today. Together the studies showed that the abilities I listed earlier are in fact being acquired by students in the liberal arts. The Harvard one for example, concluded that the liberal arts and sciences enable students "to argue both sides of a question with integrity and intelligence rather than by simply espousing the other point of view uncritically." Since I met with faculty of that project to evaluate the tests, I had an opportunity to look at the questions. One was as follows: Students were asked to write a one-page essay responding to an article advocating the use of nuclear power to help solve energy problems. After the students wrote the essay, they turned the page expecting to go on to a new subject. Instead they found that they had to defend the opposite point of view. They also had to do this on other subjects.

So, in short, what the studies are telling us is:

Yes, indeed we are making an impact on students in these skills and knowledge areas I listed. The evidence backs our rhetoric.

So, what we are doing is preparing students for the long haul not just the first job--to meet the demands of a changing society and to tackle

jobs in the future which do not exist today. We do this by developing permanent, practical and transferable skills and knowledge.

This leads me to the professional programs in the College. They must be distinguished from vocational programs. We have ten ranging from music to social work to geology. Some contrasts:

A vocational degree assures one of a technician's role-- and competency only in that role.

By contrast our professional majors acquire not only competency to take the first job--but also the ability to cope with change, to lead, adapt, invent--later on.

A trade program follows current trends; a professional program approaches it as a leader.

We combine what outsiders often call practical preparation in solving problems which are current--including those in Wyoming--together with reaching beyond to prepare the students for the future.

For example: Tourism is the State's second largest industry and third largest employer. The Department of Recreation and Park Administration attempts to serve that industry while planting seeds of invention for the future.

To conclude this introduction: To borrow from President Jennings' inaugural address--when he cited John Stuart Mills

"Men are men before they are lawyers or physicians or manufacturers; and if you make them capable and sensible men, they will make themselves capable and sensible lawyers and manufacturers."

Conclusion

In concluding, I want to focus on the centrality of the College of Arts and Sciences in the University.

On the academic side, if you remove the College which is the axis of the University, all of the other undergraduate degree programs would fall. We'd save lots of money because there would be no reason to hold commencements. This is simply because all of these programs depend upon the service courses of Arts and Sciences.

On the enrichment side--there is another dimension the College provides the campus, community and state. First, the cultural array of activities would be gone--the plays, the Elizabethan Fair, German Week, the concerts, the art exhibits, the recitals, many of the films, the planetarium, the Geology Museum--this drew 15,000 people last year. In the summer, the plays would be gone and they were the most attended activity--next to the picnicking and steak fry, that is. If you take away the College of Arts and Sciences and there is no debate, no band and seven University of Wyoming programs in Casper are gone. There are no cultural enrichment activities out-state--53,000 people attended these activities last year. There would be no State-wide election surveys, no American West program we're planning this summer with the Buffalo Bill Museum, no public forum on Soviet actions in Afghanistan, no one to identify a strain of fungi or some backpacker's flower plucked from 12,000 feet in Absaroka Tetons.

In short, it would be a very drab place.

So here we are--offering students skills and knowledge which are: permanent, practical, transferable.

And we provide the enrichment to the State which enhances our quality of life and which I hope helps justify your services as Trustees.

The Task Force on Undergraduate Education:
College of Arts and Sciences
By Thomas R. Preston

On December 13, 1979 Joan Wadlow, Dean of the College of Arts and Sciences formed a Task Force to reexamine the state of undergraduate education in the College. She delivered the Task Force a Charge of several pages and then shared it with all Arts and Sciences faculty and students. The Task Force members represent a wide spectrum of academic disciplines. It consists of six faculty members and two students: Professors Thomas R. Preston, English (chair); Don Boyd, Geology; Martha Christensen, Biology; Tom Grandy, Physics and Astronomy; E. C. Reynolds, Theatre; Anne Slater, Anthropology; students Kirsten Benvietto, major in Biology; Jeff Epp, major in Political Science.

The Dean's Charge, in summary, requests the Task Force to reinterpret, revise, and reassert a liberal, that is, well rounded, education for all Arts and Sciences students at the University of Wyoming during the next decade. Quite a challenge! It may even seem impossible. But the Task Force and the College are willing to take it on. The goal of the Task Force will be to devise a new core of common learning, one that accounts for the variety of students and curricula in the College. The core of common learning must relate to the various kinds of students enrolled in the College, and these range from students in professional colleges taking support courses in Arts and Science to non-traditional students reentering Higher Education after different careers to the more usual young adult pursuing a specialization or major in the wide variety of Arts and Sciences disciplines. While relating to a student's

specialization or major, whatever it may be, this core of common learning must also engage the student in some depth and breadth in the knowledge of world culture, Western culture, and the culture of Wyoming and the Rocky Mountain West; it must enable the student to comprehend the kinds of thought and processes represented by the humanities and fine arts, the sciences, the social sciences, and technology; it must equip the student with the abilities to think and communicate critically, to solve problems, to make decisions, and to do these things with an understanding of ethics and moral values. Finally, this core of common learning should encourage more experiential learning (e.g., internships) and help students, through legitimate career preparation, enter the world of work.

The goal, then, to devise a core of common learning represents a desire to redefine and reformulate what every University calls liberal or general education. Does this attempt mean that the College of Arts and Sciences currently lacks a general education core? Not at all! It rather means a dissatisfaction with the current situation. Under the present system, general education is only a "distribution" requirement, that is, students must take so many courses (totalling about 45 hours) distributed among the humanities and fine arts, social sciences, and sciences. The problem is that the current system discourages and even hinders the integration and relationship of learning within and among the areas of distribution as well as with the student's area of specialization. The courses are merely a conglomeration of unrelated credit hours encouraging a student to fulfill a humanities requirement by studying the horror story today and a social sciences requirement by studying the governments and politics of Latin America tomorrow.

The current general education system, installed almost twenty years ago, itself represented an improvement over what had been in force before. The Task Force is acutely aware that the core of common learning it devises will also be replaced in ten or twenty years. The knowledge explosion in all areas demands continual rethinking and improving. The Task Force also recognizes that the Dean did not deliver her Charge in an historical vacuum, for nearly every major university in the country is now going through a similar process of reevaluating liberal or general education. Harvard's recent changes have been perhaps the most touted, but the reexamination is going on all over the country. The Faculty and students of our Arts and Sciences College also feel the need for this reexamination. The Task Force involved them in its work early (and will continue to involve them) by asking faculty and students to give their thoughts on changes in general education. The responses were many and thoughtful--all pointing to a readiness to redefine the core of common learning. Our students should graduate from the College of Arts and Sciences as specialists in some area of learning, but with a general education well rounded enough that they understand--and can use as necessary--other areas of learning; that they understand how other areas of learning intersect and can apply both their specialization and general education in the world of work.

It is often difficult to discern the real, liberally educated person behind the abstract language used to discuss liberal, general education. I cannot resist a personal story that I think illustrates clearly the purpose and meaning of a liberal, general education. About twenty years ago, when I began teaching English, a popular novel in

Freshman English classes was William Golding's Lord of the Flies. One of the central characters in this story of a group of choir boys abandoned on an island for safety during a thermonuclear war is Piggy. Piggy is an overweight, unattractive boy, but he is very important to the story because he wears glasses the boys can use to refract light for starting fires. The glasses also function as a symbol for many of Golding's insights on how and what we see or fail to see in the world. One of my young freshman students, an aspiring physicist, was convinced that Piggy's glasses were too thick to refract the light for making a fire. Golding had used bad science! But undaunted, the young man hopped a bus, riding 250 miles to the city where the state's leading ophthalmologist lived to discuss the matter with him. After examining the story carefully, the ophthalmologist told my young freshman that since Piggy was only 12 years old, the glasses would do what Golding claimed. If Piggy were 13 years old, the glasses would have had to have been changed, and their new thickness would then fail to start the fire. The young man was elated and returned to class with a superb paper showing how Golding had accurately used science in the symbolic structure of his novel. This young freshman displayed the kind of initiative that we think general education evokes; he related science and literature together, and in the process learned a great deal about both, perhaps more than he intended! He went on to become a fine physicist, using his liberal education in the world of work.

At the heart of general education, as my story indicates, lies the special area of communication, especially critical writing, the ability to convey in writing the ideas that derive from learning and experience. It is an area of major concern for the Task Force, but one the people of

Wyoming should know the College of Arts and Sciences has already begun to address through various programs primarily sponsored by the English Department. A short summary of these programs may be helpful. Within the University the English Department offers three different Freshman Writing Courses: an Arts and Sciences Honors course for very advanced writers, an Honors course for advanced writers, and a regular course for the average writer. All professors in the department, from the highest to the lowest, teach in this Freshman program two out of three semesters on a rotating basis. The English Department views itself as both a department of literature and writing, not two separate departments. To maintain its excellence and quality as a university department of English, it must continue to strive for excellence in the teaching and research of literature. But it must also do the same in teaching and researching writing. To maintain this balance, the Department requires writing to continue in all classes beyond Freshman English.

In other ways the Department of English has brought fresh ideas to developing the writing abilities of our students. A whole program of technical writing classes has been developed to serve the students in every College of the University. The Department has devised a careful program for its Teaching Assistants, one that includes special apprentice work with master teachers of writing. It has also established a Writing Center, open since the Fall of 1978, where students can come for help with writing problems. Last Fall, for example, the Writing Center assisted 241 students for 406 student visits. The Writing Center staff began a series of non-credit mini-courses on writing under pressure, aspects of technical writing, and remedial Freshman writing. The first course, on writing under pressure, currently in progress, is such a success that students are already

signed up for the next time it can be offered. Finally, the Laramie Basin Writing Project, begun last summer, has involved the High School Teachers of Writing in Albany County in an intensive writing process where the teachers return to their schools as an In-Depth Study Group on Writing for their fellow teachers. Sponsored by the English Department and the Albany County School District, these teachers are already planning a special Writing Day for the 6th and 9th grades, the results of which will be evaluated for placement and for the development of new materials in writing. The English Department is currently working with the Language Consultant for the State Department of Education to extend the Laramie Basin Project throughout the State. This program addresses the special needs and problems of our students in the State--not some vague national problem.

I want to conclude with another personal story that I hope will place in focus the idea of writing and the nature of liberal, general education. As I was preparing to leave Chattanooga, Tennessee almost eight years ago to come to the University of Wyoming, I received a call from a gentleman, about 45 years old, in the middle management echelon of a major insurance company in Chattanooga (a city of insurance companies). He wanted me to provide him a tutor in writing. I told him that would be no problem, but I asked why a person of his age and at his stage of career wanted to be tutored in writing. He replied, "I've just talked to my supervisor and was told that I would be frozen in my position unless I could learn to write memoranda that could be read and understood." At 45 and in mid-career, this gentleman was faced with no future promotions, because he could not do what he should have learned to do years ago in a liberal education. We do not want any of our students in this predicament.

TEACHING AND RESEARCH

I am pleased to have the opportunity to talk with you about the vital relationship between teaching and research. It is particularly appropriate to discuss the teaching-research interplay when you look at the Arts and Sciences College because in this College there is a heavy devotion to research and creative activity, and that's as it should be.

Research is to teaching what sin is to confession; without activity in the one, you have nothing to say in the other. I wish I could say that this statement originated with me, but it did not. Nevertheless, I believe that it's absolutely true. In fact, in the idiom of the quote, you might say I have an unwavering faith in its veracity. I hope you will accept my approach today, which won't be to present statistics on the studies that have been done to correlate good teaching and good research, but rather allow me to offer a personal perspective on the relationship. I think it's important to do that, particularly while we're looking at the Arts and Sciences College because there is a popular belief that good researchers won't teach effectively, or stated differently, the best teachers are not engaged in research activity. In the minds of too many, the relationship is a negative one. I hope to lead you in some way to a conclusion that there are also some very positive relationships. In my own experience, I am absolutely certain that whatever ability I have to teach persuasively and thoroughly is directly correlated to my personal knowledge of the subject matter with which I am dealing. I emphasize that that correlation is a complete one; not only does teaching benefit from research activity, but research activity also benefits from involvement in teaching. We old fossils are often criticized for parasitizing the energy, the vitality, the creativity, the awe, of the students with whom we deal, and I don't think it's an unjust criticism; I think that it's true. It is necessary for me to associate with young people totally engaged in the process of learning. The association is enormously motivating.

Twenty-five years ago this coming fall, I went into a public school teaching situation, into a classroom of 8th grade general science students. I was pretty well prepared, I thought. The first unit was geology and I had been a geology major for three quarters and was right at home. The second unit was meteorology, about which I knew essentially nothing, little more than what I heard on weather reports. I will never forget the guilt, the almost dishonesty, I felt standing before 35 eighth graders period after period and sounding as the authority on the subject of weather. I could present the concepts, the ideas, and the terms easily enough but there was a shallowness in this teaching that made me very uncomfortable. I think I am pleased to say that I have never gotten over this feeling--that anytime I have to teach outside the things I know well, I feel considerable discomfort.

Now where does the impression come from that good researchers, or active researchers, are not good teachers? Stated differently, many people believe that teachers are teachers by definition and cannot be researchers. I think that for the most part it comes from the proclamation by faculty of their devotion to creative activity--with consequent sacrifice of a creditable teaching effort. Because devotion to creativity is a noble claim, it is not subject to severe criticism from colleagues. Such faculty will often devote little effort to teaching. Others devote great effort to research at the expense of teaching and feel that they cannot be criticized in this approach. I had a faculty member at a very well known university say to the class on the very first day, "I want you to know that I am a researcher and that I am teaching only because I must". Administrators at all levels have contributed to the problem by placing excessive weightings on the research productivity of faculty while failing to recognize excellence in teaching. Young faculty are particularly sensitive to this inequality of recognition and fall victim to "publish or perish" at the expense of good teaching. The common scenario is that faculty who are failing at teaching blame research commitments and faculty who are failing at research blame teaching commitments. We tend to hear about the good teacher who didn't get tenure or promotion because of poor research productivity, but we seldom hear about the poor teacher who is a good researcher who is not tenured or promoted--which also happens. I readily admit that it is a difficult matter to keep a balance, to keep your equilibrium; nevertheless, I am convinced that research and teaching efforts are synergistic--activity in one benefits the other.

I think there is little antagonism between these two activities. I'd like to emphasize this position by telling you about a recent experience. When I first came here as an assistant professor almost 13 years ago, I taught in our general biology course where I learned a lot about teaching and I enjoyed it a great deal. Because we are considering some changes in the course, and because I enjoyed teaching it, I decided to teach it this past fall for the first time in 8 or 9 years. In a lecture to 250 students, it is difficult to be very personal, to reach individuals. The course begins with elementary chemistry and biochemistry, and because these things are fundamental to so much of our understanding in physiology and biology, I do the very best job I can. I am not a chemist or a biochemist, but I work very hard at trying to convey the importance of the subject; I have some feeling that I was being reasonably successful. The material then breaks away to a study of cells--cell biology, and this is my area of research. I very often tell students, high school students and university students who visit our laboratory that I would do the research for nothing--I wouldn't have to be paid for it because it's an enjoyable activity that ranks second only perhaps to dry fly fishing. At any rate, as I made the transition I felt that there was no change in my projection, in my conveyed interest in the subject matter. To my surprise students came up after class and in laboratories and expressed their recognition of my real fascination with the cell--my research involvement showed through. The students feel it--feel that the instructor is engaged in an inquiry which is about the subject; there is something intangible that comes across that is important in the learning process.

In the public schools, we used to say that you can't teach what you don't know. I think that at the university level, we have to say that you can't teach what you don't know, what you don't do, and what you don't stand in awe of. I am continually aware, sometimes in retrospect, of how my own activity and research, going to meetings, reading the current journal articles, attending seminars, and working with graduate students spills all over the things I teach. The material comes alive, it's real, it's an activity, it's not a definition, not a concept, not a set of notes—it's something alive and happening, and I think this perception by the students is very important. How many of us were drawn into what we do today not because of the appeal of subject matter but rather through the persuasive presentation by someone who was turned-on to what they did and thereby promoted that interest in each of us? Imagine, for example, me imparting to students in the theater, the dramatic skill that E. C. Reynolds can teach—it won't happen. Teaching from textbooks, which are often out of date by the time they are published, will never replace teaching from experience with knowledge. In the university, that essential familiarity with knowledge derives from creative activity.

Now I'd like to address just a few remarks to teaching at the graduate level and its relationship to research activity. The essence of the graduate experience, graduate work, should be that the student leaves with a feeling for the joy and reward that comes from giving birth to an idea, nurturing it, cultivating it, finding ways to explore it, and finally finding experience or experiment relating to that and related ideas. The graduate advisor can't hope to help a student meet this need unless that graduate advisor is thoroughly immersed in a creative activity. I'm sorry to say that I think we fail in many ways at graduate education. And one of the things that disturbs me, that tells me that this is so, is that I hear graduate students talk about 'doing problems', sometimes 'assigned problems'. There is an embarrassing shallowness in this perspective which often stems from the fact that the faculty adviser is not actively engaged in research. I am convinced that the worst thing that a graduate student can have is an understanding and supportive adviser who is not intensely engaged in active research.

Graduate education is basically research; in order to provide the guidance required for the development of research capabilities, advisors must be fully involved in research activity. Without knowledge of the new ideas, techniques and directions in the discipline, how can the adviser guide the activity of the student, or judge the significance of the work? More importantly, the adviser must be engaged in the creative work if there is to be the essential positive feedback between the student and adviser that amplifies the activity of both. Only the best graduate research experience we can offer is acceptable. The University cannot hope to meet this responsibility unless those faculty teaching and advising graduate students have a strong, active research involvement.

Thank you.

DRAFT OF REMARKS TO
THE BOARD OF TRUSTEES
2/15/80

Dr. E. C. Reynolds

For a time longer than I care to consider, I and a number of my colleagues in theatre and the fine arts have longed for a statement so simple, so clear, so compelling that all who heard it or read it would never again need to consider why the liberal arts are integral to a study of the fine arts or why these areas of study are essential in a university education.

Quite simply, my own point of view is that the fine arts exist in educational institutions primarily because of the liberal arts. Only in such a broad context can there be gathered together that breadth of knowledge and humanistic concern necessary to invest the arts with meaning. My area of special competence is theatre and I believe that theatre and the other fine arts, as do the liberal arts, exist to give us a better understanding of what we are, why we are, and how we became to be so. My own experience tells me that the arts, liberal and fine, given the opportunity, can reveal what we may become.

At the same time, we do live in a world of increasing and necessary technology and will continue to do so. Those of us who are advocates for the liberal arts and seek your understanding today, readily acknowledge the advantages technology provides for us all. What we seek in education is not a lessening of study in technological areas, but a stressed balance in education which will serve to make technology man's servant rather than his master.

Having placed before you a plea for balance in pursuing our mutual educational objectives, let me return to my primary area of concern, the fine and liberal arts, and specifically the art of theatre.

Contrary to the commonly held belief that theatre study is the peculiar province of dreamers and the effete -- that those who choose to pursue its study are irrevocably damned to a life of penury and want, there is and always have been infinitely practical things to be learned from theatre study.

I know of no other discipline where one must learn basic and advanced carpentry, welding, beginning and advanced applications

in electricity, painting and color theory, fundamental optics, computer programming, basic accounting practice together with practical business skills, advertising techniques, copywriting and editing, pattern drafting and sewing, not to mention architectural drafting. At the same time, through the study of dramatic literature gain a deeper understanding of social, political, and cultural history, ethics, aesthetics, philosophy, psychology, art and its history, to say nothing of interior decoration.

And then we have the privilege, the excitement, the challenge of placing together before an audience all these skills and this knowledge in plays of great literary and intellectual merit concerned with some of the most profound and perplexing issues our society has faced or faces.

I know of no forum other than that of the theatre where one can leave what may be an ordinary and mundane existence, as of 8:00 p.m. on a given evening, and actually become a participant in the moral dilemma of Galileo -- to obey religious authority and

keep your freedom or to serve the imperatives of scholarly discovery and endure imprisonment for the remainder of your life -- the agony of a Sir Thomas More -- to serve the state and live -- to serve your God and die -- or to ponder the question:

Is life...but a walking shadow, a poor player that struts and frets his hour upon the stage and then is heard no more?...a tale told by an idiot, full of sound and fury signifying nothing....

Or to be able to cast your mind back to a different time, more heroic-more romantic where:

....Once it never rained till after sundown,
By eight a.m. the morning fog had flown. . .
Don't let it be forgot
That there was once a spot
For one brief shining moment that was known
as Camelot....

I think it is probably obvious that I love the theatre, and it is true that I glory in its make-believe....and I am convinced that it can and does teach us about ourselves. It is why we teach theatre....why we master those skills and knowledge which permit

us to recreate with paint, cloth, canvas, and words 17th century Italy, 16th century England or an imaginary castle at Dunsinane.

If this is why the study of theatre is important and I believe it is, then there are equally compelling reasons to support....and when necessary....defend all the arts, liberal and fine....for this is precisely what they do as well.

MINUTES OF THE
PHYSICAL PLANT AND EQUIPMENT COMMITTEE
February 14, 1980

The meeting convened at 1:35 P.M. with Chairman James Nolan presiding.

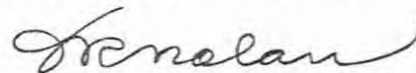
ROLL CALL Those present, in addition to Mr. Nolan, were Trustees Gillaspie, McCue, Mickelson, Miracle, Quealy, Thorpe, and Jennings and Messrs. Arnold, Geraud, Hays, Henry and Jones of the University staff.

AGRICULTURE BUILDING ADDITION AND POWER PLANT BIDS Dr. Jennings reminded the Committee that bids will be received for the Agriculture Building addition on February 26 and for the Power Plant on February 27. Mr. Gillaspie moved to recommend to the Trustees to authorize the Executive Committee to accept the bids on the Agriculture Building Addition and the Power Plant, contingent upon appropriation of funding in this session of the Legislature, and to furnish these figures to the Legislature for use in considering the University's request for capital project funding. The motion was seconded by Mr. Nolan. Since only two members of the Physical Plant Committee were present, the other Trustees in attendance indicated their approval of the motion.

STATUS OF ATHLETIC FACILITIES Morris Jones reported on the status of the athletic facilities, particularly the alternatives available to provide ample space for the wrestling program.

ADJOURNMENT The meeting was adjourned at 2:45 P.M.

Respectfully submitted,



James R. Nolan, Chairman