

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

**February 17, 1990**

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

THE UNIVERSITY OF WYOMING  
Minutes of the Trustees

February 17, 1990

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THE UNIVERSITY OF WYOMING

Minutes of the Trustees  
February 17, 1990

The business meeting of the Trustees of the University of Wyoming was called to order by Trustee President Bussart at 9:10 a.m. on February 17, 1990 in the Old Main Board Room. Committee meetings and an executive session to discuss personnel and litigation matters were held on February 16, 1990.

ROLL CALL

The following Trustees were in attendance:

Bonner, Brown, Bussart, Dray, Hammons, Jorgensen, Kirk, Mickelson, Miracle, Schutte, Sharratt, and ex officio members Roark and Miller. Trustee Updike and ex officio members Simons and Sullivan were not present.

ANNOUNCEMENTS

President Roark announced that the University of Wyoming Cowgirls would be playing Colorado State University that night. Seating arrangements had been made for any Trustees who were interested in attending.

APPROVAL OF MINUTES

President Bussart asked if there were any corrections or additions to the January 20, 1990 Trustee minutes, and there were none. It was moved by Mr. Dray and seconded by Mr. Bonner that the minutes be approved as circulated. The motion carried.

ACADEMIC ISSUES COMMITTEE

President Bussart called upon Chairman Miracle for a report from the Academic Issues



Committee of February 16. Committee members Miracle, Dray, Hammons, Jorgensen, Kirk, Sharratt, Simons, and ex officio members Bussart and Roark attended the meeting, along with other Trustees and University staff. Committee member Urdike was not present. Chairman Miracle presented the following report and recommendations to the full Board.

#### REALLOCATION CRITERIA AND PROCESSES

At the committee meeting on February 16, 1990, Provost Karnig discussed documents presented to the committee relating to criteria and processes for review of non-academic programs for reallocation of resources. He also provided the Committee with copies of Senate Resolution 213, which had been introduced by the campus Academic Planning Committee. He indicated that criteria and processes had been reviewed and various drafts circulated. On February 12, 1990, the Faculty Senate accepted the proposal now being presented to the Trustees. Dr. Karnig said that reallocation was inescapable at this point. He said that reorganizations should bring the student-faculty ratio to 19:1 from its present level, as recommended by NCHEMS. Faculty Senate chair Beverly Taheri voiced concern that the Faculty Senate had not voted on the handout regarding reallocation criteria and processes that was presented to the Academic Issues Committee on February 16. She said that the Faculty Senate vote was almost unanimous in its approval of Senate Resolution 213, but did not know what their vote would have been if they had seen the recommended charges. There was considerable discussion both during the committee meeting and the meeting of the full Board about the involvement of Trustees, students, staff, and the public at large in the reallocation process. Mr. Dray recommended that the Trustees be given a status report from the committee on a timely basis. Mr. Dray moved and Mrs. Kirk seconded during the committee meeting that the Reallocation Committee provide updates to Trustees, and the motion carried. Chairman Miracle suggested

that a vote on reallocation be tabled for a full Board vote February 17.

During the meeting of the full Board, President Roark asked the Board to remove charge #4 of the Resolution because he felt it was too early to consider resources, and that the wording was too restrictive at this time. It was moved by Mr. Sharratt and seconded by Mr. Dray that Section V.A.1 be amended to add a student and a staff member to the committee, with the same selection procedure followed as faculty, and the motion carried. It was moved by Trustee Dray and seconded by Trustee Schutte that charges 1, 2, and 5 of the document entitled "Criteria and Processes for Review of Academic Programs for Reallocation of Resources" and timetable be approved by the Trustees. The motion carried. The timetable and charge were approved as follows:

Timetable - During spring 1990, collect internal and external data on the program criteria established in the above-cited document. During the summer of 1990, the Academic Reallocation Committee (referred to in the previously-cited document) will review self studies and both internal and external data in light of established criteria. By September 5, 1990, the Academic Reallocation Committee will report its recommendations to the Provost. By November 15, 1990, the President's recommendations will be presented to the Board of Trustees.

Charge to Academic Reallocation Committee:

1. After ranking programs on the basis of criteria, recommend programmatic mergers, reorganizations, reductions, and eliminations which will bring the University student-faculty ratio to 19:1. (The target student-faculty ratios should be derived using the same methodology employed by NCHEMS.) All funds gathered in this step will be used to raise faculty salaries.

2. Using 10 percent of the combined budgets under review as the potential amount to be reallocated, rank the highest priorities for resource enhancement and the lowest priorities for resource retention. Once rankings are completed, recommend a minimum of 5 percent and a maximum of 10 percent of the combined budgets to be reallocated from the lowest to the highest priority areas. Reallocations should cease when the lowest-ranked priority for resource retention is more valuable than the highest-ranked request for reallocation.

3. While the University has improved significantly in recruiting women faculty, there has been little success in attracting minority

faculty. To promote the University's ability to recruit members of protected classes (especially minorities) to the faculty, the Academic Reallocation Committee should consider as a high priority the creation of an initial resource pool of \$100,000 to be allocated to the Provost's Office to academic units which can use assistance in attracting protected classes to faculty positions. The resource pool should be replenished each year, through retention of a small portion of the salaries of retiring and departing faculty, so that the pool does not fall below \$50,000.

REORGANIZATION OF THE  
COLLEGE OF EDUCATION

Dean Andrews, College of Education, gave a report on the reorganization of the college to the Academic Issues Committee. It is designed to modernize the College of Education in line with Agenda 2000. Dean Andrews explained that a Wyoming Center for Educational Research will be established to coordinate research efforts, and that administrative positions will be cut from ten to eight, and programs will be reduced from 47 to 17. Dr. Miracle questioned the 5-year program. College faculty have improved programs with more content understanding and a focus on improving skills and abilities, which cannot be done in a 4-year program. The final reorganization will be a product of the College of Arts and Sciences, College of Education, and teachers. Dean Andrews said that it would be received by the Board by the end of the academic year. New bulletins are being developed which say that a more intensive program may be required. Dean Andrews said that the BOCHES program in Casper will be the same as the one in Laramie. It was moved by Trustee Miracle and seconded by Trustee Schutte that the reorganization of the College of Education be approved as proposed in Enclosure 1, green, and the motion carried.

ASSESSING OFF-CAMPUS  
ACADEMIC NEEDS

As an item for information only, the Trustees were given the following background information.

The University utilizes a variety of needs assessment techniques in planning the delivery of individual credit courses and degree programs to

off-campus sites. Requests are channeled through the Field Representatives as well as directly to individual offices (academic departments, Extension Classes, Teleconferencing, Extended Degree Programs, etc.).

These requests come from individuals making requests for themselves as well as institutions seeking to address program needs of their employees or patrons. Where a critical mass of students is assumed to exist, individual courses would be offered in response to such requests -- contingent upon available faculty resources.

Where requests are made for degree programs, needs assessment workshops (on-site advising and recruiting) are conducted to ascertain numbers of individuals who have an interest and the necessary entrance qualifications for specific degree programs. Mass surveys are also utilized in assessing potential student interest in off-campus academic programs, but this technique has major limitations.

The School of Extended Studies and Public Service is responsible for facilitating the delivery of academic programs in conjunction with the Colleges. To this end, an Advisory Committee was created two years ago with faculty representation from each College to advise the Dean on off-campus programs.

It is assumed that with additional financial resources -- whether generated by higher tuition and fees paid by off-campus students, local support thorough BOCHES agreements, private-sector funding or increased legislative support -- the University will be able to expand the off-campus offerings to better serve the adult, off-campus site-bound student.

Trustee Hammons asked where they should refer constituents, and Provost Karnig indicated that information would go to all school districts. He said that the Extended Studies office would be the target for questions. Dean Andrews said that the Office of Undergraduate Studies in the College of Education would also be able to answer questions, and the Graduate School would

answer graduate student questions.

COMMITTEE TO ADDRESS UNIVERSITY  
ADMISSIONS REQUIREMENTS

As an item for information only, a charge to the Committee on Admissions Criteria and Process was presented to the Academic Issues Committee. It is included as Enclosure 2, ivory.

SCHEDULE FOR INTEGRATING THE  
AMERICAN HERITAGE CENTER  
INTO THE INTELLECTUAL LIFE  
OF THE CAMPUS

Members of the Academic Issues Committee heard a report from Special Assistant to the President David Baker on a timetable for integrating the American Heritage Center into the intellectual life of the campus. Mr. Baker indicated that a blue ribbon committee of professional archivists of national stature performed an Evaluation of the Archival Program of the American Heritage Center of the University of Wyoming. That report and the thirteen recommendations it contains has served as the blueprint for operating the Center for the past twelve months. Special Assistant to the President Baker reviewed the thirteen recommendations from the consultants and a summary of actions taken in response to each. He told the Board that integration of the American Heritage Center into the intellectual life of the University was a main point in Agenda 2000. Some things that have been accomplished are: 1) a research and meeting room has been developed, 2) accessibility has improved by adding a gallery for western art, 3) abstracts have been made of all 9,000 processed collections, 4) a staff training program has been instituted, 5) a manuscript coordinator has been appointed, 6) cooperation and coordination with the library has improved, 7) rare books will be part of Coe Library and not the American Heritage Center, and 8) freight costs have been reduced. Mr. Baker indicated that he gets legal descriptions of collections, and honors commitments with donors. He is working with Coe Library now to have separate collections to avoid duplication. By the end of this

semester they will move to establish a University of Wyoming archive. Mr. Baker thought that two goals are important for the near future: appointment of a faculty committee to review material, and that the American Heritage Center be part of the reallocation process.

#### BUDGET COMMITTEE

President Bussart called on Chairman Schutte for a report from the Budget Committee meeting held on February 16. Committee members Schutte, Bonner, Brown, Dray, Hammons, Kirk, Mickelson, Sharratt, and ex officio members Bussart and Roark attended the committee meeting, along with other Trustees and University staff. Based on the committee meeting, the following recommendations and reports were presented to the full Board.

#### SELECTION OF AUDITORS: REVENUE BONDS, INTER- COLLEGIATE ATHLETICS, AND CONTRACTS AND GRANTS

The public accounting firm of McGladrey & Pullen, Cheyenne, Wyoming, has audited the University's revenue bonds and the Intercollegiate Athletic program for FY's 1986, 1987, 1988 and 1989. In addition, the Trustees appointed McGladrey & Pullen to audit the University's Federal Contracts and Grants program for the two-year periods ending June 30, 1986 and June 30, 1988. The performance of these audits by McGladrey & Pullen over the past four years has been very satisfactory.

Based on a recommendation from the Budget Committee, Mr. Schutte moved that the Trustees engage the firm of McGladrey & Pullen, Cheyenne, Wyoming, to audit the University Revenue Bonds and the Intercollegiate Athletic program, including the Cowboy Joe Club, for the fiscal year ending June 30, 1990, and to audit the Federal Contracts and Grants program for the two-year period ending June 30, 1990, for fees, which include out-of-pocket expenses, not to exceed \$18,675 for the University Revenue Bonds, \$5,250 for the Intercollegiate Athletics program, including Cowboy Joe, and \$55,950 for



Federal Contracts and Grants. The motion was seconded by Mr. Jorgensen, and it carried.

AUTHORIZATION TO DISCOUNT  
MEDICAL CONTRACT LOANS  
FOR EARLY REPAYMENT

Mr. Baccari reported to the Budget Committee that legislators have received several inquiries from physicians who received their medical education through the Medical Contract Program, and who are now in a repayment status under the contracts, regarding the possibility of discounting the contractual amount due for early repayment. The University has not offered this option for early repayment; however, it is logical to do so if the discount is based on the present value of the scheduled installment payments.

Based on a recommendation from the Budget Committee, Mr. Schutte moved that the Trustees grant the University authority to discount outstanding Medical Contract loans for early, lump-sum repayments, based on the present value of the remaining installment payments and using a discount interest rate equivalent to the current rate of return for investments maturing at the same time the last installment payment is due. The motion was seconded by Mrs. Hammons, and it carried.

BUDGET TRANSFERS

Chairman Schutte reported that Trustee authorization is requested to transfer funds between programs under the authority granted Trustees by the 1988 Legislature for the 1989-1990 biennium. Based on a recommendation from the Budget Committee, it was moved by Mr. Schutte, seconded by Mr. Dray, and carried, that Trustees approve transfers between programs as outlined below:

- a. Transfer \$4,650 from Instruction and Research to General Services for the Office of Institutional Analysis to cover the operating costs of the program. This transfer is a one-time allocation of resources for this fiscal year and does not represent a permanent reallocation.

Budget development for Fiscal Year 1991 will have to include funding for the ongoing programmatic needs of this office.

- b. Transfer \$163,925 from salaries to equipment within the College of Education to support the implementation of the new extended degree program. This program will require funds for minor renovation and new equipment. This transfer is a one-time allocation of resources and does not represent a permanent reallocation of resources.
- c. Transfer \$136,984 from salaries to equipment and supportive services within the College of Engineering to supplement the software and hardware utilized by the College's computer-aided engineering complex. This transfer is a one-time allocation of resources and does not represent a permanent reallocation of resources.
- d. Transfer \$7,307 from the General Services program to the Instruction and Research program (\$4,625) and Student Services and Student Aid program (\$2,682) to redesign the institution's student recruiting publications (e.g., General Bulletin, Graduate School Bulletin) in order to provide some standardization among the publications. This need for additional resources will have to be considered in developing the Fiscal Year 1991 budget, because this transfer will not be a permanent reallocation of resources.

AUTHORIZATION TO  
TRANSFER INVESTMENTS

Vice President Baccari reported to the Budget Committee that prior to the University developing its own investment program, the Trustees routinely transferred all gifts received by the institution in the form of equities and negotiable securities to the University of Wyoming Foundation for management. At the present time, the Foundation holds approximately \$3 million in University funds. In 1984 the Trustees approved an investment management program utilizing an investment



advisor and investment managers. The current investment advisor is Mr. John Vann of Dean Witter Reynolds, Inc., and the investment managers are Dreman Value Management and J. M. Hartwell & Company. Given the capabilities and success of the University's investment program, there is no longer a need to leave the assets previously transferred to the Foundation on deposit there for management.

Based on a recommendation from the Budget Committee, Mr. Schutte moved to authorize the University to transfer University funds held by the University of Wyoming Foundation back to the University for management of these assets. The motion was seconded by Mrs. Hammons, and it carried.

COLLEGE OF EDUCATION  
PROGRAMS IN CASPER  
AND BOCES PROPOSAL

President Roark presented to the Budget Committee a Memorandum of Understanding between the University, Casper College and Natrona County School District No. 1, under which coursework leading to a bachelor's degree in elementary education and one or more master's degree programs in the field of education could be offered in Casper. Under the agreement Casper College District Board and the School District Board of Trustees would form a board of cooperative educational services (BOCES) to contract with the University to provide for the educational programs. To fund these programs, the School District will levy a one-half mill tax to generate, in combination with student tuition, sufficient funding for the proposed program.

Based on a recommendation from the Budget Committee, Mr. Schutte moved approval of the Memorandum of Understanding between the University of Wyoming, Casper College and Natrona County School District No. 1. The motion was seconded by Mr. Brown, and it carried. It is included as Enclosure 3, blue.

ACCEPTANCE OF CONTRACTS,  
GRANTS, GIFTS, SCHOLARSHIPS

Based on a recommendation from the Budget  
Committee, it was moved by Mr. Schutte,

seconded by Mr. Mickelson, and carried, that Trustees of the University of Wyoming accept contracts and grants in the amount of \$3,035,103 for the period December 30, 1989, through January 26, 1990; and gifts and scholarships in the amount of \$131,293.33 for the period December 28, 1989 through January 25, 1990.

QUARTERLY REPORT,  
UNIVERSITY ENDOWMENT FUNDS

The report of J. M. Hartwell & Co., Inc., the  
Investment Manager for the University

endowment portfolio, for the quarter ended December 31, 1989, was provided to the Budget Committee for information only.

PERSONNEL COMMITTEE

President Bussart called on Chairman  
Mickelson for a report from the Personnel

Committee meeting held on February 16. Committee members Mickelson, Bonner, Hammons, Jorgensen and ex officio members Bussart and Roark attended the committee meeting, along with other Trustees and University staff. Committee member Updike was unable to attend the meeting. Based on the committee meeting, Mr. Mickelson moved that the full Board approve the following appointments, adjunct appointments, leave of absence with pay, change in leave of absence with pay, change in sabbatical leave, and retirements. Mrs. Hammons seconded the motion, and it carried.

APPOINTMENTS

The following appointments were approved  
as indicated.

COLLEGE OF AGRICULTURE

- a. Thomas R. Hansen as Assistant Professor of Animal Science, effective February 1, 1990 at an annual (9-month) salary rate of \$36,000. This is a tenure track appointment.

COLLEGE OF ENGINEERING

- b. James J. Toth as Supply Assistant Professor of Atmospheric Science, effective January 15, 1990 at an annual (11-month) salary rate of \$34,992. This is a non-tenure track appointment.

SCHOOL OF EXTENDED STUDIES AND PUBLIC SERVICE

- c. Michael K. Freeman as Director of Non-Credit Education Services and Instructor of Extended Studies, effective January 22, 1990 at an annual (11-month) salary rate of \$42,000. This is a tenure track appointment.

ADJUNCT APPOINTMENTS

The following adjunct appointments were approved under the conditions cited.

COLLEGE OF AGRICULTURE

- a. James T. Nichols as Adjunct Associate Professor of Range Management for the period January 1, 1990 through December 31, 1992.

COLLEGE OF ARTS AND SCIENCES

- b. Deborah Dawson as Adjunct Assistant Professor of Chemistry for the period January 16, 1990 through December 21, 1992.
- c. Francois M. Dickman as Adjunct Professor of Political Science for the period September 1, 1989 through August 31, 1992.

LEAVE OF ABSENCE WITH PAY

The following leave of absence with pay were granted under the conditions cited.

## COLLEGE OF AGRICULTURE

- a. R.H. Delaney, Professor of Plant, Soil, and Insect Sciences, for the period July 1, 1991 through September 30, 1991 to conduct field research at Montana State University.

CHANGE IN LEAVE OF ABSENCE WITH PAY      The following change in leave of absence with pay was approved under the conditions cited.

- a. At the September 23, 1989 meeting of the Trustees, Robert R. Fletcher, Professor of Agricultural Economics, was granted a leave of absence with pay for the period January 1, 1990 through June 30, 1990. Professor Fletcher's leave was changed to July 1, 1990 through December 31, 1990 at his request.

CHANGE IN SABBATICAL LEAVE      The following change in sabbatical leave was approved.

- a. At the December 9, 1989 meeting of the Trustees, Robert R. Fletcher, Professor of Agricultural Economics, was granted a sabbatical leave for the period July 1, 1990 through December 31, 1990. At Professor Fletcher's request, this sabbatical leave was changed to the period January 1, 1991 through June 30, 1991.

RETIREMENTS      The following retirements were approved as shown.

<u>Name</u>	<u>Position</u>	<u>Birth Date</u>	<u>Employment Date</u>	<u>Date of Retirement</u>
Agee, Douglas E.	Extension Farm Management Specialist and Professor of Agricultural Economics	11/21/25	7/1/60	5/1/90 with designation as <u>Emeritus</u>
Linenberger, M. Joan	Manager, Cashier's Office	4/27/31	1/12/62	4/6/90 with designation as <u>Retired</u>
Martin, Howard R.	Custodian/Mover	3/30/31	3/1/60	7/6/90 with designation as <u>Retired</u>
Spackman, Everett	Professor of Plant, Soil, and Insect Sciences	3/5/25	7/15/68	4/2/90 with designation as <u>Emeritus</u>

#### PART-TIME APPOINTMENTS

As a matter of information only, the Trustees acknowledged part-time appointments.

#### RESIGNATIONS

The following resignations were noted by Trustees.

- a. Julie E. Johnson, Assistant Professor of Nursing, August 1, 1990.
- b. Linda L. Ogburn-Russell, Assistant Professor of Nursing, May 19, 1990.

#### ATHLETIC COMMITTEE

President Bussart called on Chairman Perry Dray for a report from the Athletic Committee meeting held on February 16, 1990. Committee members Dray, Bonner, Brown, Mickelson, Miracle, and ex officio members Bussart and Roark attended the committee meeting, along with other Trustees and University staff. Committee member Urdike was not present. Based on the Athletic Committee's recommendations, the following report and recommendations were presented to the full Board.

RADIO AND TELEVISION  
BROADCAST NETWORK

Special Assistant to the President

David Baker told the Athletic

Committee that work was continuing with Jack Rosenthal to increase television exposure. He said that if arrangements were made for more television exposure and if UW was going to get more money directly and reduce the value of the broadcast contract, they would revisit the financial structure of the broadcast contract. Trustee Dray recommended during the committee meeting that an amendment be added to the contract extension. Mr. Dray moved approval of the following, and Mr. Schutte seconded it during the meeting of the full Board:

"that the Trustees award athletic broadcast rights for the 1990-91 and 1991-92 seasons to Clear Channel, Inc., on a joint venture basis. Should increased television exposure of the University cause an adverse fiscal impact on the joint venture, the University will consider modification of the present 50-50 joint venture arrangement for years in question subject to Board approval of the specific modification."

The motion carried.

PHYSICAL PLANT AND  
EQUIPMENT COMMITTEE

President Bussart called on Chairperson Kirk

for a report from the Physical Plant and

Equipment Committee meeting held on February 16. Committee members Dray, Jorgensen, Mickelson, and Schutte and ex-officio members Bussart and Roark attended the committee meeting, along with other Trustees and University staff. Based on the committee meeting, the following recommendations and reports were presented to the full Board.

UNINTERRUPTIBLE POWER SUPPLY  
CONSTRUCTION CONTRACT

On September 23, 1989, the Trustees granted authorization to purchase the electrical

equipment for the Uninterruptible Power Supply (UPS) System project and to bid the installation of the equipment. Most of the equipment is now on campus allowing the modifications to the Iverson Building and installation of the

equipment to proceed. Four bids for the installation of the UPS System were received on February 13, 1990, from electrical contractors in Casper, Cheyenne, and Sundance. Three of the bids were relatively consistent, and were in the range between \$92,000 and \$97,000, and the fourth bid of Energy Electric Company was for \$48,747. Vice President Baccari reported that the nature of the electrical modifications is extremely complex due to existing conditions and the limitations on the contractor as to when power in the building can be shut down. It is essential that UW sustain computer operations while modifications are made to the building's electrical system, and, consequently, power can only be shut down between midnight and 6:00 a.m. or on certain weekends. These conditions may have contributed to the significant difference between the low bid and the other three that were received. Because there is such a significant difference between the low bid submitted by Energy Electric Company and the other three that were received, Mr. Baccari has asked Energy Electric to review their bid and confirm that the \$48,747 bid is responsible and they can do the work for that amount. If the low bid of \$48,747 stands, then it appears that funds will be available to pursue a generator set for back-up power to the Computer Center.

Since Energy Electric has not yet confirmed their bid, based on a recommendation from the Physical Plant and Equipment Committee, Mrs. Kirk moved that the bid of Energy Electric Company of Sundance, Wyoming, be accepted, provided the contractor does not withdraw the bid, and a contract be awarded for construction in the amount of \$48,747. Mrs. Kirk further moved that, in the event that Energy Electric must withdraw their bid, the next low bid of \$92,000, submitted by Dale Electric of Cheyenne, be accepted in the alternative. The motion was seconded by Mr. Schutte, and it carried.

SELECTION OF DESIGNER FOR  
WYOMING UNION REMODEL

On October 13, 1989, the Trustees authorized the expenditure of Student Union fees for renovation of the Union Building interior. The Facilities Planning Office publicly advertised for expressions of interest from interior designers within the state. Five responses were received from Lander, Sheridan, Cheyenne and Laramie. The Wyoming Union Board narrowed the responses to three for interview. Interviews were conducted on February 9, 1990, with the following firms:

Design Source, Laramie, Wyoming  
TSP, Inc., Sheridan, Wyoming  
Architectural Interiors, Cheyenne, Wyoming

The Wyoming Union Board, with the counsel of the Facilities Planning Office, ranked the firms based upon the firm's qualifications, personnel, past quality of services and performance on similar projects, residency and past performance, if any, with the University, as follows:

1. TSP, Inc., Sheridan, Wyoming
2. Architectural Interiors, Cheyenne, Wyoming
3. Design Source, Laramie, Wyoming

Based on a recommendation from the Physical Plant and Equipment Committee, Mrs. Kirk moved that the ranking of the firms be accepted and the Vice President for Finance be authorized to negotiate and execute an agreement for interior design services for the interior renovation of portions of the Wyoming Union. The motion was seconded by Mr. Dray, and it carried.

CONSIDERATION OF TOWN OF  
LYMAN PROPOSAL TO PURCHASE  
UW PROPERTY

The Town of Lyman, through its Mayor Tom Anderson, has written the University expressing its interest in acquiring approximately 160 acres of UW lands adjacent to Lyman. The citizens of the community are interested in purchasing the property for development of a golf course and other recreational facilities. The Town of Lyman wishes to enter into nego-



tiations with the University for acquisition of the land for terms similar to those agreed to for the sale of UW lands to Uinta County School District last year. Considerable discussion was held in the Physical Plant and Equipment Committee meeting, and it was suggested that if the land is sold it be sold with covenant restrictions.

Based on a recommendation from the Physical Plant and Equipment Committee, Mrs. Kirk moved that the Trustees authorize Vice President Baccari to hire a qualified appraiser to appraise the land and to pursue discussions with the Town of Lyman for the possible sale of the land, subject to approval of the Trustees. The motion was seconded by Mr. Brown. Mr. Dray moved, Mr. Schutte seconded, and it carried to amend the motion to read "possible sale or lease of the land." The motion carried as amended.

PROGRESS REPORTS AND  
CHANGE ORDERS

As a matter of information, the progress reports and change orders on current construction projects were provided to the Physical Plant and Equipment Committee.

W. R. COE/CHARLES CHACEY  
KUEHN ESTATE COMMITTEE

President Bussart called on Chairman Brown for a report from the W. R. Coe/Charles Chacey Kuehn Estate Committee meeting held on February 16. Committee members Bonner and Jorgensen and ex-officio members Bussart and Roark attended the committee meeting, along with other Trustees and University staff. Based on the committee meeting, the following report was presented to the full Board.

QUARTERLY REPORT, W. R. COE  
SCHOOL, W. R. COE ESTATE, AND  
CHARLES CHACEY KUEHN ESTATE  
FUNDS

The quarterly investment report for the quarter ending December 30, 1989, provided by John A. Vann, Investment Adviser to the Coe/Kuehn Committee, was presented to the Committee for information only.

NEW BUSINESS

It was announced that there will be a Trustee Symposium again this year. President Roark and Trustee President Bussart will form a committee of Trustees to organize the symposium.

Trustee President Bussart announced that Provost Karnig has been appointed to succeed Vern Shelton on the University of Wyoming/Casper College Advisory Council.

Trustees Deborah Hammons, Peter Jorgensen, and Brian Miracle will serve on the Honorary Degree Committee.

Mr. Brown made a motion that the Trustees approve a resolution in support of the American Heritage Center/Art Museum, and Mr. Mickelson seconded the motion. The motion carried, with Mr. Dray voting against the resolution.

The resolution reads:

"Trustees of the University of Wyoming are appreciative of faculty interest in the American Heritage Center/Art Museum building and are cognizant of concerns expressed by individuals.

Those concerns have been reexamined on several occasions.

The American Heritage Center/Art Museum is a centerpiece of the University's Centennial Campaign. That campaign has been a success. Private donations have been contributed, pledged or otherwise committed in amounts sufficient to fund half the construction costs. The State of Wyoming, through the appropriations process, has committed to match the private funding.

The American Heritage Center/Art Museum has been in the discussion, planning, and fund-raising phases for more than a decade. Throughout, there has been continuing input and counsel from internal and external components.

It is the considered opinion of the Trustees that further delays are not in the best interests of the University or State.

Therefore, be it resolved, that the Trustees of the University of Wyoming reaffirm their commitment to integrating the American Heritage Center into the academic life of the University and to proceeding with the current design and construction schedule for the American Heritage Center/Art Museum."

Mr. Dray moved, Mr. Sharratt seconded, and it carried, that by the adoption of the preceding resolution, the Trustees do not intend it to reflect that the American Heritage Center programs are exempt from the reallocation process.

Mr. Dray questioned the handout on seed certification. President Roark explained that UW had done seed potato certification in-house for several years. He said that he and Trustee Bonner had met with the Wyoming Crop Improvement Association to discuss certification and our ability to provide services. The Wyoming Seed Certification Service has been unable to hire out-of-state certifiers and decided it would no longer be able to provide a certification program for potato growers in Wyoming. The University will continue to certify beans, grasses and other seeds under its present system.


#### EXECUTIVE SESSION

The Trustees adjourned into Executive Session at 11:00 a.m. to discuss personnel and litigation matters.

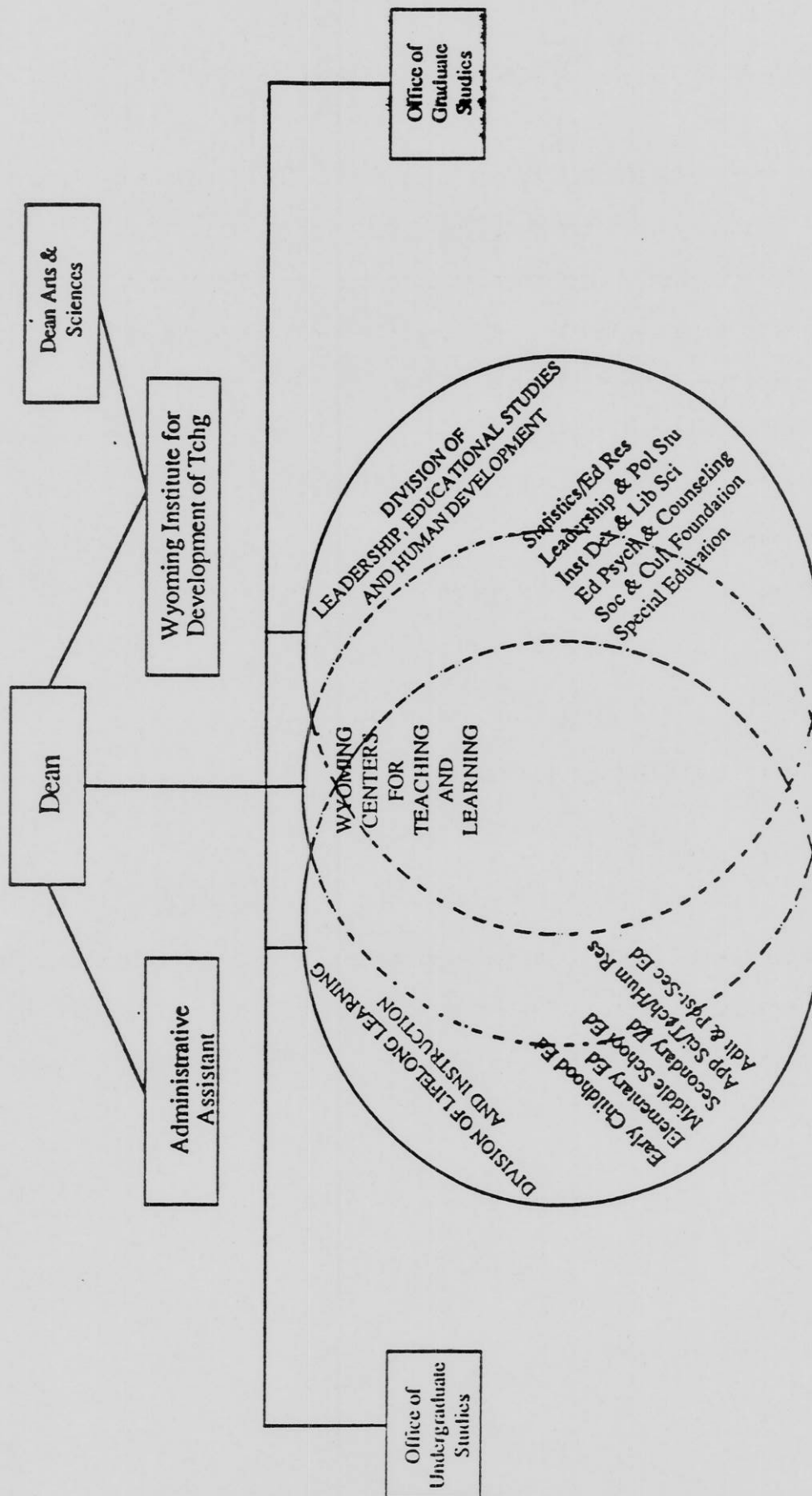
#### ANNOUNCEMENT AND DATE OF NEXT MEETING

The next meeting of the Trustees of the University of Wyoming will be held March 30-31, 1990 in Casper, Wyoming. There being no further business to come before the Trustees, Mr. Sharratt moved that the meeting be adjourned, with Mrs. Kirk seconding the motion. The motion carried.

Respectfully submitted,

  
Donna J. Mecham  
Deputy Secretary

# University of Wyoming College of Education



12/18/89

REGULATIONS OF THE COLLEGE OF EDUCATION

PART I. ADMINISTRATIVE ORGANIZATION OF THE COLLEGE

Section 1. ACADEMIC UNITS

The College of Education is organized into two major Divisions and three major Centers and Institutes. The two major Divisions are the Division of Lifelong Learning and Instruction and the Division of Leadership, Educational Studies, and Human Development. The three major Centers and Institutes in the College are the Wyoming Centers for Teaching and Learning (WCTL), the Wyoming Center for Educational Research (WCER), and the Wyoming Institute for Development of Teaching (WIDT) which is jointly operated between the Colleges of Education and Arts and Sciences. Each Division shall operate on the basis of program units. All matters relating to the operation of the program unit shall be under the leadership of a program coordinator.

Section 2. DEAN--DUTIES AND RESPONSIBILITIES

The chief administrative officer of the College shall be a Dean appointed in accordance with the Regulations of the Trustees, Chapter I, Section 2. The Dean shall be responsible for all matters relating to the educational and administrative affairs of the College and other functions as set forth in the Regulations of the Trustees, Chapter III, Section 2.

Section 3. ASSISTANT ADMINISTRATIVE OFFICERS--  
DUTIES AND RESPONSIBILITIES

The College of Education divisional structure is supported by two Associate Deans--an Associate Dean of Undergraduate Studies and an Associate Dean of Graduate Studies and Research. Additional administrative officers are the Administrative Assistant and Directors of Centers and Institutes. Other administrative officers may be subsequently authorized and appointed in accordance with the Regulations of the Trustees, Chapter III, Section 2. They shall perform such functions as the Dean of the College may direct. In addition to the required evaluations by the University, the Dean of the College shall conduct an annual performance evaluation of each administrative officer of the College. This evaluation shall be conducted in accord with established job description and shall include written input from the faculty in the academic unit for which the administrator has responsibility. These evaluations shall be considered in any reappointment procedures.

Section 4. ASSOCIATE DEAN FOR UNDERGRADUATE STUDIES--  
DUTIES AND RESPONSIBILITIES

The Associate Dean for Undergraduate Studies is responsible for the operation of the Office of Undergraduate Studies and the implementation of the policies of the faculty in all matters related to undergraduate studies, including criteria for admission to the teacher education program, program operation, field experiences, and program development for the operation of the undergraduate teacher education program. This



Associate Dean supervises the delivery of advisory services for undergraduate students as well as field operations, including the Wyoming Centers for Excellence in Teaching (WYCET) coordinators in the eight different regions of the State. The Associate Dean shall be administratively responsible for the selective admission and retention of undergraduate students in professional education. This includes the freshman orientation program, assistance with undecided majors, reinstatement issues, professional entrance standards, admission to professional teacher education courses, screening students for continuation in the various teacher education programs, and other appropriate tasks as may be assigned. The Associate Dean is responsible for evaluating the effectiveness of the teacher education program on an annual basis and reporting the results of this evaluation to the faculty and the Dean of the College. He/She serves as a member of the College Administrative Council, an ex officio member of the Instructional Council without vote, and serves as Chair of the Advisory Committee on Undergraduate Education. The Associate Dean for Undergraduate Studies shall be the recommending official for the University of Wyoming regarding educational certification.

#### Section 5. ASSOCIATE DEAN FOR GRADUATE STUDIES AND RESEARCH-- DUTIES AND RESPONSIBILITIES

The Associate Dean for Graduate Studies and Research is responsible for the operation of the Office of Graduate Studies and Research and the implementation of the policies of the faculty in all academic matters related to graduate study and research, including criteria for admission to graduate study, appropriate courses of study, qualifying examinations, final examinations, and off-campus graduate program offerings. The Associate Dean links the graduate program of the College to the Graduate School. The Associate Dean approves, for the College, the appointment of master's, educational specialist's, and doctoral committees; approves student programs of study for the College; and schedules examination places and dates and forwards them to the Graduate School. The Associate Dean serves as the Director of the Wyoming Center for Educational Research (WCER). The Associate Dean shall be administratively responsible for the selective admission and retention of graduate students. This includes assistance with undecided majors, reinstatement issues, admission, retention in the various programs, and other appropriate tasks as may be assigned. The Associate Dean is responsible for evaluating the effectiveness of the graduate program on an annual basis and reporting the results of this evaluation to the faculty and the Dean of the College. He/She serves as a member of the College Administrative Council, is an ex officio member of the Instructional Council without vote, and serves as Chair of the Advisory Committee on Graduate Education.

#### Section 6. DIVISION CHAIRS--DUTIES AND RESPONSIBILITIES

Each Division shall have as its chief administrative officer a chair (who must hold faculty rank) who shall be appointed in accordance with the Regulations of the Trustees, Chapter I, Section 2. The Chair of the Division shall be responsible for all matters directly relating to the administration and supervisory affairs of the Division. The Chair of the Division shall be selected from among the program unit coordinators for a three-year renewable appointment elected by the voting faculty within the Division. The program coordinators council shall constitute an advisory council to the Division Chair. The Division Council shall function for purposes of facilitating the day-to-day operation of the Division.

## Section 7. PROGRAM UNITS AND FUNCTIONS

Program units are organizational units created for purposes of facilitating the work of faculty with similar interests and expertise (e.g., early childhood education, counselor education and school psychology, and special education) and for carrying out approved programs. Each program unit shall have a coordinator selected by the faculty from within that program unit. The coordinators shall serve on the coordinating council of the Division. Terms of service of the coordinators shall be determined by the faculty within the program unit. Each faculty member shall have a primary membership in a division for purposes of voting on College-wide matters, etc. A faculty member must have memberships in one or more program units. All professional staff (academic professionals) will have as their primary memberships the administrative unit to which they have been assigned. Each professional staff (academic professional) member may also select one or more program units in the two Divisions of the College. On an annual basis, all faculty and professional staff (academic professionals) may request a change in their membership(s) within Divisions and program units. Requests will be reviewed by the members of the program unit. Recommended changes will be forwarded to the Division Chair who shall forward his/her recommendations to the Dean for approval.

## Section 8. THE WYOMING CENTERS FOR TEACHING AND LEARNING

The Wyoming Centers for Teaching and Learning (WCTL) shall consist of a network of laboratory settings and partner schools throughout the State to assist the College in fulfilling its teaching, research, and service mission. The primary function of these Centers shall be to develop and disseminate knowledge about how people learn and how to translate that knowledge into strategies of teaching and organizing educational systems to achieve those ends. There shall be a Director of the WCTL who has the responsibility to administer and supervise the Centers and to articulate their relationships with the educational programs of the College.

## Section 9. WYOMING SCHOOL/UNIVERSITY PARTNERSHIP

The mission of the Wyoming School/University Partnership shall be to address collaboratively the major areas of concern common to the education of school age youth in Wyoming. There shall be a Governing Board composed of the Dean and Superintendents of the participating school districts, and an Executive Director shall be selected by the Board. The Wyoming School/University Partnership shall be a member of the National Network for Educational Renewal.

## Section 10. THE WYOMING CENTER FOR EDUCATIONAL RESEARCH

The Wyoming Center for Educational Research (WCER) shall exist for purposes of assisting the College in developing and articulating its research mission. The Center shall provide technical assistance to faculty and staff in the development of grants and contracts with external agencies and serve as a center for inquiry and faculty development in research expertise. The Associate Dean for Graduate Studies and Research shall serve as the director of the WCER.

## Section 11. THE WYOMING INSTITUTE FOR THE DEVELOPMENT OF TEACHING

The three major directions for the Wyoming Institute for the Development of Teaching (WIDT) shall be course development, instructional improvement, and service to teachers at all levels of education. There shall be a Director of the Wyoming Institute for the Development of Teaching who shall have the responsibility to administer and supervise the Institute, articulate its relationship within the University and within the College, and operate a program of development for educational personnel. The Director shall report to the Deans of the Colleges of Education and Arts and Sciences and shall function under the guidance of a faculty advisory committee composed of three members appointed by each of the Deans of Education and Arts and Sciences. The chair of the committee shall rotate between the colleges on an annual basis. The Director of the WCER shall serve as an ex officio member without vote on the faculty advisory committee to WIDT.

## Section 12. STANDING COMMITTEES AND COUNCILS--METHOD OF ESTABLISHMENT, MEMBERSHIP, DUTIES

a. Administrative Council: The Dean, Associate Deans, Division Chairs, Directors of Centers and Institutes, and the Administrative Assistant shall constitute an administrative council which shall be advisory to the Dean. The Administrative Council shall function for purposes of facilitating the day-to-day operations of the College.

b. College Instructional Council: There shall be an Instructional Council of the College composed of the Dean (Chair of the Council); the Coordinators from each of the program units within the Division of Lifelong Learning and Instruction and within the Division of Leadership, Educational Studies, and Human Development; and one elected representative from the Wyoming Centers for Teaching and Learning professional staff (academic professionals). Associate Deans, the Administrative Assistant, the Director of the Wyoming Centers for Teaching and Learning, and the Director of the Institute for the Development of Teaching shall serve as ex officio members of the Council without vote. This Council shall serve in both an advisory capacity to the Dean in instructional matters as well as represent the faculty in all academic endeavors, including those dealing with student admissions, graduation requirements, curriculum, and programs. The Council will also submit to the faculty-at-large for its deliberation all items which directly affect the College.

1. Advisory Committee on Undergraduate Education: For teacher education matters, there shall be an Advisory Committee on Teacher Education composed of nine faculty including a subgroup of five from the Instructional Council (including the Associate Dean for Undergraduate Studies [Chair of the Committee] and the Director of the Wyoming Centers for Teaching and Learning) and two faculty members elected by the faculty from each of the Divisions of Lifelong Learning and Instruction and Leadership, Educational Studies, and Human Development. This committee will address matters pertaining to teacher education such as standards and procedures for admission to teacher education programs, advisement, annual review of degree programs, as well as serve as an appeal board for undergraduate student affairs. This



committee will advise the Associate Dean for Undergraduate Studies and coordinate activities with those of the Instructional Council.

2. Advisory Committee on Graduate Education: For graduate matters, there shall be an Advisory Committee on Graduate Education composed of nine faculty including a subgroup of five from the Instructional Council (including the Associate Dean for Graduate Studies and Research [Chair of the Committee] and the Director of the Wyoming Centers for Teaching and Learning) and two faculty members elected by the faculty from each of the Divisions of Lifelong Learning and Instruction and Leadership, Educational Studies, and Human Development. This committee will address matters pertaining to graduate education such as standards and procedures for admission to graduate programs, advisement, annual reviews of degree programs, as well as serve as an appeal board for graduate student affairs. This committee will advise the Associate Dean for Graduate Studies and Research and coordinate activities with those of the Instructional Council.

c. College of Education Tenure and Promotion Committee: There shall be a College of Education Tenure and Promotion Committee whose members shall be elected by the faculty. The Committee shall be composed of seven (7) faculty members, with the chair being elected from the College at large and three faculty members elected from the membership of each Division who shall represent as broadly as possible all areas of the College and who shall serve staggered three-year terms. Committee members shall remain ineligible for re-election for one year following their term of service. No program unit may have more than one (1) member on the Committee. Nontenured faculty members, nonCollege of Education faculty members, and faculty members serving on the University Tenure and Promotion Committee shall not be eligible for election to the Committee. (An elected member of the Committee being considered for promotion, sabbatical leave, etc., must remove himself/herself from the Committee for that semester and an alternate shall serve in his/her place.) Vacancies shall be filled from the list of candidates on the immediate preceding election ballot, the order of selection of alternates to be determined by the rank order of candidates according to the number of votes received in the election. This Committee shall review all faculty candidates for reappointment, sabbatical leaves, promotions, and tenure in the College of Education.

d. Course Offerings Articulation Committee: The Course Offerings Articulation Committee shall recommend to the Administrative Council policies and procedures for the planning of course offerings for the academic year, summer school, and off-campus endeavors. The Committee will facilitate coordination of course offerings so as to best meet the needs of faculty and students by insuring that courses required for programs can be offered without conflicting with one another. The Committee shall be composed of the Associate Dean for Graduate Studies, the Associate Dean of Undergraduate Studies, the Director of the WCTL, the Chairs of the two Divisions, and two faculty members from each division. The Chair of the Committee will be one of the Division Chairs. All course offerings and schedules will be reviewed by this committee, and the Committee will recommend action that will lead to the least possible conflict between and among course offerings.

e. Media Services/Computer Laboratories Committee: The Media Services/Computer Laboratories Committee shall recommend to the Administrative Council policy and

procedure for streamlining and maintaining services and hardware/equipment for the College. The committee shall be composed of two faculty members from each Division, one professional staff member from the WCTL, and the Administrative Assistant shall serve as ex officio member without vote. The committee shall annually select its chair from among its members.

### Section 13. OTHER COMMITTEES

a. State-Wide College of Education Advisory Council: The College of Education Council, advisory to the Dean, is a state-wide committee comprised of teachers, principals, superintendents, legislators, and lay people. The purpose of the Council is to give an avenue of communication with the people of the State and incorporate their ideas and support in providing quality programs in the College of Education.

b. The Dean shall have the responsibility of appointing such other committees as he/she deems necessary to assist him/her in performing the administrative functions of the College.

## PART II. FACULTY

### Section 1. MEMBERSHIP

The faculty of the College shall consist of the President of the University and the Provost and Vice-President for Academic Affairs, each being ex officio without vote; the Dean and all members of the University faculty serving in the College, whether full-time in the College or sharing an appointment in another college, who shall have full voting privileges in College-wide matters.

The College faculty shall consist of all persons having the faculty rank of Professor, Associate Professor, Assistant Professor, or Instructor. All individuals holding full-time temporary, supply, or lecturer positions become voting members of the faculty after employment for two consecutive academic years or longer. Faculty Emeriti; Visiting, and Adjunct Professors; Lecturers; Professional Staff (Academic Professionals); and all individuals holding temporary, supply, or part-time faculty appointments of less than two consecutive academic years are ex officio members of the faculty without vote as set forth in the Regulations of the Trustees, Chapter III, Section 1.

The faculty of the College shall have representatives on an ad hoc basis from other colleges of the University which are cooperating in teacher education, and these representatives shall be appointed by the Dean of the cooperating college.

### Section 2. POWERS AND DUTIES

The faculty of the College shall have the powers and duties set forth in the Regulations of the Trustees, Chapter III, Section 2.

### Section 3. APPOINTMENT, PROMOTION, TENURE

The criteria and procedure for appointment, reappointment, tenure, and promotion within the College shall conform to those defined in the Regulations of the Trustees, Chapter V, Sections 2 through 5. All College faculty members are subject to the employment provisions provided in Regulations of the Trustees, Chapter V, Sections 1, 6, and 7, and Chapter VII, Sections 1 through 8.

Faculty members shall be assigned to appropriate Division(s) and program unit(s) by the Dean of the College on recommendation by the Division Chair(s) (Regulations of the Trustees, Chapter III, Section 2).

### Section 4. MEETING

The faculty of the College shall meet on the call of the Dean, who shall preside, or on request of at least ten per cent of voting members of the faculty (Regulations of the Trustees, Chapter III, Section 2). These meetings shall be conducted using Robert's Rules of Order. A quorum is 50 per cent of voting members of the faculty. A majority of those present shall be required for a motion to pass except in those cases where the action is to change these Regulations. Proxy votes shall be accepted from voting members of the faculty who are precluded from attending meetings due to professional obligations. All faculty voting by proxy shall be used to reduce the quorum count.

### Section 5. SECRETARY TO THE FACULTY

The Dean shall appoint a secretary whose duties shall be to maintain and, when pertinent, to disseminate records and other information as may be important for the orderly conduct of faculty business (Regulations of the Trustees, Chapter III, Section 2).

## PART III. DEGREES AND DIPLOMAS

### Section 1. DEGREES

The degrees offered by the College shall be those specified in the Regulations of the Trustees, Chapter IX, Section 1.

### Section 2. PROGRAMS

The academic programs offered by the College and the requirements thereof are approved by the Divisions, the Undergraduate Advisory and/or Graduate Advisory Committees, the faculty, the University Course and Curriculum Committee, and are printed in the University Bulletin and Graduate Bulletin.

## PART IV. AMENDMENTS TO THE REGULATIONS

These Regulations may be changed at any official meeting of the faculty of the College by an affirmative vote of two-thirds of all members present, provided that the members shall have been given written notice of the meeting at least seven days prior to the date of the meeting.

## PART V. EFFECTIVE DATE

These Regulations and any changes, amendments, or additions to these Regulations shall become effective immediately upon the approval of the faculty of the College and the President of the University subject to review by the Trustees of the University of Wyoming.

## PART VI. REPEAL OF PRIOR REGULATIONS

All Regulations of the College existing at the time of the adoption and approval of these Regulations shall be repealed.



## CHARGE TO COMMITTEE ON ADMISSIONS CRITERIA AND PROCESS

While an "open admissions" policy in an institution of higher education appears to reflect an egalitarian spirit, issues associated with such a policy are complex and may benefit neither the student nor the institution. Indeed, if the institution is a major research university with a mandate from its governing board to refrain from offering academic remediation, an "open admissions" policy may diverge from the overall institutional mission and practices. Underprepared students who are admitted to a post-secondary institution with no academic remedial support structure are not likely to succeed. Conversely, a comprehensive survey of retention practices conducted by the American Council on Education revealed that a policy of admitting students with the best "institutional fit" was a most effective retention practice. Furthermore, the experience of other institutions suggests that prospective students who know that specified standards and content are prerequisite to gaining admission are more highly motivated to achieve and more apt to meet entrance requirements.

Currently the University of Wyoming admits, without condition, any Wyoming high school graduate. There is great diversity of academic preparation among these prospective students. The range of this diversity is such that institutional resources are strained to provide a quality experience for both the prepared and underprepared. The failure of those students who are not prepared results in unacceptable student attrition levels. The Board of Trustees has requested a review of current standards and practices as well as the

development of alternatives for consideration.

A joint committee, composed of members of the Scholarship Standards Committee and the Enrollment Planning Committee, will be appointed. The committee is to review current admissions criteria and policy, assess their effectiveness in view of University mission statements, and recommend at least three admissions options, outlined below, to be considered at the University of Wyoming. Specifically, the committee is asked to:

1. In cooperation with University Legal Counsel, identify and review all legislative action and State statutes that affect UW admissions policies and practices. Please make a determination of the need to request legislative changes.
2. In cooperation with the Office of Institutional Analysis, review the admissions policies at a group of land grant institutions similar to UW to determine their experience in developing successful programs.
3. Identify the criteria deemed most effective in determining the best "institutional fit" between prospective students and the University of Wyoming. In pursuing this objective, care should be taken to coordinate the functions of the Office of Wyoming Public Instruction and the role of the Wyoming community colleges with that of the University.

To determine student preparedness for college level academic work, a number of criteria might be applied. Completion of the recommended pre-college curriculum is an indication of exposure to high school coursework which prepares the student for college-level work. Other criteria, such as high school grade point average and/or ACT scores, are indications of contemporary ability to move successfully through a college-level program of study. You may want to consider several either/or variations of these criteria.

4. Develop three admissions options that are applicable to the University of Wyoming. One option should reflect the substance of the current open admissions policy with some possible variation such as conditional/unconditional open admissions. A second option should reflect a more restrictive approach, but with relatively lenient admissions criteria. The third option should reflect a more rigorous model with more stringent criteria. Each option should be accompanied by estimates of impacts and consequences on enrollment, attrition, etc.
5. Please provide a report to the Provost no later than May 15, 1990.

2/15/90

MEMORANDUM OF UNDERSTANDING

WHEREAS, the University of Wyoming, hereinafter "University", Casper College, hereinafter "College", and Natrona County School District No. 1, hereinafter "School District", in order to promote additional educational opportunities in Natrona County, Wyoming, wish to enter into an agreement for contractual services pursuant to Wyoming Statutes §21-17-108 et seq., §21-18-303 et seq., and §21-3-111 (1977) as amended; and

WHEREAS, the parties desire to enter into this agreement to provide coursework leading to a bachelor's degree in elementary education and one or more master's degree programs in the field of education; and

WHEREAS, a needs assessment conducted jointly by the UW/CC Center and College has shown a need in the Natrona County, Wyoming area for these programs; and

WHEREAS, there currently exists a cooperative agreement between the University and College providing for eight specified degree tracks, which agreement does not currently provide for the granting of University education degrees; and



WHEREAS, the current University budget does not provide for funding of these additional degree tracks in the Natrona County, Wyoming area; and

WHEREAS, it is the intent of the parties that in order to fund these degree tracks School District will levy a one-half mill tax to generate, in combination with student tuition, sufficient funding for the proposed program.

WHEREFORE, it is hereby the agreement of the parties that upon the formation of a board of cooperative educational services, hereinafter "BOCES", between the College District Board and the School District Board of Trustees, the University Board of Trustees will contract with the governing board of the BOCES to provide for full programs leading to degrees in elementary education and one or more master's degree in education programs in Natrona County, Wyoming. The term of the agreement shall be indefinite subject to the cancellation or termination provisions hereinafter stated. The courses will be taught on the College campus supplemented by other locations in Natrona County should College not be able to provide the classroom space.

Services provided hereunder will continue under the contract contingent upon the renewal of funding from the BOCES Board, a continued demand for services, and the continued agreement of all parties that the program continue. Students shall be allowed a sufficient time to complete their degree requirements within a reasonable period of time prior to any termination of the agreement. BOCES funding will not cease without there being given at least three years' notice to students and all parties prior to the ending of that funding. Upon completion of the requirements as prescribed in the University catalog applicable at the time a student enrolls, the student shall receive a University degree consistent with the coursework completed. The programs offered in the identified fields will be the same as and of quality comparable to those offered on the University campus at Laramie, Wyoming. The programs will be so structured that the students may complete their degrees in a timely fashion.

The proposed agreed programs will be administered by and through the UW/CC Center. The Center Dean shall be responsible for communications between the BOCES Board or its designee and the University President or his designee. The financial resources provided by the University under

this agreement will in no way jeopardize nor reduce the resources that the University has committed to its programs in Casper. The BOCES Board and the University Board of Trustees will be responsible for approving the initiation of any University programs utilizing the BOCES funding. Such programs will meet all University and College of Education standards, including those of the National Council on the Accreditation of Teacher Education (NCATE). To provide quality programs, scheduling and coursework opportunities will reflect the nature of the students to be served, both traditional and nontraditional, within available resources.

To staff the program for its duration, after consultation with the BOCES Board or a majority of the members of that Board, the University's College of Education will hire at least four (4) full-time nontenure track faculty together with such part-time faculty as are needed to staff the program in accordance with the above-referenced accreditation and other applicable standards. Each faculty member so employed will meet all University employment criteria. The full-time faculty will be appointed on a continuing contract basis for no more than three (3) years with renewal options dependent upon annual personnel reviews, the needs

demonstrated by student demand and the availability of funds. The University will evaluate program needs, course content and offerings, and faculty in accordance with the regular review processes and will consult and meet with the BOCES Board prior to the initiation of major changes.

In the event available courses outside of the College of Education are needed to meet degree requirements for the elementary education or education master's degree programs, these courses will be offered by College or University through the UW/CC Center without additional cost to the BOCES Board. Specifically, College will offer lower division courses and the University will provide upper division and graduate courses. If new University courses are needed by students to meet degree requirements, these may be provided from BOCES or tuition-generated funds.

Library, secretarial and related support services will be provided through University offices, BOCES and tuition funds.

If the enrollment in programs exceeds funds from the BOCES tax levy and tuition in providing adequate resources for faculty salaries and other expenses related to this agreement, the University will seek supplementary funding to



assure the quality and accreditation of the programs is not jeopardized. In the absence of additional legislative funds, the number of students may be limited.

The School District shall annually cause there to be levied a one-half mill tax pursuant to Wyoming Statute §21-20-101 et seq. to generate revenue to fund the portion of the BOCES budget for these degree tracks. Before program implementation, the University and the BOCES Board will agree on a budget sufficient to operate the program in a high quality manner consistent with accreditation standards. Up to 100% of these funds needed to meet the budget expenditures for these degree tracks shall then be transferred pursuant to direction of the BOCES Board to the University by transfer to the UW/CC Center to be used for the support of these degree tracks and no other degree tracks unless otherwise agreed by all parties hereto. Revenues from tuition and fees paid by students will be administered by the UW/CC Center and shall remain in these programs and not be co-mingled with the funds for other programs. The University will provide funds to offer interim services until the transfer of funds from the BOCES tax to the UW/CC Center if sufficient BOCES funds will be collected and

transferred in the fiscal year in which program costs are incurred, at which time the University shall be entitled to reimbursement for its advances for all costs incurred.

It is further the intent of the parties hereto to amend the current Cooperative Agreement and the Memorandum of Implementation previously adopted between the University and College resulting in the creation of the UW/CC Center to subsume these arrangements and program offerings. The continuing status of the herein contemplated degree offerings is dependent upon the underlying BOCES agreement and would be exempt from those sections of the Cooperative Agreement dealing with program termination except for those sections specifying enrolled students.

Nothing in this Memorandum of Understanding, in the Cooperative Agreement, or the Memorandum of Implementation shall preclude the University from creating similar arrangements with other BOCES Boards, Community Colleges, or other entities.

It is the intent of this agreement that the following conditions are necessary to the success of the program offerings hereunder:



(a) That the UW/CC Center is the administrative center as to office space, securing of classrooms, and responsive course scheduling.

(b) That the degree or degrees received shall be from the University College of Education.

(c) That all monies raised for these programs generated from Natrona County-originated tax sources will be spent to support these degree offerings and these degree offerings only, subject to any future agreement of the parties.

(d) That, within available resources, sufficient sections will be offered to reflect the needs of traditional and nontraditional students and shall be programmed such that upon entering offerings hereunder that the student is assured that he or she will graduate in the same time frame as a student on the University campus at Laramie, Wyoming.

(e) That the full-time faculty will be residential.

(f) That all parties hereto shall promote, advertise, and recruit enrollments to maintain the growth of the degrees contemplated herein.

(g) That the BOCES Board and the University will prepare, supervise, and monitor the budget provided for herein.

(h) That the University shall not delete any off-campus programs in Casper as a consequence of and in exchange for the providing of programs and funds under this agreement.

(i) That students will pay the same per credit tuition and fees charged to other University students enrolling at the UW/CC Center. Student benefits shall also be identical to those received by other UW/CC students. Students shall be subject to any and all degree grant requirements which are the same as those offered at the University, but shall not be required to travel to the University campus to complete coursework except to the extent required to complete oral examinations as required for a master's degree.

(j) That the University shall not impose upon any student hereunder any rule or regulation not imposed upon a University student except as agreed to by the parties hereto and the BOCES Board.

(k) Accept and treat for graduation purposes all credits earned in courses taken hereunder.

(l) Within a reasonable period of time, the University shall consolidate its education degree offerings in Casper into the structure created by this agreement, administered through the UW/CC Center.

THIS AGREEMENT shall constitute the basic understanding of the parties and may be supplemented by amendments hereto, formalized contractual agreements, addenda, and any memoranda of implementation, together with the terms and conditions of the BOCES Agreement as approved by the University entered into between the College and the School District by and through their respective governing Boards.

DATED this \_\_\_\_\_ day of \_\_\_\_\_, 1990.

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FORD BUSSART  
President, University of  
Wyoming Board of Trustees

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ROBERT H. McCRARY  
President, Casper College  
District Board

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STEPHEN J. KINNER  
Chairman, Board of Trustees  
Natrona County School District  
No. 1

CRITERIA AND PROCESSES FOR REVIEW OF ACADEMIC PROGRAMS FOR  
REALLOCATION OF RESOURCES

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Appendix A - Discussion of Program Cost and Cost Savings

Appendix B - Format for Request of Additional Resources

## I. INTRODUCTION

As the University of Wyoming has moved into a second century of existence, the institution has reviewed the past and looked forward to the future. In this process, the University published a Mission Statement to guide it into the second century. In the Mission Statement the University sets priorities and promises its constituency that it will engage in a planning process to balance enrollments and resources. Since 1983-84, the University has contended with a declining revenue base in constant dollars. Indeed, a 10 percent increase in students since 1986 has been accompanied by a 17 percent loss of purchasing power against the Higher Education Price Index. The decline in real values has resulted in reduced support for all segments of the University budget. Although the breadth of academic offerings has been preserved nearly intact, faculty and staff salaries have been reduced in real purchasing power and competitiveness, and many budget lines combined or reduced -- in effect weakening the broad range of academic offerings that were preserved. Consequently, over the course of the last several years, the University community has been vitally concerned with limited budgets and the need for reallocation. In a recent management audit of the University, the auditors concurred, and concluded that the University in fact cannot continue to operate as it has in the past, and that strategic planning must take place, with the major focus upon program evaluation and reallocation of resources where necessary (Dennis Jones et al. 1989. NCHEMS Management Services, Inc., Boulder, CO). The audit report reinforced a growing recognition within the University that program evaluation and resource reallocation are imperative.

In preparation for program evaluation and subsequent resource reallocation, it is necessary to understand what the University is and what it does. The University's 1988 Mission Statement declares that "...the University will preserve, interpret, create, and transmit knowledge in an atmosphere of free inquiry and expression. This environment, reflecting America's rich multi-cultural character at its best, is intended to stimulate growth of mind and body, inspire the spirit, and promote fulfilling careers and life-long contributions to the State and Nation. To help assure programmatic excellence, the University will attract, develop, and retain outstanding faculty and staff; provide superior library, laboratory, and computer facilities; and engage in ongoing planning to balance resources and enrollments." The Mission Statement also expresses that, "The University will attract capable students who will provide future leadership for the State and Nation, and it will be particularly



attentive to the needs of Wyoming students, members of under-represented groups, and the gifted." By its Mission Statement, the University defines its overall character and makes it clear that the fundamental purpose of the institution centers upon knowledge: generation of new knowledge, supplementation of existing knowledge, and dissemination of knowledge. The Mission Statement emphasizes the importance of the triad of outstanding faculty, staff and students that are needed for the fulfillment of the purpose of the institution.

In its Mission Statement, the University assures its constituencies that it will engage in ongoing planning to utilize effectively its resources. Resource reallocation is viewed as implementation of the planning process. Although reallocation has occurred historically within colleges and their constituent units, reallocation among colleges has seldom taken place. A plan for broad reallocation has been made necessary by the present circumstances. Consequently, the Mission Statement declaration that planning not be sporadic but an ongoing process requires that the criteria fashioned for program evaluation and resource reallocation serve a lasting purpose.

Any reallocation not dictated by budget reductions must enhance the ability of the University to achieve its fundamental purpose. Thus, determination of activities, functions, and programs to receive reallocated funds is as important as determining which programs will be consolidated, reorganized, scaled down, or eliminated. Reallocations prompted by budget constraints must be done in a manner that preserves the fundamental purpose of the institution.

Reallocation must be accomplished thoughtfully and deliberately, and in a manner mindful of the people who will be affected -- students, faculty, staff, and Wyoming citizens -- regardless of internal or external pressures. Because of both contractual and ethical obligations to persons involved, the University's constituencies and Wyoming's elected officials must recognize that reallocation in an academic setting cannot be achieved instantly, but may require five years or more before the results of reallocation become readily apparent.

The purpose of this document is to establish fundamental criteria for evaluation of programs and to set forth a process for reallocation of resources for all academic programs. Appropriate criteria and processes for reallocation among non-academic activities will be developed separately.



## II. ESTABLISHMENT OF GOALS

The Provost will implement the process for review of academic programs for reallocation of resources. The Provost, in concert with the Executive Council, Deans Council and Chair of the Faculty Senate, will establish the following goals:

- The purpose of reallocation.
- A targeted range of resources to be reallocated with a minimum set of quantitative measures to guide planning, e.g., student-faculty ratios, total dollar amounts for reallocation.
- A timetable for reallocation decisions, followed by a plan for actual reallocation of resources. These timetables may be revised from time to time as needed.

## III. PRINCIPLES GUIDING REALLOCATION

### A. Knowledge and Instruction

The primary functions of the University are to, "...preserve, interpret, create, and transmit knowledge..." (Mission Statement). In any reallocation process, all other activities, services, and functions must be subordinate to these primary functions. The mission of the University includes, "Excellent baccalaureate instruction in a broad array of programs" (Mission Statement); however, given the limited nature of the University's resources, the breadth of programs must be subordinated to the more fundamental principle of excellence.

Research and creative activities cannot be separated from undergraduate, professional, graduate, and non-credit outreach instruction because: "Research and creative activity promote instructional excellence through developing new knowledge and techniques, allowing new information and perspectives to be shared swiftly in the classroom, and introducing students to emerging fields" (Mission Statement). Reallocations should, therefore, be made in keeping with the principle that an appropriate balance between instruction and research is in the best long-term interests of the University.

#### B. Academic Freedom and Tenure

The University is committed to maintaining an atmosphere promoting free inquiry and expression, for which the principle of tenure is pivotal. In the process of reallocation, the University must honor all contractual and legal as well as ethical requirements of tenure. Consequently, some resources identified in the review process may be reallocated to provide a means for displaced faculty to reeducate themselves, if necessary, to allow them to contribute to other programs in the University.

#### C. Affirmative Action

In reallocation of resources the University must be mindful of the importance and positive benefits of diversity, and must address the many issues of equal access -- affirmative action and educational opportunities for ethnic minorities, women in under-represented fields, age discrimination, and the physically handicapped.

#### D. Relationship of the University to the State

The University of Wyoming is the only four-year academic institution in the State, and the majority of its operational and capital construction budgets are provided by funds appropriated by the Wyoming Legislature. The needs of the citizens of Wyoming are of critical importance to the University and the State. Reallocation must thus consider the desires of the citizens of the State as well as special activities that can be provided by the University within its primary functions.

#### E. Land-Grant Mission

The land-grant mission entails providing educational and research services to the citizens of the State. These services clearly fall within the primary functions of the University. In the process of reallocation, the University must recognize its land-grant functions. It must be willing to reallocate resources to perform those functions effectively. At the same time, the University must recognize that the land grant mission is only one among the many similar missions of the University, as identified in Agenda 2000 and the University Mission Statement.

### IV. CRITERIA FOR EVALUATION OF PROGRAMS

Evaluation of existing programs at the University of Wyoming will be a complex undertaking. It requires consideration of the mission of the University; guiding principles for reallocation;

external opportunities or constraints; and strengths and capabilities of faculty, students, and support systems (including facilities, advantages of location, and support personnel). The evaluation criteria must encourage identification of strengths and weaknesses, and foster enhancement of the institution's primary functions -- preservation, interpretation, creation, and transmission of knowledge.

#### A. Principles for Evaluation of Programs

Of the following principles, the first four are goals of the University and are articulated in the Mission Statement. The two remaining principles are provided for further guidance of the review process.

- Excellent baccalaureate instruction in an array of programs

Each student must master the fundamental concepts of at least one major, and all majors will be based on the solid foundations of a general studies program. University graduates will understand our rich human heritage; comprehend differing methods used by the arts, humanities, and sciences in creating that heritage; develop the ability to make ethical and critical judgments; and have facility in using language and other forms of symbolic expression.

- Graduate programs of recognized excellence in disciplinary and interdisciplinary fields

Particular emphasis will be placed on faculty strength in teaching, research, and creative activity; critical mass of faculty and students; student quality; compatibility with other University programs; and contributions to the State's and Nation's cultural, scientific, social, philosophical and economic needs.

- Outstanding basic and applied research and creative activity

Research and creative activity cannot be separated from teaching. Research and creative activity promote instructional excellence by developing new knowledge and techniques, allowing new information and perspectives to be shared swiftly in the classroom, and introducing students to emerging fields. Moreover, excellent research and creative activity result in regional and national recognition that enhances the value of a University of Wyoming education. To advance outstanding instruction, contribute new knowledge, and place the University among the Nation's leading

research institutions, the University will identify and promote disciplinary and interdisciplinary research and creative activity.

- Superior outreach and extension activities

The University will provide coordinated service to the people of Wyoming through credit and non-credit instruction, life-long learning, professional continuing education, leadership development, and cultural programming. As part of outreach the University will disseminate widely the results of its basic and applied research and, when appropriate, direct research to meet economic, social, and cultural challenges faced by the State and Nation.

- Program Cost

The cost of operating programs must be determined as accurately as possible in the review process. Programs should be operated efficiently, with costs as low as is consistent with maintaining other objectives. Cost estimates will be used primarily to determine if the resources allocated to a program are appropriate for its size and activities. Whenever possible, comparisons will be made with similar programs at other institutions or with programs of similar nature at the University. A further discussion of cost considerations is contained among specific criteria.

- Duplication of Effort

The extent to which activities of one program are duplicated by another program must be determined during the review process. In some instances, duplication of effort may be acceptable; in most, it will be an inefficiency that cannot be afforded.

B. Definition of Program

The unit of review for these criteria is a "program". A program is the smallest meaningful unit which has one or more of the following characteristics:

- has the word "college", "school", "department", "center", "office", "station", "division", "council", "service", "program", "major", "minor", or "option" as part of its title
- is headed by a person entitled "dean", "director", "chair", "head", "coordinator", "manager"

- offers a degree, certificate, or a credential
- has a sequence of specifically required courses
- is an established and distinct track within a larger unit
- has an allocated budget
- is an organized program of research, extension, service or continuing education.
- is a unit which directly supports the teaching, research extension, service or continuing education programs of the University (included are such entities as the libraries, Honors Program, American Heritage Center, Medical Contracts Program, Family Practice Clinics, International Programs Office, and School of Extended Studies and Public Service).
- is an activity funded in the Resident Instruction and Research, Extension and Public Service, Human Medicine, or Water Research Center budgets.
- constitutes an organized and identifiable activity or function not identified above
- can be logically isolated for examining the impact of elimination or reallocation

Acting in concert with the Executive Deans Council and the Chair of the Faculty Senate, the Provost will generate a list of academic programs. All academic programs will be reviewed in consonance with the above definitions. All programs not on this list are by definition non-academic programs, and will be reviewed by criteria and processes set forth in another document.

### C. Criteria

Programs will be reviewed to determine three characteristics:

- Quality of the program
- Cost considerations
- Need for the program (included in need is the centrality of the program to the basic mission of the University)

For many of the criteria listed below the Office of Institutional Analysis (OIA) will provide data which are comparable across departments. "OIA" appears in brackets when such data are



available. Each department will have the opportunity to review and comment on the OIA data accuracy. The department is responsible for data when [OIA] does not appear.

# 1. Program Quality

The quality of an academic program depends upon the following four considerations:

## a. Faculty Quality

The quality of the faculty in a program is of seminal importance, and is measured by achievements with respect to the following:

- Teaching -- Teaching is to be evaluated on the basis of peer and/or student teaching evaluations, faculty teaching awards or any other information departments wish to provide as evidence of high quality teaching.

The outcome of this evaluation of teaching, as judged by the Teaching Evaluation Committee (see Section V), will be one of the following assessments:

Excellent  
Good  
Adequate  
Inadequate

- Research, scholarship and creative activities -- These factors are to be evaluated on the basis of actual evidence of scholarship, including high quality publications, presentations, honors, awards, juried activities, editorial board memberships, artistic contributions, peer evaluations within the field, especially those generated externally, and extramural funding.

The outcome of this evaluation of research, scholarship and creative activities, as judged by the Academic Reallocation Committee (see Section V), will be one of the following assessments:

Excellent  
Good  
Adequate  
Inadequate

- Service -- Service will be broken down into three categories: (1) public service, (2) University service, and (3) professional service. Service will be evaluated on the basis of actual evidence of relevant, high quality service to the University, the State and



region, public agencies, and substantive contributions to relevant professional organizations. Service will be considered as either structured or non-structured. Structured service consists of defined service (e.g., that described on a job description) such as professional service in the Wyoming Veterinary Diagnostic Laboratory, service as chair of the Faculty Senate, or service as a Cooperative Extension Specialist. Non-structured service includes activities which are not performed on a day-by-day basis (as is the case with structured service), such as service on University committees, membership in the Faculty Senate, the teaching of an off-campus credit course, presentation of workshops or non-credit classes for outreach audiences, advising public agencies and service to professional organizations.

The outcome of this evaluation of service, as judged by the Academic Reallocation Committee (see Section V), will be one of the following assessments, separately for public service, University service, and professional service.

Excellent  
Good  
Adequate  
Inadequate

#### b. Student Quality

The quality of students may be measured both before and after completion of a program of study in comparison to students in other programs at the University of Wyoming. Not all criteria are appropriate for all programs. However, some criteria which may be appropriate indicators of student quality are the following:

- Standardized test scores, e.g. ACT, SAT, GRE, GMAT, LSAT. [OIA for ACT and SAT]
- Performance in common core courses, e.g., English 300 and 301, Political Science 305, History 340 and 341 and introductory mathematics. [OIA]
- Academic honors both within and outside the University of Wyoming, e.g., honor rolls, academic honor societies, etc.
- Success in achieving various professional credentials, e.g., Bar Examination, CPA, EIT, nursing and pharmacy boards.
- Results of professional competitive activities against

students of other similar institutions.

- Graduates completing an advance degree.
- Professional records of graduates.

The outcome of this evaluation of student quality, as judged by the Academic Reallocation Committee (see Section V), will be one of the following four assessments:

Excellent  
Good  
Adequate  
Inadequate

c. Quality of Support Services and Facilities

Support services and facilities which various academic programs require for teaching and research vary widely. The specific criteria which should be applied are the adequacy and quality of:

- Staffing, both faculty and support staff, to carry out the assigned mission.
- Availability of instructional and research equipment and facilities such as specialized classrooms, laboratories (including computer laboratories and clinical facilities), and support facilities.
- Field work sites and facilities available compared to those which are required.
- Library collections.

The outcome of this evaluation of support services and facilities, as judged by the Academic Reallocation Committee (see Section V), will be one of the following assessments:

Excellent  
Good  
Adequate  
Inadequate

d. Departmental Reviews

The results of internal or external reviews and accreditation results, and national or international recognition or ranking, when available, should be described.

The outcome of this evaluation of departmental reviews, as judged by the Academic Reallocation Committee (see Section V), will be one of the following assessments:

Excellent  
 Good  
 Adequate  
 Inadequate

## 2. Cost Considerations

From the perspective of the University's efficiency and potential for cost savings, there are two important comparative measures of cost. These are: program cost in relation to comparable programs at other academic institutions, and cost savings if the program were eliminated or substantially modified. A discussion of comparative program costs and cost savings which may be realized is presented in Appendix A.

To assist in the determination of cost, the OIA in cooperation with each college will provide the following FY89 information for each department (budgeted funds that are held by the college for part-time assistance, graduate assistants, equipment, etc., but are in fact distributed to departments, or members of departments, should appear as part of department support).

- Number of tenure track FTE (full time equivalent).
- Number of staff FTE.
- Time allocations of faculty: percent teaching, research and service.
- State budget for personnel, support, equipment, travel, graduate assistants and part-time personnel.
- Grants and overhead generated.
- Endowments and scholarship funds.

Departmental outputs will include:

- Number of student FTE generated (based upon Scheduled Class Reports [OIA]), and based on 15 lower division SCH (student credit hour) = 1 FTE, 12 upper division SCH = 1 FTE, 9 Masters SCH = 1 FTE, and 6 Doctoral SCH = 1 FTE.
- Number of majors in various programs.
- Number of degrees granted in various programs.

These data will, in part, make it possible to estimate various costs. Computation of program costs within a department is exceedingly complex and no central record is kept of these costs.

Therefore, based on data supplied by OIA, the Department Head in consultation with the College Dean shall estimate the cost of each program within a department. The Department Head and the Dean shall also make an estimate of the impact elimination of a program will have on student enrollments. In arriving at an evaluation of cost considerations, the ARC should also evaluate the extent to which a program duplicates other programs at the University of Wyoming, and the extent to which a program has shown the inclination and ability to manage itself effectively, given available resources. These costs should include:

- Total program cost.
- State financed cost of the program.
- Program cost per faculty.
- Cost per FTE major compared to other programs.
- Cost per service course student compared to other programs (a service course is one in which a majority of the students are from outside the department).
- Equipment and support costs relative to other programs.
- Potential revenue gain or loss due to elimination, reduction or consolidation of a program.
- State-funded cost per constituent served (service functions only).
- Source of funding relative to services provided.

The outcome of this cost evaluation, as judged by the Academic Reallocation Committee (see Section V), will be one of the following assessments:

Very high cost  
High cost  
Normal cost  
Low cost

The outcome of the evaluation of the degree to which the efforts of the program are duplicated by other programs, as judged by the Academic Reallocation Committee (see Section V), will be one of the following assessments:

Very high degree  
High degree  
Average degree  
Low degree

The outcome of the evaluation of the managerial ability of the program, as judged by the Academic Reallocation Committee (see Section V), will be one of the following assessments:

Very high ability  
High ability  
Average ability  
Low ability

### 3. Need

Need refers to the fact that some activities and programs are essential for the University of Wyoming to sustain its reputation and meet its responsibilities to higher education and the State. Criteria for program assessment of need are:

#### a. Centrality to University Mission

The administrator of each program shall indicate how that program meets the mission of the University in baccalaureate instruction; graduate and professional programs; research, scholarship and creative activity; and outreach and extension; or whether the program is required by State or Federal statute.

The outcome of this evaluation of centrality, as judged by the Academic Reallocation Committee (see Section V), will be one of the following four assessments:

Very high  
High  
Average  
Below average

#### b. Comparative Advantage

Universities sometime achieve national recognition in fields of inquiry associated with their special location, geography and culture. Similarly, location, geography, and culture can preclude development of excellence in some disciplines. The Western rural heritage and natural resource rich environment provide unique opportunities for excellence in selected academic disciplines while also providing a laboratory for student experiences.

Comparative advantage attempts to evaluate a program's significance from the standpoint of distinctive or unique features that lead to national academic recognition. The recommended criteria of assessment are:

- Unique geographic, industrial, environmental, or cultural characteristics of the region and State which

make it essential to maintain the program at the University of Wyoming. Such characteristics include, but are not limited to: distinctive research approach, external demand, and demonstrable academic quality.

- The number and competitiveness of such programs in other universities, and particularly other comparable public universities, including those participating in the WICHE agreement.
- The historical significance of the program in relation to the University's past and present accomplishments.

The outcome of this evaluation of comparative advantage, as judged by the Academic Reallocation Committee (see Section V), will be one of the following assessments:

Very high  
High  
Average  
Below average

c. Needs of the People and Organizations of the State and University

- Degree awarding programs to provide professionals for service and for major industries of the State.
- Contribution toward a reasonable choice of high quality degree opportunities to people of the State.
- Contribution to funding of the University (e.g., contracts and grants).
- Continuing education for people employed in the State.
- Research contributing to economic and social welfare of the State.
- Disciplinary and interdisciplinary education and research programs to meet special needs in the State.
- Degree programs serving students at off-campus sites.

The outcome of this evaluation, as judged by the Academic Reallocation Committee (see Section V), will be one of the following assessments:

Very high  
High  
Average  
Below average



d. Student Trends

- Student credit hours generated during the past five years, broken down by lower division, upper division and graduate hours.
- Off-campus hours generated by the department for 1988-1989.
- An average number of degrees granted for at least the past three years.
- Average number of majors for at least the past three years.
- Projected changes in level of demand.
- Employment of majors, both in-state and out-of-state.

The outcome of this evaluation of student demand, as judged by the Academic Reallocation Committee (see Section V), will be one of the following assessments:

Very high  
High  
Average  
Below average

e. Disciplines Inherent to Definition of University

- Provide instruction essential to definition of educated person.
- Provide a disciplinary identity necessary for maintenance of normal university academic functions, recruitment of faculty and organization of knowledge.

The outcome of this evaluation, as judged by the Academic Reallocation Committee (see Section V), will be one of the following assessments:

Very high  
High  
Average  
Below average

f. Integration with Other Units

- Provides courses for other majors.

- Provides essential research or service for other programs.

The outcome of this evaluation, as judged by the Academic Reallocation Committee (see Section V), will be one of the following assessments:

Very high  
High  
Average  
Below average

## V. PROCESS FOR REVIEW OF PROGRAMS

### A. Academic Reallocation Committee

The review of programs as defined in Section IV, and according to the criteria set forth above, will be conducted by an Academic Reallocation Committee (ARC). The ARC will be a committee of seven faculty members who are widely respected for their scholarship and who share a University perspective. The small size of the ARC is dictated by the difficulty of representing each campus constituency proportionally, the need to act with dispatch and the imperative of maintaining confidentiality. The composition of the ARC shall be determined as follows:

- Each college, the Faculty Senate and each other academic unit not thereby represented (but to be reviewed) may nominate a maximum of four faculty members to comprise a pool from which members of the ARC will be drawn.
- The President and Provost shall choose seven members of the ARC from among the nominees, and shall appoint one of the members as Chair of the committee. At least one of the members of the ARC shall be a Faculty Senator.

Staff assistance will be provided to the ARC by the Provost's office and by the Office of Institutional Analysis. The Office of Institutional Analysis will provide each program with available comparable data. If possible, the Office of Institutional Analysis will provide the ARC with data which would allow a comparison of University of Wyoming programs with those at other universities. The members of the ARC will be provided with satisfactory released time during the period in which the review process occurs.

Because of the importance of teaching, and the difficulties inherent in evaluating teaching, a separate Teaching Evaluation

Committee (TEC) will be appointed. The composition of the TEC shall be determined as follows:

- Each college and the Faculty Senate may nominate a maximum of four faculty members to comprise a second, separate pool from which members of the TEC will be drawn.
- The President and Provost shall choose five members of the TEC from among the nominees, and shall appoint one of the members as Chair of the committee. One of the members of the TEC shall be a student. For these appointments, consideration should be given to faculty who have particular expertise in evaluating teaching.

Staff assistance will be provided to the TEC by the Provost's office and by the Office of Institutional Analysis. The members of the TEC will be provided with satisfactory released time during the period in which the review process occurs. The TEC will evaluate teaching based on the current complement of faculty members, for the preceding four semesters (inclusive of the intervening summer semesters). The TEC will also assess the approaches and rigor employed in evaluating and improving instruction. The evaluation of teaching itself, will be in accordance with the criteria set forth in Section IV-C, and the TEC will communicate their evaluations and findings, in writing, to the ARC.

#### B. Self Study

A self study, with no more than 25 pages of text (exclusive of appendices and material provided to the TEC), shall be prepared for each unit which contains one or more programs specified in Section IV-B. The self studies shall be based on the evaluation criteria set forth in this document and any other information deemed relevant by faculty and administrators. The administrators and faculty of each unit shall justify the continued existence of the program in terms of these criteria, or shall suggest appropriate combinations, mergers, administrative realignments, etc.

Program self studies shall include various information on demographics in teaching, research and service, such as ethnic and cultural diversity of the student body [OIA]; average grades given in lower division, upper division and graduate classes [OIA]; student credit hours taught by GAs; part-time and tenure track faculty on and off campus [OIA]; etc.

Program self studies also will include identification of areas in which additional resources are justified, the specific resources requested, and the rationale for reallocation. A format for such requests is included in Appendix B.

### C. Review of Self Studies

Following preparation of the self studies, the following review process shall be followed:

1. In its reviews during the first round of reallocation recommendations, the ARC shall be cognizant of the Mission Statement; Agenda 2000; the Centennial reports; relevant findings in the NCHEMS study (including the survey of state leader priorities); and recommendations developed in the North Central Association self study.
2. The Dean of each College shall prepare a College report based upon program self-studies. Programs not under the auspices of a specific college shall be represented to the ARC by the appropriate administrator or program director.
3. The Deans or appropriate administrators shall prioritize the requests made by their units.
4. The Dean of each College or appropriate administrator shall have the opportunity to present the College report to the ARC and to discuss the report with the ARC.
5. The ARC will judge each program based upon the stated evaluation criteria. The ARC shall recommend whether funding for a program shall be terminated, decreased, maintained at current levels or increased. The ARC may also recommend program, department, or college mergers, consolidations, or reorganizations. The ARC shall make an estimate of cost savings or reallocations associated with each of its recommendations.

The ARC may request the advice and assistance of University administrators and faculty. In particular, the ARC will work closely with the Office of the Vice President for Finance to ensure that financial and other information is correct. The ARC will work with the Provost, Deans and Faculty Senate Chair, providing regular reports on progress and clarifying any ambiguities. Upon request, the ARC will also provide updates on progress for the President and Board of Trustees.

6. The ARC will provide preliminary written recommendations, and will discuss the recommendations pertaining to each college with the Provost and the Dean of that college. The Dean will have an opportunity to comment upon these recommendations in

person and in writing.

7. After reviewing additional materials provided by college deans or from other sources, the ARC shall make written recommendations to the Provost. Recommendations shall be accompanied by estimates of cost savings or reallocations.
8. The Provost's reallocation recommendations will be forwarded to the Academic Planning Committee for discussion and comments.
9. Following comments from the Academic Planning Committee, the Provost's recommendations will be sent to the Faculty Senate for discussion and comments.
10. Subsequent to Faculty Senate discussion, the Provost will submit final recommendations and Faculty Senate comments to the President.
11. The President will then make recommendations to the Board of Trustees.

## APPENDIX A

### Discussion of Program Cost and Cost Savings

The comparative costs of a program will reveal if the program is relatively efficient. That is, if a program's costs are excessively high or low compared to other similar programs, the program is likely to have substantive efficiency problems, quality problems, or unique problems with implementation in this university's setting.

The cost saving resulting from elimination or substantial change of a program needs to be evaluated very carefully. The actual cost savings from program elimination will typically not equal total program cost and will not be realized as savings for some years into the future. Because of contractual or ethical obligations, an academic program normally cannot be eliminated in one year.

For a typical academic program, even if the decision to eliminate it is made now, it would require as much as five years for complete elimination. Responsibilities to students and tenured faculty, and other contractual agreements preclude quick cost savings.

Actual cost savings are often substantially less than total program costs. Many segments of the University utilize external grants and contracts to subsidize teaching, non-funded research, and public service functions. When these subsidies are considered, the actual cost savings in eliminating a program are seen to be less than total program cost. Further, some of the fixed costs formally attributable to a program (e.g., insurance, equipment) must now be spread over existing units and therefore do not generate as much savings as might otherwise be anticipated.

Finally, there is the problem of scale and costs. If a single program is to be eliminated from many other existing programs, subject to the qualifications above, program cost savings and program costs are likely to be similar. However, if substantial numbers of programs are to be changed or eliminated simultaneously, then it no longer follows that program costs and cost savings are identical. A university typically has substantial joint relationships between programs. Cutting one program causes expansion in student demand for others. In the extreme, cutting half the programs without reducing the number of students will double student demand for the remaining half, resulting in no cost savings unless substantial excess capacity already existed in the remaining programs.



	<u>BUDGET</u>		
<u>Budget</u> <u>Item</u>	<u>Current</u> <u>Expenditures</u>	<u>Proposed</u> <u>Reduction</u>	<u>Proposed</u> <u>Increase</u>
Faculty Salaries			
Faculty FTE			
Staff Salaries			
Staff FTE			
GA Stipends			
GA FTE			
Scholarships			
Equipment			
Maintenance			
Supplies			
Libraries			
Construction/ Renovation			
Other	_____	_____	_____
Totals			

## Appendix B

### Format for Request of Additional Resources

Department or Unit \_\_\_\_\_

Program \_\_\_\_\_

Note: Programs include, for example, BA/BS, MS and PhD programs, research centers, interdisciplinary programs, etc.

#### STATEMENT OF RATIONALE

1. Summarize purpose and proposed benefits of changes in program expenditures.
2. Indicate whether proposed changes will lead to qualitative and/or quantitative revision of the program's activities.
3. Indicate whether the proposed changes are associated with program, accreditation, or other reviews.
4. Specify the precise nature of proposed changes, e.g., what types of equipment, what facility renovations, ranks of new faculty, changes in staff requirements, nature of additional library resources, computer needs, etc.
5. Any additional information to assist the ARC in making its assessment.

Cost savings from program elimination or reduction comes about by shifting resources to more efficient and productive programs and in reductions of student demand. If aggregate student demand remains constant or is increasing, reallocation can only save funds through shifting students to fields with lower per student costs, substantial economies of scale, or excess capacity. The point here is that cost savings are likely to be substantially less than program costs when vertical cuts are made. In some cases, where student demand shifts horizontally to other fields and where there are smaller economies of scale or excess capacity, little cost savings will be realized from elimination of programs. Thus, anticipated cost savings need to be very carefully measured before a program is eliminated or cut back.

State statutes specify that the University of Wyoming is to "provide an efficient means of imparting... a liberal education". If costs are lowered through vertical cuts but academic quality is also severely affected, this does not constitute an efficient choice. Only when costs can be lowered while maintaining or improving quality will a vertical cut be an efficient choice.