

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

**July 18, 1992**

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

THE UNIVERSITY OF WYOMING

Minutes of the Trustees

July 18, 1992

TABLE OF CONTENTS

	<u>Page</u>
ROLL CALL .....	1
APPROVAL OF MAY 8, 1992 MINUTES .....	1
RATIFICATION OF JUNE 2, 1992, JUNE 23, 1992, AND JULY 7, 1992 EXECUTIVE COMMITTEE ACTION .....	2
GOOD NEWS ANNOUNCEMENTS .....	2
Trustee Sub-Committee .....	5
REPORT AND RECOMMENDATIONS OF COMMITTEES .....	5
ACADEMIC ISSUES COMMITTEE .....	
Change in President's Honor Scholarship Criteria .....	
Wyoming Education Trust Fund Proposal .....	
UW/Casper College and UW Eastern Wyoming College Block Transfer Agreements .....	
Transfer of Student Health Service to the Division of Student Affairs .....	
Decentralization of College of Education Off-Campus Programs from the Division of Extended Credit Programs .....	
Wyoming Education Trust Fund Reports .....	
a. Center for Teaching Excellence .....	
b. Integrated Telecommunications Project .....	
Minor in Decision Sciences .....	
BUDGET COMMITTEE .....	
Fiscal Year 1993 Budget Authorization Increase for Grant and Aid .....	

Fiscal Year 1993 Budget Authorization Increase for  
Course Fees and Special Services .....  
Approval of Contracts and Grants .....  
Approval of Gifts and Scholarships .....  
Internal Audit Activity Conducted in Accordance with  
the Audit Plan for the Period April 1, 1992  
to June 30, 1992 .....

PERSONNEL COMMITTEE .....

Appointments .....  
Administrative Appointment .....  
  
Administrative Reappointments .....  
Adjunct Appointments .....  
Reappointments .....  
Leaves of Absence Without Pay .....  
Changes in Sabbatical Leave .....  
Retirements .....  
Recall .....  
Part-Time Appointments .....  
Resignations .....

PHYSICAL PLANT AND EQUIPMENT COMMITTEE .....

Construction Contract for Central Energy Plant Baghouse .....  
Construction Contract for Law Library Addition .....  
Progress Report and Change Orders .....

INVESTMENT COMMITTEE .....

COMMITTEE OF THE WHOLE .....

ADJOURNMENT AND DATE OF NEXT MEETING .....

**THE UNIVERSITY OF WYOMING**

**Minutes of the Trustees**

**July 18, 1992**

The Trustees of the University of Wyoming held a regular business meeting on Saturday, July 18, 1992, in the Old Main Board Room. Committee meetings preceded the meeting on Friday, July 17, 1992. Following a short meeting of the Physical Plant and Equipment Committee, the regular meeting was called to order by President Deborah Healy Hammons at 9:05 a.m.

**ROLL CALL**

The following Trustees were

in attendance: Deborah Healy

Hammons, John D. (Dave) Bonner, F. Richard Brown, Harry L. Harris, Jeri Kirk, Peter M. Jorgensen, Daniel Kinnaman, Walter G. (Jerry) Saunders, and David W. Updike.

Ex-officio members Terry P. Roark, Diana Ohman and Travis Gentry were also in attendance. Trustees W. Perry Dray, Mike Schutte, and Bryan Sharratt, as well as ex-officio member Governor Mike Sullivan were not present.

**APPROVAL OF MAY 8, 1992 MINUTES**

It was moved by Trustee Harris and seconded by Trustee Saunders that the

May 8, 1992 minutes of the Trustees be approved. The motion carried.

**RATIFICATION OF JUNE 2, 1992,  
JUNE 23, 1992, AND JULY 7, 1992  
EXECUTIVE COMMITTEE ACTION**

Trustee Bonner moved for  
ratification of the June 2, 1992,  
June 23, 1992, and July 7, 1992

Executive Committee action. The motion was seconded by Trustee Harris and it carried.  
The minutes from the telephone conference meetings are included as Enclosure 1, blue.

**ANNOUNCEMENTS**

President Roark made the following  
announcements prior to the

committee meetings on Friday:

University of Wyoming graduate students ranked seventh in the nation on clinical psychology licensing examinations given during 1988, 1989, and 1990. The students' scores put UW among the top two to three percent of the 300 institutions participating in the examinations.

Geraldine Wright of Casper is the first University of Wyoming student to be awarded a Barry M. Goldwater Scholarship. Ms. Wright, a junior majoring in botany, was among the 276 students nationwide who received scholarships for the 1992-93 academic year from the Barry M. Goldwater Scholarship and Excellence in Education Foundation. Nearly 1,800 mathematics, science, and engineering majors were nominated for the scholarship. Ms. Wright left June 21 for Costa Rica where she is working with William Reiners, UW botany professor.

Karen Raisler, University of Wyoming senior music major from Gillette, is one of only two bassoonists accepted internationally to perform at Yale University's Summer Chamber Music Festival. She will perform in a woodwind quintet and in all combinations of chamber music that include the bassoon during the eight-week festival that runs through mid-August.

Top honors in all categories were awarded the University of Wyoming student newspaper, the Branding Iron, in the 1992 Columbia Scholastic Press Association (CSPA) college newspaper evaluations. The newspaper, edited by Mark French, Pocatello, Idaho, received 997 out of a possible 1,000 points to earn a Medalist designation, the top award available in the competition. The Branding Iron earned the All-Columbian Honors by being ranked in the 95th percentile of newspapers evaluated.

Joni Hersch, UW associate professor of economics, has been recommended to receive a \$163,000 grant through the National Science Foundation's Visiting Professorships for Women program. She is one of 25 scientists nationwide to receive the award. The grant will pay her salary and expenses and provide a stipend for a one-year research assignment at the California Institute of Technology.

The American Heritage Center has been awarded a grant of nearly \$170,000 from the National Historical Publications and Records Commission. The grant will allow us to hire two catalogers and one data entry specialist for two years to enter some 3,500 collection descriptions into two bibliographic networks. This recognition by NHPRC firmly establishes the American Heritage Center and our collections on the national archival scene.

Personnel of the UW Department of Mathematics have been commended by the National Research Council for "providing a vivid illustration of what should and can happen to enhance undergraduate mathematics. The National Research Council, operating arm of the National Academy of Sciences and the National Academy of Engineering, is working with the scientific and mathematical communities on a major initiative to improve the quality of science and mathematics education. The UW Department of Mathematics has been recognized for having exemplary programs that contribute to the reform agenda.

UW has received two additional major gift commitments. One establishes a \$150,000 trust to provide scholarships and academic enhancements in the College of Arts and Sciences. The second creates a \$50,000 endowment for scholarships in music.

A cooperative project among University of Wyoming scientists, an independent research organization, and private industry has resulted in a new technique for detecting groundwater contamination. The Western Research Institute (WRI), the UW Department of Chemistry, and In-Situ, Inc. of Laramie have designed, tested, and constructed a prototype instrument that can identify and measure metal and organic pollutants in groundwater. WRI and In-Situ plan to spend over \$1 million during the next two years for commercial development of the instrument.

Our Department of Chemistry has been certified by the American Chemical Society as continuing to meet the guidelines that have been established for ACS-approved schools. The finding is based on the department's five-year reevaluation report.

A certificate of accreditation has been awarded to the UW Student Health Service by the Accreditation Association for Ambulatory Health Care. The award confirms that the Student Health Service meets nationally recognized standards for quality health care.

Trustee Jorgensen noted that the High School Institute program had received high marks again this year.

President Roark complimented the people who organized and participated in the summer orientation program.

#### Trustee Sub-Committee

Trustee President Hammons announced that a sub-committee of Trustees had been formed to consider nominations for Trustee Awards of Merit. Trustees Kirk, Harris and Jorgensen will serve on the sub-committee, with Trustee Kirk serving as chair. The group will make periodic recommendations for such awards to the Committee of the Whole.

#### **ACADEMIC ISSUES COMMITTEE**

President Hammons called on Trustee

Kirk for a report from the Academic

Issues Committee meeting held on July 17, 1992. Committee members Kirk, Jorgensen, Kinnaman, Ohman and Saunders attended the meeting. Trustee Dray was absent.

Based on that meeting, the following recommendations and reports were presented to the full board:



### Change in President's Honor Scholarship Criteria

On February 8, 1991, the UW Trustees adopted an additional criteria for selecting nominees for the President's Honor Scholarships. The following wording was approved:

Recipients of the President's High School Honor Scholarship are expected to graduate from high school with an academic core curriculum which includes the equivalent of:

- 4 years of English
- 3 years of Math that include Algebra I, Algebra II, and Geometry
- 3 years of Science with at least one year of laboratory science
- 3 years of Social Studies that include American history and civics
- 2 years of Foreign Language (if available)
- 1 year of Arts (Music, Art, Drama, Dance)

This criteria shall become effective for individuals whose college matriculation occurs after May 1, 1994. This criteria shall be in addition to any other criteria in effect at the time of selection.

A letter dated March 23, 1991, was sent to all high school principals and counselors advising them of this Trustee action.

On May 9, 1992, the UW Trustees adopted an admission policy which in many respects parallels the President's Honor Scholarship criteria relating to core curriculum. On the other hand, there is not complete consistency. The Assured Admission criteria adopted is:

English -

Four (4) units are required, of which at least three units are to have a substantial writing component.

An alternative pre-college curriculum satisfying the English requirement is three (3) units of English, including a substantial writing component, plus two (2) units of foreign language work in the same foreign language.

Mathematics -

Three (3) units are required; to include a minimum of Algebra I, Algebra II, and Geometry (or their equivalents). One of these courses, or a higher level course, should be taken during the Senior year of high school.

(Because retention of mathematics skills is crucial, it is recommended that students take at least 1/2 unit during the senior year if possible.)

Science -

Three (3) units are required from biological, physical, or earth sciences. At least one of the units must be from the area of physics or chemistry.

Cultural Context Electives -

Three (3) units are required, to be drawn from Social or Behavioral Sciences, Visual or Performing Arts, Humanities, or Foreign Language. If two units of foreign language are used to replace one unit of the English requirement, then those two units of language cannot be counted as Cultural Context Electives.

In order to assure conformance with the admission policy, it was recommended that the President's Honor Scholarship criteria on core curriculum be modified to conform with the admission policy. There were no proposed changes to any other part of the President's Honor Scholarship rules, such as required grade point average, use of scholarships at Wyoming community colleges, etc. President Roark noted that the new requirements were not more stringent, and that current high school students will be able to meet the new requirements.

Based on a recommendation by the Academic Issues Committee, it was moved by Trustee Kirk, seconded by Trustee Jorgensen, and carried that the Board of Trustees of

the University of Wyoming modify the Rules Governing Awarding of President's Honor Scholarships and the Rules Governing Awarding of the President's Junior College Honor Scholarships to assure conformance with the admission policy as follows:

add the following paragraph to section 1.

(c) Effective May 1, 1994, recipients of the President's Honor Scholarship are expected to be eligible for "Assured Admission" to the University of Wyoming.

#### **Honor Students and Scholarship Holders**

Trustee Bonner requested that information on the progress of President's and Trustees' scholarship holders, as well as names and addresses of President's and Dean's honor roll students be provided to Trustees each semester. Associate Provost Hurst agreed to supply that information.

#### **Wyoming Education Trust Fund Proposal**

In 1992-93, the University can expect to receive a final grant of approximately \$300,000 from the Wyoming Education Trust Fund. The University's Trust Fund proposal projects a biennial budget for expenditure of the grant funds, because additional funds are not expected in the future. President Roark noted that the innovative education grants would strengthen UW's outreach programs. The proposal is to be submitted to the Governor before July 31. It was moved by Trustee Kirk, seconded by Trustee Harris and carried that the proposal as attached as Enclosure 2, canary, be approved and forwarded to the Governor's Office.

### UW/Casper College and UW/Eastern Wyoming College Block Transfer Agreements

The third completed block transfer agreement with Casper College was signed on June 3, 1992 via the compressed video line. This agreement is particularly significant because it expands the block transfer agreements beyond the Colleges of Arts and Sciences and Business to include the College of Agriculture, and the degree programs in Nursing and Social Work in the College of Health Sciences. A fourth agreement, with Eastern Wyoming College, has been completed and was signed on July 8, 1992. Block transfer agreements are expected to be completed with the remaining three community colleges (Laramie County Community College, Northern Wyoming Community College, and Northwest College) by fall semester 1992. The annual fall articulation conference with the community colleges is scheduled to be held at the University of Wyoming on October 1-2, 1992. The conference agenda will include such matters as dual admission and block transfer agreements, the course transfer guide, joint UW-community college publications, establishing an articulation mechanism to handle requested changes in common course names and numbers, and planning for state-wide subject-matter articulation conferences in 1992-93 and the annual spring articulation conference.

### Transfer of Student Health Service to the Division of Student Affairs

Following a review of the primary roles and functions of the Student Health Service, it was reported to Trustees that a determination had been made that placement

in the Division of Student Affairs is the most appropriate location. Extended discussions with administrators, faculty, and staff indicated broad consensus concerning the transfer.

Factors that were considered included:

The function of Student Health Service is primarily a student service; the Student Health Service budget is currently in the student services category; the great majority of coordinating activities by Student Health Service is with other units in the Division of Student Affairs; the National Association of Student Personnel Administrators (NASPA) reports that about 85% of student health centers nationwide are aligned with divisions of student affairs; opportunities for teaching and training alignments with such academic programs as psychology, nursing, pharmacy, medical technology, and social work will not be adversely affected.

This change will facilitate coordination and continuing development of the unit.

#### **Decentralization of College of Education Off-Campus Credit Programs from the Division of Extended Credit Programs**

Trustees were informed that in order to expand College of Education outreach credit programs, off-campus courses offered through the College of Education and the Wyoming Institute for the Development of Teaching (WIDT) will be decentralized from the Division of Extended Credit Programs. Operating principles of this decentralized administrative arrangement include:

- (1) Unless otherwise specified, WIDT will be the administrative arm through which in-service, professional education courses will be offered off-campus by the College of Education and College of Arts and Sciences.

- (2) The College of Education and WIDT will contribute to Academic Affairs an amount equal to 10 percent of tuition and fee charges for each credit hour generated off-campus (i.e., \$8.00 per credit hour).

These funds will be used to support registration functions in the Office of Registration and Records; marketing of off-campus credit programs; library support; and off-campus degree programs in Agriculture, Arts and Sciences, Business, Health Sciences and Engineering.

In addition, \$25,000 in Section I funds or equivalent will be permanently transferred to the College of Education from the School of Extended Studies and Public Service to support a full-time line for a secretary and support services for off-campus instruction.

- (3) The academic colleges now offering off-campus programs (Arts and Sciences, Education and Health Sciences) have agreed that academic courses and degree programs off-campus will enroll more students and produce more student credit hours in the future than generated during 1991-92.

- (4) The College of Education will assume financial responsibility for tuition/fee waivers given in exchange for services. This assumption of responsibility will be effective Summer 1992 for off-campus courses and Fall 1992 for on-campus classes. If other colleges desire to award tuition/fee waivers in the future, they will also assume the cost of the waivers.

- (5) In June 1993, 1994, and 1995, as well as at appropriate subsequent intervals, the Office of Academic Affairs will review off-campus credit programs to assess the impact of the revised organizational structure.

#### **Wyoming Education Trust Fund Reports**

Trustees were given a progress report on the University of Wyoming Center for Teaching Excellence and the Integrated Microwave System. These two innovative educational projects received \$292,837 Wyoming Educational Trust Fund monies for 1991-92.

#### **Minor in Decision Sciences**

Trustees were given information on the minor in Decision Sciences. The Decision Sciences minor provides a foundation in scientific management techniques, statistical methods, and computer information systems. The minor is interdepartmental, with coursework from the Departments of Management and Marketing, Economics and Finance, Statistics, and Computer Sciences. The minor may be taken by majors in any college.

## **BUDGET COMMITTEE**

President Hammons called on Chairman Brown for a report from the Budget

Committee meeting held on July 17. Committee members Brown, Bonner, Harris, and Updike and ex officio members Hammons and Roark attended the committee meeting, along with other Trustees and University staff. Committee members Schutte and Sharratt were absent. Based on the committee meeting, the following recommendations and reports were presented to the full Board.

### **Fiscal Year 1993 Budget Authorization Increase for Grant and Aid**

When the Trustees adopted the FY 1993 Section I operating budget on May 8, 1992, funding allocations for grant and aid budgets (scholarships) were not increased pending completion of the fiscal year and an analysis of the impact to the various scholarship accounts resulting from the Fall 1992 tuition and fee increases. President Roark reported that cost estimates for these increases have now been completed and recommended that the Section I budget authorization be increased by \$685,400 to fund the grant and aid requirements for the upcoming year, with the increase divided between the Scholarship and Fellowship budget (\$597,711) and Intercollegiate Athletics (\$87,689). The revenue projections for FY 1993 include a retention of approximately thirty percent of the gross tuition increase to fund the anticipated scholarship costs.

Based on a recommendation from the Budget Committee, Mr. Brown moved that the Section I operating budget be increased by \$685,400 to fund the FY 1993 grant and aid obligations. The motion was seconded by Mr. Updike, and it carried.



**Fiscal Year 1993 Budget Authorization Increase for Course Fees and Special Services**

As part of the Fiscal Year 1992 University reallocation effort, several departments were granted authorization to implement special fees and laboratory or course fee assessments. The initial revenue projections for these fees were based upon academic year 1990-91 activity levels and as such underestimated the revenues that were actually generated this past fiscal year. These revenues are part of the Section I budget and require Trustee approval for a budget authorization increase in order for the departments to have access to the funds that are generated. Based upon the latest revenue projections for these fees it is necessary to increase the budget authorization for the following departments:

College of Engineering - equipment fee	\$ 17,500
College of Agriculture - lab & equipment fee	6,300
International Student fee	7,018
Career Planning - file maintenance fee	526
Admissions - application fee	<u>11,238</u>
TOTAL	\$ 42,582

Based on a recommendation from the Budget Committee, Mr. Brown moved that the FY 1993 Section I budget authorization be increased by \$42,582 to align departmental budget authorizations with the projected revenues to be derived from special fees and laboratory or course fees that have previously been authorized. The motion was seconded by Mr. Bonner, and it carried.

**Approval of Contracts and Grants, Gifts and Scholarships**

Pursuant to a recommendation from the Budget Committee, it was moved by Mr. Brown, seconded by Mr. Harris, and carried, that the Trustees of the University of Wyoming accept contracts and grants in the amount of \$8,596,979 for the period April 18, 1992, through June 30, 1992, and gifts and scholarships in the amount of \$370,303.24 for the period March 1, 1992, through June 15, 1992.

President Roark reported that the University received over \$30 million in contracts and grants during the 1992 fiscal year, which is an all time high.

**Internal Audit Activity Conducted in Accordance with the Audit Plan for the Period April 1, 1992 to June 30, 1992**

A report prepared by Mr. Van Jacobson on the internal audit activity for the period April 1, 1992, through June 30, 1992, conducted in accordance with the audit plan, was presented to the Budget Committee.

**PERSONNEL COMMITTEE**

President Hammons asked Chairman Saunders for a report from the Personnel Committee meeting held on July 17. Committee members Saunders, Kinnaman, Kirk, and Updike attended the meeting, along with other Trustees and University personnel. Based on the committee meeting, the following report was presented to the full Board.

It was moved by Trustee Saunders and seconded by Trustee Kirk that items 1-9 of the Trustee report, which included appointments, an administrative appointment, administrative reappointments, adjunct appointments, reappointments, leaves of absence without pay, changes in sabbatical leave, retirements, and a recall be approved. The motion carried. President Roark noted that several adjunct appointments included Casper College colleagues, indicating a good working relationship with Casper College. Chairman Saunders pointed out the increased hiring at the family practice centers, which showed a commitment to those programs. President Hammons expressed appreciation to the faculty members who were granted administrative appointment or reappointment for their commitment to the University.

By their votes, Trustees approved the following items as indicated.

### Appointments

#### COLLEGE OF AGRICULTURE

- a. Nancy Jo Mather as Associate University Extension Educator, effective July 1, 1992, at an annual (11-month) salary rate of \$34,008. This appointment is eligible for extended term appointment. The rank is contingent upon satisfactory completion of all requirements for the Master's degree; otherwise the appointment will be as Temporary Associate University Extension Educator.

### COLLEGE OF ARTS AND SCIENCES

- b. Susanna L. Goodin as Assistant Professor of Philosophy, effective August 24, 1992, at an annual (9-month) salary rate of \$33,000. This is a tenure-track appointment.
- c. James D. King as Assistant Professor of Political Science, effective August 24, 1992, at an annual (9-month) salary rate of \$38,004. This is a tenure-track appointment.
- d. Thomas Risse-Kappen as Associate Professor of Political Science, effective August 24, 1992, at an annual (9-month) salary rate of \$37,008. This is a tenure-track appointment.

### COLLEGE OF HEALTH SCIENCES

- e. Raymond Glover as Assistant Professor of Family Practice, Family Practice Residency Program/Cheyenne, effective May 11, 1992, at an annual (12-month) salary rate of \$85,008. This is a tenure-track appointment.
- f. Pamela G. Gross as Assistant Professor of Family Practice, Family Practice Residency Program/Cheyenne, effective May 11, 1992, at an annual (12-month) salary rate of \$85,008. This is a tenure-track appointment.
- g. Joe K. Schoeber as Assistant Professor of Family Practice, Family Practice Residency Program/Casper, effective June 1, 1992, at an annual (12-month) salary rate of \$85,008. This is a tenure-track appointment.

- h. Karl G. Williams as Assistant Professor of Pharmacy Law/Administration, in the School of Pharmacy, effective August 24, 1992, at an annual (9-month) salary rate of \$38,004. This is a tenure-track appointment.

### **Administrative Appointment**

#### **COLLEGE OF BUSINESS**

- a. Anthony F. McGann, Professor of Marketing, as Chair of the Department of Management and Marketing for a three-year period, effective July 1, 1992, at his present annual (9-month) salary rate of \$65,124.

### **Administrative Reappointments**

#### **COLLEGE OF ARTS AND SCIENCES**

- a. Stephen L. Bieber, Associate Professor of Psychology, as Chair of the Department of Psychology for a one-year term beginning August 15, 1992.

- b. Robert S. Cochran, Professor of Statistics, as Chair of the Department Statistics for a one-year term beginning August 15, 1992.

#### **GRADUATE SCHOOL**

- c. Thomas G. Dunn reappointed as Dean of the Graduate School for a three-year period effective August 1, 1992 through July 31, 1995.

## Adjunct Appointments

### COLLEGE OF AGRICULTURE

- a. Carolyn Hull Sieg, as Adjunct Professor of Range Management, for the period May 1, 1992, through April 30, 1993.

### COLLEGE OF ARTS AND SCIENCES

- b. Lloyd Mark Agte, as Adjunct Professor of English, for the three-year period August 20, 1992, through August 20, 1995.
- c. Everett Helmut Akam, as Adjunct Professor of History, for the three-year period August 20, 1992, through August 20, 1995.
- d. Robert K. Carlson, as Adjunct Professor of English, for the three-year period August 20, 1992, through August 20, 1995.
- e. David Lee Cherry, as Adjunct Professor of Political Science, for the three-year period August 20, 1992, through August 20, 1995.
- f. Thomas J. Clifford, as Adjunct Professor of Zoology, for the three-year period August 20, 1992, through August 20, 1995.
- g. Julie G. Horsch, as Adjunct Professor of Zoology, for the three-year period August 20, 1992, through August 20, 1995.
- h. James A. Howard, as Adjunct Professor of Zoology, for the three-year period August 20, 1992, through August 20, 1995.
- i. David A. Kathka, as Adjunct Professor of History, for the three-year period May 1, 1992, through April 30, 1995.

- j. Floyd W. Kelly, as Adjunct Professor of Chemistry, for the three-year period August 20, 1992, through August 20, 1995.
- k. Mary K. Kubichek, as Adjunct Professor of Communication, for the three-year period August 20, 1992, through August 20, 1995.
- l. James A. Milek, as Adjunct Professor of Zoology, for the three-year period August 20, 1992, through August 20, 1995.
- m. Gerald E. Nelson, as Adjunct Professor of Geography, for the three-year period August 20, 1992, through August 20, 1995.
- n. James W. O'Neill, as Adjunct Professor of History, for the three-year period August 20, 1992, through August 20, 1995.
- o. Helon Howell Raines, as Adjunct Professor of English, for the three-year period August 20, 1992, through August 20, 1995.
- p. Gretchen E. Wheeler, as Adjunct Professor of Communication, for the three-year period August 20, 1992, through August 20, 1995.

**Reappointments**

The following reappointments were approved for the 1992-93 academic year, or as otherwise noted.

<u>Name</u>	<u>Department</u>	<u>Rank</u>
<b><u>COLLEGE OF ARTS AND SCIENCES</u></b>		
Wiener, John D. (08/31/92-06/30/93)	Geography & Recreation	Visiting Assistant Professor

COLLEGE OF ENGINEERING

Oolman, Larry D. (07/01/92-06/30/93)	Atmospheric Science	Temporary Assistant Professor
Pierre, John W. (07/01/92-06/30/93)	Electrical Engineering	Assistant Professor
Toth, James J. (07/01/92-06/30/93)	Atmospheric Science	Temporary Assistant Professor

Leaves of Absence Without Pay

The following leaves of absence without pay were granted for the periods and under the conditions cited.

COLLEGE OF ARTS AND SCIENCES

- a. John H. George, Professor of Mathematics and Head of the Department of Mathematics, for the 1992-93 academic year for personal reasons.
- b. Judith Jacobsen, Assistant Professor of Geography and Recreation, for the 1992-93 academic year for personal reasons. Professor Jacobsen was on leave without pay during 1991-92.
- c. Raytcho Lazarov, Professor of Mathematics, for the 1992-93 academic year to teach at Texas A&M as a visiting professor.
- d. Britton Theurer, Associate Professor of Music, for the 1992-93 academic year to teach at East Carolina University as a visiting professor.



COLLEGE OF HEALTH SCIENCES

- e. Beverly Taheri Kennedy, Associate Professor of Nursing, for the 1992-93 academic year for personal reasons.

COLLEGE OF LAW

- f. Dee Pridgen, Professor of Law, for the 1992-93 academic year to teach at Catholic University as a visiting professor.

Changes in Sabbatical Leave

COLLEGE OF AGRICULTURE

- a. At the December 13 - 14, 1991, meeting of the Trustees, Jeffrey Lockwood, Professor of Plant, Soil, and Insect Sciences, was granted a sabbatical leave for the six-month period September 1992 through February 1993. Professor Lockwood requested and was granted a sabbatical leave change to the six-month period September 1993 through February 1994.

COLLEGE OF LAW

- b. At the December 13 - 14, 1991, meeting of the Trustees, Robert B. Keiter, Professor of Law, was granted a sabbatical leave for the 1992 fall semester. Professor Keiter requested and was granted a sabbatical leave change to a leave of absence without pay for the 1992 fall semester. He will teach at the University of Utah as a visiting professor.

## Retirements

<u>Name</u>	<u>Position</u>	<u>Birth Date</u>	<u>Employment Date</u>	<u>Retirement Date</u>
Byers, Norma A.	Custodian Physical Plant	03/22/29	09/30/74	07/06/92 with designation as <u>Retired</u>
Deaderick, Joseph	Professor of Art	01/17/30	09/01/59	08/31/92 with designation as <u>Emeritus</u>
Guenther, William	Professor of Statistics	12/17/21	09/01/59	05/08/92 with designation as <u>Emeritus</u>
O'Hashi, Sumiko	Sr. Admin. Secretary Accounting	01/29/27	02/04/74	07/31/92 with designation as <u>Retired</u>
Silver, Howard F.	Professor of Chemical Engineering	09/16/30	04/30/64	07/01/92 with designation as <u>Emeritus</u>

## Recall

William C. Guenther, Professor Emeritus, Statistics, will be recalled on a three-quarter time basis for the 1992-93 academic year at a salary of \$46,284.

Professor Guenther retired from the University on May 8, 1992.

### Part-Time Appointments

Part-time appointments were reported to the Trustees for their information.

### Resignations

- a. Bill Allerheiligen, Head Strength Coach and Lecturer in Intercollegiate Athletics, May 18, 1992.
- b. Rhonda Blanford, Assistant Track Coach and Lecturer in Intercollegiate Athletics, May 31, 1992.
- c. Frederick Deiss, Associate Professor of Family Practice, Family Practice Residency Program/Casper, July 6, 1992.
- d. Richard E. Ewing, Professor of Mathematics, Chemical Engineering, and Petroleum Engineering, August 28, 1992.
- e. Richard Fleck, Professor of English, May 9, 1992.
- f. Dawn C. Ford, Assistant Professor of Pharmacy, June 12, 1992.
- g. Debbie H. E. Kalvee, Senior Assistant Librarian, May 15, 1992.
- h. Glenn D. Legg, Assistant Baseball Coach and Lecturer in Intercollegiate Athletics, June 14, 1992.
- i. George J. Moyer, Director, Wyoming Center for Teaching and Learning-Laramie, July 31, 1992.
- j. Sue H.E. Warnock, Associate Professor of English, May 9, 1992.
- k. John P. Warnock, Professor of English, May 9, 1992.

Six faculty members accepted positions elsewhere, two faculty members left for family related reasons, one left to pursue other interests, and two left for personal reasons.

**PHYSICAL PLANT AND  
EQUIPMENT COMMITTEE**

President Hammons called on

Chairman Updike for a report from the

Physical Plant and Equipment Committee meeting held on July 17. Committee members Updike, Jorgensen, Kinnaman, and Kirk and ex-officio members Hammons and Roark attended the committee meeting, along with other Trustees and University staff.

Committee member Schutte was absent. Based on the committee meeting, the following recommendations and reports were presented to the full Board.

**Construction Contract for Central Energy Plant Baghouse**

The central energy plant baghouse (CEP), designed by Pappas and Pappas Architects, Cheyenne, and Merrick Engineers, Denver, Colorado, was advertised for bidding in compliance with Wyoming Public Works statutes. Bids were received on June 18, 1992, from two bidders, one in-state and one out-of-state, for the equipment and installation of the baghouse expansion.

The recommendation was to proceed with construction of two additional baghouse modules. Two modules, rather than three which were bid, were recommended based on a study and modeling of the steam distribution system. The study included an additional 20,000 pounds per hour of maximum steamload for an additional 280,000 to 300,000 square feet of anticipated facilities for the next five years -- the American Heritage Center, Botany Conservatory, Regulated Materials Management Center, Law Building Addition, Minerals Research and Reclamation Center and the Environmental Simulation Laboratory. Installation of the two modules will enable the CEP to provide heat to the new facilities and still have reserve capacity for nearly 300,000 square feet of new

structures. Anticipating future energy conservation measures, the CEP's capacity will not be exceeded in 10 years minimum, and may be adequate for even longer, depending upon the type of future structures and the levels of energy conservation.

The low bid, which was for construction of three baghouse modules, was \$720,207.

This exceeded the initial budget of \$400,000 for several reasons:

1. The boilers are operated at oxygen levels of 110 percent of design which equates to 130 to 140 percent of design air capacity. The additional air volume impacts the original sizing of baghouse modules.
2. The original construction estimate anticipated only minor modification of the manifold ductwork. However, the final engineering design requires significant modification of the manifold ductwork from the boilers to the baghouse modules.
3. The design bid included an additional module for operational safety; it would have allowed the CEP to maintain full operations at the three boiler capacity with one baghouse out of service.

In addition, the low bid received for this project excluded performance testing and portions of the required ductwork. When adjusted for these two items, the value of the low bid was \$782,082, plus the foundation which is estimated at \$12,000. The foundation is to be a separately bid item.

The original bid was adjusted by reducing the number of installed modules from three to two, and increased by inclusion of performance testing and additional ductwork. The amount of the adjusted bid is now \$660,175, which is \$260,175 over budget.

The additional cost of the project will be funded by applying funds earmarked for the replacement of high voltage cabling that are in excess of the low bid for this project, and by redirecting a portion of the bond funds earmarked for modifications to the steam distribution system. Deferring modifications to the steam distribution system will not prevent us from increasing steam pressures on campus to levels prescribed in the steam distribution study and model made in conjunction with this project.

Based on the evaluations and a recommendation from the Physical Plant and Equipment Committee, Mr. Updike moved that a contract for construction of a two-cell addition to the baghouse of the central energy plant be awarded to W. G. Dale Electric, Cheyenne, Wyoming, not to exceed \$660,175. The reason for the not to exceed figure is that the performance testing is not finalized. The above figure includes the maximum costs for the testing procedures which would include retesting of the existing as well as the new modules. The motion was seconded by Mr. Jorgensen, and it carried.

#### Construction Contract for Law Library Addition

The College of Law library addition and renovation was advertised for bidding, in compliance with Wyoming Public Works statutes, on June 16, 1992.

Bids were received for the Law Library Addition and Renovation from four in-state general contractors on July 16, 1992. The bids received included a base bid and six alternates as follows:

- |          |   |
|----------|---|
| Base Bid | Construction of the Law Library Addition and renovation to portions of the existing building. |
| Alt. 1   | Construction of an Educational Addition.  |
| Alt. 2   | Construction of a portion of the Educational Addition within the                              |

Library Addition if Alternate 1 could not be accepted.

Alt. 3 & 4 Recarpeting of the existing building.

Alt. 5 & 6 Substitutions of Electrical Equipment.

The budget for this project was \$2,022,935 which included \$1,451,627 for construction. The remainder of the budget provides for the furnishings, construction contingencies, design costs, administrative costs, moving costs and a small renovation project completed last summer.

The funding for the project includes \$850,000 of Legislative Appropriation and the remaining \$1,170,000 was to be acquired through fund raising efforts of the College. That fund raising effort has netted approximately \$900,000 to date. The University is prepared to pledge up to \$250,000 of interest funds accumulated from the 1991 Bond Issue to offset the shortfall in the fund raising efforts.

Including Alternates 1, 3 and 4 in the low bid received, the bid would total \$1,410,700. That would be approximately \$40,000 less than the budget for the construction.

The Facilities Planning Office has not had the opportunity to verify all statutory requirements with the low bidder. The statutory requirement of not subcontracting more than 20% of the work to out of state subcontractors to maintain in-state status will present the biggest risk in awarding the contract at this time. However in quantifying that risk, the contractor is required to submit, at the time of bidding, a list of major subcontractors and the amount of work it will complete with its forces. Using that list of subcontractors and the amount of work to be complete by the contractor along with the normal estimated value of the work, it can be verified that approximately 75% of the bid

has met the statutory requirement.

Based on a recommendation from the Physical Plant and Equipment Committee, Mr. Updike moved that a contract for construction of the Law Building Additions and Renovation be awarded to Spiegelberg Lumber and Building Company, Laramie, Wyoming not to exceed \$1,410,700 contingent upon the verification of all statutory requirements under the Public Works Statutes for in-state contractors. The motion was seconded by Mr. Harris, and it carried.

### Campus Bicycle Paths

As recommended by the University Bicycle Safety Committee, on March 30, 1992, President Roark appointed an ad hoc Bicycle Route Planning Committee. The committee was composed of students, staff, and faculty and chaired by Dr. George Krell, Director of Physical Plant. The committee developed and recommended a plan for implementation of bicycle routes on campus. On May 15, 1992, the plan was approved. The Physical Plant Department is now in the process of establishing the routes and the University Police Department is now printing the new bicycle regulations. This work is expected to be completed by the start of the fall semester.

In making its recommendation, the committee considered all three modes of transportation, walking, biking, and driving, equally and attempted to arrive at an equitable compromise. It was determined that the most effective routes would be an east-west extension of the north and south streets adjacent to Prexy's Pasture. Because bicyclists enter campus at many locations, consideration was given to making the proposed routes easily accessible. With major concentrations of bicyclists located in the residence hall and student apartment areas, special emphasis was given to providing for



their needs.

Major changes, as noted on the attached drawings (Enclosure 3, gray), will be required to accommodate the bicycle routes. One of the changes included will be the elimination of the parallel parking around the outside perimeter of Prexy's Pasture. This is necessary to install a two-way, 10-foot wide route in that location. It will reduce the parking around Prexy's Pasture by 40 to 50 spaces which can be accommodated in parking lots north of campus.

Another major change will be to reverse the direction of traffic flow on the one-way streets around Fraternity/Sorority Row in order to maintain both vehicular and bicycle traffic in the same direction. This will require some modifications to the City traffic signal at 15th Street and Sorority Row. The City Traffic Commission has approved this request, and we are working with them to accomplish these needs as soon as possible.

Other changes will include constructing bike parking areas, adding and widening sidewalks, and providing regulatory signs. Some existing sidewalks will be designated as dual-use routes for bicycles and pedestrians and several of the campus streets will be used by both bicyclist and motorist. The upcoming year will provide the experience necessary to determine if these routes can accommodate these varying modes of transportation in a safe, compatible manner.

The University Police Department has developed regulations to accompany the new bicycle routes, a copy of which is attached as Enclosure 4, green. They are planning an education and permitting program to introduce these new requirements to bicyclists. The cooperation of pedestrians and motorists, as well as bicyclists, is necessary to make

the program work and to assure everyone's safe transportation in the campus community.

Future concerns in administering the program will be jointly addressed by the University Parking and Circulation Committee and the University Police.

Travis Gentry noted two corrections that should be made to the Bicycle Regulations. First, Section 4, A. "The registration fee is \$4.00 and is valid for four years," does not provide for those students who may require longer than four years to finish their degree program, nor the faculty and staff who ride bicycles. Second, Section 5, 5. A rear reflector is also required by Wyoming State Vehicle Code for bicyclists traveling at night.

#### **Laramie Area Transportation Planning Process Recommendations**

The Campus Master Plan recommends the ultimate closure of 15th Street and Lewis Street to through traffic to allow the development of the walking campus. In this regard, the Facilities Planning Office has continued to pursue the redirection of the Laramie Area Transportation Planning Process (LATPP) relative to the streets adjacent to the campus.

The LATPP has three committees to review requests for changes in street designations: the Citizens' Committee, the Technical Committee, and the Policy Committee. The University has a representative on the Technical and Policy Committees.

A single presentation was made to all three committees of the LATPP on the expansion of campus, the reasons for creating a walking campus, and the needs for future redesignation and closure of streets. The presentation included the safety aspects

related to pedestrian/automobile conflicts. Each committee then deliberated at separately scheduled meetings.

On May 7, 1992, the Citizens' Committee recommended that 15th Street not be closed. However, it did suggest that the issue be reconsidered after the 22nd Street extension is completed and its effect on 15th Street can be evaluated.

Roger Baalman, Director of Facilities Planning, presented additional data to the Technical Committee at their meeting held on May 21, 1992, and provided a clarification of the University's request. The information provided by Mr. Baalman follows:

"The University of Wyoming proposed Master Plan is dependent upon the reconsideration of the street and traffic patterns in and around the campus. The primary concerns are for the safety of individuals, be it pedestrian, bicyclist or motorist.

"The University is proposing to close the main campus to public vehicular traffic exclusive of emergency, mass transit and maintenance vehicles creating a perimeter traffic flow with parking along that perimeter route. The purpose is to create a central campus that can be safely maneuvered by pedestrians and bicyclists.

"The proposed Master Plan I have provided you will indicate our intentions. The University is requesting the following:

1. The closure of 15th Street between Willet and Grand Avenue to the public when the 22nd Street and Harney Street extensions are complete. Several studies completed in the past for the LATPP indicate that 15th Street is hazardous, and the recommendations do not appear feasible, and in some cases lack aesthetic consideration conducive to a quality University campus.
2. The closure of Lewis Street when the University has acquired all properties incident upon the street to allow expansion to the north of the present campus. The closure of 10th through 14th Streets would also be part of the Lewis Street closure request. In the long term, the closure of Bradley will be requested when the University has acquired the properties incident upon that street, also.
3. Downgrade Iverson Street to a local street with the potential of perpendicular or angled parking on one side and a clear bicycle path on the other side to eliminate bicycles and automobiles in the same lanes.

"The closure of streets must include the closure of the alleys, as well. The University will negotiate easements for public utilities with the caveat that configuration of the present utility grids may change.

"The University will ultimately close Prexy's Pasture to general public vehicular traffic and parking to accomplish the 'walking campus.'

"Again, the safety of individuals maneuvering in and around campus is our primary goal in this request, and I hope the goal of those within the community."

The Technical Committee discussed many alternatives to the University's request and considered the Citizens' Committee recommendation. The recommendation of the Technical Committee was:

1. Downgrade Lewis Street between Ninth and 15th Streets from arterial to local status until all property has been acquired by UW with the possibility of closure then.
2. Delay action on the request to close 15th Street until 22nd and Harney Streets are open and their effect on 15th Street can be evaluated.
3. The downgrading of Ivinson Avenue can be dealt with administratively.

On May 26, 1992, the Policy Committee met to consider the recommendations of the Citizens' and Technical Committees. The additional data provided by the Facilities Planning Office to the Technical Committee was also provided to the Policy Committee. Again, several alternatives to the University's request were discussed in detail. The Policy Committee passed the recommendations of the Technical Committee on to the City Council for consideration. The City Council has not yet considered the recommendations.

### Progress Report 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.

### INVESTMENT COMMITTEE

President Hammons called on Chairman Jorgensen for a report from the Investment Committee meeting held on July 17. Committee members Jorgensen, Bonner and Brown and ex-officio members Hammons 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.

### Change of Custodian

In 1984 the Board of Trustees completely restructured the investment program of the University of Wyoming. The changes included the designation of Central Bank of Denver, Colorado, as custodian for the University's securities.

Since the appointment of Central Bank, the custodial function for securities has changed significantly. Evidence of ownership is no longer provided by the issuance of stocks and bonds, unless otherwise requested by the owner. Ownership is now recorded electronically through a central clearinghouse, the Depository Trust Corporation of New York.

The Depository Trust Company, a service company owned by members of the financial industry, is a national clearinghouse for the settlement of trades in corporate and municipal securities. DTC also performs securities custody services for its participating banks and broker-dealers.

DTC was created to prevent another paperwork crisis like that of the late 1960's. Its primary mission is to reduce the cost of securities services offered to the public by its participants. It does so through its automated systems, its telecommunications links with more than 600 participants and others, and its relationships with the hundreds of firms that serve as transfer agents, paying agents, exchange agents, and redemption agents for securities issuers.

The custodian no longer handles stocks and bonds. It verifies all trades, receives interest and dividends, distributes income and provides reporting for all transactions and balance sheets for all accounts.

The transition from a paper environment to an electronic environment has greatly simplified the recording of security transactions, and the cost of doing so has declined significantly.

The cost of custodial services provided by Central Bank now approximates \$18,000 per year. All major financial firms now provide the same custodial services at a nominal fee. If a client of the firm, the services are usually provided at no charge.

In order to save substantial sums now paid for custodial services, and based on a recommendation from the Investment Committee, Mr. Jorgensen moved to terminate the University's custodial agreement with Central Bank and appoint the firm of Dean Witter as its custodian. The motion was seconded by Mr. Bonner, and it carried.

#### **Quarterly Report, University Investments**

A quarterly report on the status of the University investments, excluding the W. R. Coe and Charles Chacey Kuehn Estate funds, as of June 30, 1992, was provided to the Investment Committee for information only.

### September 17 Meeting

Chairman Jorgensen announced that a meeting of the Investment Committee has been scheduled for Thursday, September 17, from 1:00 to 5:00 p.m. to meet with Investment Adviser John Vann and investment managers, Dreman Value Management and J. M. Hartwell. He extended an invitation to all Trustees to attend.

### **DEVELOPMENT COMMITTEE**

President Hammons called on

Trustee Bonner for a report from the

Development Committee meeting held on July 17. Trustees Bonner and Brown attended the committee meeting; Trustees Schutte and Sharratt were absent. The following report and recommendations were presented to the full Board:

### Approval of Vore Buffalo Jump Memorandum of Understanding

The Vore Buffalo Jump, located very close to Interstate 80 near Beulah, Wyoming is an archeological treasure. Like several other buffalo jumps in the nation, native Americans used this site for the buffalo kills that were essential to their survival over the winter; the Vore site was used for at least 300 years, from perhaps as early as 1540 until near the end of the last century. For reasons of geology and climate, the Vore site is unique in that it has considerable vertical extension, which will allow archaeologists and other scholars to examine the early history of the Plains Indians as a function of time.

The Vore family deeded the property to the University in 1989 with a proviso that UW develop and open the site to the public by September 2001. In 1991 the Vore Buffalo Jump Foundation was established to support the University's efforts to develop

the site for purposes of furthering research, education, and economic development. In January, 1992, representatives of the Vore Buffalo Jump Foundation met with the Board of Trustees, indicating their willingness to undertake a major fund-raising role devoted to the development of the Vore Buffalo Jump.

A delegation from the University, including Trustee Jeri Kirk, Provost Al Karnig, Vice Presidents Derek Hodgson and Pete Simpson, Special Assistant David Baker, and Professor Charles Reher met with members of the Vore family in Spearfish, South Dakota on June 1 to discuss and explain the University's progress and intentions. Subsequent to that meeting, it was agreed that the University would establish a working group of UW administrators. The members of the Vore family restated their desire to have the development undertaken by UW, primarily because of the family's commitment to education and research.

The working group met with members of the Vore Buffalo Jump Foundation in Sundance on June 29 to discuss and reach agreement on a memorandum of understanding between UW and the Vore Buffalo Jump Foundation. The memo of understanding states that the University of Wyoming will not divert funds from its annual legislative appropriations to the development of the site, but that the University is committed to the success of the project and will pursue funding sources other than state appropriations. The Vore Buffalo Jump Foundation is expected to help in the private sector and perhaps some public fund-raising. The Vore Buffalo Jump Foundation would undertake to raise \$750,000 (about 10 percent of the project cost) by July 1, 1994, with additional fund-raising efforts to be determined in the future. After the Vore Buffalo Jump is opened to the public, the Vore Buffalo Jump Foundation would become the



local advisory board for the project at the sole discretion of the UW Board of Trustees. A representative of the Woodrow Vore family is included as a signatory to the MOU.

It was recommended by the Development Committee that Trustees approve of the Memorandum of Understanding, included as Enclosure 5, cherry. Based on that recommendation, it was moved by Trustee Bonner, seconded by Trustee Kirk and carried that the Memorandum of Understanding be approved.

#### **Naming of Law Library Addition Rooms**

The College of Law requested that the seminar room and the student lounge, in the Law Library addition be named to honor the late William A. Brown. The firm of Brown and Drew contributed part of a \$87,000 gift for the Law Library addition. It was moved by Trustee Bonner, seconded by Trustee Brown and carried that the two rooms be named in memory of Mr. Brown.

#### **Report on Meeting of UW Foundation**

It was reported that new officers had been elected to the UW Foundation Board. They are: Mary Gullikson, President; Al Wolfe, First Vice President; Earl Madsen, Second Vice President; and Tom Smith, Secretary. Four directors have recently retired. They include Cliff Hansen, Louis Mack, George Millett, and Tom Sawyer.

The Foundation Board and Development Office staff met this spring to define steps in University fund raising. A fund-raising flow chart developed by Win Hickey will be shared with the Board of Trustees by letter at a later date.

Based upon Agenda 2000 objectives, President Roark has identified, the Honors Program, undergraduate teaching excellence, and endowed faculty positions as central fund-raising priorities for the University and the Foundation Board. President Roark said he has also asked the Foundation Board to add as a central priority initiatives being undertaken to establish degree programs and an interdisciplinary research center in Environment and Natural Resources.

President Hammons remarked that she was impressed with the new approach wherein Foundation Board members are assigned to colleges. She thought it would enable them to assist in identifying and carrying out specific ideas for alumni fund raising.

Trustee Brown commented that the meeting between the Foundation Board and the Alumni Association had been very positive, and that there are plans to hold an annual meeting between the groups.

#### Summary of Private Giving, 1991-92

President Roark reported that private giving in 1991-92 was \$5.4 million, making it only the second time in history that UW has received over \$5,000,000,000 in private gifts. The number of gifts increased substantially, gifts to the annual fund reached an all-time high, and one large gift contributed to the amount.

## COMMITTEE OF THE WHOLE

The Committee of the Whole met on Friday, July 17 to address the following:

### Amendment to Regulations of the Trustees, Chapter VII., Section 3.b.

Section 3.b of Chapter VII of the Trustee Regulations provides for supplemental salary compensation for employees. Currently, employees who have been granted a sabbatical leave may receive compensation from sponsored research grants and contracts awarded to the University, up to a maximum of 40 percent of their approved academic year salary, if funding from the grant or contract is an integral component of the sabbatical proposal. It was recommended that this policy be incorporated into the Trustee Regulations.

The Committee of the Whole recommended to the Trustees of the University of Wyoming that Chapter VII., Section 3.b. be amended with additions being capitalized and deletions being lined out as follows:

\* \* \* \* \*

#### Section 3. COMPENSATION

##### b. Supplementary Compensation. . .

(f) When approved by the appropriate University authorities, full-time employees on academic year appointments may earn up to one-third of their base salary for services rendered during the period from Spring commencement to REPORTING DATE. ~~registration.~~

(G) WHEN APPROVED BY THE APPROPRIATE UNIVERSITY AUTHORITIES, EMPLOYEES WHO HAVE BEEN GRANTED A SABBATICAL LEAVE MAY RECEIVE COMPENSATION FROM SPONSORED RESEARCH GRANTS AND CONTRACTS AWARDED TO THE UNIVERSITY, UP TO A MAXIMUM OF 40 PERCENT OF THEIR APPROVED

ACADEMIC YEAR SALARY, IF FUNDING FROM THE  
GRANT OR CONTRACT IS AN INTEGRAL COMPONENT OF  
THE SABBATICAL PROPOSAL

\* \* \* \* \*

It was moved by Trustee Kirk and seconded by Trustee Bonner that the above amendment to the Trustee Regulations be approved as presented. The motion carried.

**Tuition Charged Non-resident UW Graduates and Spouses**

Discussion of tuition charged non-resident UW graduates and spouses was deferred until the September meeting.

**TQM Briefing**

Total Quality Management (TQM) is a philosophy that allows quality-driven organizations to meet the needs and exceed the expectations of their customers. It involves building quality into an organization's products and services by using empowered workers to continually improve the organization's systems and processes.

Vice President Baccari reported that implementation of a total quality management approach on campus had first been considered in 1989. It was based on UW alumni Edward Deming's principles of customer focus, quality, process control, continual improvement, developing willing workers, and empowerment. Successes on campus have included a registration team, which made registration faster and more efficient, a housing team that addressed problems in that area, and a team to consider the TQM proposal.

In response to a request for proposals from IBM, Vice President Dan Baccari and other representatives from the Division of Administration and Finance teamed up with

faculty members representing a variety of academic disciplines to develop a statewide quality initiative. The University of Wyoming's TQM proposal, called Quality U-Wyo, was presented to IBM in April of this year. The program envisages applying the principles of TQM to radically improve the University's basic processes of teaching, curriculum development, research, and administration. Various projects and activities are proposed for implementation through August, 1993, and a tentative budget to support these plans has been outlined.

Dennis Coon, Douglas Bonett, Francis Long, and Sam Taylor are four faculty members who have been instrumental in development of the program. Dr. Bonett, Associate Dean in the College of Business and Adjunct Professor of Statistics, gave an informative presentation on TQM to the Committee of the Whole. He outlined TQM's basic principles, described projects that would incorporate TQM on campus, and talked about long-term goals of the project. Projects include expanding the scope of TQM instruction in the Business and Engineering curricula by modifying existing courses and introducing innovative new courses, offering a new interdepartmental minor in TQM, introducing graduate/executive TQM classes, implementing TQM principles in the curriculum development process; initiating a multidisciplinary program of TQM research to advance knowledge and support the TQM teaching effort; developing comprehensive computerized evaluation systems of instructional effectiveness to enable continuous improvement, enabling all colleges in the University to introduce TQM modules in their courses, support ongoing efforts to apply TQM to the operations of the Division of Administration and Finance, helping replicate the achievements of the Division of Administration and Finance in other administrative units of the University; instructing business throughout the state in the application of TQM concepts, working with industry

to incorporate its needs in the educational process; working with governmental agencies and educational institutions in Wyoming to find ways to use TQM to improve the ability and efficiency of their services; sharing its methods and findings with organizations and educators across America, and launching a statewide program aimed at fostering all-round excellence.

Martha Williams, Dean of the College of Health Sciences, spoke on TQM's emphasis on quality. A goal is to develop a knowledge base focusing on quality, through the classroom and public service. Dr. Francis Long, Professor of Electrical Engineering, talked about developing coursework with a common purpose across campus. Associate Provost Ken Griffin also made a short presentation on TQM, and announced four faculty members will be attending a total quality management conference in Lehi, Pennsylvania. He will let Trustees know when the dates are finalized.

Trustee Hammons thanked those who made presentations to the Board.

## UNFINISHED BUSINESS

### Title IX

President Roark reported to the Board that he, Special Assistant Baker, and Paul Roach held a telephone conference meeting on July 10, 1992 with Kevin Daly of the Office of Civil Rights in Denver. The conference call lasted approximately an hour and fifteen minutes. Thirteen areas of compliance were discussed, two of which were very of primary significance:

1) Financial Assistance The amount of financial assistance given to men and women was found to be acceptable, based on the proportion of their participation in the program by gender of student athletes. It was reported that 22 percent of women athletes received 27 percent of the dollars in both 1989-90 and 1990-91.

2) Interests and abilities The Office of Civil Rights (OCR) looked at participation opportunities vs. the percent of student population. It was found that of UW's 47 percent population of female undergraduates, only 27 percent participated in athletics in 1990-91. The Office of Civil Rights would like to see UW move toward parity. UW will be required to do a survey of student interests and abilities, using the largest population possible, keeping it open ended, and gathering data on sports offered in Wyoming high schools and high school level sports. The Office of Civil Rights agreed that UW could write a letter addressing the factor of UW's large population of older students. There is no firm timetable, but OCR will be looking to see that UW is making a good faith effort in the right direction.

Other areas, including equipment, scheduling of games and practices, travel and per diem, tutoring, coaching, medical and training, housing and dining, publicity, support services, recruiting, and courtesy cars were found to be in compliance.

## NEW BUSINESS

President Hammons announced that she now has a seat on the Post-secondary Education Planning and Coordinating Council (PEPCC). Members will be devising criteria for multi-institutional governance of higher education in Wyoming. President Hammons asked Trustees to let her know if they would like to receive PEPCC materials.

Staff Council President Kay Augustin said that she was familiarizing herself with the basic roles and responsibilities of her new position. She announced that Pat Wolfenbarger, editor of special assignments in News Service, was the staff employee of the quarter. Staff Council is setting up visitations for Trustees in cooperation with Vern Shelton's office.

**ADJOURNMENT AND DATE OF NEXT MEETING**

There being no further  
business to come

before the Board, the meeting adjourned at 9:50 a.m. The next meeting is scheduled for  
September 17-18, 1992 in the Old Main Board Room.

Respectfully submitted,

Donna J. Mecham  
Deputy Secretary



MINUTES  
CONFERENCE TELEPHONE MEETING  
EXECUTIVE COMMITTEE OF  
THE TRUSTEES OF THE UNIVERSITY OF WYOMING

June 2, 1992

The Executive Committee of the Trustees of the University of Wyoming met during a telephone conference call beginning at 9:00 a.m. on June 2, 1992. Those participating were Trustees Deborah Hammons, Dave Bonner, Lee Harris, Bryan Sharratt, and Bud Updike, and University personnel Terry Roark, Dan Baccari, and Roger Baalman. The purpose of the call was 1) to review construction contract bids for the Regulated Materials Management Center (RMMC), 2) to consider a Wyoming Union Board request for further remodeling of the Wyoming Union, and 3) to discuss the administration's negotiations with Union Telephone Company regarding electrical power access at Elk Mountain.

Five in-state general contractors submitted bids for construction of the Regulated Materials Management Center. The bids consisted of a base bid and seven alternates. The base bid was for the site development and the waste management wing. The first alternate was to add the chemical storage wing; the other alternates were minor adjustments to the finishes and waterproofing of the building. One contractor made a mistake in his bid and requested that his bid be withdrawn without penalty or taking of the bid bond. Of the remaining four bids, L.M. Olson of Rawlins, Wyoming had the low bid for the total project of \$3,032,650.00. It was moved by Trustee Bonner, seconded by Trustee Harris and carried that L.M. Olson be awarded the bid contract. Trustee Bonner further moved that the bid of the contractor who made an error be removed without penalty and without affecting his bonding status. Trustee Harris seconded the motion and it carried.

Vice President Baccari asked that Trustees approve the Wyoming Union Board request to upgrade fire and electrical service, signs, and remodeling of meeting areas at the Wyoming Union at a cost of \$255,407. The funds would come from the cash reserves and revenues generated from student Union fees earmarked for remodeling and renovation. It was moved by Trustee Harris and seconded by Trustee Sharratt that the request be approved. The motion carried.

Conference Telephone Meeting  
Executive Committee of the Trustees  
of the University of Wyoming

June 2, 1992

Page 2

Union Telephone Company is seeking approval to access electrical power at Elk Mountain. The land belongs to Union Pacific; the University of Wyoming has exclusive control of electrical power on Elk Mountain through Carbon Power and Light. Vice President Baccari asked for approval from the Trustees to negotiate an agreement, and suggested that the University charge \$35,000 for access, plus an additional amount of \$500/month for 20 years. After discussion, it was agreed that Vice President Baccari should proceed with negotiations.

In addition, Trustee Hammons, at Trustee Updike's request, suggested that Trustees hold a special session, possibly on Thursday evening before the next regular meeting, to focus on how Trustees could better help UW and the administration.

There being no further business to come before the Executive Committee, the telephone conference meeting adjourned at 9:40 a.m.

Respectfully submitted,



Donna Mecham  
Deputy Secretary

MINUTES  
CONFERENCE TELEPHONE MEETING  
EXECUTIVE AND PHYSICAL PLANT COMMITTEES  
UNIVERSITY OF WYOMING TRUSTEES

June 23, 1992

A conference telephone meeting of the Executive and Physical Plant committees of the University of Wyoming Trustees was held on June 23, 1992 beginning at 10:30 a.m. Trustees Deborah Hammons, Dave Bonner, Lee Harris, Pete Jorgensen, Jeri Kirk, Bryan Sharratt, and Bud Updike participated in the call. Provost Al Karnig, Vice President for Finance Dan Baccari, and Facilities Planning Director Roger Baalman also took part in the meeting.

Vice President Baccari called the conference meeting to discuss budget concerns and design of the botany conservatory facility. The project has proceeded to the construction documents needed for the bidding and construction phases of the project. Public advertising on the project is scheduled to begin on June 30, 1992. Bids will be reviewed in July. The project is funded partially by a National Science Foundation grant matched with University funds. In keeping with NSF milestones, construction must begin by September 1, 1992.

The latest estimate for the project is \$1,629,740, which is \$299,740 over the original estimate of \$1,320,000. The cost overrun is attributable to the expense of adding an elevator to the building, increased mechanical system cost, and the higher than anticipated cost for construction of the glass structure. The administration is recommending that the construction budget be increased by \$190,000 to allow construction of the elevator (\$66,000) and to cover the additional cost of the glass work (\$124,000). Uncommitted funds have been identified to cover the requested increase in the construction budget.

The design of the structure was originally planned as an attachment to the south side of the Aven Nelson building. Soils testing of the area revealed a gravel soils base, and construction of an attached addition could disturb the foundation of Aven Nelson. To construct the conservatory adjacent to Aven Nelson would require substantial additional funding to stabilize the soil and structure. It is now recommended that the addition be a free-standing structure. The proposal is to locate the two-story structure, because of fire code, 20 feet south of the Aven Nelson building, connected by a walkway. The first story would be below ground level. The north side would be opaque, and the other three sides would be glass.

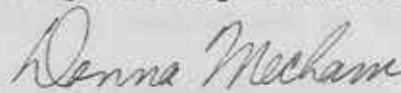
Trustees were concerned about the request to increase the original construction by \$190,000 from the original budget. They also expressed concern about the design concept change and landscaping modifications. Trustees discussed alternatives to the design structure as proposed, including the possibility of reducing square footage or looking at other sites for the facility. Mr. Baccari said that he would have the Physical Plant department prepare a plan to landscape the site and develop a budget to cover landscaping costs not included in the construction budget.

After discussion, it was moved by Trustee Jorgensen, as a member of the Physical Plant committee, to recommend to the Trustees that they move ahead with the design as proposed by Vice President Baccari, including increased budget costs, to go forward with the bids, and then to consider those bids. Trustee Kirk seconded the motion and it carried.

Trustee Harris, as a member of the Executive Committee, moved that the recommendation of the Physical Plant Committee be approved. Trustee Bonner seconded the motion and it carried.

There being no further business to come before the Trustees, the meeting adjourned at 11:50 a.m.

Respectfully submitted,



Donna Mecham  
Deputy Secretary

MINUTES  
CONFERENCE TELEPHONE MEETING  
EXECUTIVE COMMITTEE  
UNIVERSITY OF WYOMING TRUSTEES

July 7, 1992

A conference telephone meeting of the Executive Committee of the Trustees was held on July 7, 1992 at 11:00 a.m. Trustees Dave Bonner, Lee Harris, Bryan Sharratt, and Bud Updike attended the meeting, along with UW President Terry Roark, Vice President for Administration and Finance Dan Baccari, and Director of Facilities Planning Roger Baalman.

The meeting was called at the request of Mr. Baccari to address two items of business, the first being bids for the construction contract of the University's electrical distribution system. President Roark briefed the group, saying that funding for the replacement of the 13.2 kilovolt cabling between Coe Library and Washakie Center was included in the 1991 bond issue, and that funds earmarked for construction were \$120,000. The project was advertised in compliance with the Wyoming Public Works statutes. Three bids were received on June 16, 1992, one from an out-of-state contractor and the others from in-state contractors. The bids were all considerably less than \$120,000. Mr. Baalman explained that part of the reason for the low bids was that 300 feet of duct bank for the College of Business had been deleted from the original estimate. Mr. Baccari reported that the cost to expand the central energy plant baghouse, also funded by the 1991 bond issue, would be higher than anticipated, and the difference will be applied to the baghouse project. The contract for construction of the electrical distribution system must be awarded by July 16, one day prior to the meeting of the full Board of Trustees. The bids received were as follows:

Power Electric, Salt Lake City	\$49,350
Modern Electric, Casper	\$52,679
W.G. Dale Electric, Cheyenne	\$49,860

It was recommended by President Roark that the low bid submitted by Power Electric be approved. The bid and qualifications of Power Electric had been investigated and found acceptable. Adding the five percent preference to the low bid would net a preference of \$51,817.50. The in-state bidders exceeded the preference. It was moved by Trustee Harris and seconded by Trustee Updike that the Trustees accept the bid of Power Electric and that a notice of award be forwarded immediately. The motion carried.

The second item of business was to approve negotiations between the Facilities Planning Office and a consultant for environmental assessment and historical survey of the Minerals Research and Reclamation Center (MRRC). The item was being forwarded to Trustees at this time so that Mr. Baalman could submit a quarterly report to the Department of Environmental Quality. Advertisement for professional services to perform an environmental assessment and historical survey for the MRRC was completed in compliance with the agreement between DEQ/AML and the University. Only one response had been received by the closing date of June 19, 1992.

The only respondent to the Request for Qualifications was Mariah Associates, Inc., Laramie, Wyoming. Ordinarily qualifications of competing firms would be reviewed by the planning team, interviews held and a recommendation ranking the three top qualified firms would be made. However, in this case the qualifications of Mariah were reviewed by the planning team and found acceptable. Therefore, it was recommended that the Trustees authorize the Facilities Planning Office to negotiate an agreement with Mariah Associates, Inc., Laramie, Wyoming, to conduct an environmental assessment and historical survey for the Minerals Research and Reclamation Center site. Based on the above recommendation, it was moved by Trustee Updike, seconded by Trustee Harris and carried that negotiations proceed.

There being no further business to come before the Trustees, the meeting adjourned at 11:20 a.m.

Respectfully submitted,

*Donna J. Mecham*  
Donna J. Mecham  
Deputy Secretary

UNIVERSITY OF WYOMING

UNIVERSITY OF WYOMING

1992-93 School Year

APPLICATION for

1992-93

INNOVATIVE EDUCATION GRANTS

Project name:

UNIVERSITY OF WYOMING OMNIBUS INNOVATIVE EDUCATION PROPOSAL

Other educational entities participating in project:

None

Amount requested: \$300,000

Project duration: 1992-93 and 1993-94

Contact person: Dr. Albert K. Karnig, Provost

Phone: (307) 766-4286

Authorization:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

President, University Trustees

UNIVERSITY OF WYOMING APPLICATION  
for  
1992-93 School Year

Innovative Education Grants

The University of Wyoming proposes to use the 1992-93 Wyoming Educational Trust Fund monies to support five innovative education initiatives. These projects are designed to (1) achieve excellence in undergraduate teaching and curriculum development, and (2) expand both credit and non-credit out-reach programming.

These five initiatives are outlined below. Each was approved by the Deans' Council and developed in consultation with members of the Executive and Deans' Councils as well as relevant faculty and staff. The projects and proposed budget include:

1.	Center for Teaching Excellence	\$100,000
2.	Multi-disciplinary Curriculum Innovations	75,000
3.	Expanded Off-Campus Academic Outreach	40,000
4.	College of Education Extended Program	60,000
5.	Quality U-Wyo TQM Project	<u>25,000</u>
	TOTAL	\$300,000

1. CENTER FOR TEACHING EXCELLENCE

The Center for Teaching Excellence (CTE) was established in 1991-92 with approximately \$300,000 from the Wyoming Educational Trust Fund and \$165,000 in reallocated University of Wyoming resources. During its organizational year, under the guidance of a faculty committee, with an Associate Provost as interim director, the CTE:

- (1) Expanded the role of the Writing Center, funded equipment for a completely networked computer writing classroom, reallocated space in the College of Business for the Writing Center and Writing Classroom, began renovation of the space, and cooperated with the University Studies Program in conducting faculty workshops in the teaching of writing and development of new writing courses campus-wide. The new Writing Center will be completely operational in its new space for Spring 1993.
- (2) Established a university-wide Instructional Services Center. The Center will provide instructional services and assistance to all University of Wyoming faculty and teaching assistants. These services will include production of teaching materials and training and training and development in computer-assisted instruction. The Center was created by bringing together separate media services for College of Education faculty and students, College of Arts and Sciences Computer-Assisted Instructional services for faculty, contributions from Academic Affairs and the academic colleges, and equipment funds from the Wyoming Educational Trust Fund. The Center will open its doors to provide university-wide services Fall 1992.



- (3) A model Science/Math Teaching Classroom was developed for teaching the new Science/Math courses of the teacher education program, as well as the Science courses for University Studies. Funded with equipment from the Wyoming Educational Trust Fund and contributions from the six cooperating departments, the model classroom (made up of two adjoining classrooms formerly used for Physics instruction) will be functional for Spring 1993.
- (4) The CTE will improve the scheduling, coordination and appearance of university classrooms by bringing the classroom coordinator under the Center's organizational structure. She will provide a much-needed data base on classroom utilization, work with the CTE and the administration to more fully utilize classroom space, and bring to the Center's and the administration's attention needed improvements in classroom facilities and equipment.
- (5) The CTE funded state-of-the art computer projection equipment for the University's two large classrooms which hold up to 250 students. The equipment allows the teacher to project clear images on a large screen directly from a computer-lectern. It greatly enhances the quality of lectures in computer science, mathematics, science, and art/design.
- (6) Seventeen individual faculty members received small grants for improving the teaching of specific courses or for curriculum development.
- (7) The CTE sponsored a three-way Teaching Excellence Colloquium for 40 faculty on the topic of Assessment of Student Achievement.

The University's accrediting body, the North Central Association, requires that the University of Wyoming develop a comprehensive campus-wide plan for assessment of student academic achievement coordinated with periodic program reviews by no later than Fall 1994. Other universities have invested from \$400,000-500,000 to establish an office just for assessment. The administration of the University of Wyoming has asked the Center for Teaching Excellence, which works with the University Studies Program and the respective colleges, to assume responsibility for the development of a plan for the assessment of student achievement. The CTE initiated this work with the 1992 Teaching Excellence Colloquium on assessment of student achievement. It will not be possible for the CTE to manage the projects it has initiated, develop new projects to support teaching excellence, write grants for continued funding, and develop the plan for assessment of student achievement without at least a 50% Director and minimal staff support. For the 1992-93 and 1993-94 academic years, the University proposes to use trust funds monies to support the following positions:

**Budget**

- |     |  |          |
|-----|--|----------|
| (1) | Director, Center for Teaching Excellence @50%  | \$47,000 |
|     | The director will be a senior faculty member who has been recognized for teaching excellence and who has administrative experience. The director will be selected from an internal campus-wide search process. |          |
| (2) | Secretarial Support @ 50% and Supplies   | \$20,000 |
| (3) | Coordinator, Assessment of Student Academic Achievement @50%; 25% internal university matching funds and 25% WETF funds = \$66,000   | \$33,000 |

This will be a faculty member selected because of expertise in program assessment and assessment of student achievement. The faculty member will work with the Center for Teaching Excellence, the University Studies Committee, and each academic college and program in development of the plan for assessment of student achievement coordinated with periodic program reviews.

TOTAL \$100,000

**2. MULTI-DISCIPLINARY CURRICULUM INNOVATIONS**

If the University of Wyoming is to meet the challenges of the future, we will need to find ways to transcend the parochialism of long-established academic disciplines and discipline-specific curricula in order to produce graduates who have the requisite education and skills to make responsible decisions as professionals and citizens. In many emerging career and policy arenas, college graduates will be expected to have in-depth expertise in one discipline, but will have to understand how their discipline impacts, and is impacted by, other disciplines.

University faculty from a number of different disciplines have worked together to create new multi-disciplinary curricula which cross disciplinary, departmental, and college lines to provide University of Wyoming students with unique opportunities for multi-disciplinary education. Several of these curricula are in place and others are nearing completion. In times of scarce resources, multi-disciplinary efforts are viewed with skepticism and are frequently assigned low priority by established departments. On the other hand, the challenge of developing new programs in times of scarce resources can provide exciting opportunities for faculty to work together to create new multi-disciplinary approaches where the "whole is greater than the sum of the parts." Examples of some of the multi-disciplinary programs and their specific needs are:

- (1) Early Childhood Education Program

This proposed new program is needed by the State of Wyoming for the education of teachers of infants, toddlers, preschoolers, and school-age children up

to third grade. The University has worked closely with the Professional Standards Board of the Wyoming State Department of Education to develop a proposed teaching credential in Early Childhood Education in order to prepare certified teachers for the Preschool Developmental Centers, Child Care Centers, and Headstart Centers (which are not part of the public schools) and public school teachers K-3. A teacher of young children needs an education which is built on a knowledge base from child development, family relations, parent-child relationships, nutrition, other child health issues, and educational pedagogy for children from birth to age eight. While all of this course work exists at the University of Wyoming, the appropriate curriculum must be built with the cooperation of five programs (Child and Family Studies in Home Economics, Nutrition in Home Economics, Speech Pathology and Audiology, Curriculum and Instruction, and Special Education) in three colleges (Agriculture, Health Sciences, Education).

To complete development of their curriculum, the Early Childhood Task Force needs funds for a part-time student assistant to help the faculty to:

- a. Complete final course revisions;
- b. Coordinate communications with community colleges to promote development of associate degrees in early childhood;
- c. Organize a state-wide leadership meeting among State agencies involved in early childhood programs, community colleges, and professional organizations, to disseminate information concerning the new program and to identify remaining needs and issues.

(2) Environment and Natural Resources Program (ENR)

In Fall 1991, Provost Karnig appointed a committee of broadly representative senior faculty to assess the potential academic viability of multi-disciplinary undergraduate and graduate curricula in environment and natural resources (ENR). The Undergraduate Curriculum Committee, composed of faculty from six departments (Economics; Electrical Engineering; Civil Engineering; Geography; Geology; Plant, Soil and Insect Sciences) in four different colleges, (Agriculture, Arts and Sciences, Business, and Engineering) and the Graduate Curriculum Committee, composed of five faculty from five separate departments in five different colleges, determined that such curricula would be viable, and, indeed, would provide University of Wyoming graduates with a unique educational and employment advantage.

The core thrust of the proposed ENR program is to teach students to do analyses of environmental and natural resource problems within multi-disciplinary teams as well as to learn about these problems. An emphasis on "the doing" within a multi-disciplinary team is a highly effective means to make vivid the complementarities and the conflicts between integrity in science and in policy decisions.

The program would produce graduates who could work with environmental and natural resource science and policy issues in intellectually responsible ways. The

committee has developed a curriculum proposal which includes new required cornerstone and capstone courses in the undergraduate and graduate curricula. The Provost has requested that the intent and the content of these new cornerstone and capstone courses be fully specified before consulting about the detailed involvements of plausibly interested campus academic units, and presenting the proposal for internal approval through the campus governance procedures and final approval of the Trustees.

In order to complete their work, the committee needs resources to fund a two-day workshop in October, 1992, to help define the detailed objectives of the program and the new courses and produce first drafts of syllabi for the cornerstone and capstone courses. In addition to UW faculty, the workshop would include consultants from three other universities, three prospective employers from the private sector, two or more parties from state and federal agencies, and an interested Trustee and Foundation Board member.

(3) Aging and Human Development

A minor in Aging and Human Development, which involves faculty from Home Economics, Nursing, Social Work, Sociology and Zoology has been in place for several years and has graduated a number of students. The program is coordinated by a UW faculty member on approximately 25% appointment, one graduate assistant, and a faculty advisory committee. Evaluation of the program by the faculty, employers, and graduates has indicated that the program needs to be strengthened through the development of practicum course with a focus on case management, a course in the psychology of aging, and a state-wide directory of faculty resources and courses which are relevant to the minor at both the University and the Wyoming community colleges.

(4) Integrated Resource Management Program - Cooperative Extension Service

The Wyoming Integrated Resource Management (IRM) Program is a multi-disciplinary partnership between the University of Wyoming Cooperative Extension Service, the Wyoming Veterinary Medical Association, banking and other allied industries, and the Wyoming Wool and Stock Growers Associations to aid Wyoming livestock producers. Goals of the program are to: (1) integrate people and resources to assist producers in decision-making processes, (2) identify producer problems and associated research and resources needed to address those problems, (3) develop and maintain a state and/or area information (data) base, and (4) facilitate technology transfer through the development and dissemination of educational materials to all interested parties. The Integrated Resource Management Program needs support in the form of a graduate assistant, travel funds, and supplies in order to achieve the following objectives:

- a. Review and assist local (county/multi-county) programs and coordinate their activities.
- b. Develop a format for data collection, summarization and dissemination. This will include continuation of the IRM Calendar/Record Book Program.

- c. Develop funding resources.
- d. Assist in identifying research needs and providing scientific and technical support for local programs.
- e. Develop and maintain inventory of existing human resources and data available at the state level.
- f. Provide leadership to statewide educational effort by making data and knowledge gained available to commodity groups and others interested in the IRM concept.
- g. Promote the IRM concept through the development of educational materials and a working relationship between University and Extension personnel, local committees, allied industries and governmental entities.
- h. Continually evaluate and modify Wyoming IRM in order to maintain maximum program effectiveness.

The University of Wyoming proposes to use \$75,000 of the Educational Trust Fund monies to encourage and strengthen multi-disciplinary curriculum efforts such as those listed above. Grants of up to \$20,000 will be made to multi-disciplinary groups whose curricula or proposed curricula cross departmental or college lines, and who need help to finalize their programs or to strengthen existing efforts. Grants will be awarded on a competitive basis.

### 3. EXPANDED OFF-CAMPUS ACADEMIC OUTREACH

#### Design and Development of Telecommunicated Courses

The mission of the School of Extended Studies and Public Service is to serve the citizens of Wyoming and other appropriate audiences by extending educational, cultural and informational programming off-campus which enhances the quality of life for Wyoming residents. The Division of Extended Credit Programs has the responsibility for extending University of Wyoming academic credit programs off-campus. Offices in the Division assess off-campus demand for continuing education courses and degree programs and, in cooperation with the academic colleges and departments, facilitate the delivery of credit courses to site-bound adult students around Wyoming.

The University of Wyoming has made a commitment to expand access to students and deliver more degree programs off-campus. To this end, the Division of Extended Credit Programs has actively pursued the delivery of degree programs around the state. These include the Master of Education Degree, the Master of Public Administration degree, the Master in Speech Pathology, the BSN/RN degree completion program, and the undergraduate multi-disciplinary social science and humanities/fine arts degree program.

The impact of these programs is evident when we examine the number of off-campus Wyoming students who have pursued UW degrees. For example, the Master's of Education program was offered in four sites around the state with over 200 students participating in the program. The Master's of Public Administration is offered state-wide through audio teleconferencing and currently has approximately 90 students in the program.

The off-campus nursing program is offered in Casper and is slated to expand to other sites next year and has approximately 30 students currently enrolled in the undergraduate program. Finally, the undergraduate social science degree program is offered in cooperation with each of Wyoming's Community Colleges with approximately 150 students actively pursuing course work toward the social science degree.

In an effort to expand access to students in the state, the Division is working with the academic colleges in offering other programs in the state. For example, the School of Nursing has put forth a plan to expand the undergraduate BSN/RN completion program to other sites in the state, and the College of Business is planning to offer courses to fulfill the minor in business as well as the "common body of knowledge" prerequisites for the MBA program. The College of Business also continues to examine the feasibility of offering an MBA program to a limited number of community college sites.

In addition, we have discussed the possibility of taking the administration of justice degree program beyond Casper and Cheyenne via compressed video and/or audio teleconferencing instructional approaches. The administration of justice degree program would be an excellent addition and complement to the undergraduate social science degree program.

Nearly all of these degree programs are supported primarily by courses that are delivered via technology. We have seen the number of courses offered and number of students served by this office nearly double every two years. For example, the University of Wyoming, through the Office of Teleconferencing, offered over 50 courses to nearly 60 Wyoming communities and enrolled over 700 students last year.

In addition to the growth in audio teleconferencing courses, the University also invested over \$800,000 in the University of Wyoming Integrated Video System. This system connects all of Wyoming's higher education institutions and Gillette via compressed video. The system was installed last January and was used by UW For the delivery of eleven courses during Spring 1992.

To meet the continuing demand for courses and degree programs in the state and to continue the development of programming utilizing telecommunications, the Division of Extended Credit Programs is requesting \$40,000 from the Wyoming Educational Trust Fund. These funds will be used to support the development and design of courses that will be delivered off-campus utilizing compressed video and audio teleconferencing.

These funds will be used to provide support for faculty who develop telecommunicated-based courses for delivery off-campus. The proposal builds upon the request for course development funds which was incorporated into the original WETF proposal which funded the compressed, interactive video system linking UW to the community colleges.

The proposed activities are premised upon the assumption that instructional technologies are only as good as the programming it delivers. Thus, during 1992-93 and 1993-94, the Division of Extended Credit Programs will utilize the requested \$40,000 to develop 20-25 new courses.

Specifically, funds will be used to provide release time to faculty to adapt selected upper division and graduate level courses and for instructional support materials. We anticipate continuing the existing policy of offering faculty up to \$1,500 for such course development and up to \$500 in support materials.

Priority consideration will be given to those academic units which offer off-campus degree programs through the Division of Extended Credit Programs; highest priority will be placed upon the development and delivery of undergraduate courses in administration of justice, business and nursing. If other new off-campus degree programs are identified, then funding will be made available to faculty in those disciplines for course development.

A secondary priority will be placed upon developing telecommunication-based courses which satisfy degree requirements for off-campus undergraduate degree programs in the social sciences and fine arts/humanities and off-campus graduate programs in public administration and speech pathology.

If additional funds for course development activities are available after addressing the above priorities, the Division of Extended Credit Programs will target faculty development activities in those academic areas where the need for off-campus continuing education courses have been identified.

#### 4. COLLEGE OF EDUCATION EXTENDED PROGRAM

##### The Wyoming Teacher Education Program

The Wyoming Teacher Education Program, approved by the Board of Trustees on May 11, 1991, was the result of five years of effort by faculties of the Colleges of Education and Arts and Sciences and practicing teachers and administrators from school districts in Wyoming. The impetus for the development of the new program was national and State concerns about the quality of teacher education and the 1987 University of Wyoming Trustees Centennial Committee recommendations.

The perceived weaknesses in preservice teacher education were threefold: (1) Too little content in the preparation program for elementary teachers, particularly math and science; (2) Too little attention to strategies on how to teach for secondary teachers; and (3) The non-involvement of preservice teachers in the real life of schools early in their professional preparation program.

The Wyoming Teacher Education Program was designed to be responsive to the national and State concerns and to meet the new State Board of Education Standards. A key component of the new standards is early and development practica both on and off-campus for preservice teachers.

A recent innovation, the partner or professional development school concept, provides the vehicle for these practica and to network schools together and serve as "test-plot" for new ideas. These schools called Centers for Teaching and Learning (CTL's) are regular, K-12 public schools that have entered into a long-term partnership with the University in pursuit of an ambitious agenda that includes:

- School restructuring to promote more powerful learning;
- The conduct of reflective inquiry to generate and test new practices in a responsible, responsive manner; and
- The preparation of future educators in settings that support and exemplify the best practice.

The Centers for Teaching and Learning (CTL's) in each partner district join the unique capacities of the University to systematically support school improvement efforts. The schools that make up each district's Center for Teaching and Learning hold promise for the improvement of teacher education and the conduct of educational inquiry to promote children's learning. The Centers constitute critical sites for innovation, for school change, and for teacher preparation under real conditions and in response to diverse communities and students. Realizing the full promise of such schools requires a supporting statewide framework to link them to all Wyoming schools and to emerging educational priorities.

Just as the federally-sponsored agricultural extension service spawned enormous success through the use of "test-plots", this program will be a powerful, capacity-building complement to existing efforts in education, and a new means of directly linking research results to schools located in diverse Wyoming communities.

The CTL concept is based on the research findings of Dr. John Goodlad and the Holmes Group. Goodlad culminated years of research on the effects of restructuring schools and the importance of teacher education when he stated the education of teachers must be driven by a clear and careful conception of the educating we expect our schools to do, the conditions most conducive to this educating (as well as the conditions that get in the way), and the kinds of expectations that teachers must be prepared to meet. Further, the renewal of schools, teachers and the programs that educate teachers must proceed simultaneously.

As a result of the establishment of CTL's, prospective and practicing educators will be able to observe and participate in new and emerging practices and technology at the CTL's. Parents, businesses, and other districts will be invited to visit the CTL's to observe new ways for children to achieve proficiency in the accreditation outcomes developed by the districts. CTL's will demonstrate strategies that are on the cutting edge of reform and are aligned with the University teacher education curriculum, State and national education goals, and accreditation outcomes developed by the districts.

#### **Rationale**

Funding this part of our proposal will assist the University in the implementation of the Wyoming Teacher Education Program which has been designed to improve the way children and the educators, both teachers and administrators, are educated.

CTL's, located in existing school sites and governed by local CTL District Councils composed of representatives of all interested groups, are being established in each of the 15 school districts to demonstrate successful education practices that make a difference for students. To achieve national, State, and local goals for education, CTL's in each district will serve as models for other educators.



Five districts, Sheridan County #2, Johnson County #1, Niobrara County #1, Campbell County #1, and Laramie County #1, will have operational CTL's beginning in September, 1992. The other Partner districts will implement their CTL's at the rate of five to six districts by January, 1993, and the remainder by September, 1993. However, for the educators in these schools to perform their new roles, they must be released from some of their current duties and provided time and resources to collaboratively plan the program with the faculty from the College of Education.

### **Program Design and Activities to Achieve the Goal**

**GOAL:** To provide the CTL educators throughout the State with support for their innovative and emerging teaching practices which will: 1) Demonstrate best practices for preservice education students and the existing corps of educators; and, 2) Demonstrate improved student performance.

The program implementation, in the Fall of 1992, will involve approximately 120 undergraduate education majors, six faculty members on campus, and 12 clinical faculty members who are public school educators in the first five districts that have agreed to establish Centers for Teaching and Learning (CTL's) to provide field experiences.

During the Spring of 1993, another Phase I group will begin in six additional districts while the first group that has completed Phase I will enter Phase II of the professional education program. The program implementation for Spring, 1993, will involve a total of approximately 240 undergraduate students, 12 faculty members on campus, and 24 clinical faculty members who are public school educators in the first five and the second six districts which have agreed to establish Centers for Teaching and Learning (CTL's) to provide field experiences for these students.

Finally, during the Fall of 1993 the last six districts will begin working with students in Phase I while the two previous groups move on to Phase II and Phase IIIa respectively. In Fall, 1993, approximately 400-450 undergraduate students, 48 faculty members on campus, 36 clinical faculty members who are public school educators, and all Partner districts will be involved. Phase IIIa adds additional University faculty to the teams and may require additional public school faculty since it involves more credit hours on campus, more intensive field experiences in the CTL's, and more content specific experiences.

The school districts are in the process of establishing the District CTL Councils made up of teachers, parents, administrators, board members, and others who will govern the district's CTL(s), determine location(s) and grade level configuration. Each is unique to the community in which it is located.

By the end of Spring Semester, 1992, nearly \$30,000 was expended in preparation for implementation of Phase I in Fall Semester, 1992, by partner districts and the College of Education in release time and travel expenses for public school clinical faculty.

**Budget**

Resources are needed in four areas:

- (1) Release time for public school clinical faculty who will be working with the cohort groups of students in Phase I and Phase II when they come the district CTL's;
- (2) Stipends for public school clinical faculty who will be assuming additional duties such as arranging for practicum experiences in the CTL's, providing or arranging for instruction in seminars for cohort groups at the CTL's, and acting as liaison between the district and the University;
- (3) Travel funds for University faculty who will be traveling to the district CTL's to supervise and work with cohort groups during field experiences at the CTL's;
- (4) Release time for both public school faculty and University clinical faculty in planning the implementation of Phase I (Cycles 2 and 3), and Phase II and Phase IIIa (Cycle 1).

The allocation of these funds by these four areas are:

	1992-93		
	<u>TOTAL</u>	<u>TRUST FUND</u>	<u>COLLEGE</u>
1. Public school clinical faculty release time for Cycle 1, Fall 1992, and planning for Cycles 2 & 3	\$ 49,500	\$16,000	\$ 31,500
2. Stipends for clinical faculty for Cycle 1, Fall 1992	9,000	9,000	
3. Part-time instructors for part of UW faculty teaching load for Cycle 1 and planning time for Cycles 2 & 3	42,400		42,400
4. Travel and/or communication links for UW and clinical faculty for Cycles 1, 2, & 3	11,200	5,000	11,200
5. WYCET Student Teaching Compensation	<u>30,000</u>	<u>          </u>	<u>30,000</u>
1992-93 Totals	\$142,100	\$30,000	\$112,100
	1993-94		
1. Release time for public school clinical faculty for Phase 1: (36 teachers @ \$75/day for 10 days)	\$ 27,000		\$ 27,000
Phase 2: (36 teachers @ \$75/day for 10 days)	27,000		27,000
Phase 3: (Includes both IIIa & IIIb) (36 teachers @ \$75/day for 20 days)	54,000	15,000	39,000
2. Stipends for public school clinical faculty	32,400	10,000	20,400
3. Travel and/or communication links for UW and public school clinical faculty	12,000	5,000	9,000
4. WYCET Student Teaching Compensation for districts (\$2,500 x 20 school district)	<u>50,000</u>	<u>          </u>	<u>50,000</u>
1993-94 Totals	\$202,400	\$30,000	\$172,400

## 5. QUALITY U-WYO TQM PROJECT

This document describes specific educational projects to be undertaken to further the progress of the University of Wyoming's Total Quality Management Program, Quality U-Wyo. An organizational structure has been developed with functional teams and a coordinating body of representative leaders. Various projects and activities are proposed for implementation through August, 1993, and a tentative budget to support these plans has been outlined.

The academic aspects of Quality U-Wyo directly relate to the University's mission as defined in *Agenda: 2000* and the incorporation of quality in our curriculum, research, and training.

### Organization

Four teams have been formed to plan and implement the various activities scheduled under Quality U-Wyo. The functions of the teams to be involved in academic activities and their current composition are:

**Research:** The team will work with Wyoming industry to facilitate TQM research and undertake specific research tasks for the University's Partners in Quality. In addition, the team will study and develop evaluation techniques to measure the success of Quality U-Wyo relative to each University function.

**Curriculum:** All aspects of curriculum development and faculty involvement in teaching TQM will be the responsibility of the Curriculum Team. The team will explore ways to introduce faculty members to TQM concepts and expand the scope of TQM instruction within the University.

**Outreach:** This team will be responsible for all administrative aspects of the outreach programs such as enrolling participants, designing the infrastructure for delivering instruction, and evaluating the needs of various target groups. The team will also assist in providing facilities for and organizing TQM workshops, seminars, and presentations.

**Training & Administration:** The fourth team will consist primarily of staff from the Division of Administration and Finance. The team's responsibilities will include continuing the task of acquainting University staff with TQM and expanding the role of TQM in the University's administrative functions.

## Leaders' Team

A Leaders' Team has been constituted to guide and coordinate the four Quality U-Wyo team. The following persons have been nominated to hold positions on the Leaders' Team:

Coordinators Arun Shankar (TQM Academic Activities)  
Lois Kline (TQM Training and Administration)

Liaison Dan Baccari/Art Blackinton

Dean Martha Williams

Team Leaders Curriculum: Francis Long  
Research: Doug Bonett  
Outreach: Mike Freeman and Gail Mattheus  
Training: Orville Quasdorf

## Activities

The following academically-related activities have been identified for implementation during the first year of Quality U-Wyo.

- (1) September '92 Workshop: This one-day workshop will serve as a pilot project for the proposed annual Summer TQM Institutes beginning in Summer 1993. The main goal of the workshop will be to educate individuals and groups who will be responsible for supporting and implementing Quality U-Wyo through 1992-93. Another goal will be the participation of people from outside the Laramie campus so that the planned wide scope of implementation and interaction of our TQM program can be realized without delay.
- (2) TQM Speaker Series: As part of the effort to educate University faculty and staff in TQM and maintain the momentum of Quality U-Wyo, a series of presentations by TQM experts from academia and industry is planned. At least two presentations will be made each semester.
- (3) Classroom Instruction and Research in TQM: New pilot TQM courses will be introduced in the coming year. "World Class Systems" will be taught by Dr. Dennis Coon of the Mechanical Engineering Department in Fall, 1992. "Concurrent Engineering" is to be offered in Spring, 1993. This course is being planned by Dr. Francis Long of the Electrical Engineering Department.

Curriculum development and planning for other courses will be conducted through 1992-93. Efforts will also be made towards offering the proposed TQM minor requiring 19 hours of selected coursework. TQM research activities will also be an ongoing process.

- (4) Outreach Introductory TQM Course: A one-CEU TQM course is planned for Fall, 1993. It may be possible to advance this implementation to Spring, 1993, and also to include other outreach activities during 1992-1993. The Outreach Team will develop plans for such activities during this summer. The majority, if not all, of the University's outreach TQM programs should be self-supporting.
- (5) Faculty and Administrator Development: It is proposed that representatives from among the University's senior administrators; representative faculty and staff from the Leaders' Team; and the Coordinators participate in workshops and attend symposia that will provide the leadership of Quality U-Wyo with the skills and information necessary to implement TQM in an academic setting.

It is especially important that the University's senior administrators avail of such developmental opportunities and interact with administrators from other institutions who have similarly recognized the potential of TQM.

- (6) 1993 Summer Institute: This will be the University's first full-fledged TQM symposium. At this stage, several workshops catering to different target groups and a seminar (including the presentation of papers and the publishing of refereed proceedings) are planned.

Participation by academics, educational administrators, corporate representatives, and government officials from across the country is envisaged. The details for this project will be developed this fall and a full plan submitted at that time.

- (7) Other Activities: The identification of potential Partners in Quality and other sources of funding will be part of Quality U-Wyo in 1992-93. Proposals will be developed and presentations made. Planning the 1993 Summer Institute on the scale envisaged will require considerable time and resources. Teaching materials will have to be developed for on-campus and outreach TQM courses. Evaluation methodologies and standards will have to be developed to gauge the success of the program. Many other tasks will be identified during this period that will need to be planned and implemented.

The funding for support services requested in our budget will go towards these other activities.

**Proposed Budget**

*July 1, 1992 - September 30, 1992*

Activities

September '92 Workshop \$ 2,500.00  
(lunch, refreshments, and organizational  
arrangements for 60 participants @\$30  
per head \$1,800; workshop materials \$700) \$ 2,500.00

Support Services

TQM Academic Activities (writing of proposals  
(preparation of course materials, etc.)  
Telephone @\$60/month \$ 180.00  
Duplicating 200.00  
Postage 150.00  
TQM literature 250.00  
Stationery 150.00  
\$ 930.00

*October 1, 1992 - June 30, 1993*

Activities

Speaker Series 92-93 \$ 3,000.00  
(speaker travel, organizational  
arrangements)  
Developmental activities for senior administrators,  
team leaders, faculty and staff 5,000.00  
Development activities for faculty 5,000.00  
\$13,000.00

Support Services

TQM Academic Activities (including Outreach)  
Telephone @\$60/month 540.00  
Duplicating @\$30/month 270.00  
Postage @\$50/month 450.00  
TQM literature 400.00  
Stationery @\$20/month 180.00  
\$ 1,840.00  
**TOTAL fiscal year 1992-93** \$18,270.00

*July 1, 1993 - August 31, 1993*

Joint Activities

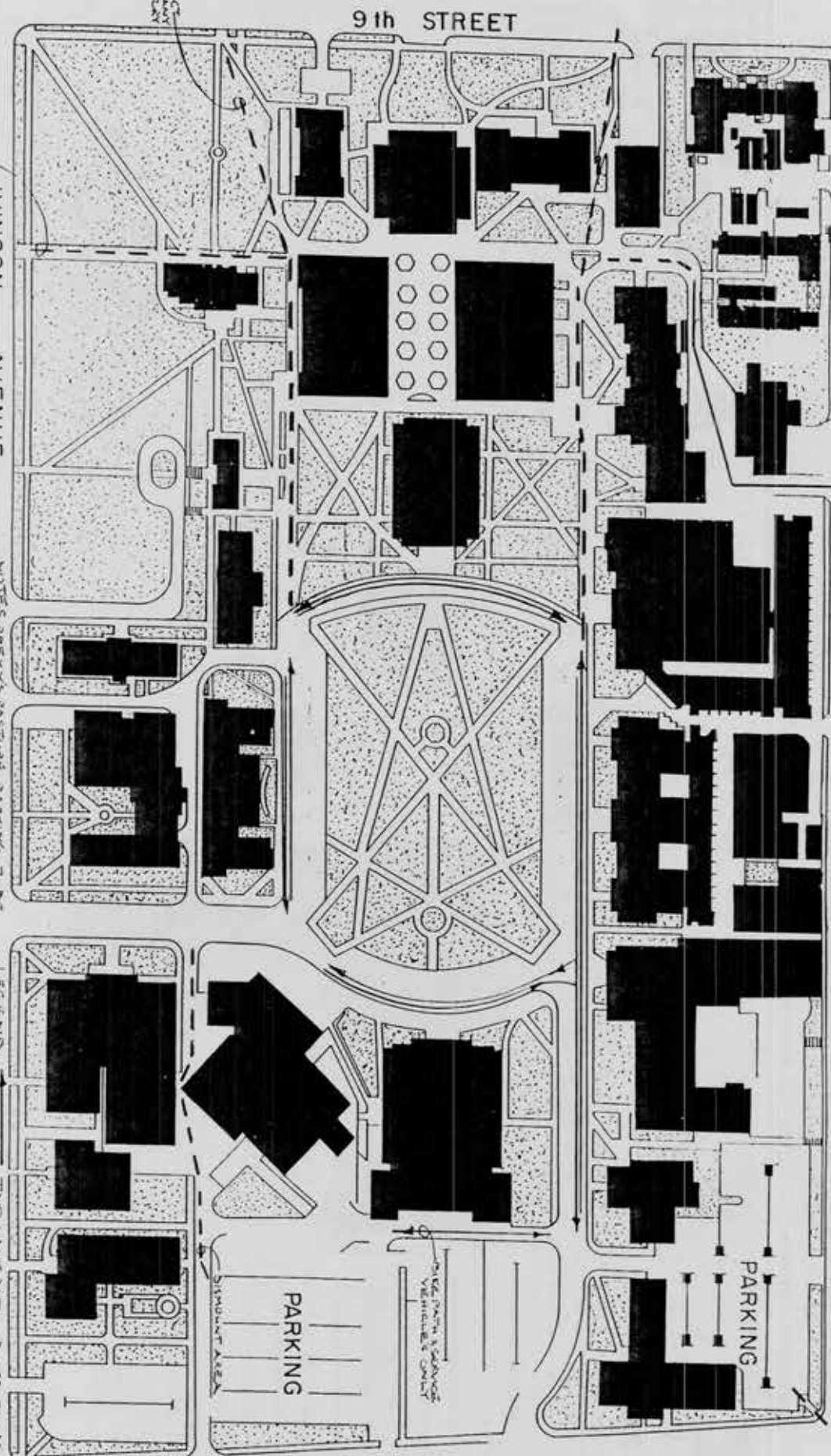
1993 Summer Institute  
Organizational expenses \$ 4,000.00  
Reviewers' and speakers' fees 2,500.00  
\$ 6,500.00

Support Services

TQM Academic Activities  
Telephone @\$60/month 120.00  
Duplicating 50.00  
Postage 50.00  
Stationery 10.00  
\$ 230.00

**TOTAL Summer 1993** \$ 6,730.00  
**GRAND TOTAL** \$25,000.00

--- PROPOSED BIKE ROUTES --- LW --- 1992 ---



9th STREET

IVINSON AVENUE  
(WIDEN SIDEWALK)

LEWIS

PARKING

PARKING

LEGEND

TWO LANE PATH - BIKES ONLY  
MIXED: PEDESTRIAN BIKES  
& SERVICE VEHICLES

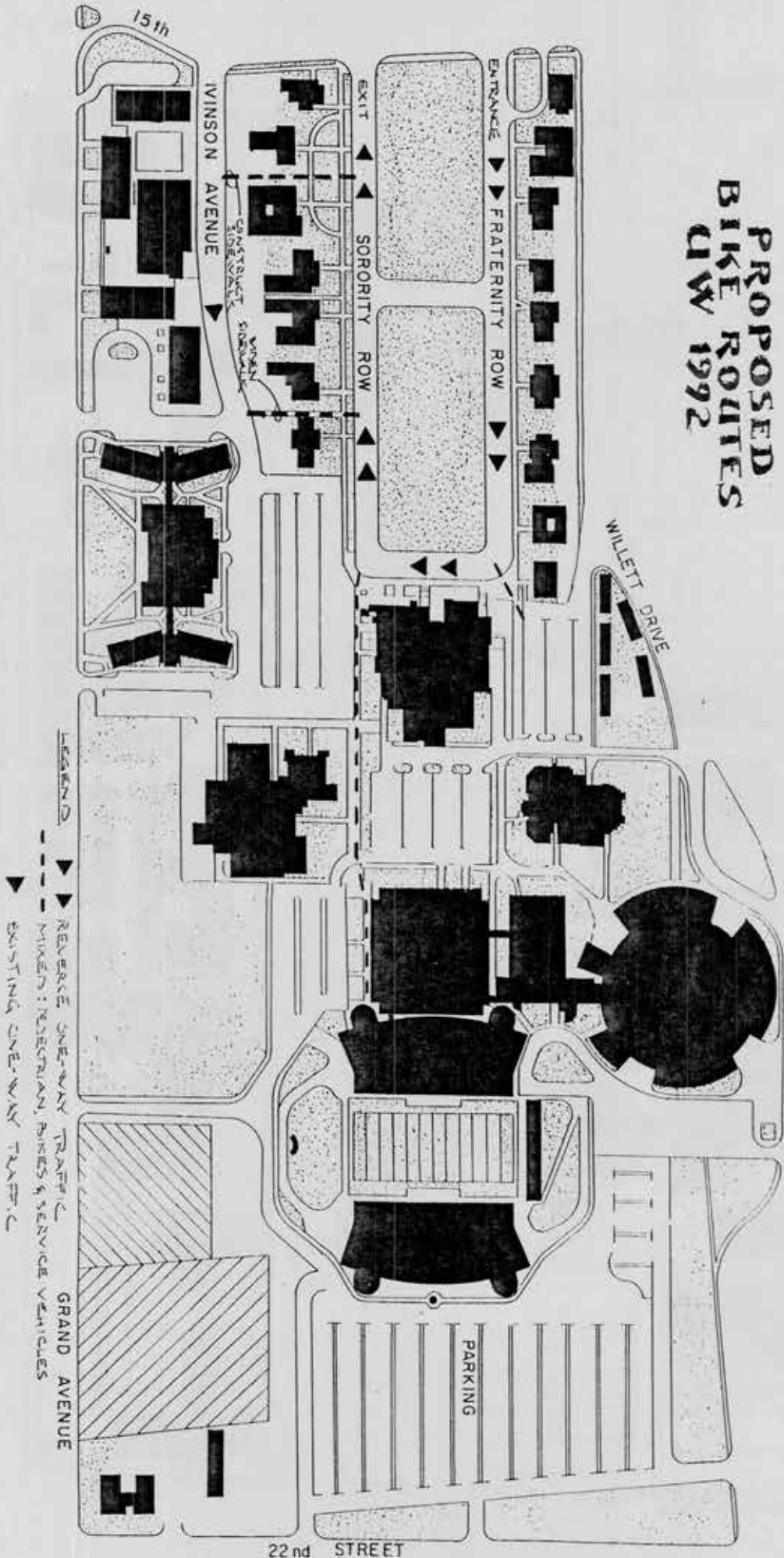
BIKE PARKING SPACE  
VEHICLES ONLY

SIMULANT AREA

NOTES: PEDESTRIAN PARKING TO BE  
RECONFIGURED TO 90' MARKING  
PARKING TO STUDENT UNION  
BIKE PARKING TO BE PROVIDED  
ADJACENT TO BIKE PATHS

CONTRACTOR  
FOR PEDESTRIAN  
SIDEWALK

# PROPOSED BIKE ROUTES CIW 1992





1992-93

**UNIVERSITY OF WYOMING BICYCLE REGULATIONS****SECTION 1 - INTRODUCTION****A. The University Bicycle Program**

This program is a section of Parking Services, a Division of the University Police Department.

**B. Purpose**

To set forth the regulations that govern the use of bicycles, and to promote the safe operation of bicycles on campus.

**C. Scope**

University bicycle regulations are issued supplemental to all applicable State laws and city ordinances. Users of the University of Wyoming campus are advised that City of Laramie ordinances regulating bicycles will be enforced in addition to these regulations.

These regulations are in effect at all times, including vacations, weekends and other times when school is not in session, and apply to all persons operating a bicycle while on the university campus.

It shall be the duty of the University of Wyoming Police Department, unless otherwise provided herein, to enforce these regulations.

**SECTION 2 - DEFINITIONS**

The following words and phrases shall have the meanings described except where the context clearly indicates a different meaning.

1. Bicycle - means a device upon which any person may ride, propelled by human power through a belt, chain, or gears, and having one or more wheels.
2. Pedestrian Walkway - a route utilized for pedestrian travel. Any surface not deemed bikeway or roadway shall be considered a "walkway."
3. Impoundment - means towing, storage, and/or booting of any vehicle.
4. Dual-Use Area - pathways upon which both bicycles and pedestrians are permitted. Pedestrians always have

## BICYCLE REGULATIONS

Page 2.

right-of-way in dual use areas.

5. Bike Path - pathways designated for bicycles and upon which bicycles have right-of-way.
6. Registration Decal - means University of Wyoming issued decal that is the uniquely numbered adhesive sticker supplied as evidence of bicycle registration, and designed for attachment to the registered bicycle as indication of its registration.
7. Motorized bicycles - for the purpose of these regulations, mopeds or motorized bicycles are considered motorcycles. See University Parking Rules and Regulations.
8. Regulatory sign - means all traffic control devices, signs, signals, and markings, placed or erected for the purpose of regulating, warning or guiding traffic and parking.
9. School year - means August 15 through August 15 of the following year.

### SECTION 3 - GENERAL REGULATIONS

1. All bicycles operated by University of Wyoming students, faculty, and staff must be registered with the U.W. bicycle registration program and all bicycles must display a valid registration sticker.
2. The person to whom the University of Wyoming bicycle registration sticker is registered is responsible for any non-moving violations of these regulations and the associated fines in which the bicycle is involved.
3. The University assumes no responsibility for the care and protection of any bicycle, attached accessories, or contents at any time. However, bike theft prevention information is available through the University of Wyoming Police Department.
4. Counterfeiting, altering, defacing, or transferring the registration sticker to another person or bicycle or person to whom the registration sticker is not issued, and/or giving false information in any application or hearing are in violation of Wyoming law and will be

BICYCLE REGULATIONS  
Page 3.

investigated as a criminal matter by the University of Wyoming Police Department.

5. Bicycles parked on campus must be parked in a bicycle rack.
6. Parking a bicycle in any manner which creates a hazard or impedes access will be subject to immediate ticketing and impoundment.

SECTION 4 - BICYCLE REGISTRATION

A. Decal Fees

1. The registration fee is \$4.00 and is valid for four years.

B. Registration Procedure

1. University of Wyoming bicycle registration decals are available through the UW Police Department.
2. The bicycle registration card must be completed and the serial number must be inspected by a member of the UW Police Department.

C. Display of Decals

1. Registration decals shall be totally attached with all the supplied adhesive on the main frame, center post below the seat post insert, and be totally visible.

SECTION 5 - REGULATIONS

1. Pedestrians have the right-of-way in dual-use areas.
2. A bicyclist shall stay to the right when on a designated dual-use area.
3. On any dual-use area a bicyclist, when ready to pass or change direction of travel in any way, must do so safely. The bicyclist must check for other bicycles and pedestrians that could be affected by this change and notify them by the use of hand signals or other means as to the intent to change direction.

BICYCLE REGULATIONS  
Page 4.

4. Every person operating a bicycle is required to obey the same traffic regulations as the driver of an automobile. This includes obeying all stop signs, yield signs, red lights, and other traffic signals specific to this campus.
5. Bicycle equipment shall comply with the Wyoming State Vehicle Code. A light shall be used when a bicyclist is traveling at night.
6. No person shall park, store, or leave a bicycle in such a manner as to cause said bicycle to block or otherwise impede normal entrance to or exit from any building on campus, or in a manner that constitutes a safety hazard.

SECTION 6 - TRAFFIC VIOLATIONS

The following are violations of the University of Wyoming Bicycle Regulations:

A. Class One Violations - \$10.00 Fines

1. Operating a bicycle in excess of posted speed limits.
2. Operating a bicycle on pedestrian walkways.
3. Operating a bicycle in a careless manner on bike paths, dual-use areas, and/or roadways, without due regard to safety with respect to visibility, local traffic, weather, and surface conditions, or in a manner that endangers the safety of any person or property.
4. Failure to yield the right-of-way to a pedestrian on a dual-use area or roadway.
5. Operating a bicycle on any University property posted for no bicycles.
6. Failure to obey parking and traffic control devices, signs, and/or equipment.

## BICYCLE REGULATIONS

Page 5.

7. Failing to heed lawful directions of a University Police Officer or a Parking Services Officer. Violators may also be subject to criminal penalty.
8. Failure to register a bicycle and display decal as required by these regulations.

### SECTION 7 - PARKING VIOLATIONS

The following are violations of the University of Wyoming Bicycle Regulations:

#### A. Class Two Violations - \$5.00 Fines

Parking outside any bicycle rack, including:

1. Parking on or locked to trees, plants, or other living objects, railings, fences, posts, signs, fire hydrants, gas pumps, trash receptacles.
2. Parking in or on any service drive, building entrance, driveway, bikeway, ramp, or any other passageway to which emergency equipment, wheelchairs, pedestrians or service equipment may need access. Bicycles parked in violation of this section are subject to being impounded and charged an additional impound fee.
3. Parking inside a building.
4. Parking in a posted, reserved, or restricted area.

### SECTION 8 - IMPOUNDMENT

Any University Police Officer, or other person authorized specifically by the Chief of Police may move, relocate or impound any bicycle by removal of securing devices as necessary which is:

1. Blocking or otherwise impeding traffic in any street, highway, roadway, path or sidewalk, stairway, or handicapped access rail, or creates any safety hazard.
2. Blocking or impeding normal entrance to or exit from any building on the University.
3. Appears to be abandoned.

## BICYCLE REGULATIONS

Page 6.

4. Has been reported stolen to a law enforcement agency.
5. The University of Wyoming reserves the right to remove any bicycle which impedes performance of maintenance or construction to University property.
6. The University or University Police officials authorized to remove and impound a bicycle shall not be liable to the owner of the bicycle for damage or the cost of repair or replacement of any securing device.
7. Any bicycle impounded pursuant to any section of this chapter shall be stored in a secure facility designated for such purpose by the Chief of Police. A ten (\$10.00) fee shall be charged to the owner prior to the release of any impounded bicycle. This impound fee is in addition to fines for other violations. Fees collected pursuant to this section shall be retained by the Parking Service Division for use in bicycle support programs and bicycle-related matters.
8. Release of an impounded bicycle requires appeal or payment of outstanding citations. Unregistered bicycles must be registered prior to release.

### SECTION 9 - PENALTIES AND APPEALS

#### A. Collection and Payment of Fines.

1. Fines for bicycle violations are payable in person or by mail to the Cashier's Office, Knight Hall, Laramie, WY 82071, unless an appeal has been filed.
2. Any fine shall constitute a debt owed the University and be subject to collection. This could include, but is not limited to, payroll deduction, withholding of transcripts, and denial of registration privileges.

#### B. Appeals.

1. Appeals must be neatly typed or written, with citation attached, and submitted to the Traffic Appeals Committee within ten days of the date of the violation. Appeals can be dropped off at the

BICYCLE REGULATIONS  
Page 7.

University of Wyoming Police Department, or mailed to P.O. Box 3124 Laramie, WY 82071. Requests for personal appearances are only granted at the discretion of the Appeals Committee.

2. The committee shall either grant, deny, or table each appeal within 14 days of the date it is filed and shall send written notification of such action to the person concerned.
3. Fines for appeals which have been denied must be paid within ten days of the date of the letter informing the appellant of the action of the Traffic Appeals Committee.

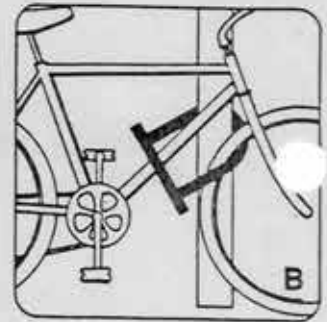
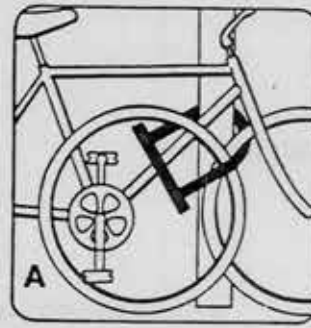
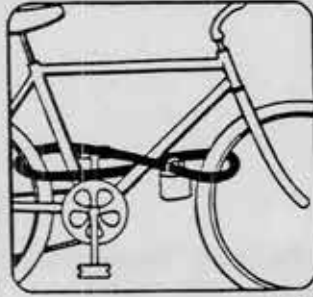
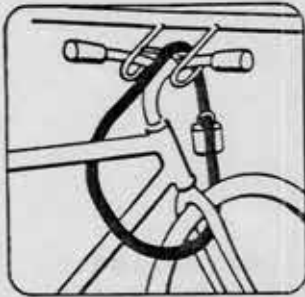
SECTION 10 - INDEBTEDNESS

1. In addition to any other provisions of these regulations, any violator who incurs any monetary indebtedness to the University of Wyoming will have that indebtedness treated as any other bill due and owing to the University.
2. Students will be billed for delinquent fines and billing fees. Students must clear their accounts before they are permitted to register for the next semester, or in the case of graduating students, before they receive their diploma or copies of their transcripts.
3. Faculty/staff members will be billed for delinquent fines and can expect to have any unpaid amounts withheld from their paychecks.
4. Unpaid parking charges incurred by others may be turned over to the State Collection Agency following normal billing procedures.

SECTION 11 - USE OF REVENUE

1. All revenues derived as a result of these regulations shall be paid into the Parking and Traffic Revenue Fund of the University of Wyoming to be used in meeting the costs of the bicycle parking and safety programs.

Here are some suggestions that may help you in preventing a bike theft:



THEFT PREVENTION

Some food for thought regarding bicycle theft:

Bike theft is a nationwide problem, particularly on university campuses. Unfortunately, UW is not immune to this problem.

Bicycles are among the most frequently stolen type of property at UW.

Most of the bicycles stolen at UW were either UNLOCKED or had been secured with POOR QUALITY LOCKS at the time of the theft.

It takes only a few seconds for a thief to get away with your bike when it is left unlocked.

Diagram

Here are some suggestions which may help you in preventing a bike theft:

#### Cable or Chain Lock:

1. Use a cable or chain at least 3/8" in diameter.
2. Use a key lock with a 3/8" hardened shackle with heel and toe locking.
3. Pull up all slack in the cable or chain and make sure the lock is as high off the ground as possible.

#### U-Locks

1. Bike with quick release wheels - release the front wheel and include this with the rear wheel and frame. (see diagram A).
2. Bike without quick release wheels - secure the lock through both tire and frame. (see diagram B).

ALWAYS secure the bike to a bike rack! If your bike is not secured to a solid object, all a thief has to do is pick it up and carry it away. This has happened before, don't let it happen to you.

REGISTER your bike with the UW Police. This provides important information to help recover your bike if it is stolen, and helps the police get it back to you if it is recovered.

REPORT SUSPICIOUS ACTIVITY - particularly persons loitering around bike racks.

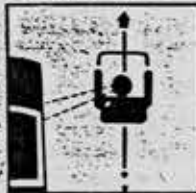


# Ride Safely

Lock your bike when you're away. Buy the best locking system you can afford; none is as expensive as a new bike. A U-shaped high security lock is best. Lock the frame and rear wheel to a fixed object. If you have a quick release, you can also lock the front wheel.



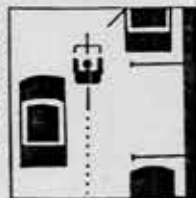
Scan the road behind. Learn to look back over your shoulder without losing your balance or swerving left. Some riders use rear-view mirrors. Always look back before changing lanes or changing positions within your lane, and only move when no other vehicle is in your way.



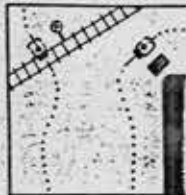
Go slow on sidewalks and bike paths. Pedestrians have the right-of-way. By law you must give pedestrians audible warning when you pass. Don't cross driveways or intersections without slowing to a walker's pace and looking very carefully for traffic, especially traffic turning right.



Ride in a straight line whenever possible. Ride with the traffic. Keep to the right, but stay about a car-door-width away from parked cars.



Avoid road hazards. Watch out for parallel-slat sewer grates, slippery manhole covers, oily pavement, gravel and ice. Cross railroad tracks and speed bumps carefully at right angles.



Choose the best way to turn left. There are two ways to make a left turn: 1) Like an auto, look, signal, move into the left lane, and turn left. 2) Like a pedestrian, ride straight to the far-side crosswalk. Walk your bike across.



Obey traffic signs and signals. Cyclists must behave like other vehicles if they are to be taken seriously by motorists.



Ride a well-equipped bike. Always use a strong headlight and taillight at night and when visibility is poor. Be sure your bike is adjusted to fit you properly. For safety and efficiency, outfit it with bells, rear-view mirrors, fenders (for rainy rides), and racks, baskets or bike bags.



**BICYCLISTS - PLEASE RESPECT THE RIGHTS OF THOSE WHO CAN'T GET  
AROUND AS EASILY AS YOU CAN!**

Many students on campus have disabilities which limit their hearing, vision, or mobility. They may not be able to see or hear your approach, or be able to quickly move out of the way of a speeding bicycle. THEIR SAFETY DEPENDS ON YOUR COURTESY! When passing pedestrians, please bear this in mind.

Handicapped access rails have been provided near the entrances to many buildings to help people with disabilities get into those buildings. The visually impaired use them as a guide to the door, and people with impaired mobility use them for support and balance. Bicycles chained to access rails effectively block certain people from being able to get into the building, and disabled students have been injured in trips over carelessly placed bicycles. Even under the best of circumstances, it can be a challenge for some students to get around campus - please don't add to their difficulty. Never chain a bike to a handicapped access rail.

Memorandum of Understanding Among the Vore Buffalo Jump  
Foundation, The Family of Woodrow Vore and The University of Wyoming  
Board of Trustees Relating to Development of the Vore Buffalo Jump

Background

The Vore Buffalo Jump has been shown to be one of the most significant archaeological sites in the world and, as such, has been placed on the National Register of Historic Places. In September, 1989 the Vore Family, incorporated as TUF Ranches, Inc., deeded the site to the University of Wyoming pursuant to a development agreement which calls for the University to provide "development and management of the site by professional archaeologists from the University (to) obtain the maximum benefit from the site in terms of research and education, and would make the site a showcase for the population of the world." The University is committed to using its best efforts to develop the site, including a site museum/building facility which will cover the jump and a field lab facility, and to open the site to the public by September, 2001. In 1991 the Vore Buffalo Jump Foundation was established to support the University of Wyoming's efforts to develop the Vore Site for the purposes of furthering research, education and economic development. The Foundation is committed to the integrity of the site and to high quality in its development.

Preliminary estimates, based on the site development program currently envisioned by the University's professional archaeologists, indicate that physical facilities will cost approximately \$7,500,000. Difficulties related to the economy of the State of Wyoming have caused significant budgetary constrictions for the University which will prohibit the University from diverting funds from its annual legislative appropriations to development of the site in the foreseeable future. Nevertheless, the University remains committed to development of the Vore Site and has formed a work group drawn from the highest levels of the organization to marshal funds from every possible source to support this Project. Assistance from the Vore Buffalo Jump Foundation in fund raising and support, especially from the private sector and from the Black Hills region is a significant component in the development of the Vore Site.

Purpose

The Vore Buffalo Jump Foundation (the Foundation), the Family of Woodrow Vore (the Vore Family) and the Trustees of the University of Wyoming (the University) desire to cooperate in the development of the Vore Buffalo Jump in order that certain funds may be raised, facilities constructed and the site opened to the public as soon as possible but not later than September, 2001.

Term and Review

The parties to this Memorandum of Understanding contemplate a long-term and continuing relationship which is contingent upon their mutual success in their undertakings

as set out herein. Because of the dynamic nature of this Project and to assure clear communications, this agreement shall be reviewed annually prior to the date at which the Vore Site is open to the public and triennially thereafter.

#### Role of the University

1. The University shall designate a chief research and educational director for the Project, who shall be a senior faculty member of its Department of Anthropology, with on-going responsibility for the academic and scientific integrity of the development and ultimate operation of a Vore research center.
2. The University shall designate and maintain a work group, headed by its Vice President for Research, to provide direction and coordination for all funding, construction, and University financial or human resources devoted to the Project, consistent with the Agreement with TUF Ranches, Inc. dated November 26, 1989.
3. The University shall marshal funds from every possible source to support the Project.
4. The University shall develop, modify, design and construct all site facilities in consultation with the Vore Buffalo Jump Foundation, members of the Vore Family and significant funding source representatives, as appropriate.

#### Role of the Foundation

1. The Foundation shall provide leadership for fund raising especially from the private sector, and public support of the Project pursuant to a fund raising plan mutually agreed upon by the Foundation and the University's Vice President for Institutional Advancement.
2. The Foundation shall provide advice and consultation to the University in all phases of the planning for the Project, but especially with respect to assisting the University in its goal of encouraging only appropriate commercial development in connection with the Project.
3. The Foundation shall assume as its highest fund raising priority under this agreement a goal of \$750,000 to be secured on or before July 1, 1994 with the understanding that this amount, representing ten percent of the estimated Project cost, will be required to produce final design and construction drawings for the facilities and seed monies which are essential to the total funding and ultimate construction of the facilities.
4. The Foundation shall determine, at its sole discretion on or before July 1, 1994 based in part on its assessment of fund raising potential developed in securing the funds referred to in item 3 above, whether an additional fund raising goal of \$2,250,000 on or before a proposed construction date of July 1, 1997 is feasible on the part of the Foundation pursuant to this agreement.

5. The Foundation shall be designated as the permanent, self perpetuating support organization and local advisory board of the Vore research center when it becomes fully established under this agreement and shall retain such designation at the sole discretion of the University of Wyoming Board of Trustees.

Role of the Vore Family

1. Members of the Vore Family, either individually, or corporately as TUF Ranches, Inc. shall be kept fully informed of developments pursuant to this agreement and other relevant information related to the Vore site.
2. A member of the Vore Family shall continue to serve as a director of the Vore Buffalo Jump Foundation during the term of this agreement.

This Agreement represents the entire and integrated agreement between the parties and takes into consideration all prior negotiations, representations, and agreements whether written or oral.

VORE BUFFALO JUMP FOUNDATION

\_\_\_\_\_

\_\_\_\_\_

Date

FAMILY OF WOODROW VORE

\_\_\_\_\_

\_\_\_\_\_

Date

UNIVERSITY OF WYOMING

\_\_\_\_\_

\_\_\_\_\_

Date