

THE UNIVERSITY OF WYOMING
MINUTES OF THE BOARD OF TRUSTEES

March 3-5, 2005

The Final Minutes can be found on the University of Wyoming Board of Trustees website
at www.uwyo.edu/trustees/meetings

University of Wyoming Mission Statement (April 2002)

The University of Wyoming aspires to be one of the nation's finest public land-grant research universities, dedicated to serving as a statewide resource for accessible and affordable higher education of the highest quality, rigorous scholarship, technology transfer, economic and community development, and responsible stewardship of our cultural, historical, and natural resources.

In the exercise of our primary mission to teach and educate students, we seek to provide academic and co-curricular opportunities that will:

- Expose students to the frontiers of scholarship and creative activity, and the complexities of an interdependent world;
- Ensure individual interactions among students, faculty, and staff;
- Nurture an environment that values and manifests diversity, free expression, academic freedom, personal integrity, and mutual respect; and
- Promote opportunities for personal growth, physical health, athletic competition, and leadership development for all members of the University community.

As Wyoming's only university, we are committed to outreach and service that extend our human talent and technological capacity to serve the people in our communities, our state, the nation, and the world.

The primary vehicles for identifying the specific actions and resource allocations needed to achieve this complex mission are the University's *Academic Plan*, *Support Services Plan*, and *Capital Facilities Plan*, each revised periodically.

DEFINITIONS:

A "work session" is one during which the Board will be asked to make a decision. It typically follows, by one or more meetings, an "education session" on the same topic.

An "education session" is one which allows the Board to be briefed on a matter which will later require formal board action. An education session may also be scheduled, as time permits, to provide the Board with information relevant to the operation of the University (e.g., enrollment) but for which no action is required.

An "information" item is typically news of an administrative decision or discussion which should be brought to the attention of the Board.

Items describing accomplishments or recognitions for University faculty, staff, and students will be placed in the "President's Report on UW Accomplishments" made available to the public and the media via the News Service.

UNIVERSITY OF WYOMING

Guidelines for University of Wyoming Board of Trustees Internal Governance

The following informal guidelines have been adopted by the UW Board of Trustees to: a) describe generally the most important responsibilities of the Board as a whole; and b) set forth expectations of individuals who have agreed to serve as members of the Board. These guidelines are for the Board's use only, may be amended at any time, and are not intended to amend or otherwise affect any requirements for Board action as provided by Statute, Trustee By-Laws, Trustee Regulations, or University Regulations.

Responsibilities of the UW Board of Trustees:

- To serve the citizens of Wyoming as an independent and effective guardian of the public trust to ensure that the University is able to serve, in the words of its Mission Statement, “as a statewide resource for accessible and affordable higher education of the highest quality, rigorous scholarship, technology transfer, economic and community development, and responsible stewardship of our cultural, historical, and natural resources.”
- To serve as a bridge between the University and its many external constituencies so as to be able to effectively promote, interpret, explain, or defend the University to those who have an interest in its operations.
- To hire, evaluate and, if necessary, terminate the President of the University of Wyoming.
- To determine the President's annual compensation package based upon performance criteria that have been agreed upon in advance.
- To hire and direct the work of the internal auditor, consider his/her recommendations and reports as appropriate, and review the annual institutional audits conducted by external auditors.
- To be ultimately accountable for institutional accomplishment of the University of Wyoming mission statement, and to review periodically institutional benchmarks and measures of progress.
- To review and approve each of the five-year strategic plans of the University (academic, support services, and capital facilities), and to monitor on an annual basis the progress made toward completion of the “action items” in each plan.

- To periodically monitor and assess whether major actions taken or policies adopted as a result of campus planning processes have achieved the intended results and consequences.
- To make decisions on major matters of institutional policy and as required by provisions of the Wyoming constitution and statutes, and Trustee by-laws and regulations.
- To review and approve the annual budget as well as legislative funding requests.
- To provide orientation sessions for newly-appointed Trustees and ongoing training and board development opportunities for all Trustees.
- To assess on an annual basis the board's effectiveness and the efficiency of the processes used to conduct board business, employing the assistance of outside consultants or facilitators as it may determine is desirable.

Expectations of Individual Trustees:

- To undertake with due diligence to learn about the University and its component parts so as to be able to render informed judgments on all Board actions.
- To attend all Board meetings and retreats in person or, if circumstances make that impossible, to participate by telephone conference call if available.
- To review in advance all documents provided as preparation for Board discussions and deliberations.
- To serve as an active and informed participant in discussion of matters before the Board for formal decision.
- To participate in such interim or committee Board work as requested by the Board President and/or Executive Committee.
- To strictly respect the confidentiality of items discussed in executive session under provisions of the Wyoming Open Meetings law.
- To maintain the highest ethical standards by disclosing possible personal, financial, or political conflicts of interest on matters before the Board and abstaining from voting on such matters. If in doubt, members will seek the advice of the Board President and/or the University's General Counsel.
- To support the administrative and management decisions of the University President made within the scope of his authority.
- To support and encourage free and full discussion of items before the Board, including respect for those with dissenting views, recognizing that commitment to good process

often fades in the face of conflict; accordingly, individual discipline is necessary. Expression of individual thoughts, ideas, and points of view is encouraged as integral to the Board's ability to forge its collective opinion.

- To support the legitimacy and authority of the final determination of a majority of the Board on any matter, regardless of the member's personal opinion on the issue. Wherever possible, Board members will speak with one voice. Individual Board members are free to interact with members of the media and the public but, in so doing, are not permitted to speak on behalf of the Board except to acknowledge the substance of Board decisions. Publicly-stated personal opinions at variance with a decision of the Board should be clearly so identified and, if possible, kept to a minimum.
- To avoid attempts to exercise individual authority within the Board or University, including individual requests for reports or information that can be a costly drain on staff time and resources. When an individual Trustee desires data or reports that would be costly to produce, that request will be directed to the President of the Board. If, in the opinion of the President, a full Board decision is necessary to evaluate the appropriateness of the request, such matter will be presented to the Board at its next regularly scheduled meeting.
- To communicate promptly to the University President any significant concern or complaint and then let the President deal with it. Unresolved matters may be brought to the attention of the Board.
- To attend the national conferences of the Association of Governing Boards as appropriate and to commit to independent study of issues regarding higher education in order to be as well-informed as possible.
- To participate as fully as possible in the social events scheduled for Board members during Board meetings and retreats.

Adopted by the Board of Trustees as Amended
March 2005

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March 3-5, 2005

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TRUSTEES OF THE UNIVERSITY OF WYOMING

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THE UNIVERSITY OF WYOMING

MINUTES OF THE TRUSTEES

March 3-5, 2005

The Board of Trustees met on Thursday, March 3, 2005 for new trustee orientation and an honorary degree committee meeting. Members of the board participated in a breakfast hosted by ASUW on Friday morning at the Foundation House. A tour and lunch at the Wyoming State Veterinary Laboratory took place during the Friday noon hour.

Trustees participated in work, education and information sessions, as well as recognition for the Theatre and Dance department students and faculty on Friday. The Business Meeting of the board was held in several sessions to address the needs of the board on Friday morning, Friday afternoon, and on Saturday morning.

AGENDA ITEM TITLE:

College of Engineering Overview and Assessment, Buchanan/Plumb

CHECK THE APPROPRIATE BOX(ES):

- Work Session
 Education Session
 Information Item
 Other Specify:

WHY THIS ITEM IS BEFORE THE BOARD:

The College of Engineering Dean will present an overview of the college and information regarding the assessment of student learning. This presentation is a continuation of previous education sessions that have included an overview of institution-wide student learning assessment (Buchanan) as well as college level assessment programs in Colleges of Education (McClurg) and Business (Hathaway and Ainsworth).

MINUTES OF THE MEETING:

Dr. Tom Buchanan, Vice President of Academic Affairs, introduced Gus Plumb, Dean of the College of Engineering. Dean Plumb presented information on the college, noting the six departments and the programs they offer. He commented on the strengths of the college, such as student-to-faculty ratio, hands-on experience, and the facilities, culture and research opportunities. He also spoke about the accreditation of the college.

Members of the board asked about declining enrollment in the College of Engineering versus the increase in research funding. They also talked about the percentage of non-resident vs. resident engineering students. It was noted that there is a high rate of attrition in the engineering field.

AGENDA ITEM TITLE: **Fee Book and Tuition Recommendation**, Harris

CHECK THE APPROPRIATE BOX(ES):

- Work Session
- Education Session
- Information Item
- Other Specify:

BACKGROUND AND POLICY CONTEXT OF ISSUE:

Change in Mandatory Fees

The mandatory fees supporting various programs and activities have been increased to reflect costs that must be absorbed within these budgets. The rate adjustments presented below address specific programming needs that have been identified for several programs. The increase to the Wyoming Union fee will fund the Center for Volunteer Services – a program initiated by the Vice President for Student Affairs to enhance student service within the community and additional funds for programming within the Wyoming Union to expand non-alcohol events and activities for students. The increase requested in the student services fee would also provide additional funds for registered student organizations to conduct their events. The balance of the increase would provide permanent funding for the new Student Legal Services Clinic; support expanded services for Safe Ride; and fund salary and benefit increases that were not fully funded last fiscal year. The athletics fee has not been increased since FY 2003 and the Athletics Director has proposed increasing this fee on a periodic basis (perhaps a 3-year cycle) to provide additional income to support operations.

The following table reflects proposed changes in mandatory fees compared to those being assessed this academic year:

Proposed Mandatory Fees
 FY 2006

MANDATORY FEES Academic Year per Semester	FY 2005	FY 2006	% Change 2005 to 2006
All Students			
Wyoming Union	\$95.35	\$100.70	5.61%
Student Services ¹	\$58.05	\$62.60	7.83%
Full Time Students			
Student Health	\$74.00	\$74.00	0.0%
Athletics	\$50.00	\$56.00	12.0%
Recreation	\$39.00	\$41.00	5.1%
Total for Part Time Students	\$153.40	\$165.30	7.75%
Total for Full Time Students	\$316.40	\$334.30	5.65%

1. Student Services Fee includes ASUW (\$40.80), Student Publications (\$11.40), Recycling (\$2.00), Wellness (\$2.70), AWARE (\$2.20), and Music/ Theater (\$3.50).

Changes in Residence Life & Dining Services Rates

The projected increases in room and board rates for the residence halls reflect the anticipated revenue needed to meet the debt service obligations for the first phase of the residence hall renovation and the renovation of the Washakie Dining Center facility. These increases are consistent with the estimates that were developed before the renovation projects were undertaken and will continue a series of rate adjustments that will be needed over the next few years to finance the entire residence hall renovation.

Residence Hall Room Charges Academic Year, excludes semester break	FY 2005	FY 2006	% Change
Room occupancy			4.62
Double, A	2,514.00	2,630.00	
Double, B	2,568.00	2,687.00	
Double, C	2,687.00	2,811.00	
Room occupancy			4.62
Single, A	3,855.00	4,033.00	
Single, B	4,031.00	4,217.00	

Apartment Rental Rates, Student, per month	FY 2005	FY 2006	% Change
Summit View - One Story Complex			
One bedroom	432.00	443.00	2.54
Two bedroom	538.00	551.00	2.49
Landmark Village	563.00	577.00	2.49
River Village			
Two bedroom	670.00	686.00	2.39
Three bedroom	756.00	775.00	2.51
1111 Lewis Street			
One bedroom	552.00	566.00	2.54
Two bedroom	717.00	735.00	2.51
Spanish Walk, one bedroom	504.00	516.00	2.38
1107 Lewis (per person for 5 residents)	376.00	385.00	2.39
1220 Bradley Street, two bedroom	855.00	876.00	2.45

Board Charges, academic year	FY 2005	FY 2006	% Change
Fall and Spring semesters, excluding Thanksgiving, Christmas, Spring and Easter breaks			
Unlimited access plan *	3,363.00	3,531.00	5.00
Any 15 access plan *	2,928.00	3,030.00	3.50
Any 12 access plan *	2,767.00	2,767.00	0.00
Any 9 access plan	2,185.00	2,185.00	0.00
Any 7 access plan	1,761.00	1,761.00	0.00
Any 5 access plan	1,318.00	1,318.00	0.00
Any 3 access plan	824.00	824.00	0.00
Lunch only, 5 per week	1,076.00	1,076.00	0.00

* Residents must select one of these plans

FY 2006 Tuition Proposal

A review of tuition rates and the underlying policies that have been adopted by public higher education institutions across the country invariably leads to a rather limited set of principles that are often followed. Tuition pricing is often grounded in a philosophy that access to public institutions must be as broad as possible and hence tuition rates, especially for resident students, are often set with some notion of what is “affordable” or alternately what level of state support should be made available for resident students.

Alternatively, many public higher education institutions benchmark their tuition rates either directly or indirectly to a variety of indices that measure relative cost. Institutions funded through a formula-based approach may use factors such as the total cost of education to determine the level of tuition that should be assessed to students compared to the level of state

subsidy. Other institutions may benchmark their tuition rates to set of comparator institutions in determining an appropriate level of tuition.

From a public policy perspective, there is a clear mandate embedded in the Wyoming Constitution that embraces the philosophy of affordable access to public higher education. The problem centers on what level of tuition is affordable – or as nearly free as possible – and how much state subsidy can be directed toward UW. During the past 10 to 15 years, the University of Wyoming has utilized a variety of principles to set tuition rates. In the early 1990's, the university established a tuition philosophy to target resident undergraduate tuition at the 25th percentile for all public doctoral institutions, with tuition rates adjusted annually to achieve this target over a five-year period. Subsequent state economic conditions forced university budget cuts and thus tuition rates at the university were pushed beyond the benchmark to make up for state revenue shortages. On the other hand, in recent years, significant state appropriations—principally for employee compensation—have allowed tuition increases to be limited to inflationary adjustments. When combined with double-digit tuition increases in other states suffering from the national recession, UW now ranks in the 8th percentile of public doctoral institutions in terms of what resident students pay in tuition and mandatory fees.

What is clear from the analysis of tuition rankings is that a single external benchmark can be affected disproportionately by economic circumstances. One way to mitigate this impact is to utilize a variety of external benchmarks that measure different dimensions of cost. Four benchmarks are available to measure different costs. These include:

- The median cost of tuition and fees at public institutions in the western United States (excluding California schools);
- Tuition and fees as a percent of median family income in each of the respective states;
- Tuition and fees as a percent of educational and general expenses for each institution;
- Tuition and fees relative to the unmet financial need of students.

By calculating the median value for each benchmark and averaging these values, it is possible to determine the relative ranking of tuition and fees at the University of Wyoming and how this calculation relates to the national ranking of all public doctoral institutions. The analysis of the 2004-05 tuition comparison is presented below.

January 2005
Tuition Benchmarks

The UW Board of Trustees have defined a group of 13 regional schools (including UW) for the purpose of making undergraduate tuition and fee comparisons. The comparator group includes:

- | | |
|--------------------------------|-----------------------------|
| Colorado State University | University of Oregon |
| New Mexico State University | University of Utah |
| Oregon State University | University of Washington |
| University of Arizona | University of Wyoming |
| University of Idaho | Utah State University |
| University of Nebraska-Lincoln | Washington State University |
| University of New Mexico | |

The group of states from which all comparator schools come from, comprises 86 percent of the incoming undergraduate population for Fall 2003.

Table 1. Benchmarks showing 2004-2005 tuition estimates that would place UW tuition and fees at the median value for the 13 comparator institutions.

	<u>Median Value</u>
2004-2005 Tuition and Fees	\$4,000
Percent of Median Family Income	\$4,544
Percent of E&G Expenses	\$3,624
Tuition based on Unmet Need (Est.)	\$3,662
Average	\$3,958

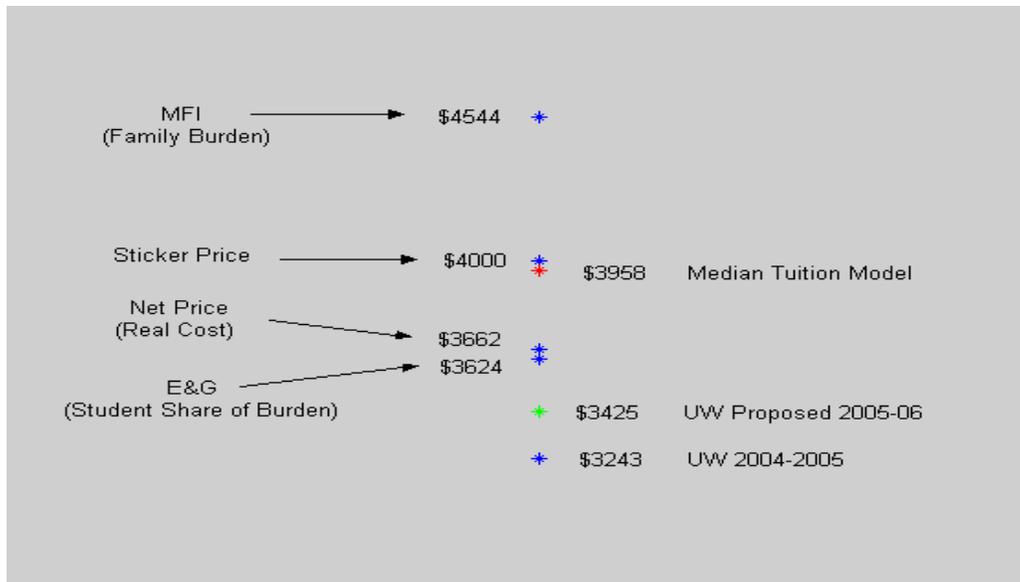


Figure 1. Median Tuition Model for Comparator Schools.

The four external benchmarks appear to provide a solid framework from which the Trustees may establish a philosophy to guide future tuition decisions. Measured increases in tuition would be required each year to achieve the desired benchmark and to maintain this relative position.

It is not recommended that the university use these benchmarks in a formulaic way to establish tuition and fee levels. Rather, it is recommended that the benchmarks, along with a consideration of documented inflationary increases in the cost of doing business, be considered by the Board of Trustees before a final decision is made.

Moreover, as important as it is to consider cost considerations in the setting of tuition and fees, it is equally important to consider the potential use of revenues that would be generated from a tuition increase. The highest priorities for UW would direct additional tuition revenues to program needs emerging from Academic Plan II and the Support Services Plan, and bolstering academic and administrative support budgets that fund daily operating costs ranging from postage and telephone costs to laboratory supplies and equipment.

For FY 2006, there are several priorities the institution needs to fund including a major curriculum initiative from Academic Plan I, an initial effort to begin to address over time the serious deficiencies that exist in support budgets, and the replacement of the Student Information System (SIS).

Biology Curriculum Reform: The second priority the institution must fund is driven by an action item from the previous Academic Plan. The current structure of the biology curriculum was evaluated in Academic Plan I with the goal of structuring a more comprehensive program to serve the emerging needs of the life sciences, biology and agriculture. The specific components of the new curriculum have now been identified and will be implemented; it is expected that this revision will require approximately \$120,000 in additional annual support.

Academic and Administrative Support Budgets: The inadequacy of support budgets is a priority need that has not been addressed for more than a decade. Legislative priorities for state funding have by necessity focused upon bringing university salaries and benefits to a competitive level. Past attempts to secure legislative funding for operating budgets have been of little success and it appears that university funding through tuition revenues is a viable approach to begin addressing this need. The university has an annual support budget of approximately \$25 million excluding utility costs and library acquisitions. Had this budget been adjusted for inflation over the past decade, the university would be spending \$31 to \$33 million in support. While a small amount of permanent funding (about \$200,000) was added to the support budgets for academic units this fiscal year, efforts should be made to increase this funding and make adjustments to all support budgets. A modest 3% increase to support budgets (\$750,000) would require an increase of approximately 2% increase in tuition rates.

Student Information System Replacement: In FY 2005, the administration presented a financing plan to the Board of Trustees to fund approximately \$8.2 million in costs during a 6.5

year period to replace the existing SIS system. In addition to the one-time costs to acquire the hardware and software that were funded with several one-time sources, the project budget indicated the need for an additional \$390,000 annually from tuition revenues to fully fund the recurring software maintenance costs. Because the funding proposal for the SIS replacement was finalized after the tuition proposal was presented to the Trustees last year, the decision was made to delay this increase for one year. To fund the additional costs for this project, it will be necessary to increase tuition rates by \$1.50 per credit-hour beginning in FY 2006.

The University of Wyoming's Student Information System (SIS) was purchased from Pinnacle (later purchased by SCT) and installed in the 1980's. There are currently only 16 other higher education institutions that utilize the current SIS product and some of those schools have already started projects to replace their system and other schools are investigating possibilities. As the number of schools using the current SIS decreases, the level of support from SCT will continue to drop. Because the SIS software supports student registration and financial aid activity it is essential to have a system that will be fully supported by the vendor. The new SCT Banner software purchased last year provides a fully supported student information system and also allows UW to install software to provide students with a more robust email system, on-line registration, and financial aid system.

To address these priority needs, the tuition proposal for FY 2006 is to increase resident undergraduate tuition by a total of \$5.00 per credit-hour and adjust all remaining tuition categories by a similar percentage increase.

Recommended Tuition Rates
 Fiscal Year 2006

Tuition Classification	FY 2005 Credit Hr Rate	Supp Budget Biology 4% Increase	SIS Funding 1.74% Incr	FY 2006 Credit Hr Rate	Percent Change
Resident Undergraduate	\$87.00	\$3.50	\$1.50	\$92.00	5.74%
Nonresident Undergraduate	\$288.00	\$11.50	\$5.50	\$305.00	5.90%
Resident Graduate	\$147.00	\$5.90	\$2.10	\$155.00	5.44%
Nonresident Graduate	\$421.00	\$16.85	\$8.15	\$446.00	5.93%
Resident Law	\$162.00	\$6.50	\$2.50	\$171.00	5.55%
Nonresident Law	\$362.00	\$14.50	\$6.50	\$383.00	5.80%
Resident Pharmacy	\$189.00	\$7.50	\$3.50	\$200.00	5.82%
Nonresident Pharmacy	\$422.00	\$16.90	\$7.10	\$446.00	5.68%

Note: The above table does not include the tuition differential for Law School. The differential is presented in a separate work session later in the Trustee Report.

The following tables provide a comparison of both undergraduate and graduate tuition and fees at Western Undergraduate Exchange (WUE) comparator institutions.

**Undergraduate Average Annual Tuition and Fees ±
 Western Undergraduate Exchange (WUE) Comparator Universities**

Ranked by 2004-05 Resident Tuition and Fee:

INSTITUTION	Resident Undergraduates		Rank	Yearly % Change	% of Average
	2003-04	2004-05			
Washington State University	5,280	5,628	1	7%	135%
University of Oregon	4,914	5,490	2	12%	132%
University of Washington	4,968	5,286	3	6%	127%
Portland State University	4,278	5,121	4	20%	123%
University of North Dakota	4,156	4,828	5	16%	118%
North Dakota State University	3,965	4,733	6	19%	114%
Montana State University - Bozeman	4,145	4,577	7	10%	110%
South Dakota State University	4,260	4,500	8	6%	108%
University of South Dakota	4,205	4,452	9	6%	107%
University of Montana - Missoula	4,104	4,377	10	7%	105%
University of Alaska - Fairbanks	3,670	4,180	11	13%	100%
University of Colorado - Denver	3,551	4,093	12	15%	98%
University of Utah	3,646	4,000	13	10%	96%
Northern Arizona University	3,552	3,983	14	12%	96%
Colorado State University	3,744	3,790	15	1%	91%
University of New Mexico	3,313	3,738	16	13%	90%
Idaho State University	3,448	3,700	17	7%	89%
New Mexico State University	3,372	3,666	18	9%	88%
University of Idaho	3,348	3,632	19	8%	87%
University of Hawaii at Manoa	3,465	3,581	20	3%	86%
Utah State University	3,141	3,374	21	7%	81%
University of Northern Colorado	3,242	3,370	22	4%	81%
UNIVERSITY OF WYOMING	3,090	3,243	23	5%	78%
University of Nevada - Reno	2,710	2,942	24	9%	71%
University of Nevada - Las Vegas	2,670	2,850	25	7%	68%
AVERAGE (excluding UW)	\$3,798	\$4,161		10%	

Ranked by 2004-05 Non-Resident Tuition and Fees

INSTITUTION	Non-Resident Undergraduates		Rank	Yearly % Change	% of Average
	2003-04	2004-05			
University of Washington	16,121	17,916	1	11%	142%
University of Oregon	16,350	16,914	2	3%	134%
Portland State University	13,674	16,866	3	23%	134%
University of Colorado - Denver	15,179	16,035	4	6%	127%
Colorado State University	14,216	14,377	5	1%	114%
Montana State University - Bozeman	12,707	14,177	6	12%	112%
Washington State University	13,382	14,046	7	5%	111%
Northern Arizona University	12,072	12,503	8	4%	99%
University of New Mexico	11,954	12,500	9	5%	99%
University of Utah	11,292	12,410	10	10%	98%
University of Montana - Missoula	11,475	12,368	11	8%	98%
University of Northern Colorado	12,368	12,260	12	-1%	97%
New Mexico State University	11,250	12,210	13	9%	97%
University of Idaho	10,740	11,652	14	8%	92%
University of Nevada - Reno	11,197	11,616	15	4%	92%
University of Nevada - Las Vegas	11,157	11,524	16	3%	91%
University of North Dakota	9,902	11,522	17	16%	91%
North Dakota State University	9,600	11,381	18	19%	90%
University of Alaska - Fairbanks	9,400	11,090	19	18%	88%
Idaho State University	10,043	10,780	20	7%	86%
University of Hawaii at Manoa	9,945	10,061	21	1%	80%
Utah State University	8,946	9,701	22	8%	77%
South Dakota State University	8,970	9,360	23	4%	74%
University of South Dakota	8,916	9,296	24	4%	74%
UNIVERSITY OF WYOMING	8,940	9,273	25	4%	74%
AVERAGE (excluding UW)	\$11,702	\$12,607		8%	

NOTE: These figures are for undergraduate first-time, full-time students with an academic year of 30 semester hours or 45 quarter hours.

Source: Telephone surveys, mail surveys, web surveys, and web sites.

P04.104
 OIA.SDW
 4-Jan-2005

**Graduate Average Annual Tuition and Fees a
 Western Undergraduate Exchange (WUE) Comparator Universities**

Ranked by 2004-05 Resident Tuition and Fee:

INSTITUTION	Resident Graduates		Rank	Yearly % Change	% of Average
	2003-04	2004-05			
University of Oregon	8,958	9,918	1	11%	194%
Portland State University	7,635	9,144	2	20%	178%
University of Washington	6,821	7,616	3	12%	149%
Washington State University	6,722	6,878	4	2%	134%
University of Alaska - Fairbanks	5,818	6,518	5	12%	127%
University of Colorado - Denver	4,359	6,092	6	40%	119%
Montana State University - Bozeman	4,797	5,309	7	11%	104%
University of North Dakota	4,418	5,132	8	16%	100%
North Dakota State University	4,209	5,021	9	19%	98%
University of Montana - Missoula	4,648	4,968	10	7%	97%
University of Hawaii at Manoa	4,617	4,805	11	4%	94%
University of South Dakota	4,259	4,482	12	5%	87%
South Dakota State University	4,298	4,440	13	3%	87%
Idaho State University	4,108	4,380	14	7%	85%
Colorado State University	4,186	4,236	15	1%	83%
Northern Arizona University	3,752	4,183	16	11%	82%
University of Idaho	3,888	4,172	17	7%	81%
UNIVERSITY OF WYOMING	3,978	4,161	18	5%	81%
University of New Mexico	3,643	4,110	19	13%	80%
New Mexico State University	3,624	3,936	20	9%	77%
University of Utah	3,428	3,904	21	14%	76%
University of Northern Colorado	3,642	3,880	22	7%	76%
Utah State University	3,399	3,655	23	8%	71%
University of Nevada - Reno	2,920	3,152	24	8%	62%
University of Nevada - Las Vegas	2,856	3,060	25	7%	60%
AVERAGE (excluding UW)	\$4,625	\$5,125		11%	

Ranked by 2004-05 Non-Resident Tuition and Fees

INSTITUTION	Non-Resident Graduates		Rank	Yearly % Change	% of Average
	2003-04	2004-05			
University of Washington	16,544	17,816	1	8%	136%
University of Colorado - Denver	16,565	17,362	2	5%	133%
Washington State University	15,738	16,072	3	2%	123%
Portland State University	13,332	15,480	4	16%	119%
Colorado State University	14,791	14,959	5	1%	115%
Montana State University - Bozeman	13,359	14,909	6	12%	114%
University of Oregon	13,734	14,211	7	3%	109%
University of Montana - Missoula	12,733	13,733	8	8%	105%
University of Northern Colorado	13,058	13,040	9	0%	100%
University of New Mexico	12,310	12,851	10	4%	98%
Northern Arizona University	12,272	12,703	11	4%	97%
New Mexico State University	11,550	12,534	12	9%	96%
University of North Dakota	10,604	12,338	13	16%	95%
University of Idaho	11,280	12,192	14	8%	93%
North Dakota State University	10,251	12,151	15	19%	93%
University of Alaska - Fairbanks	10,402	12,062	16	16%	92%
University of Utah	10,659	12,040	17	13%	92%
University of Nevada - Reno	11,407	11,826	18	4%	91%
University of Nevada - Las Vegas	11,343	11,734	19	3%	90%
Utah State University	10,583	11,486	20	9%	88%
Idaho State University	10,708	11,460	21	7%	88%
University of Hawaii at Manoa	10,761	11,021	22	2%	84%
UNIVERSITY OF WYOMING	10,362	10,737	23	4%	82%
University of South Dakota	9,372	9,739	24	4%	75%
South Dakota State University	9,412	9,552	25	1%	73%
AVERAGE (excluding UW)	\$12,199	\$13,053		7%	

NOTE: These figures are for graduate first-time, full-time students with an academic year of 24 semester hours or 36 quarter hours.

P04.104
 OIA:SDW
 4-Jan-2005

WHY THIS ITEM IS BEFORE THE BOARD:

For annual approval of tuition, fees and rates.

ARGUMENTS IN SUPPORT:

- N/A

ARGUMENTS AGAINST:

- N/A

ACTION REQUIRED AT THIS BOARD MEETING:

Approval of all tuition, fees and rates as proposed.

PRESIDENT'S RECOMMENDATION:

It is recommended that the Trustees approve the changes in tuition and mandatory fees and that the other fees and charges presented in the Fee Book be approved.

MINUTES OF THE MEETING:

President Dubois began the discussion by advising the board that a decision to approve the fee book and tuition recommendation was needed at this meeting. The proposed changes were noted in the previous meetings. The fees will be directed to the budgets of the self-sustaining units, and the tuition funds will go into the university general fund. He introduced Vice President Phill Harris for his presentation to the board.

Mr. Harris explained the mandatory fees, speaking about each area. Athletics is working with their need to make adjustments periodically to overcome the lack of increases during the last 15 years. He also spoke about the Residence Life & Dining Service fees, driven by the services they provide to students.

The tuition proposal was then presented, and determined where UW's cost lies in regards to comparator institution. Dr. Andy Hansen, Presidential Faculty Fellow, worked with Mr. Harris

to develop the presented table. Benchmarks were discussed with the board, as well as the total cost born by students at UW, which amounts to approximately 17%. Trustee David Willms spoke about ASUW and their tuition discussions. They passed a resolution several weeks ago, and were pleased with the benchmarking process for tuition. ASUW also discussed keeping the university “as nearly free as possible.” The item was approved and moved to the Consent Agenda.

AGENDA ITEM TITLE: **Appointment of External Auditor**, Hardin

CHECK THE APPROPRIATE BOX(ES):

- Work Session
 Education Session
 Information Item
 Other Specify: Committee of the Whole (Regular Business)

BACKGROUND AND POLICY CONTEXT OF ISSUE:

In November 2004, the Board of Trustees approved revisions to Section 7-2 of the Trustee Bylaws, creating the University of Wyoming Board of Trustees' Audit and Fiscal Integrity Committee. Part IV. a. of the bylaw states that the committee shall:

“Following appropriate consultation with management, recommend to the Board the selection and retention of the external audit firm. Approve the external auditor’s fees.”

The selection of an audit firm is a comprehensive process that will take approximately nine months (June 2005 – March 2006). Because members of the committee will not be appointed until the May 2005 Board meeting and the current audit engagement with McGee, Hearne & Paiz is complete, the Board must consider a one-year extension of the McGee, Hearne & Paiz contract to perform fiscal year 2005 audits and allow for committee participation in the 2005-2006 selection process.

Prior Related Board Discussions/Actions:

November 2004: The Board approved revisions to Section 7-2 of the Trustee Bylaws, creating the Audit and Fiscal Integrity Committee.

January 2004: The Board approved a one-year extension of the McGee, Hearne & Paiz contract to perform fiscal year 2004 audits.

WHY THIS ITEM IS BEFORE THE BOARD:

The Board must approve an extension of the current audit engagement in order for the committee to participate in a comprehensive selection process.

ARGUMENTS IN SUPPORT:

The University of Wyoming is required to engage an auditor to perform annual audits, and McGee, Hearne & Paiz is willing and able to perform the fiscal year 2005 audits.

ARGUMENTS AGAINST:

The National Association of College and University Business Officers (NACUBO) recommends that institutions require rotation of the lead audit partner every seven years, and suggests that the audit engagement itself be periodically subject to competitive bid. The lead partner of the McGee, Hearne & Paiz engagement has served in this capacity for more than seven years.

ACTION REQUIRED AT THIS BOARD MEETING:

Approval of a one-year extension of the McGee, Hearne & Paiz audit engagement to perform fiscal year 2005 audits. This action could be placed on the Consent Agenda at the Board's discretion.

PRESIDENT'S RECOMMENDATION:

President Dubois supports the Board of Trustees' approval of this one-year extension.

MINUTES OF THE MEETING:

Elizabeth Hardin, Vice President for Administration, spoke about the request to extend the current external auditor's engagement for one more year. She stated that this task will be completed in concert with the Audit & Fiscal Integrity Committee in the future. Members of the board asked questions about the fees and if any other firms in Wyoming were able to perform this audit. The board agreed to place the topic on the Consent Agenda.

ACTION ITEM TITLE: **UniReg 5 Revision**, Miller

CHECK THE APPROPRIATE BOX(ES):

- Work Session
 Education Session
 Information Item
 Other Specify:

BACKGROUND AND POLICY CONTEXT OF ISSUE :

The Director of The Employment Practices Office (January 2004) evaluated the current UniReg 5 as applied to actual situations and developed a process to minimize procedural difficulties experienced in the past.

Prior Related Board Discussions/Actions:

The Board adopted the current UniReg 5 in July 2001.

WHY THIS ITEM IS BEFORE THE BOARD:

In view of the evaluation by the Director of the Employment Practices Office and the legal review by the Office of General Counsel, modifications have been proposed to the UniReg which provide a revised definition of "discrimination" to include adverse treatment and harassment (and avoid **non-civil rights** based harassment which is handled under a different set of UniRegs); provide a clear and concise definition of "sexual harassment"; and provide a streamlined procedure for reporting and investigating complaints. The Director of the Employment Practices Office will now have the responsibility for coordinating the policy to insure timely and consistent investigations.

ARGUMENTS IN SUPPORT:

Provides the university with a more user-friendly process and limits the university's legal exposure through the initiation of a timely and consistent process to review all civil rights complaints.

ARGUMENTS AGAINST:

None

ACTION REQUIRED AT THIS BOARD MEETING:

None

PRESIDENT'S RECOMMENDATION:

President Dubois will approve the revisions as suggested.

MINUTES OF THE MEETING:

Vice President Rick Miller provided a brief background and introduced Susan Weidel, university legal counsel, to speak to the unireg in more detail. Ms. Weidel discussed Unireg 5 and advised the Board that this unireg deals with harassment. There have been changes to the definition section as the unireg deals primarily with the civil rights types of concerns. Ms. Weidel advised the board that Ms. Nell Russell, EEO officer, is developing a training program on dispute resolution. The board moved to add this item to the Consent Agenda.

THE UNIVERSITY OF WYOMING
Laramie, Wyoming

DRAFT

UNIREG 5

UNIVERSITY REGULATION 5

Initiating

Authority: President of the University

Subject: Civil Rights Discrimination

References:

- (a) Regulations of the Trustees, Chapter VII, A.
- (b) Regulations of the Trustees, Chapter V, A.
- (c) University Regulation 3, Revision 1 (October 17, 1977)

1. **PURPOSE.** This University Regulation states the University policy relating generally to discrimination and harassment in the work and educational environment. It sets forth administrative procedures for expeditiously handling all claims of discrimination or harassment in either University employment or access to University programs.

The University is committed to a policy of nondiscrimination. Every member of the University community has a responsibility for understanding and preventing discrimination. Training and informational programs support the University's desire to create a work environment for faculty and staff and an educational environment for students that fosters career and educational goals based on factors such as ability, performance and equal access. The University will take prompt action in response to acts of discrimination. Nothing contained in this policy shall be construed to infringe upon the right of free speech or academic freedom of any member of the University community, nor to diminish any individual's right to make a legal claim under state or federal statutes.

2. **DEFINITIONS.**

- a. Discrimination includes:

- i. **Civil Rights Discrimination** – Adverse treatment and harassment on the basis of race, sex, gender, color, religion, national origin, disability, age, veteran status, sexual orientation, political belief or other status protected by state and federal statutes or University Regulations.
- ii. **Employment Discrimination** – Civil rights discrimination in hiring, discharge, compensation, promotion, terms and conditions of employment or other treatment which adversely affects employment status.

- iii. **Program Discrimination** – Civil rights discrimination that serves to exclude from or deny to its clientele equal access to the University’s programs, activities or benefits.
 - iv. **Sexual harassment** - Unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature.
 - v. **Retaliation** –Adverse action or threat made in reprisal against any individual who participates as an actual or potential party, witness or representative relating to a report of discrimination or harassment as authorized by this policy.
3. **POLICY.** It is a violation of University policy to interfere with or circumvent in an inappropriate manner the employment or educational pursuits of any member of the University community. Discrimination and retaliation are specifically prohibited. Violations of this policy will be addressed promptly, with appropriate corrective action taken; violations of a severe or persistent nature are considered serious and may result in separation from the University.
4. **RESPONSIBILITY.** It is the responsibility of any person subjected to discrimination or retaliation to promptly report the occurrence of the offending remarks or behavior, to the Director of Employment Practices or other appropriate University officials. University officials include every administrative officer, dean, director, department head, supervisor, and all instructional personnel. A report of discrimination or retaliation made to a University official shall be referred to the next administrative level of the University and to the Director of Employment Practices, who is responsible for coordination of this policy. Requests for confidentiality or anonymity shall be respected consistent with the University’s obligation to investigate all reports of discrimination or retaliation.
5. **PROCEDURES.** The University will respond to all reports of discrimination or retaliation.
 - a. Acts of discrimination or retaliation should be reported promptly and without unreasonable delay. Student complaints should normally be reported within one semester following any occurrence.
 - b. The University’s Employment Practices Director will be responsible for administering a complaint investigation process.
 - c. All parties have responsibility for ensuring full cooperation with the investigator.
 - d. The vice president or appropriate dean shall promptly address any instance of discrimination or retaliation identified in the investigation.
 - e. The vice president must authorize any disciplinary action.

- f. The vice president or appropriate dean may meet with any individual accused of discrimination or retaliation to discuss issues raised in the investigation and any disciplinary action which might be contemplated.
 - g. The vice president shall provide written notice of any disciplinary action imposed.
 - h. Any corrective action or discipline imposed as a result of substantiated discrimination or retaliation shall be consistent with applicable faculty, staff and student dispute resolution, grievance or appeals processes.
- 6. DISPOSITION OF THE RECORD.** All records concerning a discrimination or retaliation complaint shall be considered a Personnel record and closed to the public in accordance with Wyoming law. Records involving students shall be forwarded to the Dean of Students and shall be closed in accordance with Federal and Wyoming law.

APPROVED:

Philip L. Dubois
President

Draft
Investigative Guidelines to University Regulation 5

1. Any member of the university community – i.e. student, staff, faculty member, and campus visitor – is required to report allegations of discrimination or harassment under UniReg 5 to the Director of the Employment Practices Office (DEP), the Dean of Students or other university official.
2. All university personnel who are informed of complaints of discrimination or harassment are advised to immediately forward the information to the DEP. The DEP shall receive and resolve all anonymous complaints and any complaint against a university contractor, vendor, or affiliate.
3. The EPO is responsible for coordinating the investigation process. The EPO may conduct the investigation or appoint an investigator. Investigations shall ordinarily be completed within thirty calendar days following the date the complaint is received by the DEP. The President or appropriate Vice President or Dean may approve an extension of time for good cause.
4. Investigations are not subject to fixed format or process. The extent and focus of an investigation will be appropriately tailored to the nature of the complaint.
5. The investigator shall review pertinent records, conduct interviews as appropriate, and prepare a written report.
 - a. Interviews, when appropriate, will be conducted with the complainant and the accused; other individuals may also be interviewed as needed (e.g., witnesses, supervisor, department head.)
 - b. Confidentiality, to the extent possible, shall be respected consistent with the university's obligation to investigate all reports of discrimination or harassment and prevent recurrence of offending behavior.
6. Once the investigation is completed, the investigator may, when appropriate, make a recommendation on corrective action and/or for the dismissal of charges to the appropriate Vice President or Dean.
7. The Vice President or Dean, based upon the recommendation of the investigator, shall determine either to dismiss the complaint or to take appropriate corrective action, including taking disciplinary action where appropriate.

THE UNIVERSITY OF WYOMING

Laramie, Wyoming

UNIREG 5

July 16, 2001

UNIVERSITY REGULATION 5

Initiating

Authority: President of the University

Subject: Discrimination and Harassment

References: (a) Regulations of the Trustees, Chapter VII, A.
(b) Regulations of the Trustees, Chapter V, A.
(c) University Regulation 3, Revision 1 (October 17, 1977)
(d) University Regulation 4 (October 11, 1977)
(e) University Regulation 42, Revision 1 (August 12, 1999)

- 1. PURPOSE.** This University Regulation supersedes the policies established for Civil Rights Claims (University Regulation 4) and Sexual Harassment (University Regulation 42) and restates the University policy relating generally to discrimination and harassment in the work and educational environment. It sets forth administrative procedures for expeditiously handling all claims of discrimination or harassment in either University employment or program access.

The University is committed to protecting the rights and dignity of all members of the University community. Every member of the University community has a responsibility for understanding and preventing discrimination and harassment. Training and informational programs support the University's desire to create a work environment for faculty and staff and an educational environment for students that fosters career and educational goals based on factors such as ability, performance and equal opportunity. Discrimination and harassment are subversive to the creation of this environment. Discrimination or harassment of an individual whose status is protected by law is also illegal. The University will take prompt remedial action in response to acts of discrimination or harassment without regard to whether the offence amounts to a violation of federal or state law. Nothing contained in this policy shall be construed to infringe upon the right of free speech or academic freedom of any member of the University community, nor to diminish any individual's right to make a legal claim under state or federal statutes.

- 2. DEFINITIONS.**

- a. Discrimination – Adverse treatment on the basis of race, sex, color, religion, national origin, disability, age, veteran status, sexual orientation, political belief or other status protected by state and federal statutes or University Regulations.
 - b. Employment Discrimination – Discrimination in hiring, discharge, compensation, promotion, terms and conditions of employment or other treatment which adversely affects employment status.
 - c. Program Discrimination – Discrimination which serves to exclude from or deny to its clientele equal access to the University’s programs or activities or their benefits.
 - d. Harassment -- Unwelcome physical or verbal contact under the authority of or permitted by the University, including by a faculty member, staff, student or agent, that causes alarm or abuse, serves no legitimate purpose of the actor and results in a significant change in employment or student status or creates an intimidating, hostile or offensive work or learning environment.
 - e. Retaliation –Adverse action or threat made in reprisal against any individual who participates as an actual or potential party, witness or representative relating to a report of discrimination or harassment as authorized by this policy.
3. **POLICY.** It is a violation of University policy to abuse the dignity of any member of the University community.
- a. Employment and program discrimination are specifically prohibited.
 - b. Harassment of any member of the University community will not be tolerated.
 - c. Violations of this policy will be addressed promptly, with appropriate corrective action taken; violations of a severe or persistent nature are considered serious and may result in separation from the University.
 - d. Any act of retaliation will result in disciplinary action and may result in separation.
4. **RESPONSIBILITY.** It is the responsibility of any person subjected to discrimination, harassment or retaliation to make a report, promptly following the occurrence of the offending remarks or behavior, to the Employment Practices Officer or other appropriate University officials, including the Dean of Students. University officials, including every administrative officer, dean, director, department head, supervisor, and all instructional personnel, shall strive to ensure a work and learning environment free of discrimination or harassment. Any report of discrimination or harassment reported to a University official shall be forwarded to the next level of University administration and submitted to the Employment Practices Officer, who is responsible for coordination of this policy. Individuals with complaints against their instructors or immediate supervisors are expected to take the matter directly to the Employment Practices Officer, dean, appointing authority,

or the Dean of Students. The Employment Practices Officer shall act upon any complaint against a contractor or vendor, and all anonymous complaints. Requests for confidentiality or anonymity shall be respected consistent with the University's commitment to investigate all reports of discrimination or harassment and prevent recurrence of offending behavior.

5. PROCEDURES. The University has established procedures for receiving, investigating and responding to all reports of discrimination or harassment.

- a. Acts of discrimination or harassment must be reported promptly and without unreasonable delay. Student complaints should normally be reported within one semester following any occurrence.
 - b. The University's Employment Practices Officer shall develop investigative and disciplinary guidelines for the administration of this procedure; shall be available as a resource to assist in carrying out said guidelines; and shall monitor the timeliness of any actions prescribed.
 - c. Reports shall be investigated pursuant to the guidelines described in 5.b. above under the authority of the vice president of the unit in which the incident occurred except that in the Division of Academic Affairs, these duties shall be assigned to the dean of the academic unit in which the incident occurred. All members of the University community, including faculty members, staff, students and supervisors are required to cooperate with and be available to any investigator seeking records, interviewing witnesses or collecting other evidence.
 - d. The vice president/dean shall promptly address any instance of discrimination or harassment identified in the investigation.
 - e. The vice president must authorize any disciplinary action.
 - f. The vice president/dean shall meet with any individual accused of discrimination or harassment to discuss issues raised in the investigation and any disciplinary action which might be contemplated.
 - g. The vice president shall provide written notice of any disciplinary action imposed.
 - h. Any discipline imposed as a result of discrimination or harassment shall be subject to applicable faculty, staff and student dispute resolution, grievance or appeals processes.
- 6. ADVISORS:** Individuals who participate in this procedure may choose to be advised by another University faculty member, staff or student, or may elect to secure outside legal advice, with any cost incurred to be borne by the individual.

7. **DISPOSITION OF THE RECORD.** All records concerning any discrimination or harassment complaint shall be considered a Personnel record and closed to the public in accordance with Wyoming law. Student records shall be closed in accordance with federal and Wyoming law. The Employment Practices Officer shall be the custodian of the official record of all such complaints.

APPROVED: July 16, 2001

Philip L. Dubois
President

AGENDA ITEM TITLE: **Ecology Ph.D., Action Item 12,** Buchanan

CHECK THE APPROPRIATE BOX(ES):

- Work Session
 Education Session
 Information Item
 Other Specify:

BACKGROUND AND POLICY CONTEXT OF ISSUE:

Action Item 12 of *Academic Plan II* calls for the advancement of a new Ph.D. program in ecology:

Action Item 12 (advance an interdisciplinary Ph.D. program in ecology). The Vice President for Academic Affairs, in coordination with the Dean of the Graduate School, will advance, for the approval of the Board of Trustees, an interdisciplinary degree program leading to the Ph.D. in ecology.

Ecology is a science that sits at the interface of the life and physical sciences and is devoted to the interaction of communities of organisms and their physical environments. It has applications to many issues of importance to Wyoming, including reclamation, biocontrol of agricultural pests, coalbed methane impacts, management of sustainable forest, rangeland, and wildlife resources, and assessment and mitigation of hazards from wildfire, drought, invasive species, and infectious diseases.

UW has a long history of faculty strength in ecology, distributed across several academic departments and augmented by such assets as the Wyoming Geographic Information Science Center, the Wyoming Reclamation Ecology Center, the stable isotopes laboratory, the Rocky Mountain Herbarium, the Grand Teton National Park Research Station, and other facilities. In addition, the National Science Foundation has recently awarded UW a \$7.5-million EPSCoR grant in ecology for the next five years.

Two of the most important reasons for initiating a doctoral program in ecology are

- To enhance UW's ability to attract high-caliber doctoral students; and
- To facilitate greater interdisciplinary and cross-departmental collaboration in a field identified as a focus area for the life sciences in *Academic Plan II*.

A working group of faculty members from the Departments of Botany, Geography, Renewable Resources, and Zoology & Physiology has spent more than two years developing a plan for the structure, curriculum, student recruitment, and governance mechanisms needed to start the program. The essential elements of this plan include:

- Provisions for a faculty director, a faculty steering committee, a set of criteria for faculty affiliates, and mechanisms for assigning graduate assistantships to the program and admitting students into it;
- A coherent core curriculum, assembled initially from graduate-level courses offered in the participating departments;
- A set of program outcomes and a plan for assessing them.

The program is ready to put in place for fall semester 2005, and the working group has identified 12 UW graduate students who will transfer to the program from existing doctoral programs in the life sciences.

A presentation at the Board meeting will cover such details as the management of the program, its curriculum and staffing, how the program relates to existing curricula and research, and the plan for assessing program outcomes.

Prior Related Board Discussions/Actions:

None

WHY THIS ITEM IS BEFORE THE BOARD:

The Board of Trustees is responsible for the approval of new degree programs.

ACTION REQUIRED AT THIS BOARD MEETING:

Approval of the program or deferral to the May meeting.

PRESIDENT'S RECOMMENDATION:

President Dubois recommends approval.

MINUTES OF THE MEETING:

Dean Don Roth spoke to the board about Life Sciences in the Graduate School. Professor Steven Jackson did a presentation on ecology, the Botany department and the proposed Ph.D. program. The presentation and proposed Ph.D. program are in response to the Academic Plan II, Item 12. The board moved the item to the Consent Agenda.

AGENDA ITEM TITLE: **Differential Tuition, Action Item #136**, Buchanan

CHECK THE APPROPRIATE BOX(ES):

- Work Session
 Education Session
 Information Item
 Other Specify:

BACKGROUND AND POLICY CONTEXT OF ISSUE:

Academic Plan II proposes a closer examination of policies and principles that govern differential tuition. While discussions about tuition differentials often provoke concerns about equity, it is important to remember that costs of attendance are far from uniform. Some students receive scholarships; others have access to school-, state-, or federally-based aid; some majors apply special fees; graduate students pay more than undergraduates; non-residents pay more than residents; and in some disciplines (e.g. pharmacy, law) differential pricing has been the rule for so long that it goes unnoticed. The question is not whether to have differential tuitions, but whether the institution can and should develop broad policy to help guide their development and implementation.

Action Item #136 speaks to this issue. *“The Vice President for Academic Affairs in consultation with the President, will appoint a task force to explore principles for the design and implementation of differential pricing mechanisms.....”*

In October 2004, Tom Buchanan, Vice President for Academic Affairs, appointed the following individuals to the task force:

Jerry Parkinson, Dean, College of Law (Chair)
Dave Gruen, Director, Office of Student Financial Aid
Andy Hansen, Professor, Department of Mechanical Engineering and
 faculty fellow, Office of the President
Phill Harris, Vice President for Budget and Planning
Bob Kelley, Dean, College of Health Sciences
Maggi Murdock, Associate Vice President and Dean, Outreach School
Larry Weatherford, Associate Dean, College of Business

The task force met regularly from November 2004 to February 2005 and discussed a wide variety of issues. As a result of those discussions, the task force makes the following recommendations:

- **Programmatic Goals and Objectives.** The fundamental basis for tuition differentials must be the advancement of academic programs. A tuition differential should be tied to specific academic goals within a particular program. The program should be able to identify specific initiatives that will enhance the overall quality of the program – i.e., what could the program accomplish with additional revenues, and how much will it cost

to achieve those goals? Differentials should be used to build quality in *existing* academic programs rather than expanding into new degree programs. Differentials may be most suited to high-cost programs, particularly those in which costs are driven in part by external factors such as accreditation standards.

- **Enrollment Management.** Tuition differentials should not be used as a tool of enrollment management – that is, as a means of influencing student demand for specific programs (e.g., reducing demand through higher pricing). Such efforts may prove counterproductive. (The School of Pharmacy, for example, recently experienced a significant *increase* in applications after a sizable tuition increase.) Moreover, differential pricing may add a layer of confusion that, in some instances, could act as a hindrance to student recruitment efforts. The task force recognizes that some programs at the undergraduate level (e.g., criminal justice) may have greater student enrollments than they can manage effectively with current resources; enrollment in such programs is more reasonably regulated through admissions requirements than by pricing mechanisms.
- **Differential Pricing at the Undergraduate Level.** The university should NOT employ tuition differentials at the undergraduate level. This recommendation is based on several factors, including a desire to leave student choice of majors and programs of study relatively unconstrained by considerations of price; administrative burdens resulting from a variety of differentials; difficulty in administration of financial aid programs; political ramifications; and avoidance of students’ “gaming the system” (e.g., remaining undeclared as long as possible).

Note: The task force considered the possibility of distinguishing between upper- and lower-division coursework for tuition purposes (i.e., adding a differential to upper-division courses). In light of substantial cross-over of students between lower- and upper-division courses (e.g., freshmen and sophomores enrolled in 3000- and 4000-level courses, and upper-level students enrolled in lower-division courses) and many of the same issues cited above with respect to differentials generally, the task force rejected this distinction as well.

- **Current Tuition as a Baseline.** Current tuition and fee levels should be considered a baseline. It seems clear that the university currently does not have programs that are overpriced, particularly in comparison with the market. Therefore, the task force does not recommend pricing differentials that would result in *lower* prices for any particular programs.
- **Access.** Student access to academic programs remains critical. We must not price students out of programs, particularly students from Wyoming. It may be important to earmark a portion of increased revenues generated from a differential to need-based scholarship assistance. In addition, the size of any tuition differential should take into account salaries for graduates in the field, to ensure that graduates retain the ability to service greater student loan debt.

- **Cost of Attendance.** When considering the impact of tuition differentials, it is important to focus on total cost of attendance (including room and board, books, etc.) rather than tuition rates alone when considering issues of access, affordability, etc. In some instances, for example, a 30% increase in tuition may result in only a 5-10% increase in the overall cost of attendance.
- **Revenue Generation.** Tuition differentials make sense only when they could generate significant additional revenues for academic programs. A considerable difference exists between those programs in which students are primarily cash payers (e.g., law, MBA, pharmacy) and those whose students are primarily on graduate assistantships or whose tuition is otherwise discounted. (College of Engineering, for example, typically does not accept graduate students who are not fully funded by either a state or a grant-supported graduate assistantship. A tuition differential for a graduate program in engineering, then, would have little financial impact on the academic program.) Tuition differentials are particularly suited to programs that experience high student demand so that tuition discounting is unnecessary.
- **Incentives/Return of Revenues.** In those programs with significant revenue-generating capacity, there must be an incentive in the form of a return of additional revenues to the program. Students who bear the increased burden of a differential should be the primary beneficiaries of revenues that are generated. In determining the appropriate sum to return to an academic program, a reasonable estimate of additional revenues should be made based on historic enrollment patterns. While adjustments may be made periodically if student enrollment patterns change significantly, sensible planning for both the program and the university would suggest that a fixed sum be added to the program's permanent Section 1 budget rather than making yearly adjustments based on minor enrollment fluctuations.
- **Market Position/Comparison to Peers.** Tuition differentials must be tied to programmatic goals, but also should be sensitive to market position, including perceptions in the market that are influenced by price (e.g., "you get what you pay for"). An academic program seeking a tuition differential will be better positioned if it can show that even with a differential, the program's pricing will be modest in comparison to a reasonable group of peer institutions. (For example, the differential could be subject to the constraint that it will leave the program's tuition in the lower half or lower quartile of the peer group.) For any tuition differentials, consideration should be given to building in regular adjustments to account for inflation and to enable a program to keep pace with peer institutions.
- **Program-Specific Fees.** While the task force recognizes that academic programs vary widely in terms of cost, it agrees with the recent institutional trend away from program-specific or course-specific *fees* (as opposed to tuition) as a means of generating additional revenues. The task force believes that cost of attendance must be transparent, and that hidden costs in the form of program or course fees should be avoided. As tuition increases generate corresponding increases in academic support budgets, academic

departments should begin reducing current program- and course-specific fees, with the ultimate goal of eliminating them entirely.

- **“Enterprise” Opportunities.** This report does not address “entrepreneurial” programs, primarily through the Outreach School, in which specific academic initiatives may be well-positioned for a market niche that has high student demand and is not particularly sensitive to pricing (e.g., UW’s current Executive MBA program and certificate programs in surveying and real estate). The university should continue to recognize the potential for such “enterprise” opportunities. Indeed, some elements of these entrepreneurial programs may serve as a model for other academic programs considering a tuition differential.

In addition to the recommendations provided by the task force, it is recommended by the university administration that funds received from differential tuition rates not be used to provide existing faculty members additional compensation that other faculty on campus would not enjoy (either in terms of timing of raises or amounts). Funds received from differential tuition rates might be used to create new faculty positions and thereby lower student-faculty ratios (consistent with quality enhancement).

Prior Related Board Discussions/Actions:

Prior discussions leading to the approval of *Academic Plan II* in 2004.

WHY THIS ITEM IS BEFORE THE BOARD:

Action Item #136, recommends institutional policy for approval to the Board of Trustees.

ACTION REQUIRED AT THIS BOARD MEETING:

Approval of policy recommendations contained in Action Item #136.

PRESIDENT’S RECOMMENDATION:

President Dubois recommends approval.

MINUTES OF THE MEETING:

Dr. Buchanan spoke about other differential, noting that the additional tuition in the Pharm D program goes to the pharmacy school to address their needs. The other school at UW that has differential tuition is the College of Law. After further discussion, the board moved the item to the Consent Agenda.

AGENDA ITEM TITLE: **Law College Differential Tuition, Action Item #29**, Buchanan

CHECK THE APPROPRIATE BOX(ES):

- Work Session
 Education Session
 Information Item
 Other Specify:

BACKGROUND AND POLICY CONTEXT OF ISSUE:

Action Item #29 of *Academic Plan II* states that “[t]he Dean of Law will develop a proposal for an increased tuition differential for students pursuing the J.D. The purpose of the differential will be to generate earmarked revenues to support educational functions in the College of Law.”

For many years, UW’s law school tuition has been based on a formula that is tied to UW undergraduate tuition. As a result, College of Law tuition has failed to keep pace with the escalating cost of legal education. Indeed, the UW law school has the very lowest tuition (for both resident and nonresident students) among the 189 ABA-accredited law schools in the United States. At the same time, funding constraints have inhibited program advancement, including, for example, the addition of courses in newly developing areas of the law and enhancement of the library. (The UW law library budget also is the lowest in the country).

The college is slated for an ABA accreditation visit in academic year 2006-07, so the time is right for an infusion of resources that would position the college well for reaccreditation. With an earmark of funds generated from a tuition differential, the law students who will bear the burden of the tuition increase also will be the direct beneficiaries of the increase.

In accordance with Action Item #29, the Dean of Law has proposed a 15 percent tuition increase (in addition to university-wide increases), for both resident and nonresident students, in each of the next two fiscal years. Two observations about the proposal are worth noting:

- First, the increased revenue generated by the tuition differential would be added to the college’s Section 1 budget and used for academic purposes, including additional faculty positions (to strengthen the law school’s legal writing, clinic, and externship programs; to provide for smaller classes in some required courses; and to broaden the curriculum), technology support, enhancement of the law library, student scholarships, and faculty research support. This earmarking of the tuition-differential revenues for academics is consistent with the recommendations produced for Action Item #136, discussed elsewhere in this report.
- Second, even with the tuition increases resulting from the proposed differentials, UW’s law school tuition will remain at or near the bottom in comparison to peer institutions.

A presentation at the work session will provide details of these comparisons and the proposed uses of the tuition differential revenues. The table below summarizes the proposed

tuition rates for the law school combining the general tuition increase described in the work session on the Fee Book and Tuition Recommendation and the differential presented in this section.

Law School
Recommended Tuition Rates
Fiscal Year 2006

Tuition Classification	FY 2006 Base Rate Credit Hr.	Tuition Differential Credit Hr.	FY 2006 Credit Hr. Rate	Percent Change FY 05-FY 06
Resident Law	\$171.00	\$24.00	\$195.00	20.37%
Nonresident Law	\$383.00	\$54.00	\$437.00	20.72%

Prior Related Board Discussions/Actions:

Prior discussions leading to the approval of *Academic Plan II* in 2004.

WHY THIS ITEM IS BEFORE THE BOARD:

The Board of Trustees is responsible for setting the university's tuition rates.

ACTION REQUIRED AT THIS BOARD MEETING:

Approval of the new tuition differential and its proposed uses.

PRESIDENT'S RECOMMENDATION:

President Dubois recommends approval.

MINUTES OF THE MEETING:

Associate Vice President Myron Allen spoke about the Law School's differential tuition. He stated that the purpose of this item is to decide what rate is needed to be competitive with other institutions. Dr. Buchanan commented that three new faculty positions at the College of Law will contribute to their outstanding education program. Members of the board asked questions regarding future differential increases as well as how the students will view it. The board moved to place this item on the Consent Agenda, with Trustee Rounds voting no.

AGENDA ITEM TITLE: **University Regulation 408, Action Item #92**, Buchanan

CHECK THE APPROPRIATE BOX(ES):

- Work Session
 Education Session
 Information Item
 Other Specify:

BACKGROUND AND POLICY CONTEXT OF ISSUE:

Action Item #92 of *Academic Plan II* calls for a revision of University Regulation (UniReg) 408. This regulation governs academic professional lecturers, research scientists, extension educators, and postdoctoral research associates. These categories of employment, distinct from the faculty series of assistant professors, associate professors, and professors, exist at most research institutions, and they contribute integrally to the university's teaching, research, and extension missions.

The fundamental purpose of UniReg 408 is sound, but some revisions are necessary, for reasons outlined below.

UW adopted the current version of UniReg 408 in 1992. The regulation redefined the employment status of lecturers, research scientists, and extension educators. Before the adoption of the current version of UniReg 408 in 1992, UW's regulations governing these employees were similar to those still in effect at many peer institutions, with annual appointments, no promotion ladders, and little opportunity or incentive for continuing professional development. The 1992 regulation introduced:

- Promotion ladders,
- Opportunities for extended-term (six-year) appointments after a significant probationary period of annual reappointment reviews, and
- The explicit inclusion of professional development as a job expectation for lecturers, research scientists, and extension educators.

However, the current version also has many internal inconsistencies, lacks appropriate parallelism with other academic appointments, and contains some ambiguous or confusing language. In addition, it provides little guidance on the roles of peer review, documentation of performance, and consistent criteria for performance evaluation and promotions.

The proposed revision addresses many of these issues, with the aim of producing a clearer, more consistent set of regulations governing academic professional appointments. Specific changes include the following:

- A consistent "mother document" containing the provisions applicable to all categories of academic professionals;

- An appendix for each distinct series of academic professionals (extension educators, lecturers, research scientists, postdoctoral associates), with all appendices sharing a common structure;
- Adoption of a unified period (six years) of probationary annual reappointment reviews;
- Adoption of a unified number of ranks (three) in each series;
- A consistent set of staged review processes involving peer reviews and administrative reviews at multiple levels;
- A portfolio-based review system with clearly enumerated expectations for each rank;
- The elimination of logical inconsistencies, vague language governing nonreappointment and dismissal, and lack of clarity about the distinctions between temporary and extended-term-track appointments.

A presentation at the Board meeting will provide further details about the process used to develop the proposed revision and specific aspects of the new text.

Prior Related Board Discussions/Actions:

Prior discussions leading to the approval of *Academic Plan II* in 2004.

WHY THIS ITEM IS BEFORE THE BOARD:

The Board of Trustees is responsible for employment policies governing academic employees.

ACTION REQUIRED AT THIS BOARD MEETING:

Approval of the revised version or postponement until the May meeting.

PRESIDENT'S RECOMMENDATION:

President Dubois recommends approval.

MINUTES OF THE MEETING:

Dr. Allen made a presentation on Unireg 408 for the board. He spoke about the concern on the part of academic professionals in not having the same opportunities as faculty. Trustees made comments that they would like a review of central position management in the future. Dr. Allen noted that the Academic Plan II has an action item to review the distribution of workforce, and a draft will be ready within the next two weeks. The board moved the item to the Consent Agenda.

THE UNIVERSITY OF WYOMING

Laramie, Wyoming

UNIREG 408, Revision 2

UNIVERSITY REGULATION 408, Revision 2

Initiating Authority: Vice President for Academic Affairs

Subject: Guidelines for Establishing Academic Professionals

References:

- (a) Regulations of the Trustees, Chapter V
- (b) University Regulation 1, Revision 2
- (c) University Regulation 408, Revision 1, May 20, 1992
- (d) Action of the Trustees, May 8, 1992.

I. PURPOSE. The purpose of this revision is to update University Regulation 408, which provides basic guidelines to establish Academic Professionals as a category of employees at the University of Wyoming. This University Regulation

- defines four Academic Professional categories: Extension Educators, Lecturers, Research Scientists, and Postdoctoral Associates;
- specifies six years as the length of extended-term appointments.
- specifies that temporary appointments normally shall be made for at most one year at a time;
- defines policies and procedures governing reappointment and promotion;
- allows for professional development leave for extended-term appointees who are eligible.

II. GENERAL INFORMATION. There are four academic professional categories: Extension Educators, Lecturers, Research Scientists, and Postdoctoral Associates. This University Regulation defines the conditions and terms of employment that apply to all categories. Appendices set forth the conditions and terms that are specific to each category. See Appendix A for Extension Educators, Appendix B for Lecturers, Appendix C for Research Scientists, and Appendix D for Postdoctoral Associates.

III. DIRECTIVE. This regulation shall be effective upon approval by the President of the University.

APPROVED:

[Date]

Philip Dubois, President

ACADEMIC PROFESSIONALS

I. Definition and Description

II. Classification, Authorization, Recruitment, and General Employment Provisions

A. Classification and Authorization of Positions

B. Recruitment

C. General Employment Provisions

1. Ranks
2. Appointment Process
3. Job Descriptions
4. Performance Reviews

III. Types of Academic Professional Appointments

A. Extended-Term-Track Appointments

1. Probationary Period
2. Promotion Ladders
3. Compensation
4. Appeals and Disputes
5. Professional Development Leave
6. Governance

B. Temporary Appointments

1. Reappointment and Termination
2. Promotion
3. Compensation
4. Appeals and Disputes

ACADEMIC PROFESSIONALS

I. DEFINITION AND DESCRIPTION

Academic Professionals comprise a category of University academic personnel, distinct from classified and professional staff and faculty, dedicated to the academic mission of the University. Academic Professionals possess specialized qualifications and job descriptions that enable them to fulfill assigned academic duties, maintain peer relationships within the academic community, and enjoy the rights to academic freedom accorded to faculty, as described in Chapter V, Section 1, Regulations of the Trustees of the University of Wyoming. The central role of this category of employees is to support specific aspects of the teaching, research, extension, and service missions of the University.

The present University Regulation contains the core conditions and terms of employment common to all categories of Academic Professionals. Separate appendices for Extension Educators, Lecturers, Research Scientists, and Postdoctoral Associates outline those conditions and terms of employment that apply specifically to the respective categories.

Extension Educators, Lecturers, and Research Scientists can have temporary or extended-term-track appointments. Postdoctoral Associates can have temporary appointments only.

The purpose of extended-term-track appointments is to foster continued professional growth, accomplishment, and commitment to the University's mission, in cases where such an appointment or its renewal is consistent both with the Academic Professional's demonstrated performance and with the University's programmatic needs and priorities.

Academic Professionals on extended-term-track appointments generally start their appointments with a probationary period, during which they undergo annual reviews for reappointment. After completing the probationary period, extended-term-track Academic Professionals may be appointed to extended terms. The review for the transition from probationary appointment to extended-term appointment occurs in the last year of the probationary period.

Extended terms are six years in length for all categories, with the review for renewal of an extended term occurring in the fifth year. If a review for extended-term renewal is successful,

the next six-year extended term shall begin at the end of the sixth year of the current extended term.

Stable fiscal support, normally in the form of salary and benefit funding from Section I of the University's budget, is a necessary but not sufficient condition for an extended-term-track appointment.

Temporary appointments are normally for periods of no longer than a year at a time, ending no later than the end of the current fiscal year, although the appointments may be renewable. Temporary appointments carry no rights to extended-term-track appointment.

II. CLASSIFICATION, AUTHORIZATION, RECRUITMENT AND GENERAL EMPLOYMENT PROVISIONS

A. Classification and Authorization of Positions

Filling an Academic Professional position requires a request and authorization by the Vice President for Academic Affairs, as well as approval by all appropriate college deans. When the appointment is to be made in a department of an academic college, the appropriate dean is the dean of the college. The request must describe (1) whether the position is to be temporary or extended-term-track, (2) the proposed starting rank and salary, (3) the length of the probationary period if the position is on the extended-term track, (4) the source of funding for the position if it is temporary, and (5) the duties and responsibilities associated with the position.

B. Recruitment

University policies related to equal employment opportunity and affirmative action shall apply to Academic Professional searches and appointments. Searches may be national, regional, or local in scope, depending upon the nature of the position.

C. General Employment Provisions

1. Ranks

Within the categories of Extension Educator, Lecturer, and Research Scientist, there are three ranks, denoted by the labels Assistant, Associate, and Senior. Associated with each rank are expected levels of professional accomplishment, typical educational attainment, and contributions to the mission of the University. The appendices describe these levels in more detail.

Any initial appointment should be at a rank that is consistent with the criteria for that rank.

There are no ranks in the category of Postdoctoral Associate.

2. Appointment Process

The appointing authority for Academic Professionals is the dean or director or, if none is appropriate, the Vice President for Academic Affairs. Appointments require approval by the Vice President for Academic Affairs and authorization by the Board of Trustees. Each newly appointed Academic Professional should receive a letter of initial appointment from the appointing authority or the appropriate supervisor, normally a department head. This letter should specify the conditions of employment, including the rank, salary, benefits, and status as an extended-term-track or temporary employee.

3. Job Descriptions

The appointing authority has the responsibility to ensure that each Academic Professional has a job description. The job description must be specified as part of the initial position authorization. Job descriptions will include a description of duties and the proportion of effort allocated to each major duty. The appendices describe the duties appropriate for Extension Educators, Lecturers, and Research Scientists.

Job descriptions are subject to revision at any time during the appointment period, to meet the needs and priorities of the University. All changes in job descriptions for extended-term-track Academic Professionals must be reported to the Vice President for Academic Affairs.

4. Performance Reviews

Each Academic Professional, whether on temporary, probationary, or extended-term appointment, should undergo periodic performance reviews. Each such review should include a review of the job description.

Performance reviews of temporary academic professionals should be annual and should be completed before reappointment is offered. Performance reviews of probationary, extended-term-track Academic Professionals shall occur on a schedule consistent with the reappointment reviews prescribed in Section III.A.1. Performance reviews of Academic Professionals on extended-term appointments shall occur at least biennially.

The purposes of performance review are (1) to evaluate the employee's effectiveness in fulfilling responsibilities in the job description, (2) to document professional growth and development, and (3) to establish goals for the future. The format of the review should be consistent with the scope of the Academic Professional's responsibilities. It should include appropriate peer and supervisory input as well as input from such constituencies as students, faculty, administrators, and members of the community, as appropriate. The review should address the duties outlined in the job descriptions, proportion of effort allocated to these duties, and performance relative to standards.

A copy of the performance appraisal shall be maintained in the employee's personnel file. Academic Professionals must review their performance evaluations; they have the right to make written comments, which become part of the performance review record.

III. TYPES OF ACADEMIC PROFESSIONAL APPOINTMENTS

A. Extended-Term-Track Appointments

Extended-term-track appointments include extended-term appointments as well as probationary appointments that may lead to extended-term appointments. They may be full-time or part-time depending upon the University's programmatic needs and resources.

1. Probationary Period

An Academic Professional hired on an extended-term-track appointment must successfully complete a probationary period, normally six years in length, before receiving an extended-term appointment. In exceptional cases, with the approval of appropriate peers (as defined in the appendices), the appointing authority, and the Vice President for Academic Affairs, Academic Professionals may begin their employment with extended-term appointments.

Credit that is to be applied toward the probationary period must be specified in writing at the time of initial appointment and approved by the Vice President for Academic Affairs. Abbreviated probationary periods should be rare, a necessary but not sufficient condition for their approval being a convincing record of accomplishment directly related to the elements of the job description. In no case shall credit toward the probationary period exceed three years.

The purpose of the probationary period is to allow the Academic Professional to exhibit mastery of major areas of the job duties and to demonstrate convincing promise for continuing professional growth and development, accomplishment, and commitment to the mission of the University.

Academic Professionals on probationary appointments must undergo annual reviews for reappointment with two exceptions. In cases in which all levels of review agree in the second- or fourth-year review, an Academic Professional may skip the reappointment reviews in the third and fifth years of the probationary period. Reappointment reviews should involve detailed, documented assessments of the Academic Professional's performance in all elements of the job description. Reappointment is contingent both on meritorious performance and on the continued consistency of the position with the University's programmatic needs and priorities.

If the annual probationary review results in a decision not to reappoint, the Academic Professional shall receive notification of this decision from the Vice President for Academic Affairs. For probationary Academic Professionals on academic-year

appointments, notification shall be sent (a) at least three months before the end of the terminal academic year if the employee is in the first year of service, (b) at least six months before the end of the terminal academic year if the employee is in the second year of service, and (c) at least 12 months before the end of the terminal academic year if the employee has two or more full years of service. Probationary Academic Professionals on fiscal-year appointments are entitled to continued employment for a specified period after notification of nonreappointment is sent. This period shall be (a) three months if the employee is in the first year of service, (2) six months if the employee is in the second year of service, and (3) 12 months if the employee has two or more full years of service.

An Academic Professional who is not granted reappointment shall not be retained. In such cases, the individual shall have the right to resign before the end of his or her employment, with the record reflecting only that the employee resigned.

Within the contract period (the academic or fiscal year, as appropriate), probationary appointments are terminable only for cause, as defined in Trustees' Regulation V, or for reasons of budget or program modification or reduction. Officers of the University shall not employ this provision in a manner that interferes with academic freedom.

2. Promotion Ladders

Promotion in rank must follow a thorough performance review, the general features of which include review by peers, faculty and administrators at the department, college, and university level. Details of promotion review procedures appear in the appendices.

The appraisals developed during performance reviews should constitute a significant element of deliberations regarding promotion. They should also constitute a significant element in decisions regarding reappointment, extended term, and extended-term renewals, although the needs and priorities of the University may also enter these deliberations. The appointing authority shall notify any candidate who receives a negative recommendation for reappointment, promotion, or extended-term appointment or renewal and shall discuss the rationale for the recommendation with the candidate.

Although it may be administratively convenient to conduct promotion reviews at the same time as reviews for extended term or extended-term renewal, these types of review need not be simultaneous. A level of accomplishment commensurate with a rank higher than Assistant is normally a necessary condition for an extended-term appointment. However, in extraordinary cases a promotion to the Associate rank can occur earlier. The attainment of Associate rank is no guarantee of probationary reappointment, extended-term appointment, or extended-term renewal.

3. Compensation

Salaries for extended-term-track Academic Professionals should be consistent with the salaries of professional peers, market conditions, and available resources. Rules

governing eligibility for benefits are the same as those that apply to professional staff. Academic Professionals who have academic-year appointments are not eligible for paid vacation leave, although their salaries may be paid in 12 monthly installments.

The Board of Trustees has the authority to establish salary adjustment guidelines. The Vice President for Academic Affairs will consider recommendations from the appointing authorities before implementing salary adjustments.

4. Appeals and Disputes

An extended-term-track Academic Professional seeking to resolve disputes regarding conditions of employment, working conditions, assignments, and other concerns must do so initially through dialogue with his or her immediate supervisor. The paragraph below governs the resolution of disagreements regarding reappointment, promotion, extended-term appointments and renewals, and professional development leaves. UniReg 5 governs complaints involving discrimination and harassment. The procedures for resolving disputes and disciplinary matters are those prescribed in UniReg 35.

A candidate who has received from the Vice President for Academic Affairs a negative decision for reappointment, promotion, or extended-term appointment or renewal has the right to appeal the decision to the President of the University. The President may appoint a committee of Academic Professionals to make recommendations on the case. The President shall inform the candidate, in writing, of the President's decision.

Any termination of an extended-term-track Academic Professional for cause must follow the procedures established in UniReg 801 for dismissal of faculty. In these procedures, elements that apply to nontenured faculty shall apply to probationary Academic Professionals, and elements that apply to tenured faculty shall apply to extended-term Academic Professionals.

5. Professional Development Leave

Academic Professionals who have extended-term appointments are eligible for professional development leave, provided they have completed at least six years of service to the University before beginning the leave. No right to professional development leave accrues through lapse of time. Instead, the granting of professional development leave is contingent upon a sound plan for activities that will enhance professional expertise, impart special skills related to the job description, or otherwise contribute substantially to the University's long-range interests. It is also contingent upon institutional needs and resources, as documented in a specific plan for the replacement of the employee's duties during the leave.

Professional development leaves may be up to one year in duration. Unlike sabbatical leaves for faculty, professional development leaves for Academic Professionals may be appropriate vehicles for the pursuit of advanced degrees.

Terms governing compensation for professional development leave shall parallel those governing sabbatical leave for faculty. Final approval of professional development leave shall be upon the recommendation of the Vice President for Academic Affairs and authorization by the Board of Trustees.

No professional development leave may be taken during a grace period following the denial of reappointment, extended term, or extended-term renewal, even if such a leave was approved earlier.

An Academic Professional who fails to return to the University immediately following professional development leave shall be obligated to repay the amount of compensation received from the University during the period of the leave. The minimum duration of the return shall be one academic year for academic-year employees and one calendar year for fiscal-year employees.

6. Governance

Each category of Academic Professionals may have representation in either the Faculty Senate or Staff Council. Academic Professional categories now represented in either Faculty Senate or Staff Council will continue such representation. A simple majority of a category that wishes to change its representation from one governance structure to the other may seek a transfer by petitioning the receiving governance body for approval of the shift. The governing body will make a recommendation to the President.

B. Temporary Appointments

Temporary Academic Professional appointments may be full-time or part-time. The following regulations apply to temporary Extension Educators, Lecturers, and Research Scientists. Regulations governing Postdoctoral Associates appear in Appendix D.

1. Reappointment and Termination

At the end of the term of temporary employment, temporary Academic Professionals may be reappointed to a subsequent temporary appointment. Appointment or reappointment as a temporary Academic Professional confers no right to an extended-term-track or extended-term appointment, nor does it preclude subsequent consideration for an extended-term-track appointment.

If a temporary Academic Professional is not reappointed at the end of the appointment period, his or her employment will cease at the end of the appointment period.

Either the temporary Academic Professional or the appointing authority may initiate termination of employment before the end of a period of temporary appointment. Such termination requires written notice of the intention to terminate employment and the date of termination. Where feasible, employees and appointing authorities alike should strive

to give at least two weeks' advance notice before the termination. The appointing authority shall forward notice of intent to terminate, with appropriate forms, to the Vice President of Academic Affairs.

2. Promotion

Since temporary Academic Professionals hold appointments for at most one year at a time, there is no formal promotion review procedure. Instead, if a promotion is appropriate according to the expectations for the category of Academic Professional, the appointing authority may propose one at the time that the appointment is renewed.

3. Compensation

Temporary Academic Professional salaries should be consistent with the salaries of professional peers, market conditions, and available resources. Rules governing eligibility for benefits are the same as those that currently apply to professional staff. Temporary Academic Professionals who have academic-year appointments are not eligible for paid vacation leave, although their salaries may be paid in 12 monthly installments.

The appointing authority may recommend salary increases for temporary Academic Professionals. Any such increase requires approval by the Vice President for Academic Affairs.

4. Appeals and Disputes

A temporary Academic Professional seeking to resolve disputes regarding conditions of employment, salaries, working conditions, assignments, and other concerns must do so initially through dialogue with his or her immediate supervisor. UniReg 5 governs complaints involving discrimination and harassment. The procedures for resolving disputes and disciplinary matters are those prescribed in UniReg 35.

UNIVERSITY OF WYOMING

Laramie, Wyoming

UNIREG 408, Revision 2

Appendix A

DRAFT

UNIVERSITY REGULATION 408, Revision 2

Initiating Authority: Vice President for Academic Affairs

Subject: Guidelines for Establishing Academic Professionals

Reference: University Regulation 408

Enclosure: Appendix A – EXTENSION EDUCATOR APPENDIX

GENERAL INFORMATION. This appendix to University Regulation 408 sets forth employment terms and conditions that are specific to Academic Professionals who are classified as Extension Educators. The appendix is supplementary and subordinate to the current revision of University Regulation 408.

Approved:

[Date]

Philip Dubois, President

APPENDIX A TO UNIREG 408, REVISION 2

EXTENSION EDUCATORS

- I. DEFINITION AND DESCRIPTION**
- II. EXTENDED-TERM-TRACK APPOINTMENTS**
 - A. Portfolios
 - B. Reviews During the Probationary Period
 - C. Reviews for Extended-Term Renewal or for Promotion
 - D. Ranks
 - E. Job Descriptions
 - F. Term and Promotion Committee
 - G. Administrative Review Committee
 - H. Governance

I. DEFINITION AND DESCRIPTION

As members of the Cooperative Extension Service, Extension Educators are part of the University's educational outreach system. In keeping with the University's status as a land-grant institution, Extension Educators form an essential link between the people of Wyoming and the teaching, research, and service missions of the University. The primary function of these employees is to provide non-credit education to an off-campus clientele. Extension Educators provide Wyoming youth, adults, and communities with life-long learning opportunities, especially through the application of research-supported information and leadership skills.

An Extension Educator's responsibilities include

- identifying the needs of people in communities to which he or she is assigned,
- developing, implementing, and managing educational and research programs to meet these needs,
- evaluating and documenting changes that occur in response to these programs.

To meet these responsibilities, the Extension Educator must exhibit high levels of professional, scientific, educational, and community-relations skills.

II. EXTENDED-TERM-TRACK APPOINTMENTS

A. Portfolios

A portfolio, developed by the Extension Educator and summarizing his or her performance and contributions, forms the documentary basis for each periodic review during the probationary period and for each review for extended term, extended-term renewal, or promotion. The portfolio should contain at least the following information as it becomes available.

1. Information concerning the initial appointment, including the letter of offer for the position.
2. A summary of all previous reappointment, extended-term, and promotion decisions.
3. The candidate's job description. For probationary reviews, the portfolio should contain all job descriptions covering the probationary period to date. For extended-term renewal, it should contain all job descriptions covering the current extended term. For promotions, it should contain all job descriptions since the previous promotion.
4. Documentation of recommendations at all levels when the recommendations become available, including the supervisor's recommendation, where applicable; recommendations of regional peers (see Section B); recommendations of the college-level committee; and the dean's recommendation.
5. The candidate's complete curriculum vitae.

6. Documentation of the candidate's professional accomplishments.
7. Where deemed relevant and appropriate by the appointing authority, internal and external letters of reference. Such letters may be appropriate in cases involving extended-term or promotion decisions, even if letters were not required in previous reviews. The procedures used for soliciting and handling these letters should follow the prescriptions given in University Regulation 803 for faculty tenure and promotion cases. These letters may appear in a separate envelope to preserve confidentiality, but they must be available in their original forms to people at all levels of review.

B. Reviews During the Probationary Period

Regional Peers. The initial step in the reappointment review is the Extension Educator's submission of the portfolio to the immediate supervisor. The supervisor shall then make the portfolio available for review by a set of regional peers consisting of all extended-term-track Extension Educators in the peer region. The Dean of Agriculture is responsible for defining a set of peer regions for the state. In the case of an Extension Educator assigned to a particular academic department, it may be appropriate for the peer region to consist of faculty members and academic professionals in the department. Each regional peer shall review the portfolio and submit a written recommendation to the supervisor, who shall include the recommendations in the portfolio for subsequent levels of review.

Supervisor. The immediate supervisor shall then review the portfolio and add a written recommendation, along with an evaluation form. The candidate shall sign the evaluation form to indicate having reviewed the portfolio, including all written recommendations of regional peers and the immediate supervisor. The candidate may also add a letter of response. The immediate supervisor shall then forward the portfolio, including all recommendations and responses, to the Director of Extension. The Director of Extension shall then submit the case to the Extension Educator Term and Promotion Committee, described in Paragraph F below, for review. In the case of a first-year probationary review, no review by the Extension Educator Term and Promotion Committee is necessary, and the Director of Extension may forward the case directly to the Dean of Agriculture.

Term and Promotion Committee. Duties of the Extension Educator Term and Promotion Committee are as follows:

- Elect a chairperson from among its members.
- Meet and review the portfolios of all Extension Educators who are candidates for probationary reappointment, extended-term appointments or renewals, and promotions.
- Make written recommendations for all of these candidates to the Dean of Agriculture.

Each member of the Term and Promotion Committee shall submit a written recommendation for each case. Each recommendation must contain reasons for the recommendation. The chairperson shall forward all recommendations and portfolios to the Dean of Agriculture.

Dean of Agriculture. The Dean of Agriculture shall consult with the Director of Extension to formulate a written recommendation for each case. The candidate shall sign the evaluation form to indicate having reviewed the portfolio, including all written recommendations of the Term and Promotion Committee and the Dean. The candidate may also add a letter of response. The Dean shall then forward the portfolio, including the complete record of recommendations and responses, to the Vice President for Academic Affairs.

Academic Affairs. The Vice President for Academic Affairs may seek comments on any case from the University Tenure and Promotion Committee, augmented by extended-term Academic Professionals. The Vice President for Academic Affairs shall formulate a recommendation for each case to the President and Board of Trustees. In any case where the recommendation of the Vice President for Academic Affairs is negative, the candidate shall have the right to review the recommendation and any comments from the University Tenure and Promotion Committee. The candidate's signature shall confirm that the review has occurred. In such cases, the candidate shall also have the right to add a letter of response.

C. Reviews for Extended-Term Renewal or for Promotion.

Reviews for extended-term renewal or for promotion of Extension Educators shall follow the process prescribed for reviews during the probationary period, with the portfolio forming the documentary basis for the review. The structure of the portfolio should be as prescribed in II.A.

D. Ranks

There are three ranks for Extension Educators: Assistant Extension Educator, Associate Extension Educator, and Senior Extension Educator. Normally, an extended-term-track Extension Educator should have at least 4 years of experience in rank at the University of Wyoming before being eligible to seek promotion to the next rank. However, time in rank alone is not sufficient to merit promotion. In many cases the mandatory review in the last year of the probationary period is an appropriate time to consider a review for promotion.

Assistant Extension Educator. The qualifications for Assistant Extension Educator include a Master's degree or equivalent experience in a field related to agriculture, youth development, community and economic development, family and consumer sciences or others as deemed appropriate by the Director of Extension. The qualifications also include convincing evidence of both the expertise and the personal skills needed to contribute effectively to the University's extension mission. In some cases the Director of Extension may recommend the hiring of an Assistant Extension Educator who has not completed a Master's degree, provided the position announcement does not require it. In this case the appointment shall be temporary, not on the extended-term track. The Director of Extension may nominate the employee to begin a probationary extended-term-track appointment upon completion of a Master's degree. Such nominations are subject to the approval of the Dean of Agriculture and the Vice President for Academic Affairs.

Associate Extension Educator. In addition to having the qualifications and skills of Assistant University Extension Educator, the Associate Extension Educator normally shall have at least 4 years of Extension experience. The function of this rank is to plan, develop, and evaluate comprehensive, broad-scope Extension educational programs requiring expertise in at least two subject-matter areas within one or more of the Extension Program Areas. Qualifications required of an Associate Extension Educator include:

- Demonstrated expertise within at least two Extension subject matter areas.
- Demonstrated capabilities and performance characteristics of an Associate Extension Educator, including effective participation in and familiarity with those processes and activities related to the position description. Specific examples include performance in:
 1. Assessing a broad range of clientele needs, including interdisciplinary problems that involve the area and initiative teams
 2. Planning, developing, implementing and evaluating multidisciplinary or interdisciplinary educational programs that utilize and present results from research in the subject-matter areas
 3. Developing program budgets
 4. Providing leadership within the organization
 5. Serving as a member of a civil rights review team
 6. Providing training for other Extension Educators
 7. Providing leadership for and effecting cooperation with Advisory systems
 8. Designing and conducting applied research or demographic studies, analyzing results, and drawing conclusions.
 9. Seeking and utilizing external funding to support the extension program
 10. Creating or designing curricula
 11. Marketing educational efforts through a variety of oral and written methods

Senior Extension Educator. In addition to having the qualifications and skills required of Associate Extension Educators, the Senior Extension Educator must have demonstrated superior leadership capabilities and must be recognized by peers and others as an outstanding educator. To qualify for this rank, individuals must exhibit the following abilities.

- To take leadership in identifying and evaluating critical extension needs of communities.
- To provide direction, planning, and priority setting in the development of programs that meet these needs.

To demonstrate specialized expertise needed to provide educational programs on an area, region, or statewide basis. Evidence of these abilities can include the following elements:

1. Professional recognition, such as regional or national awards, letters of recognition, commendation from colleagues and peers.
2. Publications in refereed or professional journals or other widely disseminated venues.
3. Leadership in the resolution of complex problems, such as the development of interdisciplinary programs and projects requiring long-range educational planning.
4. Experience in planning, conducting, interpreting, and disseminating applied research, demonstration trials, field and home demonstrations, or community studies.
5. Acknowledged administrative and leadership experience.
6. Leadership in training Extension Educators and other professionals.
7. Securing funding as a principal investigator of grant proposals designed to meet unique community needs.

E. Job Descriptions

Job descriptions for Extension Educators may include teaching, research, service, extension, and administration. These job descriptions are subject to annual review and possible revision by the employee and the direct supervisor and are subject to consultation with and approval by the Dean of Agriculture.

F. Term and Promotion Committee

The Extension Educator Term and Promotion Committee shall have at least one Extension Educator from each peer region and at least one Extension Educator from the Laramie campus. The Dean of Agriculture is responsible for determining the precise size of the committee. Membership on this committee shall be determined by elections by peers within their respective, peer region or Laramie campus peer groups, with all Extension Educators who hold extended-term appointments being eligible to serve. All extended-term-track Extension Educators, whether on probationary or extended-term appointments, shall be eligible to vote in these elections.

If there are not enough extended-term Extension Educators to fill the required categories, then the Dean of Agriculture shall identify a broader set of Extension Educators from whom candidates may be selected.

The assigned term of service for members of the Extension Educator Term and Promotion Committee is three years, with members being ineligible for re-election at the end of their assigned terms. Elections are staggered: every third year, one or more members are elected as needed; two members are elected all other years. A committee member undergoing review for reappointment, extended term, or promotion may not serve on the committee during the year of the review. In this case, eligible voters within the appropriate peer region or Laramie campus group shall determine a one-year, temporary replacement from eligible employees within the peer region or Laramie campus group in an election. If a member of the

committee leaves for any other reason before his or her assigned term ends, eligible voters within the same peer region or Laramie campus group shall elect a replacement from eligible employees within the peer region or Laramie campus group. The assigned term of the replacement is the remainder of the term held by the departing committee member.

The Director of Extension or a designee shall be responsible for conducting the elections and convening the Extension Educator Term and Promotion Committee. This person may attend the committee's meetings, with the sole purpose of ensuring that the committee adheres to proper procedures.

H. Governance

Extension Educators shall have representation on the Faculty Senate, to be determined by the regulations governing that body.

THE UNIVERSITY OF WYOMING

Laramie, Wyoming

UNIREG 408, Revision 2

Appendix B

DRAFT

UNIVERSITY REGULATION 408, Revision 2

Initiating Authority: Vice President for Academic Affairs

Subject: Guidelines for Establishing Academic Professionals

Reference: University Regulation 408

Enclosure: Appendix B - LECTURER APPENDIX

GENERAL INFORMATION. This appendix to University Regulation 408 sets forth employment terms and conditions that are specific to Academic Professionals who are classified as Lecturers. The appendix is supplementary and subordinate to the current revision of University Regulation 408.

APPROVED:

[Date]

Philip Dubois, President

ACADEMIC PROFESSIONALS: LECTURERS

APPENDIX B TO

UNIREG 408, REVISION 2

I. DEFINITION AND DESCRIPTION

II. EXTENDED-TERM APPOINTMENTS

- A. Portfolios
- B. Reviews During the Probationary Period
- C. Reviews for Extended-Term Renewal or for Promotion
- D. Ranks
- E. Job Descriptions
- F. Governance

APPENDIX B TO UNIREG 408, REVISION 2

LECTURERS

I. DEFINITION AND DESCRIPTION

Lecturers are Academic Professionals who are engaged primarily in fulfilling the teaching mission of the University. As a necessary part of their teaching responsibilities, lecturers must demonstrate continuing professional development.

II. EXTENDED-TERM-TRACK APPOINTMENTS

Extended-term-track Lecturers include Lecturers who are on probationary appointments as well as those who are on extended-term appointments.

A. Portfolios

A portfolio, developed by the Lecturer and summarizing the employee's performance and contributions, shall form the documentary basis for each periodic review during the probationary period and for any review for extended term, extended-term renewal, or promotion. The portfolio should contain at least the following information:

1. Information concerning the initial appointment, including the letter of offer for the position.
2. A summary of all previous reappointment, extended-term, and promotion decisions.
3. The candidate's job description. For probationary reviews, the portfolio should contain all job descriptions covering the probationary period to date. For extended-term renewal, it should contain all job descriptions covering the current extended term. For promotions, it should contain all job descriptions since the previous promotion.
4. Documentation of recommendations at all levels, including the recommendations of department faculty and other extended-term-track Lecturers in the department, the recommendations of any appropriate department head, tenure and promotion committee, and dean.
5. The candidate's complete curriculum vitae.
6. A summary of the candidate's accomplishments, including a list of courses taught and a syllabus for each. In addition, the portfolio should include detailed information, such as tests, assignments, and other materials related to the assessment of student learning, for a representative suite of recently taught courses.

7. Assessments of the candidate's teaching, including a self-assessment, assessments by faculty and extended-term-track lecturers, an assessment by the department head or other appropriate supervisor, and student evaluations. Student evaluations must include anonymous evaluations collected in the classroom, but they may also include letters solicited from students familiar with the candidate's teaching.
8. Wherever appropriate to the job description, documentation concerning the candidate's service activities, student advising, and supervisory and administrative performance.
9. Documentation of professional development activities.
10. Where deemed relevant and appropriate by the appointing authority, internal and external letters of reference. Such letters may be appropriate in cases involving extended-term or promotion decisions, even if letters were not required in previous reviews. The procedures used for soliciting and handling these letters should follow the prescriptions given in University Regulation 803 for faculty tenure and promotion cases. These letters may appear in a separate envelope to preserve confidentiality, but they must be available in their original forms to people at all levels of review.

B. Reviews During the Probationary Period

Peers. The following review procedures apply to extended-term-track Lecturers who are in the probationary period. Based on the record in the portfolio and his or her experience, the faculty and extended-term-track Academic Professionals in the department shall review the portfolio and submit recommendations to the department head.

Department Head. The department head shall formulate a written recommendation. The candidate shall sign the evaluation form to indicate having reviewed the portfolio, including all written recommendations. The candidate may also add a letter of response. The department head shall then forward the portfolio and all recommendations to the appropriate appointing authority. In many cases, the appropriate appointing authority will be the dean of the college.

College Tenure and Promotion Committee. The dean of the college may seek recommendations from the college tenure and promotion committee, augmented by a set of extended-term Academic Professionals.

College Dean. The dean of the college shall formulate a written recommendation. The candidate shall sign the evaluation form to indicate having reviewed the portfolio, including all written recommendations. The candidate may also add a letter of response. The Dean shall then forward the portfolio, including the complete record of recommendations and responses, to the Vice President for Academic Affairs.

Academic Affairs. The Vice President for Academic Affairs may seek comments from the University Tenure and Promotion Committee, augmented by extended-term Academic Professionals. The Vice President for Academic Affairs shall formulate a recommendation for each case to the President and Board of Trustees. In any case where the recommendation

of the Vice President for Academic Affairs is negative, the candidate shall have the right to review the recommendation and any comments from the University Tenure and Promotion Committee. The candidate's signature shall confirm that the review has occurred. In such cases, the candidate shall also have the right to add a letter of response.

C. Reviews for Extended-Term Renewal or for Promotion.

Reviews for extended-term renewal or for promotion of Lecturers shall follow the process prescribed for reviews during the probationary period, with the portfolio forming the documentary basis for each review. The structure of the portfolio should be as prescribed in II.A.

D. Ranks

There are three ranks for Lecturers: Assistant Lecturer, Associate Lecturer, and Senior Lecturer. Normally, an extended-term-track Lecturer should have at least 4 years of teaching experience in rank at the University of Wyoming before being eligible to seek promotion to the next rank. However, time in rank is not sufficient to merit promotion. In many cases the mandatory review in the last year of the probationary period is an appropriate time to consider a review for promotion.

Assistant Lecturer. Normally, the qualifications for Assistant Lecturer include a Master's degree or equivalent, together with convincing promise for significant contributions to the University's teaching mission. The candidate should also exhibit a commitment to ongoing professional development in the discipline.

Associate Lecturer. The Associate Lecturer will normally have at least a Master's degree or its equivalent. Associate Lecturers must also have a record of demonstrated, significant contributions to teaching, not only through superior performance in the classroom but also through the broader support of the University's teaching mission. Such activities may include but are not limited to the following.

1. Contributions to the design, development, and oversight of curriculum in specific courses.
2. Significant involvement in the coordination of curricula in different courses.
3. Demonstrated breadth and versatility of teaching in a range of courses.
4. Involvement in professional development activities that reflect substantial awareness of the evolution of knowledge and curriculum in the discipline.

Senior Lecturer. In addition to the qualifications for an Associate Lecturer, Senior Lecturers must also have a sustained record of excellence and versatility in the classroom as well as leadership in the design, development, and oversight of curriculum in the discipline. The following list contains some possible elements of such a record; the list is not exhaustive.

1. Demonstrated proficiency in the management of specific courses.
2. Documented participation in national or international discourse on evolving knowledge in the field, curricular developments, and teaching techniques.
3. Participation in the solicitation or administration of external funding to support teaching initiatives.
4. Sustained effectiveness in the mentorship of other teachers, including graduate assistants, other academic professionals, faculty members, or other instructional staff.
5. Substantive involvement in interdisciplinary teaching efforts or other forms of collaboration or articulation, especially those involving other university departments, community colleges, or high schools.

E. Job Descriptions

Elements of the job description that are appropriate for Lecturers include teaching, service, advising, professional development, and, in some cases, administration. Teaching includes such activities as classroom instruction, laboratory supervision, and online or off-campus instruction.

Currency of knowledge being essential to effective teaching, every Lecturer must participate in a program of professional development, the components of which he or she must define in collaboration with the appropriate department head or supervisor. Each department that hires Lecturers has the responsibility to develop written standards by which to gauge individual professional development programs. These standards must be available to candidates for Lecturer positions at the time of hiring. Normally, professional development should account for no less than 1/8 (the equivalent of 3 credits per year) and no more than 1/4 (the equivalent of 6 credits per year) of the job description.

To allow adequate time for professional development, the job description for a full-time Lecturer should require no more than 21 credits (7/8 of the work responsibility) in classroom instruction or its equivalent in other forms of teaching.

F. Governance

Extended-term-track Lecturers shall have representation in the Faculty Senate, to be determined by regulations governing that body.

THE UNIVERSITY OF WYOMING

Laramie, Wyoming

UNIREG 408, Revision 2

Appendix C

DRAFT

UNIVERSITY REGULATION 408, Revision 2

Initiating Authority: Vice President for Academic Affairs

Subject: Guidelines for Establishing Academic Professionals

Reference: University Regulation 408

Enclosure: Appendix C - RESEARCH SCIENTIST APPENDIX

GENERAL INFORMATION. This appendix to University Regulation 408 sets forth employment terms and conditions that are specific to Academic Professionals who are classified as Research Scientists. The appendix is supplementary and subordinate to the current revision of University Regulation 408.

APPROVED:

[Date]

Philip Dubois, President

ACADEMIC PROFESSIONALS: RESEARCH SCIENTISTS

APPENDIX C TO

UNIREG 408, REVISION 2

I. DEFINITION AND DESCRIPTION

II. EXTENDED-TERM-TRACK APPOINTMENTS

- A. Portfolios
- B. Reviews During the Probationary Period
- C. Reviews for Extended-Term Renewal or for Promotion
- D. Ranks
- E. Job Descriptions
- F. Governance

APPENDIX C TO UNIREG 408, REVISION 2

RESEARCH SCIENTISTS

I. DEFINITION AND DESCRIPTION

Research Scientists are academic professionals whose primary responsibilities are to conduct and support research. University Regulation 803 describes the activities that fall into this set of responsibilities for faculty; the same definition of research applies to Academic Professionals.

A Research Scientist typically works under the direction of a faculty supervisor.

II. EXTENDED-TERM-TRACK APPOINTMENTS

Extended-term-track Research Scientists include Research Scientists who are on probationary appointments as well as those who are on extended-term appointments.

A. Portfolios

A portfolio, developed by the Research Scientist and summarizing the employee's performance and contributions, shall form the documentary basis for each periodic review during the probationary period and for any review for extended term, extended-term renewal, or promotion. The portfolio should contain at least the following information:

1. Information concerning the initial appointment, including the letter of offer for the position.
2. A summary of all previous reappointment decisions.
3. The candidate's job description. For probationary reviews, the portfolio should contain all job descriptions covering the probationary period to date. For extended-term renewal, it should contain all job descriptions covering the current extended term. For promotions, it should contain all job descriptions since the previous promotion.
4. Documentation of recommendations at all levels, including the supervisor's recommendation, recommendations of faculty and other extended-term-track Research Scientists in the department, and recommendations of any appropriate department head, tenure and promotion committee, and dean.
5. The candidate's complete curriculum vitae.

6. A brief narrative summary of the candidate's accomplishments, including refereed and nonrefereed publications, original contributions to knowledge, patents, grants and grant proposals, contributions to the support of research, and other forms of professional recognition.
7. Wherever appropriate to the job description, documentation concerning the candidate's teaching effectiveness, service activities, student advising (including advising of graduate students and Postdoctoral Associates), supervisory performance, and any other elements of the job description.
8. Where deemed relevant and appropriate by the appointing authority, internal and external letters of reference. Such letters may be appropriate in cases involving extended-term or promotion decisions, even if letters were not required in previous reviews. The procedures used for soliciting and handling these letters should follow the prescriptions given in University Regulation 803 for faculty tenure and promotion cases. These letters may appear in a separate envelope to preserve confidentiality, but they must be available in their original forms to people at all levels of review.

B. Reviews During the Probationary Period

Faculty Supervisor and Peers. Based on the record in the portfolio and his or her experience, the faculty supervisor shall make the initial recommendation for reappointment or dismissal. The faculty and extended-term-track Research Scientists in the department shall review the portfolio and submit recommendations to the department head.

Department Head. The department head shall formulate a written recommendation. The candidate shall sign the evaluation form to indicate having reviewed the portfolio, including all written recommendations. The candidate may also add a letter of response. The department head shall then forward the portfolio and all recommendations to the appropriate appointing authority. In many cases, the appropriate appointing authority will be the dean of the college.

College Tenure and Promotion Committee. The dean may seek recommendations from the college tenure and promotion committee, augmented by a set of extended-term Academic Professionals.

College Dean. The dean of the college shall formulate a written recommendation. The candidate shall sign the evaluation form to indicate having reviewed the portfolio, including all written recommendations. The candidate may also add a letter of response. The Dean shall then forward the portfolio, including the complete record of recommendations and responses, to the Vice President for Academic Affairs.

Academic Affairs. The Vice President for Academic Affairs may seek comments from the University Tenure and Promotion Committee, augmented by a set of extended-term Academic Professionals. The Vice President for Academic Affairs shall formulate a recommendation for each case to the President and Board of Trustees. In any case where the recommendation of the Vice President for Academic Affairs is negative, the candidate shall

have the right to review the recommendation and any comments from the University Tenure and Promotion Committee. The candidate's signature shall confirm that the review has occurred. In such cases, the candidate shall also have the right to add a letter of response.

C. Reviews for Extended-Term Renewal or for Promotion.

Reviews for extended-term renewal or for promotion of Research Scientists shall follow the process prescribed for reviews during the probationary period, with the portfolio forming the documentary basis for each review. The structure of the portfolio should be as prescribed in II.A

D. Ranks

There are three ranks for Research Scientists: Assistant Research Scientist, Associate Research Scientist, and Senior Research Scientist. Normally, an extended-term-track Research Scientist should have at least 4 years of research experience in rank at the University of Wyoming before being eligible to seek promotion to the next rank. However, time in rank is not sufficient to merit promotion. In many cases the mandatory review in the last year of the probationary period is an appropriate time to consider a review for promotion.

Assistant Research Scientist. In general, the qualifications for Assistant Research Scientist include a Master's degree or equivalent experience in an appropriate field, together with convincing promise for significant contributions to the University's mission in research and scholarship.

Associate Research Scientist. The Associate Research Scientist will normally have at least a Master's degree or its equivalent. Associate Research Scientists must also have a record of demonstrated, significant contributions to research and scholarship, either through wide dissemination of results or through a convincing record of substantial support to the research enterprise. The following list contains examples of such support; the list is not exhaustive.

1. Demonstrated development of expertise at the state of the art, consistent with the job description.
2. Significant contributions to the preparation of successful grant proposals and refereed scholarly manuscripts, where relevant.
3. Evidence of effective mentorship, teaching, laboratory instruction, or supervision of undergraduates, graduate students, or employees whose work is essential to the research enterprise.

Senior Research Scientist. The Senior Research Scientist will normally have a Ph.D. or an equivalent terminal degree, although Associate Research Scientists who have a Master's degree may be eligible for this rank if they have comparable accomplishments in research and scholarship. Senior Research Scientists must also have a sustained record of scholarly initiative and recognized contributions to their fields. The following list contains some possible elements of such a record; the list is not exhaustive.

1. Demonstrated proficiency in the management of a research laboratory or related facility.
2. Distinctive contributions to nationally or internationally recognized scholarship or evidence of nationally or internationally recognized expertise.
3. Demonstrated ability to write or participate significantly in the writing of successful grant proposals and refereed manuscripts.
4. Significant contributions to national or international scientific meetings.
5. Sustained, demonstrable effectiveness in mentorship, teaching, laboratory instruction, and supervision of undergraduates, graduate students, or employees whose work is essential to the research enterprise.

E. Job Descriptions

The elements of the job description that are appropriate for Research Scientists are teaching, research, service, administration, and, in some cases, cooperative extension. As a general guideline, if the teaching element of the job description exceeds an average of eight credits per academic year, another category of Academic Professional may be more appropriate.

F. Governance

Extended-term-track Research Scientists shall have representation in the Faculty Senate, to be determined by regulations governing that body.

THE UNIVERSITY OF WYOMING

Laramie, Wyoming

UNIREG 408, Revision 2

Appendix D

DRAFT

UNIVERSITY REGULATION 408, Revision 2

Initiating Authority: Vice President for Academic Affairs

Subject: Guidelines for Establishing Academic Professionals

Reference: University Regulation 408

Enclosure: Appendix D – POSTDOCTORAL ASSOCIATE APPENDIX

GENERAL INFORMATION. This appendix to University Regulation 408 sets forth employment terms and conditions that are specific to Academic Professionals who are classified as Postdoctoral Associates. The appendix is supplementary and subordinate to the current revision of University Regulation 408.

APPROVED:

[Date]

Philip Dubois, President

ACADEMIC PROFESSIONALS: POSTDOCTORAL ASSOCIATES

APPENDIX D TO

UNIREG 408, REVISION 2

I. DEFINITION AND DESCRIPTION

II. APPOINTMENT PROVISIONS

- A. Appointment Process
- B. Job Descriptions
- C. Compensation
- D. Appeals and Disputes

APPENDIX D TO UNIREG 408, REVISION 2

POSTDOCTORAL ASSOCIATES

I. DEFINITION AND DESCRIPTION

Postdoctoral Associates are temporary Academic Professionals dedicated to the pursuit of greater professional expertise after the attainment of the doctoral degree. This category recognizes that doctoral recipients in some disciplines may require intensive advanced work in a particular discipline before seeking permanent employment. Postdoctoral Associates are not eligible for extended-term appointments.

It is characteristic of Postdoctoral Associates to work with a small set of faculty mentors who are responsible for directing the employee's research and training. The temporary nature of internships, the precariousness of grant funding, and the desire of many Postdoctoral Associates to acquire permanent employment early in their careers call for a specific set of governing regulations for this category of employee.

Postdoctoral Associates are employees at will.

II. APPOINTMENT PROVISIONS

A. Appointment Process

The head of the unit sponsoring the Postdoctoral Associate will forward recommendations to the appropriate dean, who will forward his or her recommendation to the Vice President of Academic Affairs for approval. The proposed term of employment normally shall be no longer than one year, although renewal of the appointment is possible.

The head of the sponsoring unit shall specify the terms of appointment in writing to the candidate (salary, starting date, ending date, duties, and other pertinent conditions of appointment), subject to approval by the appropriate college dean. The employee shall receive a letter stating these terms no later than 10 days before the start of employment.

B. Job Descriptions

The faculty mentor is responsible for specifying the job responsibilities of a Postdoctoral Associate. These job responsibilities should not require more than 25 percent of effort (six semester credit-hours per year) dedicated to classroom teaching. If a greater teaching effort is anticipated, the appointment should be as a temporary faculty member or as another category of academic professional.

C. Compensation

Salaries for Postdoctoral Associates should be generally consistent with those for postdoctoral employees in the discipline at large. Salary increases require approval of the appropriate dean and the Vice President for Academic Affairs.

With the exception of annual vacation leave, fringe benefits for Postdoctoral Associates shall be in accordance with University personnel policies and shall be described in the letter of appointment. In lieu of accruing annual leave, Postdoctoral Associates are allowed short-term leave with pay, not to exceed 22 working days per calendar year.

D. Appeals and Disputes

A Postdoctoral Associate seeking to resolve disputes regarding conditions of employment, salaries, working conditions, assignments, and other concerns must do so initially through dialogue with his or her immediate supervisor. UniReg 5 governs the resolution of civil rights disputes.

ACTION ITEM TITLE:

University Regulation 715, Revision 7. “Scholastic Probation, Suspension, Reinstatement and Academic Renewal for Undergraduate Students”, Miller/Abernethy

CHECK THE APPROPRIATE BOX(ES):

- Work Session
 Education Session
 Information Item
 Other Specify:

BACKGROUND AND POLICY CONTEXT OF ISSUE

University policy for reinstatement of students suspended for scholastic reasons, outlined in University Regulation 715, requires revision as a result of a series of concurrent events. The UniReg follows with revisions in **bold** type and deletions bracketed []. The revisions provide that: 1) a scholastically suspended student will not normally be allowed to petition for reinstatement until one full semester, exclusive of summer term, has elapsed, 2) a College may have a more restrictive scholastic reinstatement policy than the general university policy, and, 3) students are eligible for a maximum of three reinstatements.

The central event that led to this revision was a U.S. Department of Education Program Review audit of UW student financial aid programs. The audit revealed that some students were not meeting the standard definition of reasonable academic progress, a few students with recurring academic suspension had been reinstated an inordinate number of times without progress toward a degree. Maintaining eligibility for federal financial aid programs necessitates institutional policy that insures students receiving financial aid maintain reasonable academic progress. The revisions to this UniReg provide policy that supports reasonable academic progress.

It is well documented that “sitting out” for a full semester often provides for improved scholastic success after students have been academically suspended. There is also an ethical issue raised by the accumulation of failing credit hours that make improvement of the grade point average increasingly difficult.

The university registrar and the Academic Deans/Student Affairs Advisory Council (AD/SAAC) developed the revisions. They were reviewed and approved by the Office of Academic Affairs and Faculty Senate.

Prior Related Board Discussions/Actions:

None

WHY THIS ITEM IS BEFORE THE BOARD:

The Board of Trustee’s approves substantive changes to university regulations.

ACTION REQUIRED AT THIS BOARD MEETING:

Approval of UniReg 715, Revision 7.

PRESIDENT'S RECOMMENDATION:

President Dubois recommends approval.

This topic was deferred for discussion at the May 2005 board meeting.

- 1 ii. A student enrolled at the University shall be placed on scholastic probation at the end
2 of the semester or summer [session] **term** when his/her cumulative grade point average at
3 the University of Wyoming falls below a 2.00.
- 4 iii. A student placed on scholastic probation will be so notified **by letter** [on his/her grade
5 report].
- 6 iv. A student shall be removed from scholastic probation at the end of the semester or
7 summer [session] **term** in which his/her cumulative grade point average is 2.00 or above.
- 8 v. A student who fails to remove himself/herself from probation after one semester will
9 be suspended from the University.
- 10 vi. An exception to the suspension rule in 2.(a).(v.) is made when the current semester
11 grade point average is at least 2.00, in which case the student may continue on scholastic
12 probation.

13 **b. Scholastic Suspension**

- 14 i. Scholastic suspension shall constitute notice to a student that his/her enrollment in the
15 University of Wyoming has been terminated because of unsatisfactory progress toward
16 the bachelor's degree.
- 17 ii. A student who is suspended for unsatisfactory scholastic performance [shall normally]
18 **should** not be permitted to petition [the University] for reinstatement until [four months]
19 **one full semester, exclusive of summer term, [have] has elapsed. Students may**
20 **petition once per semester for reinstatement, and, if denied by any college or the**
21 **Center for Advising and Career Services, cannot petition for reinstatement until the**
22 **next fall or spring semester, unless there are documented extenuating circumstances**
23 **justifying immediate reinstatement.** [However, a student whose grades indicate that
24 he/she is now progressing toward a resolution of his/her academic deficiencies may
25 petition for immediate reinstatement to the dean of their college or for undeclared
26 students the Director of the Center for Advising and Career Services].
- 27 iii. A suspended student may not enroll for any University of Wyoming credit classes
28 (including on-campus, online,[flexible enrollment] correspondence, and outreach).
- 29 iv. Credit earned at another accredited college or university while a student is suspended
30 from the University may be accepted under the usual regulations governing the transfer
31 of credit after the student has been reinstated.
- 32 v. A student placed on scholastic suspension will be so notified [on his/her grade report]
33 **by letter.**

1 c. Scholastic Reinstatement

2 i. A college may have a scholastic reinstatement policy that is more restrictive than
3 the general university policy.

4 ii. Scholastic reinstatement shall constitute notice that a suspended student has been
5 [readmitted] **reinstated** to the University, and is eligible to be considered for
6 **readmission**. The reinstated student shall be on scholastic probation during his/her first
7 semester or summer [session] **term** of reinstatement after which he/she may be removed
8 from this probation under the provisions of 2.(a.)(iv.) above.

9 iii. A petition for reinstatement must be submitted not later than 15 days before the
10 beginning of the semester or summer [session] **term** in which the student wishes to
11 register. A petition received after this deadline may not be processed until after the
12 regular registration period and the petitioner shall then be subject to the late registration
13 fee.

14 iv [iii]. The decision on a petition for reinstatement shall be made by the dean (or
15 designee) of the college in which the student wishes to enroll. Undeclared students should
16 contact the Director of the Center for [Academic] Advising and Career Services. A
17 student who has been reinstated must remain in the college in which he/she has been
18 reinstated for that semester.

19 [i]v. Students placed on scholastic suspension are eligible for a maximum of three
20 reinstatements. Any student placed on scholastic suspension for the fourth time is
21 not eligible for reinstatement for a minimum of five years from the end of the last
22 term of attendance.

23 d. Academic Renewal

24 i. An undergraduate student who returns to the University of Wyoming and who has not
25 completed a college course at UW [(excluding correspondence study)] during the
26 previous five years will have the option of continuing his/her earlier UW cumulative
27 grade point average or commencing a new cumulative grade point average ("academic
28 renewal"). An interested student must request academic renewal in writing to the
29 Registrar no later than 10 class days before the last day of classes of the semester in
30 which the student returns to the University.

31 ii. The entire UW transcript will remain intact. A note indicating the policy will precede
32 the new part of the UW transcript if the student opts for academic renewal. At the
33 discretion of the academic department in which the student is enrolled, credit hours for
34 which the student earned the grade of "C" or better may be applied toward the completion
35 of the degree requirements. The list of departmentally approved courses (if any) will be
36 submitted to the Registrar with the request for academic renewal.

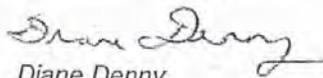
- 1 iii. A student's grade point average and completed courses that were applied to a
2 baccalaureate are not eligible for academic renewal.
- 3 iv. This policy can be exercised only once by any given individual student and is only
4 applicable to undergraduate students.
- 5 **e. Definitions**
- 6 i. Cumulative semester hours attempted shall be the total of all credit hours attempted
7 through the University of Wyoming, except for those attempted in repeating a course and
8 for those in which a grade of W was assigned, and those accepted in transfer from other
9 institutions.
- 10 ii. The cumulative grade point average is defined as the sum of all grade points earned
11 through the University of Wyoming divided by the sum of all credit hours attempted
12 through the University except for credit hours in which grades of W, S, U, or X were
13 assigned. When a course has been repeated to change a grade, the second and all
14 subsequent grade points and credit hours assigned shall all be entered in the computation
15 of the cumulative average.
- 16 iii. Current academic status will be indicated on internal documents and grade reports as:
- 17 • good standing
- 18 • on probation
- 19 • scholastic suspension:
- 20 [normally not eligible to petition for reinstatement until one semester has elapsed. The
21 dean (or designee) of the college in which the student wishes to continue may waive the
22 four-month delay if the dean is assured that the student has made suitable progress toward
23 resolving the academic deficiencies. Undeclared students should contact the Director of
24 the Center for Advising and Career Services.]
- 25 **f. Exceptions**
- 26 i. These regulations governing scholastic probation, suspension, and reinstatement do not
27 apply to a student enrolled in the College of Law or to a student enrolled in the Graduate
28 School.
- 29 ii. Upon the request of a student placed on scholastic suspension or denied reinstatement,
30 the Vice President for Academic Affairs may review the circumstances and reverse the
31 decision of the dean [(or the Director of the Center for [Academic]Advising and Career
32 Services for undeclared students)] if, in his/her judgment, the student has suffered a
33 gross injustice.

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APPROVED: [June 1, 2000]

Philip L. Dubois
President

AUTHENTICATION: *The foregoing Senate Bill No. 300 was duly adopted by the Faculty Senate of the University of Wyoming under date of January 31, 2005, and is hereby transmitted to the President of the University of Wyoming for review in accordance with the Regulations of the Trustees.*



Diane Denny
Secretary of the Faculty Senate

AGENDA ITEM TITLE: **Trustee Governance**, Board President/Dubois

CHECK THE APPROPRIATE BOX(ES):

- Work Session
 Education Session
 Information Item
 Other Specify: Discussion

MINUTES OF THE MEETING:

The board and President Dubois discussed trustee governance during the breakfast meeting on Saturday, March 5.

AGENDA ITEM TITLE: **Recognitions**

CHECK THE APPROPRIATE BOX(ES):

- Work Session
 Education Session
 Information Item
 Other Specify: Recognition

Wyoming Department of Theatre and Dance Student Recognition

For many years, students enrolled in the University of Wyoming Department of Theatre and Dance have demonstrated their dedication to the art and craft of the theatre, not only on the stages of the Fine Arts Building, but also in regional and national competitions. This academic year has been no exception.

UW students and faculty were cited for top honors at the recent Region VII Kennedy Center/American College Theatre Festival (KC/ACTF) and Northwest Drama Conference in Ashland, Oregon.

Senior Lindsay Cozzens, of Laramie, was selected as the region's winner of the Irene Ryan Acting Scholarship competition, while her scene partner, junior Thomas Stroppel, of Wright, was chosen as Best Partner. Both will compete at the national festival at the Kennedy Center in Washington, D.C. in April. Others selected as 2005 Irene Ryan Acting Scholarship finalists were senior Brandon Taylor, of Rawlins; sophomore Katie Herbert, of Granby, Colorado; senior Ellen Soderberg, of Helena, Montana; and senior Heather Kaloust, of Arvada, Colorado.

Senior Jesse Sundell, of Casper, won the region's 10-Minute Play competition and will take her play to the national festival.

Senior Rocky Hopson, of Cheyenne, won the Director Award from the Society for Stage Directors and Choreographers and will also attend the national festival.

Senda Dimock-Perry, of Laramie, won the 2005 Barbizon Meritorious Achievement in Costume Design and also the Costume Design award in the 2005 Design Storm, while senior Paul Ankenman, Berthoud, Colorado, won the Student Director Award for the 2005 Design Storm.

Junior Dana Formby, of Cheyenne, received special recognition for her one-act play, "Monday After Work," and was awarded a scholarship to attend a week-long playwriting intensive at the Kennedy Center in April, where her play will be given a special showcase.

As outstanding as our students are, they could not have achieved these successes without the guidance of their outstanding teachers. Leigh Selting, professor of theatre, was awarded the

prestigious Kennedy Center Medallion of Excellence for all of his years of mentoring student actors and his recognition as one of the nation's top acting coaches.

It is our pleasure, as members of the UW Board of Trustees, to recognize the accomplishments of our exceptional students and faculty in the Department of Theatre and Dance and to congratulate them on their selection for the national Kennedy Center/American College Theatre Festival.

AGENDA ITEM TITLE: **Foundation Report on Performance of Assets**, Blalock

CHECK THE APPROPRIATE BOX(ES):

- Work Session
 Education Session
 Information Item
 Other Specify:

BACKGROUND AND POLICY CONTEXT OF ISSUE:

It was agreed when UW assets were transferred to the University of Wyoming Foundation that the foundation would report on the performance of those assets regularly.

WHY THIS ITEM IS BEFORE THE BOARD:

Based upon that understanding, the performance results compiled by Monticello Associates on the University of Wyoming Foundation pooled endowments as of December 31, 2004 are in the booklet for your reference.

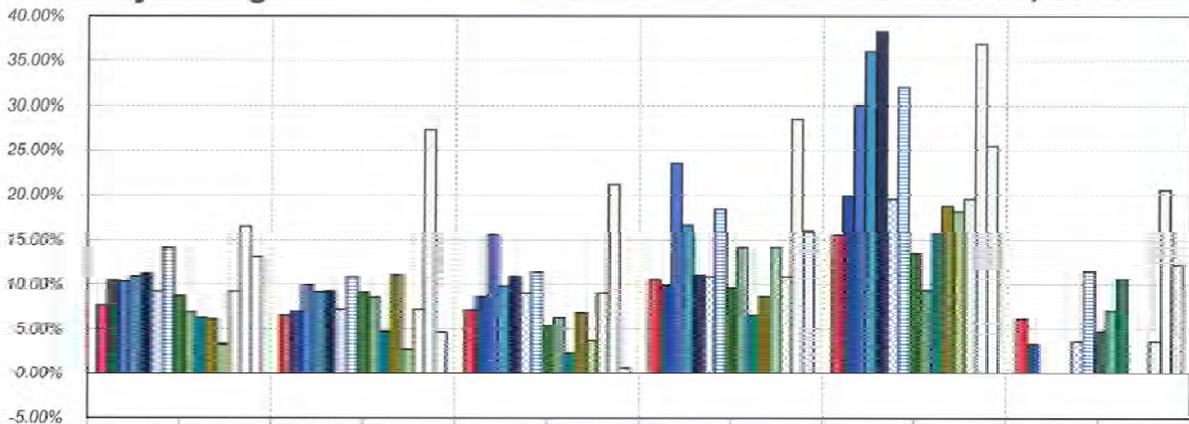
COMMENTS:

These performance results include all of endowment assets managed for the University of Wyoming Foundation, including the assets transferred from the university and the state match monies.

MINUTES OF THE MEETING:

Vice President Ben Blalock reported on the foundation investments, money managers and investment managers. The board also discussed that the Foundation Board normally has two UW trustees on it, and a replacement for Greg Schaefer needs to be made.

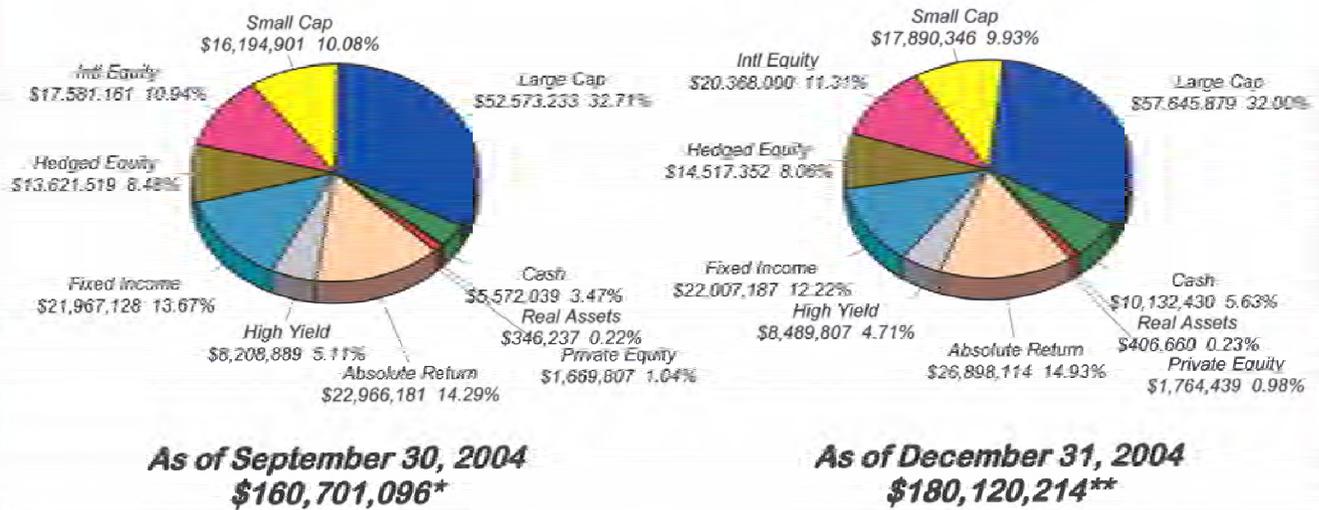
University of Wyoming Foundation Preliminary Manager Returns vs. Index Returns as of December 31, 2004



	Latest Quarter	Latest 2 Quarters	Latest 3 Quarters	Latest 1 Year	Latest 2 Years	Latest 3 Years
Composite	7.63%	6.52%	7.14%	10.51%	15.53%	6.14%
Wellington Equity	10.43%	6.95%	8.64%	9.85%	19.89%	3.33%
Daruma	10.35%	9.94%	15.58%	23.46%	30.04%	NA
Friess	10.92%	9.15%	9.79%	16.50%	35.98%	NA
Palo Alto	11.20%	9.25%	10.89%	11.07%	38.21%	NA
S&P 500	9.23%	7.19%	9.02%	10.87%	19.45%	3.58%
Russell 2000	14.69%	10.84%	11.35%	16.32%	32.09%	11.40%
Chilton International	8.69%	9.10%	5.36%	9.60%	13.50%	4.72%
Maverick	6.91%	8.56%	6.23%	14.09%	9.34%	7.05%
GRT	6.24%	4.71%	2.27%	6.51%	15.68%	10.59%
Indus Asia	6.07%	11.11%	6.84%	8.65%	18.71%	NA
Indus Japan	3.29%	2.72%	3.70%	14.10%	18.04%	NA
S&P 500	9.23%	7.19%	9.02%	10.87%	19.45%	3.58%
MSCI Pac Ex-Japan	16.40%	27.27%	21.12%	28.45%	36.83%	20.53%
MS Japan	13.08%	4.63%	0.63%	15.87%	25.48%	12.21%

Prepared for University of Wyoming Foundation
 By Monticello Associates

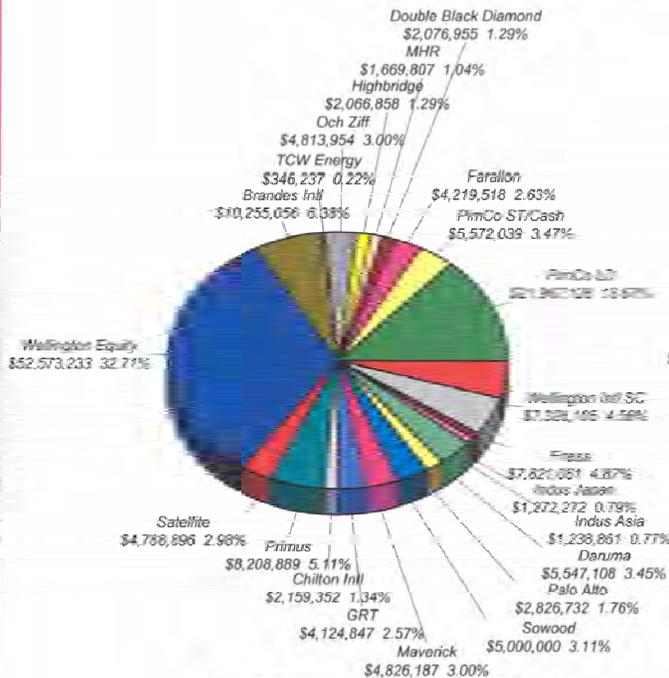
University of Wyoming Foundation Preliminary Asset Allocation



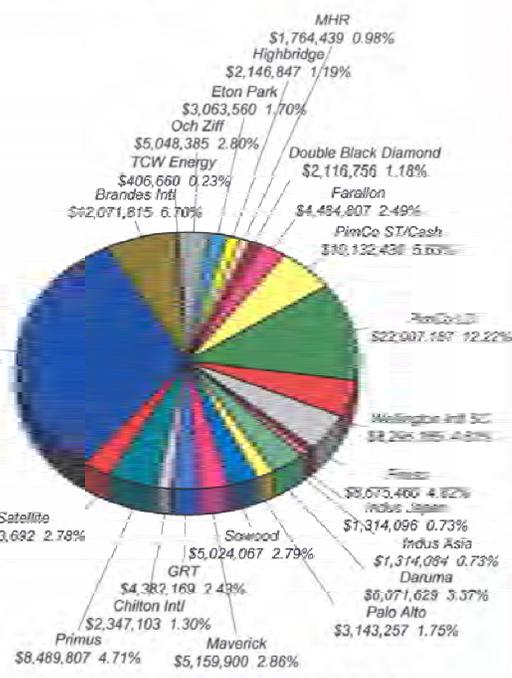
Prepared for University of Wyoming Foundation
 By Monticello Associates

*Added \$5,000,000 to Absolute Return.
 **Added \$7,049,000 to Cash.

University of Wyoming Foundation Preliminary Manager Allocation



**As of September 30, 2004
 \$160,701,096***



**As of December 31, 2004
 \$180,120,214****

Prepared for University of Wyoming Foundation
 By: Monticello Associates

*Sawood funded 10/1/04 with \$5,000,000.
 **\$7,049,000 added into Cash. This includes
 \$5,100,000 in gifts/state match at year end.

**University of Wyoming Foundation
 Preliminary Asset Allocation
 December 31, 2004**

Total Foundation
 \$180,120,214*

	Market Value	Actual Allocation	Target Allocation
<i>Large Cap Equity</i>	\$57,645,879	32%	20%
<i>Small Cap Equity</i>	\$17,890,346	10%	10%
<i>Int'l Equity</i>	\$20,368,000	11%	15%
<i>Hedged Equity</i>	\$14,517,352	8%	10%
<i>Fixed Income</i>	\$22,007,187	12%	10%
<i>High Yield</i>	\$8,489,807	5%	0%
<i>Absolute Return</i>	\$26,898,114	15%	15%
<i>Private Equity</i>	\$1,764,439	1%	10%
<i>Real Assets</i>	\$406,660	0%	10%
<i>Cash</i>	\$10,132,430	6%	0%

AGENDA ITEM TITLE: **Classroom Building Renovation** Harris

CHECK THE APPROPRIATE BOX(ES):

- Work Session
 Education Session
 Information Item
 Other Specify:

BACKGROUND AND POLICY CONTEXT OF ISSUE:

The Classroom Building renovation and addition is presently in the design phase with the firm of Malone Belton Abel providing the architectural services. The work includes renovations to the existing building improving the classroom environment (seating, lighting, acoustics, size of student stations, etc.) and an addition of approximately 12,000 gross square feet that will add classrooms to meet the demand for classes within the facility and provide for the development of space for students and faculty to work together outside of class and for students to interact and wait for class within the building.

Funding for the project has been submitted to the 2005 Wyoming State Legislature and it is expected that this project will be approved.

Prior Related Board Discussions/Actions:

September 2004: Trustees approved capital request for the project
November 2004: Trustees approved architect for the design of the project

WHY THIS ITEM IS BEFORE THE BOARD:

The architectural firm will present information to the Board on the status of the project, including fire code issues within the four exit corridors and the current schematic design. It is expected that this project will be ready to bid by May 2005.

ARGUMENTS IN SUPPORT:

N/A

ARGUMENTS AGAINST:

N/A

ACTION REQUIRED AT THIS BOARD MEETING:

This is an education item that requires no action at this board meeting.

PRESIDENT'S RECOMMENDATION:

N/A

MINUTES OF THE MEETING:

Vice President Harris introduced Timothy Belton and Steve Abel, architects for the Classroom Building renovations. Both spoke to the board regarding the plans for the building.

ACTION ITEM: **Instruction in Wyoming and U.S. Constitutions, SF 116**, Miller/Abernethy

CHECK THE APPROPRIATE BOX(ES):

- Work Session
 Education Session
 Information Item
 Other Specify:

BACKGROUND AND POLICY CONTEXT OF THE ISSUE

Since at least 1947, the University of Wyoming has required satisfactory completion of a course addressing the role of the United States and Wyoming state constitutions and history in our society. During this researched 58 year period, UW's students have been required to complete a course in American and Wyoming Government, or could substitute a combination of courses in U.S. history and Wyoming history. The specific titles and course numbers have varied. Most certainly prior to 1947, the expectations of W.S. 21-9-102 were met.

In 1991 the university faculty adopted university-wide curriculum requirements, known as the University Studies Program (USP). The United States and Wyoming constitution requirement was incorporated in USP at that time. Recently, in response to UW's Academic Plan I, the USP program was reviewed and revised to streamline the university-wide curriculum requirements and approved by the Board of Trustees in 2002. The U.S. and Wyoming constitution requirement was not changed with the revision. The rationale adopted by the faculty for this specific requirement in USP 2003 states that, "in order to prepare students to be active citizens, a university education should provide graduates with an understanding of the history, cultural context, and principles of the institutions by which they are governed. Wyoming state statutes require this study and the USP endorses its importance for developing a responsible citizenry".

Courses approved for this requirement must meet three outcomes:

- 1) Students will demonstrate the ability to analyze and evaluate the formal and informal principles, processes, and structures of the U.S. and Wyoming constitutions and political systems,
- 2) Students will demonstrate an understanding of the historical development and cultural context of these constitutions and political systems, and
- 3) Students will demonstrate knowledge of the relationship between understanding of the institutions by which they are governed and their roles as responsible citizens.

Courses are submitted by departments/colleges to a faculty USP committee for review, and to determine satisfaction of the required outcomes. The USP committee has widespread University representation including the Wyoming community colleges. The following courses are currently approved as meeting the U.S. and Wyoming constitution outcomes:

- POLS 1000 American and Wyoming Government (3 credit hours)
- HIST 1211 United States History to 1865 (3 credit hours)
- HIST 1221 U.S. from 1865 (3 credit hours)
- HIST 1251 Wyoming History (3 credit hours)
- ECON 1200 Economics, Law and Government (3 credit hours)

Students who transfer to UW with an approved U.S. constitutions/government course from another institution may satisfy the Wyoming constitutions requirement by completing POLS 1100 (online - Wyoming Government) or may be eligible to take the Wyoming Government challenge exam to complete the requirement.

Nearly 2200 students were enrolled in these courses for academic year 2004-05. Another 91 students enrolled during summer session 2004. Details on enrollments by course and with the number of sections are shown below for summer session 2004 and AY 2004-05. These enrollment figures have been consistent over the recent past.

Course	Sect S 04	Enrllmt S 04	Sect F 04	Enrllmt F 04	Sect S 05	Enrllmt S 05
POLS 1000	4 (2)*	81	7 (3)	601	3 (1)	365
HIST 1211	2	10	1	163	1	115
HIST 1221	0	0	1	39	1	104
HIST 1251	0	0	1	232	1	119
ECON 1200	0	0	2	312	1	108
TOTALS	6	91	12	1347	8	841

*() Sections offered through the Outreach School

The proposal to increase the U.S. and Wyoming constitutions requirement to two courses would add three additional dedicated credit hours to the USP program. Some programs, specifically majors in engineering, some of the health sciences, education and other professional curricula are already striving to meet the university's maximum expectation of 128 credit hours for the baccalaureate degree, outlined in our Academic Plans. University instructional resources would likewise be impacted.

Other programs aimed at supporting the university's commitment to United States and Wyoming constitution and history education are either in place or planned. An annual Constitution Day was recently mandated by federal legislation for post-secondary institutions to maintain eligibility for federal funding. The first U.S. Constitution Day will be observed at UW on September 17, 2005.

In June 2004, what is now the Partnership for Civic Education (PCE) was established at UW to build a statewide network and partnership among civic education stakeholders with the goal of strengthening civic participation in Wyoming. The UW American Heritage Center and College of Education, in partnership with Youth for Justice, established the PCE and a statewide coordinator is in place. The PCE is presently serving as an information gathering clearinghouse

for civic education teachers across Wyoming, and to support other civic education programs funded by federal and state grants with a business office. The PCE will be holding, this summer, its second workshop for K-12 teachers to improve their knowledge of civic education and constitutional issues, to promote the use of primary resources in their teaching, and to support lesson plans for the federal Constitution Day programs to be used in Wyoming's K-12 schools. The PCE will also be developing UW's Constitution Day program.

Other university programs foster civic engagement through community volunteer service, academic learning communities, and the required first year intellectual community courses.

WHY THIS ITEM IS BEFORE THE BOARD:

To provide information regarding Wyoming State Legislature's discussion and the university's current programs for education about Wyoming and the U.S. constitutions.

ACTION REQUIRED AT THIS BOARD MEETING:

None

This topic was deferred for discussion at the May 2005 board meeting.

2004 Wyoming Statutes

Title 21

EDUCATION

CHAPTER 9

COURSES OF STUDY, TEXTBOOKS,

SUPPLIES

21-9-102. Instruction in state and federal constitutions required; satisfactory examination a prerequisite to graduation.

All schools and colleges in this state that are supported in any manner by public funds shall give instruction in the essentials of the United States constitution and the constitution of the state of Wyoming, including the study of and devotion to American institution and ideals, and no student shall receive a high school diploma, associate degree or baccalaureate degree without satisfactorily passing an examination on the principles of the constitution of the United States and the state of Wyoming. The instruction shall be given for at least three (3) years in kindergarten through grade eight (8) and for one (1) year each in the secondary and college grades.

SENT BY:

8-11-4 : 18:05 : KINKO'S - CHEYENNE-

3077662993:# 2/ 4



Office of the Attorney General

Governor
Dave Freudenthal

Human Services Division
123 State Capitol
Cheyenne, Wyoming 82002
(307) 777-6397 Telephone
(307) 777-3435 Fax

Attorney General
Patrick J. Crank

Deputy Attorney General
Robin Sessions Cooley

July 15, 2004

The Honorable Kathryn Sessions
Wyoming State Senator
930 Centennial Drive
Cheyenne, Wyoming 82001

RE: Your letter requesting clarification of Wyo. Stat. § 21-9-102.

Dear Senator Sessions:

This letter is in response to your request for clarification of the meaning of Wyo. Stat. §21-9-102, which directs the University of Wyoming and other Wyoming Community Colleges to instruct in the essentials of the United States Constitution and the Constitution of Wyoming for one year.

QUESTION PRESENTED

Wyo. Stat. § 21-9-102, in relevant part, requires the University of Wyoming and other Wyoming Community Colleges to instruct in the essentials of the United States Constitution and the Constitution of the state of Wyoming for one year. What does the term "year" mean in the statute?

DISCUSSION

In interpreting statutes, [the Wyoming Supreme Court's] primary consideration is to determine the legislature's intent. *Fontaine v. Board of County Comm'rs*, 4 P.3d 890, 894 (Wyo. 2000); *State ex rel. Motor Vehicle Div. v. Holtz*, 674 P.2d 732, 736 (Wyo. 1983). Legislative intent must be ascertained initially and primarily from the words used in the statute. *Allied-Signal, Inc. v. State Board of Equalization*, 813 P.2d 214, 219 (Wyo.1991); *Phillips v.*

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The Honorable Kathryn Sessions
July 15, 2004
Page 2 of 3

Duro-Last Roofing, Inc., 806 P.2d 834, 837 (Wyo. 1991). *McLean v. State*, 2003 WY 17, ¶6, 62 P.3d 595, 598 (2003). In determining legislative intent, the plain language of the statute controls.

When interpreting statutes, we follow an established set of guidelines. First, we determine if the statute is ambiguous or unambiguous. A statute is unambiguous if its wording is such that reasonable persons are able to agree as to its meaning with consistency and predictability. Unless another meaning is clearly intended, words and phrases shall be taken in their ordinary and usual sense. Conversely, a statute is ambiguous only if it is found to be vague or uncertain and subject to varying interpretations.

Parker Land & Cattle Co. v. Wyoming Game & Fish Comm'n, 845 P.2d 1040, 1042-43 (Wyo.1993).

The statute you refer to was enacted in 1925. At that time, instruction in the United States and Wyoming Constitutions was required "for at least three years of the grammar school and one year in the high school and college grades respectively." 1925 Wyo. Sess. Laws Ch. 94. Various changes were made thereafter so that the statute currently provides:

All schools and colleges in this state that are supported in any manner by public funds shall give instruction in the essentials of the United States constitution and the constitution of the state of Wyoming, including the study of and devotion to American institutions and ideals, and no student shall receive a high school diploma, associate degree or baccalaureate degree without satisfactorily passing an examination on the principles of the constitution of the United States and the state of Wyoming. The instruction shall be given for at least *three (3) years in kindergarten through grade eight (8) and for one (1) year each in the secondary and college grades.*

Wyo. Stat. § 21-9-102. (Emphasis added).

In determining legislative intent where a term is not specifically defined by the Legislature, courts will generally look to the ordinary and usual meaning of the term. Although not defined in the statute, the term "year" is variously defined in Webster's dictionary, but the most relevant definition appears to be "a period of time (as the usually nine-month period in which a school is in session) other than a calendar year." See www.m-w.com/cgi-bin/dictionary. Similarly, an "academic year," is defined in Webster's dictionary as "the annual period of sessions of an educational institution usually beginning in September and ending in June." See *id.* Considering the context of the statute, the ordinary or usual meaning of this term is likely an approximate nine month period of time.

SENT BY:

8-11- 4 ; 18:06 ; KINKO'S - CHEYENNE-

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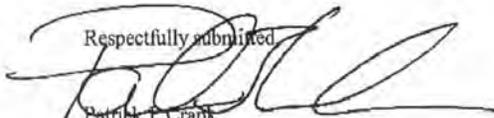
The Honorable Kathryn Sessions
July 15, 2004
Page 3 of 3

CONCLUSION

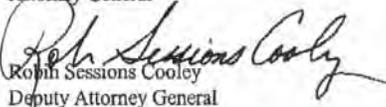
The statute does not define what the Legislature meant by the term "year." The plain and usual meaning of the term, in the context of the statute, likely means a nine month school year.

If you have any additional questions or concerns regarding the above, please do not hesitate to contact this Office.

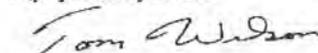
Respectfully submitted,



Patrick J. Crank
Attorney General



Robin Sessions Cooley
Deputy Attorney General



Tom Wilson
Senior Assistant Attorney General

2005

STATE OF WYOMING

05LSO-0489

SENATE FILE NO. SF0116

Required instruction in state-federal constitutions.

Sponsored by: Senator(s) Sessions, Decaria, Job and Mockler and Representative(s)
McOmie, Thompson and Wasserburger

A BILL
for

1 AN ACT relating to courses of instruction in public schools
2 and institutions; clarifying required instruction in state
3 and federal constitutions as specified; and providing for
4 an effective date.

5

6 *Be It Enacted by the Legislature of the State of Wyoming:*

7

8 **Section 1.** W.S. 21-9-102 is amended to read:

9

10 **21-9-102. Instruction in state and federal**
11 **constitutions required; satisfactory examination a**
12 **prerequisite to graduation.**

13

14 All schools and colleges in this state that are supported
15 in any manner by public funds shall give instruction in the
16 essentials of the United States constitution and the

2005

STATE OF WYOMING

05LSO-0489

1 constitution of the state of Wyoming, including the study
2 of and devotion to American institution and ideals, and no
3 student shall receive a high school diploma, associate
4 degree or baccalaureate degree without satisfactorily
5 passing an examination on the principles of the
6 constitution of the United States and the state of Wyoming.
7 The instruction shall be given for at least three (3) years
8 in kindergarten through grade eight (8), ~~and~~ for one (1)
9 year ~~each~~ in the secondary ~~and college~~ grades and not less
10 than six (6) semester credit hour classes in postsecondary
11 education programs.

12

13 **Section 2.** This act is effective July 1, 2005.

14

15

(END)

AGENDA ITEM TITLE: **Student Financial Aid, Legislative Initiatives**, Miller

CHECK THE APPROPRIATE BOX(ES):

- Work Session
- Education Session
- Information Item
- Other Specify:

An oral presentation was not made.

AGENDA ITEM TITLE: **Private School Licensing, Legislative Interim Study**, Miller

CHECK THE APPROPRIATE BOX(ES):

- Work Session
- Education Session
- Information Item
- Other Specify:

An oral presentation was not made.

AGENDA ITEM TITLE: **Legislative Update**, Dubois/Miller

CHECK THE APPROPRIATE BOX(ES):

- Work Session
- Education Session
- Information Item
- Other Specify:

MINUTES OF THE MEETING:

Vice President Rick Miller shared the outcome of the legislative session with the board. He explained the steps for obtaining funding, allocation of federal mineral royalties, and mentioned bond revenues. Also discussed were capital construction and work on negotiating a contract with CHCCW, which is underway.

The next topic was the higher education endowments that were passed and will benefit the university and community colleges. The legislature proposed to appoint a steering committee to undertake a study of the proposed executive training institute in Jackson, WY. He directed the board to review their information packets that provide detail about other legislative activities.

President Richards thanked President Dubois and Mr. Miller for their work with the legislature. She stated that she is constantly reminded by various constituents that they do a wonderful job with the Legislature. She also asked members of the board to let her know if they are interested in serving on one of the committees that will be appointed.

AGENDA ITEM TITLE: **Athletic Facilities Update**, Barta

CHECK THE APPROPRIATE BOX(ES):

- Work Session
 Education Session
 Information Item
 Other Specify:

The Strategic Plan for Intercollegiate Athletics calls for a number of facility improvements designed to provide better training and competition opportunities, enhance the fan experience, and provide a better environment in which to recruit young men and women to attend the University of Wyoming.

These improvements will occur in phases as the money is raised.

Planned Facility Improvements:

1. War Memorial Stadium improvements	\$10.7 million
o Synthetic turf (\$1 mil.)	
o Renovated restrooms/concession stands (\$4.5 mil.)	
o Maintenance/storage (\$300,000)	
o VIP seating/suites (\$4.150 mil)	
o Press box renovations (\$250,000)	
o Pave stadium (gravel) lot (\$500,000)	
2. Indoor practice facility	\$ 7 million
3. Outdoor track	\$ 800,000
4. Indoor tennis courts	<u>\$ 1.5 million</u>
Total	\$20 million *

* The \$20 million total coincides with the \$10 million state match and \$10 million in private contributions. All figures associated with the various projects are best estimates at this time.

Current Activity

1. War Memorial Stadium

• Synthetic Turf:

The synthetic turf will be installed during the summer of 2005. The RFP will go out in late February. Bids will be due in mid-March. Construction will begin in May and be completed in August.

• Restroom/Concession Stand Renovation:

The goal is to complete this project in phases. The plan is to complete work on the upper East and West concourses during summer 2005. The lower east and west concourses are slated 2006.

2. Indoor Facility/Indoor Tennis Courts:

- A site analysis is in the process of being completed.
- Two design types are being considered. One is a soft side permanent material similar to the Denver airport. The other is a more traditional metal building. Both types of structures are being considered for the indoor facility and the covered tennis courts.
- A timetable for construction has not been established. This will be driven by available funding.

3. Outdoor Track:

- A recent estate gift will allow the design of the outdoor track to begin in the near future. The goal will be to construct the track during summer 2006 with completion prior to the student-athletes returning in August.

This topic was deferred for discussion at the May 2005 board meeting.

AGENDA ITEM TITLE: NCAA Academic Reform–Potential Effects on UW, Barta

CHECK THE APPROPRIATE BOX(ES):

- Work Session
- Education Session
- Information Item
- Other Specify:

The NCAA is in the midst of a significant effort to improve graduation rates among student-athletes. This academic reform movement has been in various stages of planning and implementation the past two years.

Following the 2004-05 academic year, a series of short term and long term disincentives (penalties) will begin to be applied. Virtually every university, including Wyoming, will experience some degree of penalty.

At the center of the reform, is a measuring methodology called the “APR” (Academic Progress Rate). The APR considers eligibility, retention and ultimately graduation rates of student-athletes. The APR uses a scoring system in which a student-athlete can earn up to four points per year. (One point per semester for remaining at the institution and one point per semester for being in good academic standing.) If a team’s APR falls below 925 (925 is a score which data suggest will ultimately lead to a graduation rate of at least 50%) that team will receive a contemporaneous penalty. The penalty will consist of not being able to fill the scholarship(s) of student-athletes who still have eligibility, but leave the university in poor academic standing.

The best way to help simplify this complex discussion may be through illustration:

- Team “A” has 10 student-athletes on scholarship
- Following the 2004-05 academic year the student-athlete scores are as follows:

	1 st Sem Eligible @ UW	2 nd Sem Eligible @ UW	Full Yr
S/A #1	1/1	1/1	4/4
S/A #2	0/1	0/0	1/4
S/A #3	1/1	1/1	4/4
S/A #4	1/1	1/1	4/4
S/A #5	0/1	0/1	2/4
S/A #6	1/1	1/1	4/4
S/A #7	1/1	1/1	4/4
S/A #8	1/1	1/1	4/4
S/A #9	1/1	1/1	4/4
S/A #10	1/1	1/1	4/4
TOTAL	18/20	17/20	35/40
	Score 875	(35/40 = 87.5% X 100)	

Because Team "A" fell below 925, the scholarship for student-athlete #2 would not be allowed to be filled the following year (assuming he/she had eligibility remaining).

The APR data was calculated and recorded for 2003-04. This spring, the NCAA will be sending letters to schools for any team that fell below the 925 score to explain that they would have been subject to contemporaneous penalties had the program been in place.

Based upon our preliminary calculations, Wyoming has six teams that may be receiving this letter. It is estimated that for the year 2003-04 80% of the football programs in the country would have received some level of contemporaneous penalties using the 925 benchmark.

Long term, teams that consistently fall below the new academic standards will receive additional penalties. These may include scholarship reductions and/or being prohibited from participating in post-season play. The future cut-off points for additional sanctions have not yet been determined.

The University of Wyoming athletics department continues to be committed to maintaining a balance between academics and athletics. In 2003-04 the 6-year graduation rate for student-athletes was 62%. This compared favorably to the overall Wyoming student body graduation rate of 58% during that same time period.

The NCAA academic reform movement is a positive step toward maintaining a separation between intercollegiate and professional athletics. There will likely be short-term glitches and adjustments, but over time the changes will produce positive outcomes on university campuses.

This topic was deferred for discussion at the May 2005 board meeting.

AGENDA ITEM TITLE: **Athletic Campaign/Match Update**, Barta

CHECK THE APPROPRIATE BOX(ES):

- Work Session
 Education Session
 Information Item
 Other Specify:

Pledges/Cash Received	\$3,715,000
Proposals outstanding / "Soft" Commitments	\$2,625,000

Gifts Received by Level

\$1 Million and above	0
\$500,000 - \$1 M	4
\$250,000 - \$500,000	1
\$100,000 - \$250,000	1
\$50,000 - \$100,000	5
\$25,000 - \$50,000	<u>39</u>
Total Gifts	50

March Proposals Planned

We have two meetings in March at which we will request \$5 million in each instance.

This topic was deferred for discussion at the May 2005 board meeting.

AGENDA ITEM TITLE: **2005 Spring Enrollment Update**, Brigman

CHECK THE APPROPRIATE BOX(ES):

- Work Session
- Education Session
- Information Item
- Other Specify:

BACKGROUND AND POLICY CONTEXT OF ISSUE:

The enrollment analyses for spring semester 2005 at the University of Wyoming will be distributed at the Board meeting. The numbers of UW students on the 15th class day for the spring semester of 2005 will be compared to the numbers in the spring semester of 2004; in addition, the enrollment analyses will provide the first-time full-time freshman outcomes for each of the last fall semesters and the number of December graduates for the last two years.

WHY THIS ITEM IS BEFORE THE BOARD:

General information is presented to keep the Board informed about enrollment issues at UW.

ACTION REQUIRED AT THIS BOARD MEETING:

None

An oral presentation on this topic was not made.

AGENDA ITEM TITLE: **Change Orders and Progress Reports**, Harris

CHECK THE APPROPRIATE BOX(ES):

- Work Session
 Education Session
 Information Item
 Other Specify:

The following gives an accounting of the progress and activity of construction and design since the December, 2004 Trustees meeting. Also reported are approved change orders.

PROJECTS IN CONSTRUCTION

1. Health Science – Biochemistry Addition & Remodel

Contractor Groathouse Construction, Inc.
 Bid Price \$11,597,000.00
 Contract Substantial Completion Date May 1, 2005

	Total	Administration	Construction	Design	Technology	FF & E	Contingency	Misc
Budget	17,984,000	600,000	11,597,000	1,680,000	1,386,000	915,000	1,556,000	250,000
Expended	10,737,905	211,786	8,981,480	1,515,875			28,051	713
Obligated	2,993,117		2,615,520	61,585			316,012	
Un-obligated	4,252,978	388,214	0	102,540	1,386,000	915,000	1,211,937	249,287

Remarks Metal framing throughout the building is 95% complete. Drywall installation is being completed on the Biochemistry Building and east addition. Most of the rooms along the corridor on the lower two levels in the Biochemistry Building and east addition are painted with painting operations continuing on the third and fourth levels. Ceiling grid is being installed on the lower level of the Biochemistry Building. Drywall installation has begun on the west addition and link area. Mechanical and electrical installations are finishing up rough-ins in the link and west addition.

2. Upper West Stand Replacement, War Memorial Stadium

Contractor Reiman Corporation
 Bid Price \$3,744,400.00
 Contract Substantial Completion Date August 15, 2004
 Certificate of Substantial Completion Issued August 22, 2004

	Total	Administration	Construction	Design	Contingency	Misc
Budget	4,393,535	98,000	3,744,400	391,735	130,000	29,400
Expended	4,223,365	53,591	3,744,400	388,324	37,050	
Obligated						
Un-obligated	170,170	44,409	0	3,411	92,950	29,400

Remarks The project is complete.

3. Washakie Housing Renovations – McIntyre and Orr Hall

Contractor Delta Construction Incorporated

4. Prexy's Pasture – Phase I

Contractor Spiegelberg Lumber and Building Company
 Bid Price \$1,727,100.00
 Contract Substantial Completion Date August 24, 2004
 Certificate of Substantial Completion Issued October 8, 2004

	Total	Administration	Construction	Design	Contingency	Misc
Budget	2,106,600	80,000	1,727,100	175,000	99,500	25,000
Expended	2,255,115	65,402	1,909,966	175,000	99,500	5,247
Obligated	105,923		105,923			
Un-obligated	-254,438	14,598	-288,789	0	0	19,753
Funded by Other Sources	288,789		288,789			
Un-obligated	34,351	14,598	0	0	0	19,753

NOTE: ADA accessibility construction was funded by major maintenance funding.

Remarks The project is complete.

5. Early Care and Education Center

Contractor Spiegelberg Lumber and Building Company
 Bid Price \$2,037,900.00
 Contract Substantial Completion Date March 31, 2005

	Total	Administration	Construction	Design	Contingency	Misc
Budget	2,344,800	58,500	2,037,900	146,000	73,000	29,400
Expended	1,000,353	40,294	842,819	117,240		
Obligated	1,217,902		1,195,081	17,860	4,961	
Un-obligated	126,545	18,206	0	10,900	68,039	29,400

Remarks The contractor has completed installation of steel framing and roof decking. Masonry walls and precast have to be completed. Rough-ins for mechanical and electrical systems are progressing inside the building. Metal framing for the interior walls is progressing. Steel for the roof system arrived in early December and now is progressing rapidly.

PROJECTS IN DESIGN PHASE

1. **Information Library and Learning Center (IL²C)**
2. **Wyoming Technology Business Center (WTBC)**
3. **Classroom Building Renovation**
4. **Anthropology and Archaeology Resource Facility**

5. Washakie Housing Renovations – White Hall

CHANGE ORDERS

1. Health Science – Biochemistry Addition & Remodel

Change Order No. 13

Item 1 Landscape & Sprinkler Repair Work Done By UW	Deduct:	1,184.00
Item 2 Fireproofing Re-tests By UW	Deduct:	1,961.00
Item 3 Concrete Paving Replacement	Add:	2,511.00
Item 4 Adjustments to Metal Canopy	Add:	420.00
Item 5 Footing Wall at Parking Lot	Add:	2,544.00
Item 6 Storm Sewer at Parking Lot	Add:	5,298.00
Item 7 Manhole Revision at Parking Lot	Add:	1,940.00
Item 8 Irrigation/Landscaping at Drive	Add:	867.00
Item 9 Fire Hydrant/Trench Drain Piping	Add:	3,337.00
Item 10 Terrazzo Base at Pharmacy	Add:	829.00
Item 11 Furr Walls at South Addition	Add:	1,044.00
	<u>Total Change Order No. 13</u>	Add: \$15,645.00

Statement of Contract Amount

Original Contract	\$11,597,000.00
Change Orders 1-12	<u>+ 316,012.00</u>
Adjusted Contract	\$11,913,012.00

2. Prexy's Pasture – Phase I

Change Order No. 7

Item 1 Provide 5 Light Poles in Front of College of Education	Add:	33,133.00
Item 2 Remove /Replace Damaged Sidewalk	Add:	369.00
Item 3 Extension of Chilled Water Lines	Add:	15,312.00
	<u>Total Change Order No. 7</u>	Add: \$48,814.00

Change Order No. 8

Item 1 Remove/Replace Sod after Removing Temporary Walkways	Add:	1,303.00
Item 2 Knox Box Installation	Add:	600.00
Item 3 Temporary Fencing Around Sod	Add:	8,820.00
Item 4 Liquidated Damages	Deduct:	12,500.00
Item 5 Additional Concrete & Asphalt Work	Add:	22,054.04
	<u>Total Change Order No. 8</u>	Add: \$20,277.04

Change Order No. 9

Item 1 ADA Access Geo Survey/College of Engineering	Add:	47,125.00
Item 2 Parking Between Ross Hall & Student Health Center	Add:	84,805.00
	<u>Add:</u>	<u>\$131,930.00</u>

Statement of Contract Amount

Original Contract	\$1,727,100.00	
Change Orders 1-9	+ 391,361.04	
Adjusted Contract	\$2,118,461.04	Add 31.5 Days

3. Washakie Housing Renovations – McIntyre and Orr Hall

Change Order No. 6

Item 1 Replace Texture in Commons and Corridors	Add:	37,139.00
Item 2 Minor Lighting & Switching Changes	Add:	4,109.00
	<u>Add:</u>	<u>\$41,248.00</u>

Statement of Contract Amount

Original Contract	\$6,058,770.00	
Change Order 1-6	+ 286,168.00	
Adjusted Contract	\$6,344,938.00	

4. Early Care and Education Center

Change Order No. 3

Item 1 Rough-in Card Readers for Security	Add:	214.00
Item 2 Minor Electrical Changes	Add:	4,315.00
Item 3 Upsize Transformer	Add:	8,351.00
Item 4 Upgrade Tile	Add:	1,438.00
Item 5 Manhole Revision	Deduct:	2,000.00
Item 6 Hardware Modification	Deduct:	965.00
	<u>Add:</u>	<u>\$11,353.00</u>

Statement of Contract Amount

Original Contract	\$2,037,900.00	
Change Order 1-3	+ 41,545.00	
Adjusted Contract	\$2,079,445.00	

AGENDA ITEM TITLE: **Development Report**, Blalock

FY 2005 Monthly Giving Report through January 31, 2005

ALL GIFTS													
FUND	New Commitments FY 2005 GOALS	Current Month (cash received only)		FY 2005 to date							FY 2004 Commitments YTD		
		DONORS	FACE VALUE	Cash & Cash equivalent				New Commitments YTD			DONORS	FACE VALUE	
				DONORS	OUTRIGHT	LIFE INCOME		PLEDGE PMTS	NEW PLEDGES	TOTAL			
						FACE	NPV						
AGRIC	\$ 1,000,000	142	\$21,660	941	\$353,637				(\$131,591)	\$433,949	\$655,995	855	\$619,959
AHC	\$ 1,380,000	98	\$18,719	310	\$459,802				(\$411,000)	\$200,000	\$248,802	221	\$320,400
ALUMNI				67	\$17,500				(\$10,000)		\$7,500	9	\$1,600
A & S	\$ 3,000,000	274	\$278,206	2396	\$2,183,975	\$50,000	\$22,418		(\$889,163)	\$557,500	\$1,902,312	2266	\$2,424,489
ATHLETICS	\$ 8,000,000	1458	\$377,018	4423	\$1,986,397				(\$729,585)	\$1,312,500	\$2,569,312	4159	\$2,015,447
BUSINESS	\$ 2,700,000	112	\$46,941	1074	\$601,405				(\$323,671)	\$787,500	\$1,065,234	980	\$1,994,723
EDUCATION	\$ 400,000	108	\$280,741	1151	\$654,220				(\$240,978)	\$641,500	\$1,054,742	907	\$636,085
ENGINEERING	\$ 3,000,000	145	\$89,014	1671	\$533,565	\$50,000	\$25,463		(\$104,495)	\$50,000	\$529,069	1550	\$573,485
IENR	\$ 750,000	15	\$5,015	116	\$790,984				(\$723,702)	\$3,050,000	\$3,117,283	133	\$84,992
HEALTH SCI	\$ 1,200,000	66	\$326,650	776	\$577,911	\$113,525	\$57,904		(\$490,665)	\$200,000	\$400,772	675	\$753,085
LAW	\$ 1,000,000	58	\$14,160	310	\$309,911				(\$225,602)		\$84,310	307	\$191,403
LIBRARY	\$ 300,000	16	\$200,834	219	\$655,960				(\$626,956)	\$50,000	\$79,003	228	\$63,593
OUTREACH	\$ 635,000	440	\$50,479	5121	\$402,361				(\$11,075)	\$15,000	\$406,286	4824	\$326,674
STU AFFRS	\$ 57,800	35	\$2,190	720	\$27,240				(\$175)		\$27,065	876	\$48,594
UW ART MUS	\$ 317,000	38	\$6,210	600	\$521,860				(\$290,680)		\$231,180	584	\$264,343
UNIV. FUND	\$ 174,500	79	\$16,359	1179	\$120,431				(\$4,739)		\$115,693	1042	\$109,111
OTHER	\$ 2,085,700	30	\$163,355	327	\$3,011,900	\$349,305	\$237,072		(\$2,506,076)	\$1,391,000	\$2,246,129	335	\$3,893,682
GIFTS NOT YET BOOKED											\$0		
TOTAL	\$ 26,000,000	2,838	\$1,897,550	18,167	OUTRIGHT & FACE:	\$13,771,889			(\$7,720,153)	\$8,688,949	\$14,740,685	17,162	\$14,321,665

**Total Dnrs do not reflect Column totals. Donors may give to more than one unit/division.

FY 2005 Monthly Giving Report through January 31, 2005

ANNUAL FUND GIFTS (cash received)							
	FY 2005 GOALS	Current Month		FY 2005 to date		FY 2004 to same date	
		DONORS	AMOUNT	DONORS	TOTAL	DONORS	TOTAL
AGRIC	\$ 98,600	67	\$9,420	546	\$85,860	776	\$66,330
AHC	\$ 36,000	96	\$6,690	285	\$31,790	175	\$25,841
ALUMNI	\$ -			5	\$1,200	9	\$1,600
A & S	\$ 387,000	200	\$ 46,352	1696	\$268,574	1959	\$252,555
ATHLETICS	\$ 1,297,400	1391	\$224,803	4039	\$833,679	3753	\$680,965
BUSINESS	\$ 170,000	64	\$11,124	692	\$140,723	869	\$123,720
EDUCATION	\$ 80,000	68	\$4,490	628	\$44,396	869	\$42,094
ENGINEERING	\$ 288,000	111	\$24,710	1090	\$167,599	1418	\$186,733
IENR	\$ 59,700	15	\$5,015	104	\$36,733	112	\$41,492
HEALTH SCI	\$ 94,000	44	\$8,705	458	\$49,663	614	\$63,466
LAW	\$ 51,700	38	\$8,513	199	\$38,695	249	\$31,591
LIBRARY	\$ 50,600	13	\$834	185	\$25,823	217	\$30,977
OUTREACH	\$ 522,000	432	\$49,199	5072	\$377,505	4797	\$322,517
STU AFFRS	\$ 57,800	30	\$1,615	550	\$16,945	855	\$33,149
UW ART MUS	\$ 70,000	36	\$5,770	266	\$49,805	203	\$31,312
UNIV. FUND	\$ 174,500	64	\$10,204	974	\$99,593	1038	\$108,061
OTHER	\$ 62,700	7	\$1,175	68	\$9,941	147	\$55,225
GIFTS NOT YET BOOKED							
TOTAL	\$3,500,000	2,520	\$418,618	14,780	\$2,278,523	15,966	\$2,097,626

**Total Dnrs do not reflect Column totals. Donors may give to more than one unit/division.

Friday, March 4, 2005

8:15 a.m. – Business Meeting, Old Main Boardroom

1. Election of President for Unexpired Term (March-May 2005)

The Business Meeting of the board was called to order at 8:15 a.m. on Friday, March 4, 2005. The press was advised that this would be a brief meeting, after which the board would go into executive session. Trustee Richards asked Trustee Neiman to take roll. The following trustees were present: Trustees Charles Brown, Richard Davis, Taylor Haynes, Warren Lauer, Jim Neiman, David Palmerlee, Judy Richards, Peggy Rounds, Tom Spicer, James Trosper, Hank True, and Howard Willson. Ex-officio Trustees Philip Dubois and David Willms were in attendance. Ex-officio Trustees Dave Freudenthal and Trent Blankenship were unable to attend; John Masterson attended on behalf of Governor Freudenthal.

Trustee Richards provided a quick overview to the board as to why this meeting was necessary. The purpose is to elect a president and treasurer for the period of March 1 – May 13, 2005. Former Trustee President Kathy Hunt had appointed Trustee Richards to serve as vice president for the beginning of the meeting, as Trustee Patrick was no longer on the board, and the board need to elect officers. A letter was sent out to all trustees from Trustee President Hunt indicating her action, as well as a copy of the trustee bylaws and a list of the officers and duties. Trustee Willson asked Trustee Richards to restate the purpose again. Trustee Richards said that the board was here today to elect a president of the trustees to fill out the unexpired term of the president until the election of permanent officers which will take place at the May meeting. Trustee Willson asked for clarification of Trustee Richards' comment about an appointment. Trustee Richards said that, pursuant to the bylaws, Trustee Hunt appointed her to serve to open this meeting to conduct the business of electing someone to serve as president. President Dubois

noted that, technically speaking, Trustee Hunt had appointed Trustee Richards to serve as vice president to fill the vacant officer position previously held by of Trustee Patrick. As there is no president, the [trustee] bylaws provide for the vice president to serve as president. Trustee Willson commented that he would like this clearly noted in the minutes, because it wasn't clear to him as it was stated. Trustee Richards asked that Trustee Willson's comments of clarification be reflected in the minutes. She then said there were other vacancies that will need to be filled as well.

Trustee Richards opened the floor for a president to fill the unexpired term of the president. Trustee Haynes was nominated by Trustee Willson; Trustee Rounds seconded. Trustee True nominated Trustee Richards to serve as president; Trustee Spicer seconded. Trustee Willson noted that Trustee Richards should not be addressed as "madam president;" he thinks it's 'madam secretary acting in that capacity.' He asked for clarification on that point; Trustee Richards noted that she is currently serving as vice president. Trustee Willson thanked her for the clarification. Trustee Richards asked three times if there were any other nominations. There were none, and she asked for a motion to close nominations. Trustee True moved to close nominations; seconded by Trustee Neiman.

Trustee Willson asked for a brief discussion about the minutes again. He commented that when he read the bylaws and Robert's Rules of Order, it appeared to him that the appointment was made to the interim vice president position and that position ended as of the 1st of March. He said that Trustee Richards was acting as the secretary at this point because that interim vice president position ended with this meeting. President Dubois said that interpretation was incorrect, and Trustee Willson asked if he could finish. He felt that technically the board should reflect that they have the perfect right for Trustee Richards to be serving exactly like this but he

wants to be accurate in the minutes. He said that if one reads the Bylaws, there is some question about when the vice president appointment ends and when that person can open the meeting as a secretary. Further, it was immaterial in terms of the process, but he'd just like for it to be accurate because there are some inaccuracies in other minutes. President Dubois then said it might be helpful for Mr. Miller to offer a legal opinion. Dr. Willson said he would like to have that not occur as the board did not need that. Trustee Richards then asked what the wish of the board was, and Trustee Willson said it was to proceed. He again stated that he'd like the comment noted that he wondered if the board should not clarify exactly the rules that the board is operating under. Trustee Richards agreed. Trustee Neiman said if there was a misunderstanding or if the board is past a certain deadline, it should be clarified and get legal counsel to discuss this and ensure that the minutes are reflecting the proper position that the current interim president is sitting in. He read through a number of discussions provided by Vice President Miller to the board and perhaps the board should get legal counsel to advise the board. Trustee Willson stated that in the interest of moving forward, he suggested that the board move forward with the election. He asked that his comments be reflected or not be reflected in the minutes, but he asked to go forward.

Trustee Richards again asked if that was the wish of the board. Trustees agreed that this was their wish. Trustee Spicer said that he had spent some time reviewing the bylaws and does not see anything that indicates that the temporary appointments lapse on the beginning of the next month. He read: "The president of the Trustees shall have the power to make temporary appointments to fill vacancies in the officers or appointees of the Trustees during the interval between Trustee meetings." There are no other places that indicate those appointments lapse on the beginning of the month or before the next meeting. President Dubois noted that he would

like to speak as he is a trustee, and he said that when Trustee Patrick resigned his position as vice president, the president of the board, acting under that provision, appointed Trustee Richards to the position of vice president. On March 1, when Trustee Hunt was no longer a Trustee, Trustee Richards was acting under section 5.3: "The vice president shall perform the duties of the president." That's where the board was at at that point, and that's why this was the first item of business, because the appointment as vice president was in the interval between meetings. Trustee Richards clarified it was between March 1st and this morning. President Dubois stated that the board is trying to fill a vacancy that runs from today until the May meeting when the officers will be selected for the following year. The problem is that the terms of trustees are not coincident with the terms of the officers and that's why the board is here today.

Trustee True called the question. Trustee Richards said there were notebooks in front of the trustees for their use in balloting. She asked if there was a recommendation by the board as to who should be the people to count the ballots. She indicated that the secretaries could collect and count the ballots, and wondered if that was acceptable. Trustee Haynes said there was no provision in the bylaws, so it is clearly the pleasure of the board. Trustee Richards then said she was asking what the pleasure of the group was. Trustee Rounds said she would like two of the new trustees to count the ballots, which were Trustees Brown, Lauer and Palmerlee. Trustee Richards accepted that suggestion and asked if that was agreeable. She restated the suggestion of Trustee Rounds and asked if that was acceptable among the group. Trustee Haynes made the suggestion a motion; Trustee Brown seconded. Trustee Lauer asked if the ballots were confidential after they were counted. He wondered if the board wants to know who voted for whom. Trustee Richards said that as the ballots are done in secret, they remain confidential. The confidentiality was again confirmed. President Dubois asked Mr. Miller that if Trustee Richards

was elected president, then the board would need to elect a vice president and a secretary. If Trustee Haynes was elected as president, then Trustee Richards would return to her role as secretary, and there will be a need for vice president.

Trustee Brown reported that the vote was 7 votes for Trustee Richards; 5 votes for Trustee Haynes. President Richards then said the next order of business was to call for nominations for vice president. Trustee True nominated Trustee Neiman. Trustee Rounds nominated Trustee Haynes. President Richards asked for any other nominations and repeated the request twice; Trustee True moved nominations ceased with a second from Trustee Haynes. The Trustees then voted by secret ballot for the vice president position. The ballots from election of the president were shredded.

Trustee Brown reported that the vote was 6-6. The board voted again by paper ballot. Trustee Brown returned with a report, with the vote remaining at 6-6. He said that the new trustees believe that it gives rise to a question of parliamentary order and procedure as to whether the chair should vote, except in the case of a tie. Trustee Willson said there was no addressing of this matter in the trustees' bylaws as discovered recently, as well as the fact that they are very incomplete as discovered in the last meeting; thus, the board should go by Robert's Rules of Order. He asked if everyone agreed with that and said that on page 153 of Robert's Rules of Order says "The Chair reads the teller report and declares who's elected. In the case given above the Chair would declare no election and state the reason. If no one is elected, another ballot must be taken. Balloting continues until there is an election." Trustee Willson said that is Robert's Rules of Order, which the board has stated is how they conduct their business. He stated that coin flips and ping pong balls do not apply. President Dubois asked Trustee Willson what edition he had and he said it was the new edition, page 153. President Dubois asked if the

statement just stopped there. Trustee Davis asked if there was any reason that the board couldn't ask advice of Mr. Miller. Trustee Willson moved to go into executive session immediately. President Dubois said he wasn't sure that qualifies under Robert's Rules of Order, and Trustee Willson said that he felt his qualification is just as adequate as anybody's interpretation and he moved to go into executive session. Trustee Rounds seconded the motion. President Dubois asked under what exception under the open records or meeting would the board go into executive session; Trustee Willson said it is not an exception. He said it was a matter of personnel and executive decision, and moved to go into executive session. President Richards clarified that executive session was based on a personnel issue, which Trustee Willson confirmed. Trustee Haynes noted that the motion had been seconded. Trustee Spicer said he was not a legal mind at the board, but it seemed like there were some legalities about what can be hidden from the public and what can't. He is concerned that the board not do something that is outside the bounds of the law. He said he would like to know what the exception was for. Trustee Willson said he would tell the board in executive session and if they decide the matter is not appropriate, they will come out. Trustee Spicer said that the board needs to know what the matter is to go into executive session as to whether it's appropriate or not. A point of order called by Trustee Lauer, who inquired if any trustee has the authority to bring this body into an executive session, just upon motion. Trustee Haynes indicated that was true, and President Richards says she thought it had to fall within the guidelines of what an executive session does. She indicated that there are certain guidelines on what one can go into executive session to address, and those are pretty specific. Trustee Lauer asked if it had to be approved by the board. Trustee Rounds noted it was explained under 2-7: "Regular and special meetings of the Trustees shall be open to the public except for executive sessions, which may be convened at any time by vote, upon motion, by any

member of the trustees or decision of the presiding officer.” President Richards said it was moved by Trustee Willson and seconded by Trustee Rounds to go into executive session to address a personnel matter. Trustee True specified that the motion was clearly just to go into executive session with no reason given. President Richards recounted her question that she had asked Trustee Willson if this was to address a personnel matter and he said yes. Trustee Willson said that nowhere in that [Robert’s Rules of Order] does it state that the reason to ask for an executive session has to be decided at the point of the recommendation or the motion. He amended his motion to include a personnel issue. President Richards asked if that was a friendly amendment approved by the second, Trustee Rounds. Trustee Rounds indicated yes. President Richards then said the motion goes to a vote of the board after asking the board if she was correct in this. She asked for a vote on who was in favor of going into an executive session and all those opposed; the motion was divided. She asked members of the board to raise their hand to indicate they were in favor of going into an executive session, noting there were 5 ayes; 7 raised their hands in opposition. The motion was defeated. Trustee Haynes noted that a point of order was the motion was defeated 5-6; noting that as a chair under Robert’s Rule of Order, she cannot vote except to break a tie. President Richards said that she didn’t believe that they’ve been doing that as a Board of Trustees. Trustee Willson stated that’s why they [board] were in trouble. Trustee Haynes said that means that every vote that they’ve taken has been illegal, and at least in violation of the bylaws and Robert’s Rules of Order. Trustee Willson stated that every one [vote] was in violation. He then said that was why he wanted to be in executive session. Trustee Haynes said it calls into challenge everything that the board has done. President Richards called for a re-vote and said she would abstain. Those in favor of the motion indicated

by raising hands were 5; those opposed were 6. The motion was defeated 6-5, with one abstention.

President Richards noted that they were returning to the business of electing a vice president. She noted there was a tie, and the board needed to vote again. Trustee Brown asked regarding parliamentary procedure, specifically that on this vote, will the Chair be voting or not? President Richards said she would not be voting. Trustee Willson said that according to Robert's Rules of Order, by secret ballot, the Chair will vote. President Dubois commented that it is very hard to do business this way and he said that people were making statements about Robert's Rules of Order but no one has the documentation. Trustee Willson said he had the book in his hands, and stated that President Dubois could question the book, but don't question him and his statements. President Dubois said he was not questioning Trustee Willson. Trustee Willson responded that he was. Trustee True moved to adjourn the meeting; Trustee Haynes seconded. President Richards said the meeting was adjourned. Trustee Haynes said she needed to call the question. The vote was taken by ayes and naves, and there was a division. President Richards asked the board to raise their hands to vote; ayes 6; naves 5.

President Richards then asked if the board should go into work session and President Dubois noted that they were scheduled to hold an executive session and had several things to discuss. He noted that they had adjourned their business meeting. Trustee True said that President Richards could call an executive session according to what Trustee Rounds had previously read. President Richards called for an executive session. Trustee Haynes then said that President Richards needed to determine who should be in the executive session. President Richards said that the trustees, the president, and legal counsel were requested to participate in executive session.

Friday, March 4, 2005

4:27 p.m. – Business Meeting, Old Main Boardroom

1. Election of Other Officers for Unexpired Term

President Dubois addressed the board, clarifying the process the trustees follow when voting on a motion. The Bylaws of the Trustees were developed to guide the board during meetings and the operation of business. The bylaws state in section 5.2 the President of the Board of Trustees is an ex officio voting member of the board.

Trustee Neiman moved to return to the Business Meeting at 4:27 p.m. on Friday, March 4, 2005. Trustee Spicer seconded. The motion carried unanimously.

President Richards said there were two vacancies for the board's officers. Trustee True moved to reopen nominations for vice president; Trustee Haynes seconded. Motion carried unanimously as reported by President Richards. President Richards noted the two vice president nominations from the morning business meeting were Trustees Haynes and Neiman.

President Dubois read from Robert's Rules of Order regarding how to nominate people to the position. Trustee Neiman nominated Trustee Spicer for vice president. Trustee Davis moved to close the nominations; Trustee True seconded. The nominees were Trustee Haynes, Neiman and Spicer, in that order. Trustees Brown, Lauer and Palmerlee again collected the secret ballots and counted them. Trustee Brown reported that the vote was Haynes, 6; Spicer, 4; and Neiman, 2. The board was instructed to remove Trustee Neiman from the ballot and cast their ballots again for Trustee Haynes or Spicer for vice president. Trustee Brown collected the ballots and he, Trustee Palmerlee and Trustee Lauer counted the ballots. Trustee Brown reported that Trustee Haynes was elected to the vice president position with a vote of 7-5.

President Richards stated that the board needed to elect a secretary. Trustee Haynes nominated Trustee Rounds. Trustee True nominated Trustee Neiman. Trustee Haynes moved to cease nominations; Trustee Davis seconded. Trustees Brown, Lauer and Palmerlee collected the ballots and counted them, reporting to the board that Trustee Rounds was elected as the secretary with a vote of 8-4. President Richards thanked everyone on the board for the discussion on following the Bylaws. The business meeting adjourned at 5:25 p.m.

Saturday, March 5, 2005

10:00 a.m. – Business Meeting, Old Main Boardroom

The business meeting of the board was called to order at 10:27 a.m.

Roll Call

Trustee Rounds took roll. The following trustees were present: Charles Brown, Richard Davis, Taylor Haynes, Warren Lauer, Jim Neiman, David Palmerlee, Judy Richards, Peggy Rounds, Tom Spicer, Hank True, and Howard Willson. Ex-officio Trustees Philip Dubois and David Willms were in attendance. Ex-officio Trustees Dave Freudenthal and Trent Blankenship were unable to attend. Trustee Trosper was also unable to attend the business meeting.

President Richards asked for a motion to amend the minutes to have the board take public comments now. Trustee Haynes so moved; Trustee Davis seconded. The motion carried by unanimous approval.

Public Testimony

Mr. John Hill was presented by Mr. Dave Mullens, son of the designer for the Classroom Building. Mr. Hill requested that the board not cover the west end of the Classroom Building during the upcoming remodeling. President Richards thanked him for coming to speak to the board.

Approval of January 6-8, 2005 Minutes of the Trustees

Trustee Spicer moved to approve the January 6-8, 2005 minutes of the trustees as presented; Trustee True seconded. Trustee Brown noted he would abstain from the vote as he was not present at that meeting. The motion carried.

Reports

ASUW

Trustee Willms reported on ASUW. ASUW has again initiated a shuttle to DIA during spring break March 11-12, and March 19-20, and they have sold every seat. ASUW has also reviewed draft 9 of their 5-year Strategic Plan. A Wyoming Student Council Day has been organized to bring the youth in from around the region to look at leadership and other issues associated with ASUW. The FY06 ASUW budget will be presented to the board at their May meeting.

Staff Senate

Norman Hardesty made a presentation on the energy conservation initiative based in Staff Senate. He noted that Staff Recognition Day is scheduled for Tuesday, March 8.

Faculty Senate

Dr. Michael Hardin provided a report to the board on the activities of Faculty Senate. Their accomplishments include passing a resolution support UW's capital construction request and a resolution support the Faculty Senate Lecture series.

Topics in process are: the initiation of a review of UniReg 808 on post-tenure review; working toward completion on the violence in the workplace policy; the Nominations Committee selecting candidates to serve for 05-06 as officers in ASUW; and referral to their Student Interaction Committee of alcohol abuse/academic climate proposal.

Their agenda for the future includes resolution on their endowment.

Committee of the Whole (Consent Agenda)

1. Approval of Sponsored Programs, Gern (page 127)
2. Personnel, Buchanan (page 136)
3. Request for Property Appraisal and Acquisition at 1217 Lewis Street, 1221 Lewis Street and 468 North 13th Street in Laramie, Wyoming, Hardin (page 144)
4. Request to Sell or Raze House at 1220 Bradley, Hardin (page 146)
5. Request for Access Easement, Crook County (Schloredt Property), Hardin (page 148)
6. Approval of Fee Book and Tuition Recommendation, Harris (pages 3)
7. Appointment of External Auditor, Hardin (pages 14, 150)
8. Ecology Ph.D. Program, Buchanan (pages 26, 150)
9. UniReg 5 Revision, Miller (pages 16, 150)
10. Differential Tuition, Buchanan (pages 28, 150)
11. Law School Differential Tuition, Buchanan (pages 32)
12. UniReg 408, Buchanan, Allen (pages 34, 150)

President Richards encouraged all board members to read through the list of grants and other research funding. Trustee Rounds asked for more discussion on items 6 and 11. President Richards asked that those be removed from the Consent Agenda. Trustee Davis moved to approve all the items on the Consent Agenda except for items 6 and 11. Trustee Neiman seconded. The motion passed unanimously.

AGENDA ITEM TITLE: **Approval of Sponsored Programs**, Gern

CHECK THE APPROPRIATE BOX(ES):

- Work Session
 Education Session
 Information Item
 Other Specify: BUSINESS MEETING (Consent Agenda)

The following sponsored programs are accepted subject to compliance with the university's policies on classified information and protection of human subjects. This report covers the period December 11, 2004 through February 11, 2005.

ACADEMY OF APPLIED SCIENCES - 12/20/2004 - 08/31/2005 Robert George; Zoology - Jr Science and Humanities Symposium 2004-2005.	\$ 7,750
AGRICULTURAL RESEARCH FOUNDATION - 06/17/2002 - OPEN Bret Hess; Animal Science - Livestock Grazing Symposium	\$ 293
ALBANY COUNTY FAMILY PLANNING - 02/22/1994 - OPEN Marcia Dale; Nursing - Develop nursing programs.	\$ 645
ALFRED WEGENER INSTITUTE - 02/01/1996 - OPEN James Rosen; Physics and Astronomy - Balloon Launch and Support	\$ 6,500
AMERICAN ASSOCIATION ON MENTAL RETARDATION - 01/10/2002 - 12/30/2008 William Maclean; Psychology - American Journal on Mental Retardation	\$ 17,750
AMERICAN SOCIETY OF PLANT TAXONOMISTS - 09/01/1996 - OPEN Gregory Brown; Botany - Operational Support	\$ 6,000
BASF CORPORATION - 01/01/1999-OPEN Gary Franc; Plant Sciences - Spatial Data and Visualization Center	\$ 2,400
BASF CORPORATION - 01/01/1999 - OPEN Stephen Miller; Plant Sciences - Weed Biology Control	\$ 3,000
BAYER CROPSCIENCE - 01/01/1999 - OPEN Stephen Enloe; Plant Sciences - Rangeland Weed Management	\$ 2,000
BRITISH PETROLEUM - 12/24/04 - 12/31/07 Norman Morrow; Chemical and Petroleum Engineering - Britpetro Injection Brine Optimization	\$ 130,000
CATHEDRAL HOME FOR CHILDREN - 02/22/1994 - OPEN Marcia Dale; Nursing - Develop nursing programs.	\$ 810

CENTENNIAL LIVESTOCK AUCTION - 01/01/2002 - 12/31/2005 Stephen Ford; Animal Science - Center for Fetal Programming	\$ 386
CHILD DEVELOPMENT SERVICES OF WYOMING - 01/31/2005 - 12/31/2005 Mary Hardin-Jones; Communication Disorders - Student stipends for clinical externship at Wyoming child development centers.	\$ 5,400
CHILD DEVELOPMENT SERVICES OF WYOMING - 12/01/1999 - OPEN Ken Heinlein; Wyoming Institute for Disabilities - Child Development Assessments	\$ 1,400
DELAWARE, UNIVERSITY OF - 04/04/2002 - 05/31/2005 Joseph Meyer; Zoology - Biotic Ligand Model Test	\$ 25,182
DENMARK - 02/01/1996 - OPEN James Rosen; Physics and Astronomy - Balloon Launch and Support	\$ 5,306
DENMARK METEOROLOGISKE - 2/1/1996 - OPEN James Rosen; Physics and Astronomy - Balloon Launch and Support	\$ 8,730
DEPARTMENT OF DEFENSE US ARMY - 09/01/2003 - 11/14/2005 David Jaeger; Chemistry - Depscor Surfactant Applications	\$ 75,000
DEPARTMENT OF HEALTH AND HUMAN SCIENCES CENTERS FOR MEDICARE AND MEDICAID SERVICES - 01/01/2005 - 12/31/2005 William David/Keith Miller; Wyoming Institute for Disabilities - Employment Systems Development 2005	\$ 500,000
DIVISION OF FISH AND WILDLIFE MANAGEMENT - 01/03/2005 - 03/15/2005 Joseph Meyer; Zoology - Bioaccumulation and Pathway into Riparian Songbirds	\$ 4,969
EASTERN SHOSHONE TRIBE OF THE WIND RIVER RESERVATION - 10/15/2004 - 10/14/2005 Kenneth Heinlein; Wyoming Institute for Disabilities - Early intervention program.	\$ 80,000
ENGINEERING-ENVIRONMENTAL MANAGEMENT, INC. - 12/15/2004 - 09/30/2006 Fredrick, Chapman; American Studies - Ethnographic Investigations at Camp Guernsey	\$ 15,500
FINISH METEOROLOGICAL INSTITUTE - 02/01/1996 - OPEN James Rosen; Physics and Astronomy - Balloon Launch and Support	\$ 16,923
FISCHER, CAROL , M.D., P.C. - 02/22/1994 - OPEN Marcia Dale; Nursing - Develop nursing programs.	\$ 1,204
FOOD AND AGRICULTURE ORGANIZATION OF THE UNITED NATIONS - 1/24/2005 - 3/15/2005 Alexandre Latchinsky; Renewable Resources - Develop Training Materials/Train the Trainers Prog/Desert Locust Monitoring and Mgmt	\$ 75,000
	\$ 38,582

FREMONT COUNTY SCHOOL DISTRICT NO 38 - 08/20/2002 - OPEN

Walter Scott; Psychology - Dropout Prevention

GENERAL ELECTRIC COMPANY - 12/01/2004 - 02/28/2005

\$ 26,979

John Ackerman; Chemical Engineering - Reactor Design and Prototype Fabrication

GROUPEMENT BERKINE SONATRACH-ANADARKO - 01/01/2005 - 08/31/2005

\$ 10,000

Paul Heller; Geology - Sedimentological Study of Fluvial Reservoir Systems.

INTERMOUNTAIN INTERNAL MEDICINE, P.C. - 02/22/1994 - OPEN

\$ 1,562

Marcia Dale; Nursing - Develop nursing programs.

JACKSON AND TULL - 09/01/2004 - 06/30/2005

\$ 5,000

Mark Balas; Electrical Engineering - Adaptive Balancing for Magnetic Bearings

JACKSON, TOWN OF - 01/05/2005 - 4/30/2005

\$ 9,874

Burke Grandjean/Thomas Furgeson/Bistra Anatchova; Wyoming Survey and Analysis Center - Community Survey of Teton County

JET PROPULSION LABORATORY - 12/15/2001 - 12/31/2005

\$ 15,750

Daniel Dale; Physics and Astronomy - SIRTf Nearby Galaxy Survey

MESA COUNTY, COLORADO - 01/03/2005 - 04/30/2005

\$ 11,400

Burke Grandjean/Thomas Furgeson/Bistra Anatchkova; Wyoming Survey and Analysis Center - Mesa County Citizen Survey

MIDWEST RESEARCH INSTITUTE - 08/06/2002 - 10/30/2004

\$ 15,000

William Linberg/Jonathan Naughton; Mechanical Engineering - Low Dimension Wind Turbine Inflow Turbulence Model

MIDWEST RESEARCH INSTITUTE - 08/06/2002 - 10/30/2004

\$ 15,000

Robert Kelly/Thomas Parish; Atmospheric Science - Low Dimension Wind Turbine Inflow Turbulence Model

MOUNTAIN WEST FARM BUREAU - 01/01/2001 - OPEN

\$ 2,259

Alfred Rodi; Atmospheric Science - Farm Bureau aircraft Mechanic

MUNICH T U - 12/07/2004 - OPEN

\$ 9,941

Stefan Heinz; Mathematics - Technique for the prognosis of turbulent combustion.

NEBRASKA, STATE OF - 01/01/1999 - OPEN

\$ 400

Gary Franc; Plant Sciences - Regional Plant Diseases Research

NORTH DAKOTA STATE UNIVERSITY - 09/15/2004 - 12/14/2006

\$ 3,500

Tanya Daniels; Cooperative Extension Service - Expanding Ruminant Livestock Production in the Northern Great Plains

NORTH DAKOTA STATE UNIVERSITY - 09/15/2004 - 12/14/2006

\$ 5,000

Robert Stobart; Animal Science - Development of High Selenium Lamb as a Human Health Food

NOTRE DAME, UNIVERSITY OF - 08/28/2004 - 03/31/2005 David Finnoff; Economics and Finance - Aquatic Nuisance Species Evaluate/Ecological/ Economic Value of 100th Meridian Initiative	\$ 28,750
NOTRE DAME, UNIVERSITY OF - 06/01/2003 - 05/31/2005 Jason Shogren; Physics and Astronomy - Notre Dame National Sea Grant/Aquatic	\$ 28,700
PENNSYLVANIA, UNIVERSITY OF - 06/01/2004 - 05/31/2006 Diana Spears/William Spears; Computer Science - Anomaly and Misuse Detection in Network Traffic Streams	\$ 77,818
PITTSBURGH, UNIVERSITY OF - 06/23/2003 - OPEN Gary Beauvais; Wyoming Natural Diversity Database - Field Course in Ecological Principles and Issues	\$ 3,050
RESOURCES LEGACY FUND - 10/01/1998 - OPEN Alan Redder; Wyoming Natural Diversity Database - Database Management	\$ 500
SHERIDAN COUNTY, WYOMING - 10/19/2004 - 01/31/2005 William Gribb; Geography - Sheridan County open Space Inventory and Analysis	\$ 2,000
SMALL BUSINESS DEVELOPMENT - 10/01/2004 - 09/30/2005 Diane Wolverton; Small Business Development Center - Small Business Development	\$ 500,000
SMITHSONIAN ASTROPHYSICAL OBSERVATORY - 11/02/2004 - 11/30/2005 Michael Brotherton; Physics and Astronomy - Smithsonian Bringing in the Last Sheep	\$ 25,286
STATE FARM COMPANIES FOUNDATION - 08/26/2004 - OPEN Edward Paradis; Wyoming School/University Partnership - Support of Systematic change and Renewal Inclusive of all levels of Education and Policy Making	\$ 14,720
TETON CONSERVATION DISTRICT - 11/24/2004 - OPEN Stanley Anderson/Scott Becker; Zoology - Teton Conserv District Moose Calf Recruitment/ Grizzly Bear Recovery Zone	\$ 12,000
TULANE UNIVERSTIY - 07/15/2004 - 06/30/2007 Scott Shaw; Renewable Resources - Ecology and Systematics Study of Caterpillars and Parasitoids in the Eastern Andes of Ecuador	\$ 46,506
UNASOL INC - 08/13/2004 - 07/31/2005 Kenneth Broughton; Family and Consumer Sciences - The Immunologic Effect of B-Glucan Ingestion	\$ 7,315
UNITED STATES DEPARTMENT OF AGRICULTURE - 10/01/2004 - 09/30/2005 Francis Galey; Agriculture - Research Support-Animal Care 04-05	\$ 60,000
UNITED STATES DEPARTMENT OF AGRICULTURE - 12/15/2004 - 06/14/2005 Stephen Miller/Mark Ferrell/Andrew Kniss; Plant Sciences - Spray Chamber for Weed Science Research and Education	\$ 23,328

UNITED STATES DEPARTMENT OF AGRICULTURE, AGRICULTURAL RESEARCH SERVICE - 09/25/2003 - 06/30/2008 Scott Miller/David Williams; Renewable Resources - Operational Soil Property Estimation	\$ 44,780
UNITED STATES DEPARTMENT OF AGRICULTURE, COOPERATIVE STATE RESEARCH, EDUCATION, AND EXTENSION SERVICE - 02/01/2005 - 12/31/2005 Vicki Hayman/Phyllis Lewis/Virginia Romero-Caron - Medicare Approved Prescription Drug Discount Card Education Project	\$ 54,000
UNITED STATE DEPARTMENT OF AGRICULTURE, FOREST SERVICE 07/28/2003 - 12/31/2005 Jeffrey Hamerlinck; Wyoming Geographic Information Sciences Center - Ecological Drivers Analysis for Grand Mesa-Uncompahgre-Gunnison (GMUG) and San Juan Natrional Forests.	\$ 81,391
UNITED STATE DEPARTMENT OF COMMERCE ECONOMIC DEVELOPMENT ADMINISTRATION - 1/21/2005 - 01/20/2009 William Gern/Phillip Harris; VP Research - Construction Funds for the Technology Incubator	\$ 400,000
UNITED STATES DEPARTMENT OF EDUCATION - 07/01/2004 - 06/30/2005 David Gruen; Student Financial Aid - Pell Grant	\$ 3,089,532
UNITED STATES DEPARTMENT OF ENERGY - 07/18/2002 - 07/17/2005 Norman Morrow; Chemical and Petroleum Engineering- Wettability and Recovery by Imbibitions and Displacement	\$ 127,302
UNITED STATES DEPARTMENT OF HEALTH AND HUMAN SERVICES - 2/1/2004 - 1/31/2005 Karen Williams; Family and Consumer Science - Healthy Child Care Wyoming	\$ 1,953
UNITED STATES DEPARTMENT OF THE INTERIOR NATIONAL PARK SERVICE 1/18/2005 - 09/30/2006 Harold Bergman; Institute of Environment and Natural Resources - Enhance Brucellosis Vaccines, Vaccine Delivery/Surveillance Diagnostics for Bison and Elk	\$ 20,000
UNITED STATES FISH AND WILDLIFE SERVICE - 02/01/2005 - 12/31/2005 Eric Anderson/James Lovvorn; Zoology - Value of Herring Spawn vs Alternative Prey to Surf and Whoted Winged Scoters/Puget Sound	\$ 13,455
UNITED STATED GEOLOGICAL SURVEY - 01/05/2005 - 09/30/2006 Joseph Meyer; Zoology - Potential for Sodium Bicarbonate to Adversely Affect Aquatic Life.	\$ 15,000
UNITED STATES GEOLOGICAL SURVEY - 05/06/2004 - 12/31/2005 Stanley Anderson/Terry Kreeger; WY Coop Research Unit - Establishment of Cronic Wasting Disease Positive Tissues Bank	\$ 31,460
UNITED STATES NATIONAL INSTITUTES OF HEALTH - 01/01/2005 - 12/31/2005 Zolton Fuzessery; Zoology - Development of Auditory Response Selectivity 2005	\$ 191,783
	\$ 174,945

UNITED STATES NATIONAL SCIENCE FOUNDATION - 01/01/2004 - 12/31/2008 Alfred Rodi/Robert Kelly; Atmospheric Science - King Air National Facility-Deployment	
UNITED STATES NATIONAL SCIENCE FOUNDATION - 01/01/2005 - 12/31/2006 Carol Frost; Geology - Magma Host Interaction Processes.	\$ 123,759
UNITED STATES NATIONAL SCIENCE FOUNDATION - 10/01/2004 - 02/28/2006 Jodanka Zlatanova; Molecular Biology - Single Chromatin Fiber Dynamics Studied Via Magnetic Tweezers	\$ 103,082
UNITED STATES NATIONAL SCIENCE FOUNDATION - 02/01/2005 - 07/31/2007 Marcel Kornfeld; George Frison Research Institute - Late Pleistocene hunter-gatherer social and spatial organization in the southern Rocky Mountains.	\$ 72,431
UNITED STATES NATIONAL SCIENCE FOUNDATION - 02/01/2005 - 07/31/2007 Nicole Waguespack/Todd Surovell/Marcel Kornfeld; Anthropology – Late Pleistocene hunter-gatherer social and spatial organization in the southern Rocky Mountains.	\$ 72,431
UNITED STATES NATIONAL SCIENCE FOUNDATION - 01/01/2005 - 12/31/2005 Terry Deshler/Derek Montague/Peter Liu; Atmospheric Science – Comprehensive physical and chemical measurements to test predictions of radioactive and hygroscopic properties of surface atmospheric aerosol.	\$ 150,318
UNITED STATES NATIONAL SCIENCE FOUNDATION - 09/15/2004 - 10/31/2005 W. Steven Holbrook; Geology - Seismic measurements of magma flux, arc composition, and lower-plate serpentinization in the Central American subduction factory.	\$ 766,074
UNITED STATES NATIONAL SCIENCE FOUNDATION - 10/01/2004 - 07/31/2005 Craig Benkman; Zoology - Diversifying co-evolution and ecological speciation in crossbills.	\$ 99,027
UTAH STATE UNIVERSITY - 07/01/2004 - 06/30/2008 James Freeburn; Agricultural Experiment Station - Professional development program administrative support.	\$ 102,028
UTAH STATE UNIVERSITY - 07/01/2004 - 06/30/2008 James Freeburn; Agricultural Experiment Station - Implementation and incremental grants for the western region.	\$ 255,000
UTAH STATE UNIVERSITY - 07/01/2003 - 06/30/2006 James Krall/Robin Goose/Stephen Douglas/Ronald Delaney/Larry Held/Bret Hess; Plant Sciences - Legume Systems for Sustainable Agriculture	\$ 98,364
VARIOUS SPONSORS - 10/01/2004 - 09/30/2005 Diane Wolverton; Small Business Development Center - Fees for workshops presented by the Small Business Development Center for 2004-2005.	\$ 9,398
VARIOUS SPONSORS - 07/01/1998 - OPEN Jeffrey Hamerlinck; Wyoming Geographic Information Science Center - Fees received for services provided by the Geographic Information Science Center.	\$ 445

VP FOUNDATION - 02/01/2005 - 05/31/2005

Michael Liebman; Family and Consumer Sciences - Oxalate Content of Between 50-100 Foods 2005 \$ 7,920

WASHINGTON, UNIVERSITY OF - 09/30/2004 - 08/31/2005

Sylvia Moore; Medical Education and Public Health - Model State Support AHEC \$ 64,907

WASHINGTON, UNIVERSITY OF - 09/30/2001 - OPEN

Sylvia Moore; Medical Education and Public Health - Model State Support AHEC \$ 5,000

WYOMING ARTS COUNCIL - 09/01/2004 - 05/30/2005

James Przygocki; Music - UW String Project \$ 4,502

WYOMING ARTS COUNCIL - 07/14/2004 - 07/25/2004

Marsha Knight; Theatre and Dance - Snowy Range Summer Dance Festival, 2004. \$ 4,768

WYOMING ARTS COUNCIL - 07/01/2004 - 06/30/2005

Margaret Arnold; Wyoming Public Radio - Cultural music programming FY 2005. \$ 5,280

WYOMING ASSOCIATION OF SHERIFFS AND CHIEFS OF POLICE - 10/01/2004 - 9/30/2006

Carter Rees; Wyoming Survey and Analysis Center - Project Safe Neighborhoods Phase 3 \$ 65,000

WYOMING BEEF COUNCIL - 08/10/2004 - 12/31/2005

Steven Paisley; Animal Science - Organize and Host the WYOBEEF Short course \$ 3,165

WYOMING BUSINESS COUNCIL - 02/01/2005 - 01/31/2006

William Gern; VP Research - Small Business Assistance-Admin 05-06 \$ 251,078

WYOMING COUNTY COMMISSIONERS' ASSOCIATION - 10/01/2004 - 8/31/2005

Kyle Kotter/Carter Rees; Wyoming Survey and Analysis Center - Juvenile Roster Database \$ 26,200

WYOMING DEPARTMENT OF AGRICULTURE - 01/07/2005 - 12/31/2005

Timothy Collier; Renewable Resources - Pest Detection Core Project and Pest Survey \$ 118,669

WYOMING DEPARTMENT OF EDUCATION - 12/20/2004 - 12/31/2005

Francisco Rios; Educational Studies - Highly Qualified ESL Teachers for the State of Wyoming \$ 184,140

WYOMING DEPARTMENT OF EDUCATION - 02/01/2005 - 01/31/2006

Lynda Baumgardner; Wyoming Institute for Disabilities - WFSN Child Find \$ 10,000

WYOMING DEPARTMENT OF HEALTH - 01/13/2005 - 10/31/2005

Virginia Romero-Caron; Cooperative Extension Service \$ 3,000

WYOMING DEPARTMENT OF HEALTH - 10/01/2004 - 09/30/2005

Alan Burden; Wyoming Survey and Analysis Center - Health State Data Infrastructure Development \$ 147,013

WYOMING DEPARTMENT OF HEALTH - 07/01/2004 - 06/30/2005

Burke Grandjean; Wyoming Survey and Analysis Center - Addicted Offender Accountability \$ 41,961

WYOMING DEPARTMENT OF HEALTH - 07/01/2004 - 06/30/2005	\$ 71,000
John Vandel/Debra Devereaux; Pharmacy - Drug Utilization Review State Pharmacist-Roxann Homar	
WYOMING DEPARTMENT OF HEALTH - 09/01/2004 - 12/31/2004	\$ 6,500
Kenneth Gerow/Shawn Wulff; Statistics - Health Review of the Evaluation of Adolescent Drugs and Alcohol Treatment Programs	
WYOMING DEPARTMENT OF HEALTH - 10/01/2004 - 09/30/2005	\$ 85,719
Rodney Wambeam; Wyoming Survey and Analysis Center - Health Prevention Block Grant Activities and Strategies	
WYOMING DEPARTMENT OF HEALTH - 08/01/2004 - 08/31/2005	\$ 49,964
Scott Freng; Wyoming Survey and Analysis Center - WY Health Adult Driving Under the Influence Study	
WYOMING DEPARTMENT OF HEALTH - 07/01/2002 - 06/30/2005	\$ 25,000
Todd Cornish/Timothy O'toole; Veterinary Science - Health West Nile/Vectorborne Disease Surveillance	
WYOMING DEPARTMENT OF STATE PARKS AND CULTURAL RESOURCES - 1/10/2005 - 12/31/2005	\$ 25,000
Audrey Shalinsky; Anthropology - Cultural Resource Interns	
WYOMING DEPARTMENT OF TRANSPORTATION - 01/01/2005 - 12/31/2005	\$ 242,500
Khaled Ksaibati; Civil Engineering - Technology Transfer Center 2005	
WYOMING GAME AND FISH DEPARTMENT - 05/13/2004 - 05/12/2005	\$ 9,783
Stanley Anderson; WY Coop Research Unit - Moose Calf Recruitment in Grizzly Bear Recovery Zone	
WYOMING MEDICAL CENTER - 7/1/1997 -OPEN	\$ 9,451
John Baldwin; Pharmacy - Clinical Pharmacy Services	
WYOMING STATE GEOLOGICAL SURVEY - 02/20/2004 - 02/28/2005	\$ 8,140
Anthony Bergantino; Civil Engineering - Landslide Map Generation for Wyoming	
WYOMING U-DOC - 09/01/2004 - 8/31/2005	\$ 79,704
Sylvia Moore; Division of Mental Education and Public Health - Health Careers Opportunities Program U-DOC 04-05	
TOTAL - Sponsored programs approved December 11, 2004 through February 11, 2005	\$ 9,645,690
TOTAL - Sponsored programs previously approved:	
07/01/04 - 08/31/04	\$27,027,924
09/01/04 - 10/19/04	\$10,467,614
10/20/04 - 12/10/04	\$4,341,837
TOTAL	\$41,837,375
TOTAL - Sponsored programs approved July 1, 2004 through February 11, 2005	\$51,483,065

AGENDA ITEM TITLE: **Personnel**, Buchanan

CHECK THE APPROPRIATE BOX(ES):

- Work Session
 Education Session
 Information Item
 Other Specify: BUSINESS MEETING (Consent Agenda)

APPOINTMENTS

1. Faculty

College of Agriculture

<u>Name</u>	<u>Rank</u>	<u>Salary</u>	<u>Appointment Period</u>
<i>Department of Family & Consumer Sciences</i>			
Larson-Meyer, Dawnine	Assistant Professor	\$47,592/AY	01/10/2005 to 06/30/2005

College of Arts & Sciences

<u>Name</u>	<u>Rank</u>	<u>Salary</u>	<u>Appointment Period</u>
<i>Department of Botany</i>			
Tinker, Daniel B.	Assistant Professor	\$56,868/AY	01/01/2005 to 06/30/2005

College of Education

<u>Name</u>	<u>Rank</u>	<u>Salary</u>	<u>Appointment Period</u>
<i>Dept. of Elementary & Early Childhood Education</i>			
Laughlin, Margaret C.	Assistant Professor	\$52,584/AY	01/10/2005 to 06/30/2005

2. Academic Professionals

College of Agriculture

<u>Name</u>	<u>Rank</u>	<u>Salary</u>	<u>Appointment Period</u>
<i>Department of Animal Science</i>			
Miller, Myrna M.	Assistant Research Scientist	\$55,008/FY	01/18/2005 to 06/30/2005

College of Arts & Sciences

<u>Name</u>	<u>Rank</u>	<u>Salary</u>	<u>Appointment Period</u>
<i>Department of Botany</i>			
Lyford, Mark	Assistant Lecturer	\$47,004/AY	01/01/2005 to 06/30/2005

FIRST-YEAR TENURE-TRACK REAPPOINTMENTS

1. Faculty

College of Agriculture

<u>Name</u>	<u>Rank</u>
<i>Department of Plant Sciences</i>	
Smith, Richard D.	Assistant Professor
<i>Department of Renewable Resources</i>	
Paige, Virginia B.	Assistant Professor
<i>Department of Veterinary Sciences</i>	
Andrews, Gerard P.	Assistant Professor

College of Arts & Sciences

<u>Name</u>	<u>Rank</u>
<i>Department of Botany</i>	
Buerkle, Christian Alexander	Assistant Professor
<i>Department of Criminal Justice</i>	
Heck, Cary E.	Assistant Professor
<i>Department of English</i>	
Arnold, Craig A.	Assistant Professor
Russell, Christopher	Assistant Professor
<i>Department of Geography</i>	
Prager, Steven D.	Assistant Professor

FIRST-YEAR TENURE-TRACK REAPPOINTMENTS

College of Arts & Sciences

<u>Name</u>	<u>Rank</u>
<i>Department of Mathematics</i>	
Bessaih, Hakima	Assistant Professor
Heinz, Stefan	Assistant Professor
Stein, Andreas	Associate Professor
<i>Department of Psychology</i>	
Deacon, Brett J.	Assistant Professor
<i>Department of Psychology</i>	
Jackson, Daren C.	Assistant Professor
<i>Department of Zoology & Physiology</i>	
Sun, Qian-Quan	Assistant Professor
<i>Religious Studies Program</i>	
Newell, Quincy D.	Assistant Professor

College of Business

<u>Name</u>	<u>Rank</u>
<i>Department of Accounting</i>	
Qiang, Xinrong	Assistant Professor
<i>Department of Economics & Finance</i>	
Finnoff, David C.	Assistant Professor
Gunderson, James E.	Assistant Professor
van't Veld, Klaas T.	Assistant Professor
<i>Department of Management & Marketing</i>	
Jarrah, Ahmad I.	Assistant Professor
Sprague, Robert D.	Assistant Professor

College of Education

<u>Name</u>	<u>Rank</u>
<i>Department of Educational Studies</i>	
Cho, Jeasik	Assistant Professor
Jaime, Angela M.	Instructor

College of Engineering

<u>Name</u>	<u>Rank</u>
<i>Department of Civil & Architectural Engineering</i>	
McPeck, K. Thomas	Assistant Professor

College of Health Sciences

<u>Name</u>	<u>Rank</u>
<i>Division of Communication Disorders</i>	
Jin, Su-Hyun	Assistant Professor
<i>Division of Kinesiology and Health</i>	
Wallhead, Tristan	Assistant Professor
<i>Division of Social Work</i>	
Kempson, Diane A.	Assistant Professor

College of Law

<u>Name</u>	<u>Rank</u>
Johnson, Eric A.	Assistant Professor

FIRST-YEAR EXTENDED-TERM-TRACK REAPPOINTMENTS

1. Faculty

College of Law

<u>Name</u>	<u>Rank</u>
Plumb, Tawnya K.	Assistant Librarian

University Libraries

<u>Name</u>	<u>Rank</u>
<i>Administration and Finance</i>	
McCarthy, Deborah A.	Assistant Librarian
<i>Collection Development</i>	
Jacobs, Mark A.	Assistant Librarian

2. Academic Professionals

Academic Affairs

<u>Name</u>	<u>Rank</u>
<i>Art Museum</i>	
Boberg, Scott	Assistant Research Scientist

College of Agriculture

<u>Name</u>	<u>Rank</u>
<i>Cooperative Extension Service</i>	
Hunolt, Jaime Burton	Assistant Extension Educator
Ryan, Zola	Assistant Extension Educator
Stam, Barton R.	Assistant Extension Educator
<i>Department of Renewable Resources</i>	
Meiman, Paul J.	Assistant Extension Educator

College of Arts & Sciences

<u>Name</u>	<u>Rank</u>
<i>Department of English</i> Van Baalen-Wood,	Assistant Lecturer
<i>Department of Statistics</i> Pretz, Christopher R.	Assistant Lecturer
<i>Department of Zoology & Physiology</i> Zhang, Zhaojie	Assistant Research Scientist

College of Engineering

<u>Name</u>	<u>Rank</u>
<i>Department of Computer Science</i> Mayer, John H.	Assistant Lecturer

College of Health Sciences

<u>Name</u>	<u>Rank</u>
<i>Division of Social Work</i> Grubbs, Lea T.	Assistant Lecturer
<i>School of Nursing</i> Brown, Julie W.	Assistant Lecturer
Cashen, Margaret	Assistant Lecturer
<i>School of Pharmacy</i> Bernard, Jeffrey A.	Assistant Lecturer
Grande, Kendra J.	Assistant Research Scientist

GLOSSARY OF PERSONNEL TERMS

Academic Professional

Person other than faculty, engaged primarily in activities that extend and support the teaching, research, extension, and service missions of the University. There are four categories of academic professional: Extension Educators, Lecturers, Research Scientists, Post-Doctoral Research Associates. Individuals belonging to any of the first three categories can hold extended-term-track appointments under certain conditions.

Academic-Year (AY) Appointments

Appointments in which the regular period of employment includes the fall and spring semesters (nine months) of each year, with no accrual of vacation leave. Most faculty members and academic professionals hold AY appointments. AY employees typically receive their nine-month salaries and benefits spread out over the 12 months of each calendar year.

Adjunct Faculty

An adjunct appointment is the appointment of an individual to an academic unit that recognizes special discipline-related expertise but carries no financial obligation per se. Adjunct appointments can include qualified non-academic personnel or faculty with other academic affiliations. Adjunct appointments carry no rights to remuneration, tenure, or employment-related privileges and are normally for three years, with renewal possible.

Archives Faculty

This special faculty designation is reserved for archivists of the American Heritage Center. Archivists are responsible for acquiring original resource material to support academic research and teaching, organizing the material physically and intellectually, and teaching faculty, students and others to use these materials. There are three archivist ranks: Assistant Archivist, Associate Archivist, Archivist.

Assistant Professor

Indicates tenure-track appointments of individuals who hold the terminal degree in their discipline. This is the usual entry-level faculty rank.

Associate Professor

In addition to the qualifications of an Assistant Professor, Associate Professors have established a strong reputation in scholarship and teaching. Generally, faculty hired as Assistant Professors are promoted to the rank of Associate Professor at the time tenure is granted.

Clinical Faculty

Clinical faculty appointments allow experts in health-related fields to contribute to the training of UW students in allied disciplines. Clinical appointments are for at most one year at a time and carry no rights to tenure or extended terms. Clinical faculty members may be salaried members of the UW faculty, in which case their reappointment is subject to annual performance reviews. There are also adjunct clinical faculty appointments, which typically involve health-care professionals whose normal employment is outside the university. Adjunct clinical appointments carry no financial commitment from the University.

Emeritus Faculty

Tenured faculty who retire after long and distinguished service are eligible for emeritus status upon their retirement. The designation is honorary and carries no necessary commitment of space or remunerative employment. By analogy, extended-term academic professionals may be eligible for emeritus status upon retirement. (Emeritus=masculine, emerita=feminine, emeriti=plural.)

Extended-Term Appointment

Academic professionals who have successfully completed probationary terms (usually six years) may receive six-year appointments called extended-term appointments. The term also applies to certain librarians and archivists who hold faculty status. These employees are eligible for extended-term appointments after five-year probationary periods. Extended terms for these employees are five years in length. Academic professionals, librarians, and archivists who are in the probationary period are on the extended-term-track.

Extension Educator

These academic professionals provide non-credit education to off-campus clientele through UW's Cooperative Extension Service. There are three ranks of Extension Educators: Assistant University Extension Educator, Associate University Extension Educator, Senior University Extension Educator. All Extension Educators are in the College of Agriculture.

Faculty

Members of the permanent faculty include tenured or tenure-track Assistant Professors, Associate Professors, and Professors. Also included are tenure-track individuals who hold the rank of Instructor while completing their

terminal degrees. Librarians and archivists also hold faculty status. They are eligible for extended terms instead of tenure.

Fiscal-Year (FY) Appointments.

Appointments in which the regular period of employment is the entire calendar year, with accrual of annual vacation leave. Faculty members who hold administrative positions with summer responsibilities often have FY appointments for the duration of their administrative terms.

Full-Time Equivalent (FTE)

A measure of the time commitment expected of an employee or a set of employees. For example, two full-time employees or four half-time employees constitute 2.0 FTE.

Instructor

Tenure-track faculty member who does not yet hold the terminal degree in the appropriate field. UW requires verification of degrees in the form of official transcripts. UW does not grant tenure to faculty members who hold Instructor status at the time of the decision.

Leave of Absence Without Pay

Academic and administrative personnel may request leaves without pay for periods normally not in excess of one year, for purposes consistent with the professional enhancement of the employee and the advancement of the University's stature.

Lecturer

A category of academic professional involved largely in classroom instruction. Lecturers may be appointed to three ranks: Assistant Lecturer, Associate Lecturer, Senior Lecturer.

Library Faculty

This faculty designation applies to employees of the University Libraries. There are three ranks of library faculty: Assistant Librarian, Associate Librarian, Librarian.

Part-Time Employee

Any employee holding less than a full-time equivalent position (FTE less than 1.0).

Post-Doctoral Research Associate

Post-Docs are doctorally qualified academic professionals seeking greater professional development and research investigation, before obtaining permanent employment. Post-Doctoral appointments are temporary.

Probationary Faculty

This term refers to tenure-track faculty members who are working toward tenure and to academic professionals, library faculty, and archive faculty who are working toward extended-term contracts. The probationary term for academic professionals is generally six years, with yearly reviews and re-appointments. For librarians and archivists, it is five years. Faculty members who are on tenure-track appointments typically undergo the review for tenure in the sixth year of employment.

Professional Development Leave

Extended-term academic professionals who have completed six years of service at the University are eligible for professional development leave. The purpose of development leave is to enhance performance, to conduct special studies, or in some other way to enhance an individual's ability to contribute to the University. Development leaves can be granted with or without pay, are the prerogative of the academic unit in which the academic professional is located, and are generally similar to sabbatical leaves for faculty.

Professor

In addition to the qualification of an Associate Professor, "full" Professors have attained wide recognition in their professional fields for scholarship or other creative activity and have gained recognition for superior teaching and service.

Research Professor

Person with demonstrated superior capacity for research contributions, who is employed solely on external funds, and who holds a terminal degree. These appointments are made only at the Professor level and for not more than one year at a time. They are renewable.

Research Scientist

An academic professional whose primary responsibility is to conduct research. There are three ranks for Research Scientists: Assistant Research Scientist, Associate Research Scientist, Research Scientist.

Review Year

Year in which a reappointment review occurs for probationary employees. Normally, tenure-track faculty members undergo mandatory reappointment reviews in their first, second, and fourth years, with optional reviews in the third

and fifth years. A review for the tenure decision occurs no later than the sixth year. An explanatory flow chart appears at the end of this glossary. In some cases employees start with credit toward a tenure or extended-term decision, based on their previous experience. In these cases the review year is the number of years of service at UW plus the number of years of credit.

Sabbatical Leave

Sabbatical leave may be granted to any tenured member of the faculty for the purposes of increasing professional competence and usefulness to the University. A minimum of six years service at the University must precede each period of sabbatical leave, although no right accrues automatically through lapse of time. Sabbatical leaves are normally granted for either a half year (full pay) or a full year (60% of salary). A faculty member who fails to return to the University after a sabbatical leave must repay the amount of compensation received from the University during the sabbatical. Faculty members may not use sabbatical leaves to pursue

Temporary Appointment

A short-term appointment without rights to tenure or extended term. Most temporary appointments are for one semester or one academic year.

Tenure-Track Appointment

Indicates a probationary faculty appointment prior to the award of tenure. Tenure-track positions generally require six years to tenure, but fewer years may be required based upon level of previous experience and accomplishments.

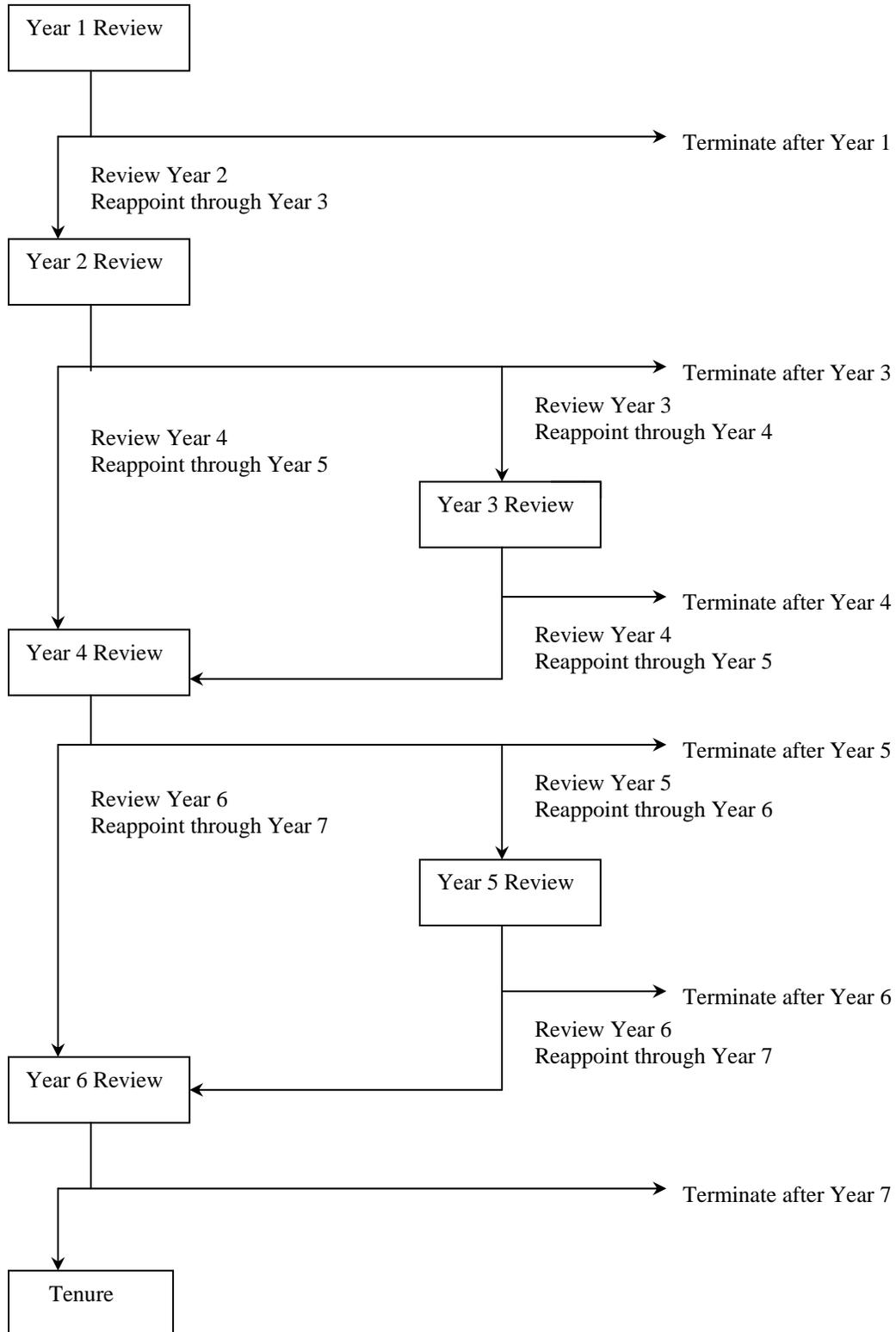
Terminal Degree

Typically the highest earned degree in a field of study. Examples include the Ph.D. (a variety of fields), the M.D. (medicine), the Ed.D. (education), M.F.A. (fine arts), M.Arch. (architecture), and J.D. (law).

Visiting Appointment

Indicates a non-permanent, non-tenure-track faculty appointment. Most visiting appointments are for one year.

FLOW CHART FOR FACULTY REAPPOINTMENTS



AGENDA ITEM TITLE:

Request for Property Appraisal and Acquisition at 1217 Lewis Street, 1221 Lewis Street and 468 North 13th Street in Laramie, Wyoming, Hardin

CHECK THE APPROPRIATE BOX(ES):

- Work Session
 Education Session
 Information Item
 Other Specify: BUSINESS MEETING (Consent Agenda)

BACKGROUND AND POLICY CONTEXT OF ISSUE:

“It is the policy of the University of Wyoming that when a facility is no longer occupied, or upon request of the University administration, an evaluation of the subject facility or land shall be made to guide decisions regarding the retention or disposal of the facility and the land... The Vice President for Administration and Finance shall establish procedures, as appropriate, to determine necessary analyses to be used in the evaluation.”

Approved by the Board of Trustees of the University of Wyoming July 25, 1998

Prior Related Board Discussions/Actions:

Trustee Meeting, September 23-25, 2004.

Mr. Harris provided some background information on the Anthropology Building relocation.

Phase I: Construct an Archaeological and Anthropological Resources Facility (A²RF), which will replace the Anthropology Building. Using pledged Federal Mineral Royalty (FMR) funds, UW bonding authority for \$16 million was requested.

WHY THIS ITEM IS BEFORE THE BOARD:

The A²RF will be located adjacent to the aforementioned properties and university ownership would allow for the natural and logical development of the academic portion of campus.

ARGUMENTS IN SUPPORT:

- The locations of these purchases are consistent with the Capital Facilities Plan adopted by the Board of Trustees in 2002.
- The University of Wyoming would own the entire block after purchasing the three properties, and the university would gain parking spaces displaced by the A²RF construction.

- Due to the high demand for rental units adjacent to the campus, property values rarely decline.

ARGUMENTS AGAINST:

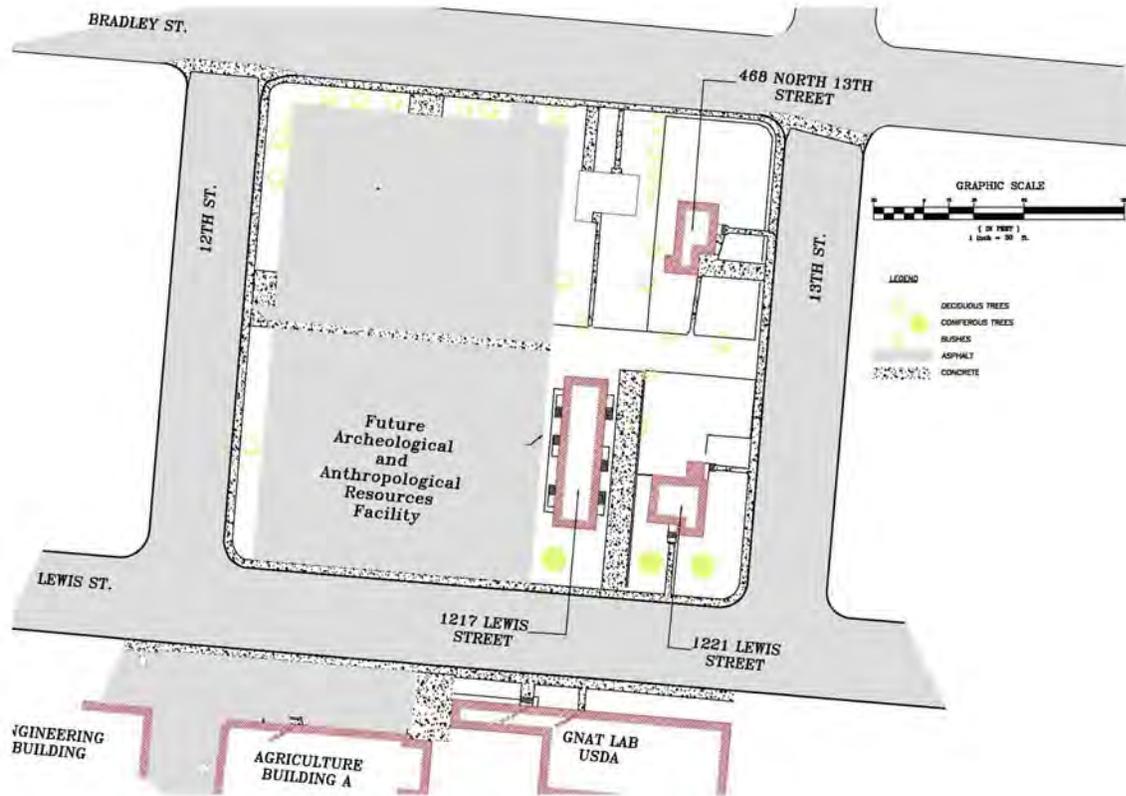
- None

ACTION REQUIRED AT THIS BOARD MEETING:

The board's specific approval to appraise and purchase properties located at 1217 Lewis Street, 1221 Lewis Street, and 468 North 13th Street. Funding sources and estimates of the cost to purchase these properties may be discussed in executive session if the board so desires.

PRESIDENT'S RECOMMENDATION:

It is recommended that the Board of Trustees of the University of Wyoming authorize the appraisal and purchase of these three properties.



AGENDA ITEM TITLE:

Sell and Remove Structure or Raze Structure at 1220 Bradley Street, Hardin

CHECK THE APPROPRIATE BOX(ES):

- Work Session
 Education Session
 Information Item
 Other Specify: BUSINESS MEETING (Consent Agenda)

BACKGROUND AND POLICY CONTEXT OF ISSUE:

“It is the policy of the University of Wyoming that when a facility is no longer occupied, or upon request of the University administration, an evaluation of the subject facility or land shall be made to guide decisions regarding the retention or disposal of the facility and the land... The Vice President for Administration and Finance shall establish procedures, as appropriate, to determine necessary analyses to be used in the evaluation.”

Approved by the Board of Trustees of the University of Wyoming July 25, 1998

Prior Related Board Discussions/Actions:

None

WHY THIS ITEM IS BEFORE THE BOARD:

The location of this parcel borders the construction site for the Archaeological and Anthropological Resources Facility (A²RF). The removal of this structure is required for scheduling of site improvement during the construction of A²RF.

ARGUMENTS IN SUPPORT:

- This property is one of four structures remaining within the block that will be developed. Removal of the structure will allow for additional parking.
- To allow for the orderly expansion of parking and reduce costs related to parking development, the contractor could complete site work during construction of the A²RF.
- The home was constructed in the late 1930s. The house was purchased by the university in 1988 and a forced air furnace was replaced. However, the floor covering, interior and exterior paint, roof, and other miscellaneous repairs are needed within the next twelve months.

ARGUMENTS AGAINST:

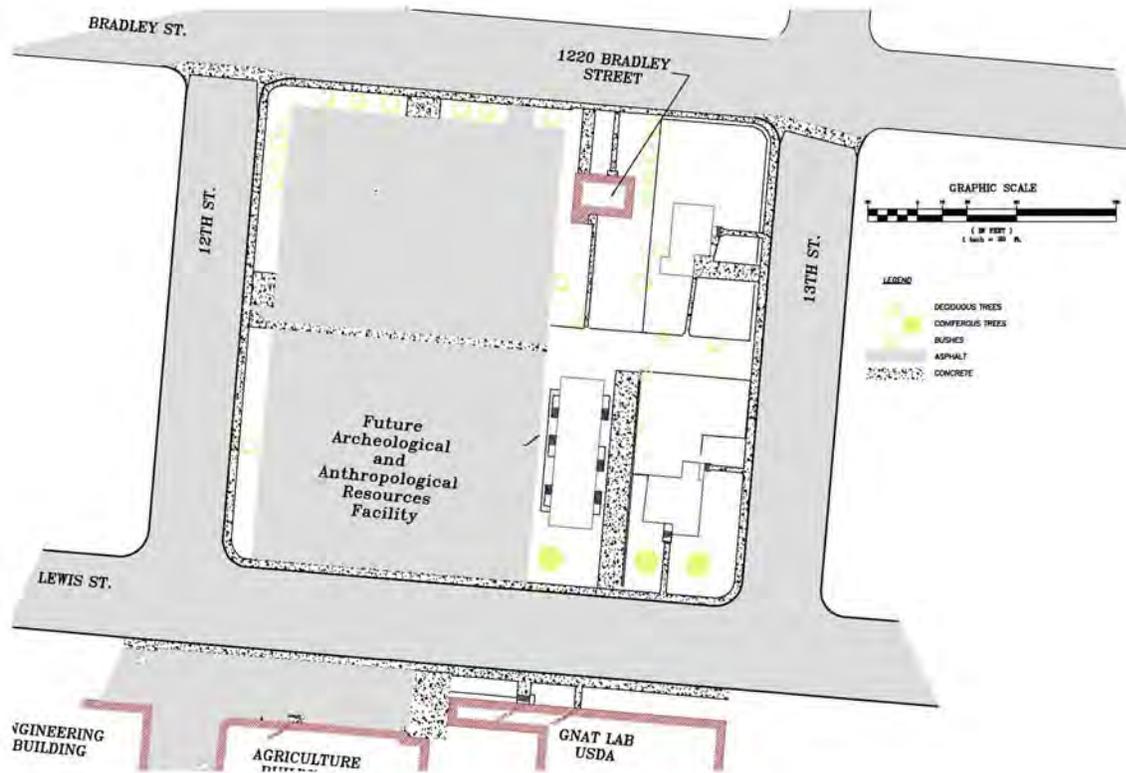
- None

ACTION REQUIRED AT THIS BOARD MEETING:

The board's specific approval to 1) sell and require removal or 2) demolish the structure located at 1220 Bradley Street. Expected proceeds from the sale and expected cost to demolish may be discussed in executive session if the board so desires.

PRESIDENT'S RECOMMENDATION:

It is recommended that the Board of Trustees of the University of Wyoming authorize the sale and removal or demolition of the structure at 1220 Bradley Street, Laramie, WY.



AGENDA ITEM TITLE:

Request for Access Easement, Crook County (Schloredt Property), Hardin

CHECK THE APPROPRIATE BOX(ES):

- Work Session
 Education Session
 Information Item
 Other Specify: BUSINESS MEETING (Consent Agenda)

BACKGROUND AND POLICY CONTEXT OF ISSUE:

“It is the policy of the University of Wyoming to permit the use of University facilities by internal and external users provided such use is consistent with the University's primary purposes, i.e. instruction, research and public service. The University retains the right to determine which activities are consistent with its primary purposes.

All persons or groups, whether internal or external, using University facilities shall conform to the provisions of these regulations, as well as to the Regulations of the Trustees of the University of Wyoming, and to applicable city, county, state or federal ordinances and statutes.” **UNIREG 178, Revision 1, January 24, 2003**

Prior Related Board Discussions/Actions:

None

WHY THIS ITEM IS BEFORE THE BOARD:

A couple of adjacent landowners have requested an access easement through a portion of university land known as the Schloredt Property. The easement would grant certain identified landowners the rights to traverse university property in order to gain access to lands that are restricted by natural terrain features.

ARGUMENTS IN SUPPORT:

- Other bordering property has no other means of access. All of the natural terrain features bordering neighboring properties are impassible by motorized vehicle.
- In the event the current lease is not renewed or is terminated, access to a portion of the lessee’s property would be impractical. Therefore, securing an easement is necessary to guarantee access.
- The current lessee has maintained the existing two-track roadway since 1986. By maintaining the roadway, the lessee’s attentiveness has demonstrated his commitment and stewardship of university land.

- Consideration of current neighbors needs.

ARGUMENTS AGAINST:

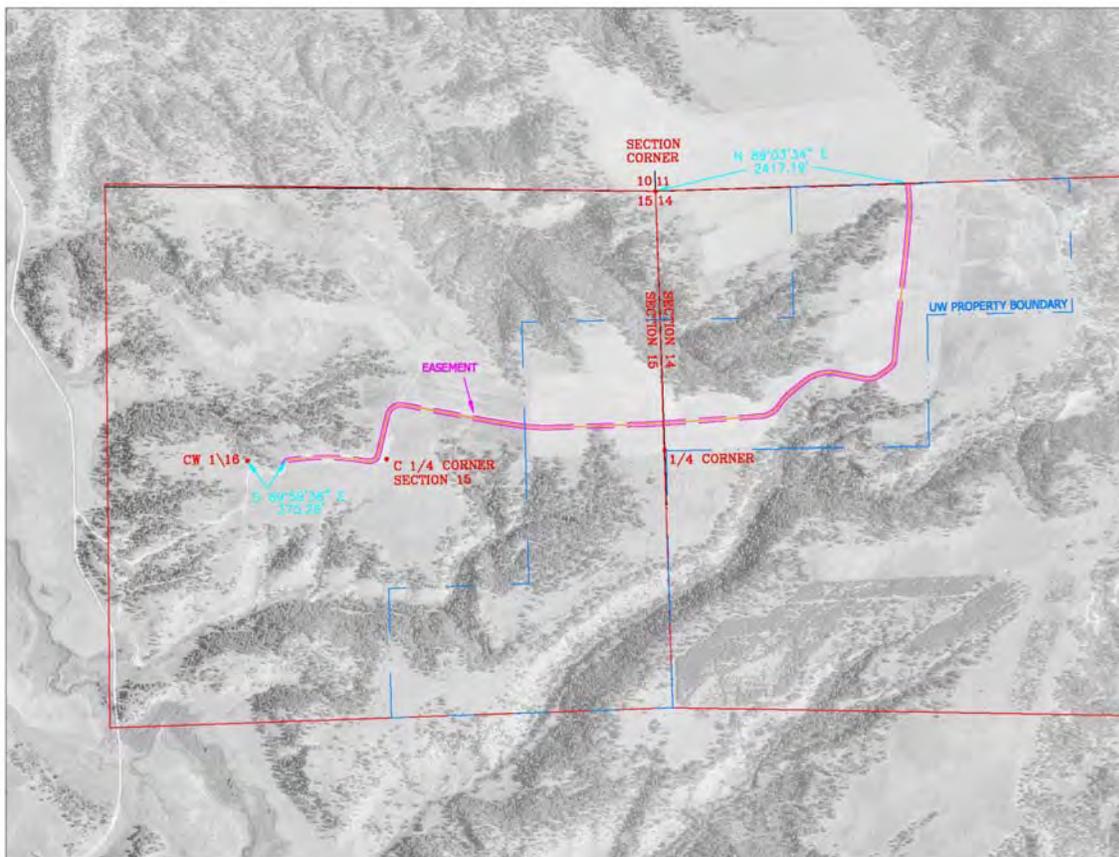
- None

ACTION REQUIRED AT THIS BOARD MEETING:

The board's specific approval to grant an access easement for a roadway located on the University of Wyoming (Schloredt Property), Crook County.

PRESIDENT'S RECOMMENDATION:

It is recommended that the Board of Trustees of the University of Wyoming authorize the access easement in Crook County.



AGENDA ITEM TITLE: **Appointment of External Auditor,** Hardin (page 14)

AGENDA ITEM TITLE: **Ecology Ph.D. Program,** Buchanan (page 26)

AGENDA ITEM TITLE: **UniReg 5 Revision,** Miller (page 16)

AGENDA ITEM TITLE: **Differential Tuition, Action Item 136,** Buchanan (page 28)

AGENDA ITEM TITLE: **UniReg 408,** Buchanan, Allen (see page 34)

Committee of the Whole (Regular Business)

1. AGENDA ITEM TITLE: **Approval of Fee Book and Tuition Recommendation,**
Harris (page 3)

Trustee Rounds asked if there was information regarding the true income for a family unit in the State of Wyoming, saying that she doesn't feel there is enough information on this. She stated that she will not support approval of the Fee Book and Tuition Recommendation. Trustee Davis said that he would like clarification on median family income, and Trustee Willson asked if there was an imperative deadline to make this decision. Vice President Phill Harris advised the board that this does have to be approved before May for the fall semester. He also said that the cumulative financial issue for most undergraduates is about \$15,000 debt when they graduate.

Trustee Spicer moved for approval of the Fee Book and Tuition Recommendation; Trustee Davis seconded. The motion carried, with Trustee Rounds voting nay.

2. AGENDA ITEM TITLE: **Law School Differential Tuition,** Buchanan (page 32)

Trustee Rounds advised the board that she was not comfortable approving a 20% increase in tuition for the Law School, but would be willing to approve the increase for one year. Trustee Lauer commented that he saw this as a beginning step to beginning to earn revenues without leveling the increase on the law school students all at one. He extended his appreciation to Dr. Buchanan and the rest of the administration for their process and work. Trustee Willms responded as a law student and said he felt favorably about the proposal. Trustee Davis stated that the tuition level is still unarguable with the increase, and that the general thought among people is that one gets what one pays for. Trustee Haynes noted this is the choice people make

who go to college or professional schools. Trustee Spicer said that he was concerned that not approving the differential for the Law School would create difficulties for the law school, and moved to approve the Law School Differential tuition; Trustee True seconded. Other trustees commented that perhaps the board should even look at a higher rate of tuition. The motion carried, with Trustee Rounds voting no.

3. AGENDA ITEM TITLE: **Honorary Degree Committee**

Trustee Davis moved to approve the recommendations of the Honorary Degree Committee; Trustee Willson seconded. The Trustees' Honorary Degree Committee, consisting of Trustees Davis, Trospen, and Willson, as well as three members of the faculty, met on Friday, March 5, to consider nomination for honorary degrees to be bestowed at the May commencement ceremonies. The faculty representatives included Faculty Senate Chair, Professor Michael Harkin; Professor Penne Ainsworth of the College of Business, and Joe Steppans of the College of Education. The motion was "as a result of the Committee's due consideration, it is moved that the Board of Trustees approve the recommendations for two honorary degrees as affirmed by the unanimous vote of the Honorary Degree Committee on Friday, March 3, 2005. The names of the honorees will be made public after they have been notified." The motion carried unanimously.

Unfinished Business

The board had discussion on the Nominating Committee and went ahead with appointments. President Richards appointed Trustees True, Spicer, Willson and Brown, which will involve seasoned and new trustees. Trustee True was appointed as the chair. She called for

a vote from the board. Trustee Haynes moved to approve the Nominating Committee appointments as stated; Trustee Neiman seconded. The motion carried unanimously.

Trustee President Richards next advised the board that they would like to continue their practice of having two trustees represent the board on the UW Foundation Board, and need to appoint one person. Trustee Davis agreed to serve on the Foundation Board, and Trustee True moved to accept him. Trustee Spicer seconded. The motion carried unanimously.

New Business

The board had discussion on who would serve on the executive committee prior to the elections in May. Trustee True moved that Trustee Davis be named to the executive committee; Trustee Palmerlee seconded. The motion carried unanimously.

Date of Next Board Meeting

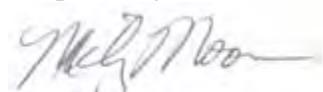
- May 12-14, 2005, Laramie
- August 19-21, 2005, Location TBD

Members of the board had brief discussion on the upcoming trustee retreat and the dates were provided to the new board members.

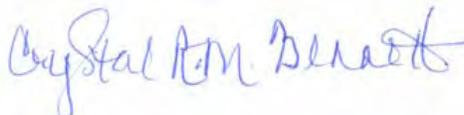
Adjournment

Trustee Spicer moved to adjourn the meeting; Trustee True seconded. The meeting adjourned at 11:42 a.m.

Respectfully submitted,



Nicky S. Moore
Deputy Secretary, Board of Trustees



Crystal R.M. Bennett
Asst. to the Vice President for Administration