

MINUTES OF MEETING OF BOARD OF REGENTS  
WESTERN KENTUCKY UNIVERSITY  
April 7, 1979

A special meeting of the Board of Regents of Western Kentucky University, having been called at the written request of the President of the University, was held on Saturday, April 7, 1979, at 11:00 a.m., CST, in the Regents Conference Room of the Wetherby Administration Building on the Western campus. Mr. John David Cole, Chairman, presided.

The meeting opened with a prayer of invocation by Dr. Regis O'Connor, Associate Professor, Department of Communication and Theatre.

The following members were present:

Dr. William G. Buckman  
Mr. Ronald W. Clark  
Mr. John David Cole  
Mr. Tom Emberton  
Mr. Michael N. Harreld  
Mr. Carroll Knicely  
Mr. William M. Kuegel  
Mr. Ronald G. Sheffer  
Mr. Steven O. Thornton

Absent was Mr. Hugh Poland.

Also present were Dr. John D. Minton, President; Mr. Harry K. Largen, Vice President for Business Affairs and Treasurer; Mrs. Mary Sample, Secretary; Dr. Paul B. Cook, Assistant to the President for Resources Management and Director of the Budget; Mr. Rhea P. Lazarus, Staff Assistant, Office of the President; Mr. William E. Bivin, University Attorney; Dr. Randall Capps, Head of the Department of Communication and Theatre and Parliamentarian; and Mr. Dee Gibson, Director of Public Affairs and Community Relations.

Dr. Donald W. Zacharias, Executive Assistant to the Chancellor of the University of Texas System, Austin, Texas, and a candidate for the position of President of Western Kentucky University, was introduced by Chairman Cole who indicated that the purpose of the meeting was to afford the Board an opportunity to meet with Dr. Zacharias and to discuss with him the presidency of Western Kentucky University. Chairman Cole gave a brief review of the activities in which Dr. Zacharias had participated since arriving on the campus Thursday night, April 5.

Dr. Zacharias commented in a complimentary manner regarding his experiences on the campus and concerning faculty, staff, and students with whom he had met.

At Dr. Zacharias's request, each member of the Board was provided a copy of the major remarks which he made to the faculty, staff, and students in attendance at the luncheon on Friday, April 6. (A copy of these remarks are attached to the minutes as an exhibit.) Dr. Zacharias then read the following statement which he characterized as a general overview of his educational philosophy:

Much of my philosophy of higher education is stated in the speech I made at the luncheon on Friday. There are a few points I want to add for completeness.

You should know that higher education has had a dominant role in shaping my own view of the world. I am the first member of my family to attend college—a goal I achieved through the support from scholarships and personal employment. My parents and my teachers shaped my destiny so that I never doubted that a college education was one of the most valuable achievements that I could aspire to. Molded by that experience, I believe that our citizens should have access to a university program that will permit them to (1) achieve the highest level of training that their abilities and industry will allow, (2) receive financial support to match their personal needs, and (3) contribute to the enrichment of their profession and community.

I believe universities are one of a state's most precious resources. Like any resource, they are to be used wisely and for the benefit of future as well as present generations. Those who administer an educational institution are expected to be held accountable for the way they perform their duties. A university belongs to the people who support it. It is not the personal property of any single individual.

The most important mission of the university is to teach its students. Its second responsibility is to provide the faculty a place to grow professionally. Third, it is a cultural center where art, music, theatre and the heritage of a democratic society are preserved and displayed.

The university is foremost an academic center. But it is also more than that. It serves to teach people the basics of free competition and the excitement of personal accomplishments. Athletics—intercollegiate and intramural—are an essential part of any major university. Men and women have a right to expect an opportunity to develop their bodies as well as their minds and to grow in leadership and respect for other students through competition on a national level.

Training in apprenticeships in journalism, agriculture, radio-television and debate are significant supplements for those students who want to serve as state and national leaders in these professions. Similar programs in other academic areas that encourage competition help students to test their strengths and achieve self-realization.

Finally, a university is a community of people dedicated to learning. It is bound together by a reverence for life and respect for individual freedom.

To many of us, it is where we discovered our careers and dreamed our first dreams of success. Most of all, it is a place of discovery—about ourselves, our world, and our future.

A question-answer session followed in which Dr. Zacharias responded to questions of members of the Board. Question topics, along with the names of the persons asking the questions, and Dr. Zacharias's responses follow in abbreviated form.

Impression of Western Kentucky University. (Knicely)

RESPONSE: Genuinely impressed with the seriousness of the students and the manner in which they handle themselves; impressed with what the students have to say about the University and why they came to Western. Students on the Western campus are as fine as any students encountered on any campus--an impressive group. Administrators have a fine optimism about the campus, are honest about resources, direct about needs, and a modest group--very serious group, proud of what has happened at Western but not at all boastful. Questions received from students and faculty are the type they should be asking, showing concern about academic development, enrollment, etc. Physical Plant compares very favorably to other campuses for a student body of like size--impressed with the planning and the lack of great debt. Likes what is available for students; looks as though it is being used very thoroughly and completely.

Background and Present Role. (Clark)

RESPONSE: Does not believe there is such a thing as a self-made man--meaning lots of people play a very important role in what happens to us. Expressed appreciation for being exceptionally fortunate in this regard. Born in a small town in southern Indiana, Salem; boyhood was spent on farm and in small town. In sixth grade and junior high discovered a like for studying and a like for what was going on in the educational world. In a setting where everyone took pride in making the public schools the best they could be and having outstanding teachers, became aware of the desire to attend college. Received scholarship to Georgetown College through the efforts of a minister who had formerly served in the community. Did graduate work at Indiana University; and upon graduation, was employed by Indiana University in spite of a policy not to hire graduates of the school. Was invited by a friend to the University of Texas, Speech Communication Department; has been there 10 years and found it to be an exciting experience. During that time, worked as Assistant to the President at University of Texas for a period; later returned to the Department of Speech Communication. Since May 15, 1978, served as Executive Assistant to the Chancellor, the University of Texas System. Duties of the office are varied, including reviewing and researching items from 13 campuses going to the Board of Regents for action, dealing with administrative activity problems needing review at the System level, giving assistance to the Chancellor in his activities, reviewing

policies and recommendations coming from the coordinating board, dealing with budgetary matters, and giving assistance in resolving legislative difficulties that need academic input.

Comparison of Educational Systems in Texas and Kentucky Relative to University Administration. (Emberton)

RESPONSE: Systems are similar in that every state is demanding more accountability of its institutions of higher education because of the amount of money education consumes. In Texas, more and more responsibility is being delegated to the coordinating board for every phase of higher education. Texas has a more rigid formula funding system than Kentucky. Impression is that Kentucky has far greater flexibility than Texas does relative to use of funds; with a greater degree of freedom in budgeting, the President and Board have more pressure in allocating the funds and a greater opportunity in use of funds. In the area of purchasing, the schools are very similar. It is appropriate to have coordination of effort among institutions of higher education in the state in order to not have everyone offering the same thing with duplication of offerings; however, this should not be done to the detriment of essentially related programs, for example, physics and computer science.

Administrative Experience—Span of Authority Over Numbers of People, Finance, and Personnel Matters. (Harreld)

RESPONSE: Experience from Budget Council of academic department, made up of senior professors; activities included making recommendations to the chairman, which were forwarded to the dean and then to the president, for promotion and salary increases according to financial guidelines, as well as terminating faculty members. As graduate advisor in the Department of Speech Communication for 1 year, recruited students and supervised graduate program with approximately 100 M.A. and Ph.D. students; supervised, evaluated, and helped 8 - 10 graduate students instruct as many as 15 sections of a particular speech course. As Assistant to the President, performed duties relating to handling Southern Association visitation team; did basic research to assist President in documentation of law suit started earlier; performed numerous other duties including assisting in faculty and staff recruiting; participated in all meetings of the executive officers of the University; prepared agenda for Deans' Council; and review items going on to the System. From associations with the Chancellor and Vice Chancellor, moved into the University of Texas System.

Greatest Number of People Reporting Directly to Dr. Zacharias. (Harreld)

RESPONSE: Probably 7 - 8 reporting directly to Dr. Zacharias personally.

Views on How to Maintain and/or Increase Enrollment. (Kuegel)

RESPONSE: Would be foolish not to be concerned about declining enrollments. Institutions with quality academic programs are the ones that will lose the least or perhaps gain during the period of declining enrollment. Students are looking for quality education and will go where they will get a quality education. We all like to be recruited--recruiting is important. Financial support is also important--the availability of work, loans, and scholarships. Other items include giving high school students as much exposure to the campus as possible; holding down the cost as much as possible; and providing educational opportunities for the adult learner.

Specific Efforts in Texas to Recruit Outstanding Students. (Sheffer)

RESPONSE: Efforts include:

- (1) Awarding of scholarships from earnings from gifts of private individuals to the university.
- (2) Awarding of scholarships from appropriated money.
- (3) Writing of personal letters by the president to National Merit Scholars.
- (4) Working with high school counselors, who are key people, through officials from registrar's office who have been assigned to certain geographic areas of the state.

Recruiting is essentially an information and personal contact program with as many people as possible.

Future of Western Kentucky University in its Major Role. (Sheffer)

RESPONSE: Does not perceive the University's past major role as a training center for high school teachers to be still applicable. This does not indicate any lack of respect for the importance of secondary schools; however, dropping enrollment in high schools presents less demand for high school teachers. Opportunity areas--business, technical areas, science, many kinds of communication, and energy technology.

Mission Statement. (Buckman)

RESPONSE: Not comfortable with the idea of a regional university; assumes the university serves and receives financial support from all the state and, therefore, prefers people not refer to Western as a regional university. Considers "regional" a political distinction--not an academic one.

Provision of Greater Compensation to the Faculty Through Fringe Benefits.  
(Buckman)

RESPONSE: Texas has not been able to give faculty a rate of inflation salary increase. To compensate, increased faculty benefits are provided in the form of (1) paying Social Security tax for employees up to a level of \$16,200 and (2) additional amounts paid for faculty health insurance.

Philosophy of Relationship Between Athletics and Academics in Terms of the Total University. (Cole)

RESPONSE: Intercollegiate athletics play a very important role in the development of a major university; however, the university is still basically an academic center. Benefits derived include:

- (1) Leadership development of participants
- (2) Increased support of alumni through pride in their university's athletic accomplishments
- (3) Accomplishments of alumni who are products of the athletic area and the reflection through national exposure they have on the institution.

At this point in the meeting, Mr. Knicely moved that the Board of Regents go into closed session for discussions which might lead to the appointment of an individual to a position with the reason for the closed session discussion being to protect the reputation of individual persons being considered (Bylaw D.2.c.). The motion was seconded by Mr. Kuegel and carried by voice vote. Without objection from the Board, Chairman Cole requested that Mr. Thornton serve as special secretary for the closed session.


Upon returning to the meeting approximately 1 hour and 15 minutes later, Chairman Cole stated that no matter was considered in the closed session other than that announced prior to convening the session and that no final action was taken.


Appreciation was expressed to Dr. Zacharias for his visit to the campus and for meeting with the Board. There being no further business to come before the Board, the meeting adjourned at approximately 1:30 p.m.

CERTIFICATION OF SECRETARY

I hereby certify that the minutes herein above set forth an accurate record of votes and actions taken by the Board of Regents of Western Kentucky University in its special meeting held on April 7, 1979, in the Regents Conference Room of the Wetherby Administration Building on the Western campus and further certify that the meeting was held in compliance with KRS 61.810, 61.815, 61.820, 61.825 (enacted as Sections 2, 3, 4, and 5 of House Bill 100, 1974 Regular Session, General Assembly).

  
Chairman

  
Mary Sample, Secretary

  
Secretary