



January 12, 2015

Don Richards
Budget and Fiscal Manager
Legislative Services Office
213 State Capitol
200 West 24th Street
Cheyenne, WY 82001

Dear Mr. Richards:

During the University of Wyoming (Agency 067) and UW Medical Education (Agency 167) agency budget hearings before the Joint Appropriations Committee in December of 2014, the committee sought additional information and clarification associated with the agency Supplemental Budget requests. Enclosed please find a list of questions/requests from the Joint Appropriations Committee and the University of Wyoming's responses.

Please contact me at (307) 214-6934 or chris.boswell@uwyo.edu should you have any questions regarding this information.

Sincerely,

Chris Boswell
Vice President of Governmental and Community Affairs

CB:ljw
Enclosures

**University of Wyoming Responses to Information Requests from the
Joint Appropriations Committee
January 12, 2015**

During the University of Wyoming (Agency 067) and UW Medical Education (Agency 167) agency budget hearings before the Joint Appropriations Committee in December of 2014, the committee sought additional information and clarification associated with the agency Supplemental Budget requests. Following is the list of questions/requests, and the responses from the University of Wyoming.

1. Student numbers on the Laramie campus: Does the University have an identified enrollment goal for students?
2. Transfer of credits: Recognizing the current focus on articulation agreements with community colleges, how is the transfer of credits for International Baccalaureate and Advanced Placement classes being addressed so that student hours are not lost. Also, what is the plan for clarifying the transfer of credits from out of state institutions?
3. Faculty turnover: What are the turnover rates for the last 5-6 years, as compared to historic rates. Provide a list of faculty lost by department and discipline.
4. What principles might be employed to determine the deployment of faculty retention funding.
5. Provide additional detail for proposed appropriations for the first year of the Science Initiative, including any proposed “set aside” of construction funds.
6. The JAC asked the university to meet with the Wyoming State Auditor, in order to discuss whether the State Auditor’s Office could perform the Management and Fiscal Control elements which UW is requesting in response to the Management Audit Committee’s Program Evaluation.
7. Describe savings (if any) of consolidation of fiscal positions as a result of the implementation of requested Management and Fiscal Control items.
8. Regarding the proposal to fund BS in Nursing through the Community Colleges—can the existing college faculty be used to provide the degree programs at each college? Provide firmer estimates of increases in enrollment. Will state funding impact current private funding of programs in Sheridan and Casper?
9. Provide clearer estimate of cost and funding options relating to a new research aircraft for the Atmospheric Sciences program.
10. Provide an update on use of appropriated funds designed to reduce room and board charges for Wyoming K-12 students participating in summer athletic and extracurricular camps at UW.
11. Provide details of use of existing appropriation for endowment and initial program funding for the Literacy programs at UW.
12. Provide a listing and status report of larger Capital Construction projects on campus.
13. UW Medical Education (Agency 167): Provide details on various tuition repayment programs through the College of Health Sciences.

1. Student numbers on the Laramie campus: Does the University have an identified enrollment goal for students?

The following priorities have been established by the University:

- Recruit academically prepared students for an annual 1-2% increase in the incoming class;
- Prioritize retention initiatives including the Honors Program, STEP Center, Synergy, First-Year Program, Libraries, and quality academic and professional advising to increase fall-to-fall retention of first time freshmen to 80% by fall 2020;
- Increase the number of baccalaureate degrees conferred annually by 2% per year beginning in 2017, in alignment with *Complete College Wyoming*;

2. Transfer of credits: Recognizing the current focus on articulation agreements with community colleges, how are the transfer of credits for International Baccalaureate and Advanced Placement classes being addressed so that student credit hours are not lost. Also, what is the plan for clarifying the transfer of credits from out of state institutions?

Currently, the University of Wyoming is working diligently on several initiatives to aid in the transfer of credits, including the development of 119 two plus two degree plans with the seven WY community colleges, the development of 90 UW four-year undergraduate degree plans, the implementation of a new, succinct University Studies Program (general education) that will benefit transfer students and students who begin as freshmen in Fall 2015, the recent redevelopment and continued enhancement of the *Wyoming Transfer Catalog* that allows students to quickly see how individual courses transfer to UW, and the implementation of a new software *Transfer Equivalency Self-Service* (TreQ) program that allows prospective students the ability to conduct a transfer evaluation and a degree evaluation for courses taken at previous institutions.

The University of Wyoming recently reviewed its acceptance of AP/IB credits and developed a uniform approach for indicating how credit is earned through the level of demonstrated proficiency for specific courses. The following links provide a list of transferable classes and class requirements:

http://www.uwyo.edu/registrar/students/advanced_placement.html

http://www.uwyo.edu/registrar/students/international_baccalaureate.html

In September 2014, the University of Wyoming implemented the *Transfer Equivalency Self-Service* (TreQ) program that provides prospective transfer students the ability to conduct an unofficial transfer evaluation (how will their courses transfer to UW) and an unofficial degree evaluation (how will their courses work within their intended degree program) for courses taken at other institutions prior to enrollment at UW. This tool will significantly aid both in-state and out-of-state students in the transfer process.

In addition, the University of Wyoming is in the process of implementing a new policy that allows the block transfer for Associate of Arts, Associate of Science and Associate of Business degrees from all domestic, regionally-accredited community colleges. With the block transfer, students completing an AA, AS, or AB during spring 2015 or later will be able to satisfy most of the UW University Studies Program requirements. The few exceptions include: 1) students will need to complete the COM 3 requirement once they transfer to UW; COM3 is embedded in an upper division, major-related writing course; 2) students will need to satisfy the US/WY Constitution requirement; and 3) students who complete their AA, AS, or AB while in high school will need to take the First-Year Seminar course during their first year at UW.

It is our belief that the transfer initiatives recently implemented or that are currently under development will greatly enhance the transfer process, student satisfaction, academic success, student retention and graduation at the University of Wyoming.

3. Faculty turnover: What are the turnover rates for the last 5-6 years. Provide a list of faculty lost by department and discipline.

UW Departures for AY 2009-10 through AY 2013-14

(Tenure Track Faculty, Faculty on Extended Term Track, and Academic Professional-Lecturers on Extended Term Track)

College	09-10	10-11	11-12	12-13	13-14	5-Year Total
College of Agriculture & Natural Resources	0	0	3	3	1	7
College of Arts & Sciences	4	4	9	7	11	37
College of Business	3	2	0	2	3	10
College of Education	3	3	0	1	7	14
College of Engineering & Applied Science	0	2	2	0	1	5
College of Health Sciences	2	3	4	3	1	13
<i>College of Law</i>	1	0	1	1	0	3
University Libraries	2	1	2	0	2	7
American Heritage Center	0	2	3	0	1	6
UNIVERSITY TOTAL	15	17	24	17	27	102

*Year of departure determined by last working day reported to the Office of Human Resources

*Does not include departures due to retirement, negative tenure recommendation (or expected negative recommendation) or other performance-related issue

UW Departures for AY 2009-10 through AY 2013-14

(Tenure Track Faculty, Faculty on Extended Term Track, and Academic Professional-Lecturers on Extended Term Track)

College	Unit	09-10	10-11	11-12	12-13	13-14	5-Year Total
College of Ag. & Natural Resources	Dept. of Animal Science			2	2		
	Dept. of Family & Consumer Sciences			1		1	
	Dept. of Veterinary Sciences				1		
Total		0	0	3	3	1	7
College of Arts & Sciences	Dept. of Art				1		
	Dept. of Botany		1	1			
	Dept. of Chemistry						
	Dept. of Communication & Journalism	1			1		
	Dept. of Criminal Justice			1	1	2	
	Dept. of English	1		1		1	
	Dept. of Geography					2	
	Dept. of Geology & Geophysics	1					
	Dept. of History		1				
	Dept. of Mathematics						
	Dept. of Modern & Classical Languages		1	2		1	
	Dept. of Music			1			
	Dept. of Philosophy				1		
	Dept. of Physics & Astronomy			1		1	
	Dept. of Political Science			1			
	Dept. of Psychology				2	1	
	Dept. of Theatre & Dance			1	1	3	
	Dept. of Statistics	1	1				
	Dept. of Zoology & Physiology				2		
Total		4	4	9	7	11	37
College of Business	Dept. of Accounting				1	2	
	Dept. of Economics & Finance	1	1			1	
	Dept. of Management & Marketing	2	1		1		
Total		3	2	0	2	3	10

College	Unit	09-10	10-11	11-12	12-13	13-14	5-Year Total
College of Education	Dept. of Educational Studies		1			3	
	Dept. of Professional Studies	2			1	3	
	Dept. of Secondary Education		2				
	Dept. of Elementary & Early Childhood Education	1				1	
Total		3	3	0	1	7	14
College of Engineering & Applied Science	Dept. of Chemical & Petroleum Engineering			1			
	Dept. of Civil & Architectural Engineering		1	1			
	Dept. of Electrical and Computer Engineering					1	
	Dept. of Mechanical Engineering		1				
Total		0	2	2	0	1	5
College of Health Sciences	Division of Kinesiology and Health		1		1		
	Division of Communication Disorders	1					
	Division of Social Work	1		1	1	1	
	School of Nursing			1			
	School of Pharmacy		2	2			
	WWAMI Medical Education Program				1		
Total		2	3	4	3	1	13
College of Law		1	0	1	1	0	3
University Libraries	Librarians on Extended Term Track	2	1	2	0	2	7
American Heritage Center	Archivists on Extended Term Track	0	2	3	0	1	6
UNIVERSITY TOTAL		15	17	24	17	27	102

* Year of departure determined by last working day reported to the Office of Human Resources

* Does not include departures due to retirement, negative tenure recommendation (or expected negative recommendation) or other performance-related issue

Comments Regarding Faculty Departure Data

Data reported in these tables were disaggregated by last working day reported to the Office of Human Resources. A different metric may have been used for past reports (e.g., when Academic Affairs learned that a resignation was eminent). There were some cases where a departure was reported for a given Academic Year (AY), but the resignation did not occur until the following year, or it may still be pending.

Departures due to negative tenure recommendation (or resignations initiated by the faculty member after receiving negative reappointment evaluations) are **not** included in the tables.

Data reported in the tables **do not** include departures due to retirement or death.

Departures related to negative reappointment evaluations are listed below:

College of Agriculture & Natural Resources	2
College of Arts & Sciences	4
College of Business	6
College of Education	3
College of Engineering & Applied Science	1
College of Health Sciences	4
College of Law	0
University Libraries	3
American Heritage Center	0
UNIVERSITY TOTAL	23

4. What principles might be employed to determine the deployment of faculty retention funding?

Retention raises may be considered for those academic personnel whose performance exceeds expectations in one or more of the following areas:

Teaching

- The faculty member has received excellent teaching evaluations on a consistent basis during the previous 2-3 fiscal years.
- The faculty member has been formally recognized for teaching excellence.

Research/Creative Contributions

- The faculty member has a record of sustained scholarly work, the quality of which has been recognized by peers within his/her discipline, or across disciplines.
- The quality of the scholarly/creative work may be represented by—but not restricted to:
 - a record of competitive research grants (magnitude and scope should be apparent)
 - the quantity and/or quality of peer-reviewed published works or creative works
 - the impact and/or external recognition of the scholarly/creative work

Statewide/Public Engagement

- The faculty member has a record of sustained engagement that has been recognized by peers within the university and by citizens across the state.
- The quality of engagement is evidenced by—but not limited to:
 - the number of programs offered across the state/region/country
 - the impact of the program on citizens of the state/region/country

5. Provide additional detail for proposed appropriations for the first year of the Science Initiative, including any proposed “set aside” of construction funds.

The UW Science Initiative Leadership Team requests, and the Governor’s Task Force endorses, a starting year budget of \$750,000. This budget will be used to partially launch two core SI programs (LAMP; WRSP), provide support for optimal Level-2 planning, and for collecting SI baseline metrics data needed to measure both short and long-term progress.

The Learning Actively Mentoring Program, or LAMP, is instrumental for the SI to achieving the early, rapid, and broad positive impacts on our students that proper and systematic implementation of active learning methods will produce. The requested funding (\$290,000) will jump-start the adoption and application of active learning pedagogy, resulting in maximum effective and efficient use changes of the planned, new active learning classroom spaces in the proposed new interdisciplinary building that will house both the Center for Integrative Biological Research, and the Center for Advanced Scientific Imaging.

Wyoming Research Scholars Program, or WRSP, will also receive an important jump-start with this requested starting-year program funding (\$230,000). With this support, the SI Leadership Team would begin recruiting the first cohort of UW undergraduates for the WRSP, for a fall 2015 start. These formal, mentored, and long-term, research experiences represent the pinnacle of active learning for students, and provide the type of academic experience eagerly sought by employers, professional schools, and graduate schools. A jump start for the WRSP will significantly and immediately enhance the success potential for involved UW undergraduates now.

Level II design planning for a new specialized facility like the Center for Integrative Biological Research, and Center for Advanced Scientific Imaging will require a significant time investment from high-performing faculty who will be working in the new facility. These are faculty with major external research grants who manage lab-groups, have teaching duties, and, in most cases, have significant departmental administrative or UW service duties. Funds are needed to replace these high-performing faculty for a class, for one semester, so they can be fully engaged in the Level-2 planning process and still properly attend to their research programs and key administrative/service duties. The SI will need to create a new professional staff position (salary + benefits) to collect and organize data needed to establish metric baselines for the SI, as well as provide support to the Leadership Team for LAMP and WRSP implementations, required website support, and numerous other anticipated SI implementation tasks.

Construction on any facility would not commence on the facility until all funds have been secured, therefore the level of set aside in FY 2016 is a legislative decision. UW suggests \$30-\$40 million towards the \$100 million total. The Governor has suggested a four-year timetable toward the Phase I and Phase II total of \$191 million.

6. The JAC asked the university to meet with the Wyoming State Auditor, in order to discuss whether the State Auditor's Office could perform the Management and Fiscal Control elements which UW is requesting in response to the Management Audit Committee's Program Evaluation report.

Following discussions with UW's Vice President for Administration, the State Auditor expressed her support for the University's proposed plan, and has sent a letter to the committee stating that support.

A critical element of the University of Wyoming's comprehensive review of the current accounting, budget, and reporting systems is a needs assessment. The university will create a fiscal management system steering team that will draw upon the expertise of both internal and external constituencies to conduct the needs assessment and formulate a recommendation for system changes and enhancements.

Based upon the steering team's recommendation for system changes and enhancements, the university will analyze an array of options that will achieve the university's goals for the fiscal management system: accountability, transparency and efficiency. Ultimately the steering team will recommend the most appropriate solution, keeping in mind the unique needs of a public research and doctorate-granting institution of higher education.

The university envisions a role for the State Auditor's Office (SAO) in both the needs assessment phase and the analysis of options phase of the project and intends to include the SAO as decisions regarding fiscal management system changes are considered.

7. Describe savings (if any) of consolidation of fiscal positions as a result of the implementation of requested Management and Fiscal Control items.

The Shared Business Services model of accounting includes centralizing accounting roles and can be implemented in many different ways, depending on the needs of the business unit. The University of Wyoming is currently reviewing models that have been implemented at other universities and has not come to a conclusion about the configuration that will best meet UW's needs. The university anticipates that there will be a change in the number and distribution of accounting personnel needed to process day-to-day business transactions. However, estimated cost savings are difficult to determine at this time, as UW has many existing positions that have multiple (non-accounting) responsibilities.

While cost savings are an important consideration, the university's goals for a fiscal management system include the ability to provide decision-makers with complete, accurate,

timely and relevant financial and non-financial information in order to achieve accountability, transparency and efficiency of business processes.

The administration of the university envisions this shared services approach to accounting and fiscal management as a support or safety net of fiscal services to the university's operating units. Before specifically identifying positions to be reduced or re-purposed, it is important to ensure the essential accounting and budgeting roles they require are being provided. Again, this process is likely to take two to three years to implement. Throughout the implementation efficiencies will be identified, but the final structure of the workforce in the operating units will not be fully known until the end of the re-structuring. Continuity of the essential duties currently being performed is critical.

8. Regarding the proposal to fund BS in Nursing through the Community Colleges—can the existing college faculty be used to provide the degree programs at each college? Provide firmer estimates of increases in enrollment. Will state funding impact current private funding of programs in Sheridan and Casper?

The Institute of Medicine (IOM), strongly recommends that 80% of registered nurses have a bachelor's degree in nursing by 2020 due to the impact on patient outcomes. In response to that recommendation, nurses and nursing faculty from across the state began the process of developing the ReNEW statewide curriculum, which aligns Wyoming community college and UW curricula, in order to eliminate barriers to BSN education and streamline the process of going from the community college to UW. As of fall 2014, the ReNEW statewide curriculum is complete and each of the Wyoming community colleges and UW are in the approval process. The curriculum will be implemented across the State in Fall 2016. The new faculty positions, which are focused on teaching, advising and recruiting, are critical as the new curriculum is implemented.

Why existing faculty cannot be used: The proposed program is new for the state of Wyoming, brings UW and community colleges together for statewide curricular articulation in nursing, and requires new resources beyond the current School of Nursing, College of Health Sciences and University of Wyoming. The current faculty positions in the School of Nursing are involved in existing undergraduate and graduate programs. The School of Nursing has some ability to shift resources, but it is limited and will not support the statewide teaching and advising that are key to the program and increases the number of nurses with bachelor's degrees. Under the budget cuts from several years ago, the school lost a position, which also decreases flexibility to shift resources to address this new program.

Estimates for increases in enrollment: Given the implementation of the ReNEW statewide curriculum and the placement of faculty positions at each of the community colleges (if funded), we are anticipating approximately 140-160 new students across the state in our BSN program. Rationale: The School of Nursing has seen the number of BSN graduates who already have an associate degree in nursing increase by a factor of four (4) since 2008 (increasing from 33 in 2008 to 129 in 2014). This increase is without the ReNEW statewide curriculum and faculty advisors across the state, which will additionally increase enrollments.

Oregon instituted a similar program and based on that experience it is anticipated that with the implementation of the ReNEW statewide curriculum, 30% of nursing graduates from the Wyoming community college will complete their BSN at UW within 2 years of their associate degree in nursing. Using average graduation numbers for those community college programs, that would mean an additional 90 students. In addition at those community colleges where we currently have a faculty member recruiting and advising for BSN education, we see significant increases in that program. Additional details underlying the estimated increase in enrollment are available from UW.

Impact on existing private funds: The private funds that support the position at Sheridan College (Whitney Benefits) and the position in Casper (McMurry Foundation) are not endowed and are not necessarily ongoing funds. Whitney Benefits (with or without the state funded positions, if funded) could eliminate the funding of the faculty position at Sheridan College at any time if changing needs or priorities occurred. The McMurry gift of a set amount was given specifically to be used over a period of about 5-6 years. Current Sheridan College funding involves an annual faculty salary (plus other things like student support for clinical experiences). The McMurry gift is funding two faculty positions and scholarships for students. From that gift, the amount devoted to recruiting, advising and teaching for the RN-BSN program is equal to a faculty salary plus benefits (roughly \$60,000 plus benefits).

9. Provide clearer estimate of cost and funding options relating to a new research aircraft for the Atmospheric Sciences program.

Under the current five year agreement with the National Science Foundation, UW cannot change rates on its own. In future agreements, UW can seek to increase charges, but even a substantial increase does not raise significantly large levels of income over 20 or 25 years. The \$250,000 in the Governor's budget recommendations will be a great help in determining costs and funding strategies.

A top NSF goal is to engage the next generation of observational scientists, and UW is a leader in developing such researchers.

The Wyoming King Air is the best research aircraft nationwide for analysis of weather phenomena in the lower atmosphere, especially issues related to precipitation and cloud formation. Nothing else matches centrality of the King Air to the nation's understanding weather and atmospheric phenomena. This uniqueness is why the University of Wyoming is able to secure long-term continuing agreements with National Science Foundation. The University of Wyoming uses a portion of research revenues for upgrades to the King Air such as more powerful engines and new instrumentation to increase the capability of the research platform.

Several years ago a major analysis of the lower latitude Jetstream analyze all phenomena related to the weather systems that set major tornado outbreaks and the mesocyclonic cloud systems that produce tornados. It is this Jetstream which sets up what is called tornado alley. The Navy, NOAA, NCAR and National Weather Service all had their aircraft in Oklahoma

City at the same time flying different parts of this mission (literally at different positions in the atmosphere) in the same mesocyclone systems for this study and importantly the King Air was there because of its unique capabilities. Doppler radar was just coming on as a major forecasting tool for tornados but because UW had the cloud radar mounted in the King Air, it was used to validate ground-based Doppler systems. This was a major advance in understanding mesocyclone systems and in interpreting radar to predict tornados.

Remember too that the national interest in this type of research remains high. While one might assume that satellite capabilities might render research with a twin engine turboprop as outdated, UW has heard directly from the NSF that nothing could be further from the truth. UW's research using our aircraft capabilities will be at the cutting edge for many years to come with the deployment of a new research aircraft.

10. Provide an update on use of appropriated funds designed to reduce room and board charges for Wyoming K-12 students participating in summer athletic and extracurricular camps at UW.

A general fund appropriation of \$100,000 was provided to the University of Wyoming during the 2014 budget session to reduce "amounts charged for university room and board services to Wyoming high school students attending athletic and other extracurricular camps and events held at the university, in order for those students to be afforded the opportunity to visit and become familiar with the university campus." The university has spent \$45,376 of this funding in order to reduce costs for 974 participating Wyoming students. Room and board services were reduced by \$16 per night for Wyoming students participating in camps for football, basketball, golf, swimming, wrestling, volleyball, soccer, music and drum major. The camps generally ran 1-3 nights, with some lasting as long as 7 nights. With a longer lead time to market and promote information about the reduced rates, greater participation is expected from Wyoming high school students during 2015.

11. Provide details of use of existing appropriation for endowment and initial program funding for the Literacy programs at UW.

The following are ongoing projects at the UW Literacy Research Center and Clinic through the Fall Semester 2014.

- *Interest-based, child-centered tutoring.* Currently serves Laramie, with doctoral students and local teacher volunteers providing tutoring for elementary-aged students. Also involves tutor coaching – senior doctoral students and faculty coach the tutors. Future plans include involving students in the tutoring as part of their coursework, with doctoral students providing coaching for the tutors. This will promote outreach to all of the state, provide required clinical work for UW graduate students, and address accreditation requirements.
- *Wyo Kids First* professional development workshops focused on development of early literacy workshops for childcare workers. Doctoral students delivered workshop this summer in Newcastle.

- *Teton Literacy Center (TLC)* supports Teton Literacy Center with distance-facilitated and face-to-face professional development for Center staff and planning for tutor training. Activities include monthly online discussions, development of training for tutors, and assistance in writing grants.
- *College Bound Latinas* - joint effort of Teton County Library and LRCC. Worked with high school Latinas for several years developing girls' academic literacies. Nine Latina students involved to date.
- *Wyoming Writing Project (WWP)* funded by Wyo. Department of Education. During summer, 2014, two faculty and two doctoral students from the LRCC facilitated professional development for teachers at Rock Springs, Powell, Gillette and Laramie. 100 teachers participated this summer.
- *WWP Bookclub* meets weekly in the LRCC to discuss a common professional book. Led by a LRCC faculty member. Plan to expand the participation to other sites in the state using distance learning.
- *Wheatland Middle School Disciplinary Literacy project* involves faculty member and doctoral students delivering professional development in disciplinary literacy and providing support for faculty through modeling instruction, observations, and feedback. Developing a model for the delivery of disciplinary literacy professional development that can be replicated in districts throughout the state. To date, 24 teachers and 220 students have been involved in the project.
- *World Language Center (WLC)* is a project involving volunteer instructors in Portuguese, French, Russian, Persian, German, Japanese, and Chinese engaging UW students in language lessons. Initiated by a master's student in Curriculum and Instruction and is funded by the UW student government.

Upcoming Projects

- *Lusk vocabulary project* - planning stages. The Instructional Facilitator at Lusk K-8 school requested help with vocabulary. Initial discussions resulted in professional development delivered by two LRCC faculty beginning in January 2015.
- *Fremont County collaboration* involves a request from Project Coordinator in Fremont County. LRCC has agreed to provide Professional Development services beginning in April 2015.
- *Sheridan Summer Literacy Conference* is currently in the planning stages. Two LRCC faculty members have been invited to lead workshops at the conference.

In addition to examples above, UW just implemented a minor in Literacy to provide students with an opportunity to study literacy and literature-based instruction. The minor allows education and English majors to gain knowledge in the field of literacy learning, and will serve as feeder pathway for the literacy endorsement program.

12. Provide a listing and status report of larger Capital Construction projects on campus.

Arena-Auditorium Renovation, Phase 2

Contractor: Groathouse Construction, Inc.

Anticipated completion: October 2016

The Level II planning documents have been submitted and reviewed by the Facilities Planning office. A Level II construction cost estimate has been prepared and has resulted in a scope/cost reduction exercise that is currently underway. The hazardous materials survey is currently being performed. A surveyor and geotechnical engineer have been selected for the project and contract negotiations are underway. The Agreement for the CMAR has been signed by the CMAR and is currently being routed through the University for signatures and a notice-to-proceed. Phase II construction is expected to begin in March 2015.

Engineering Building Expansion & Renovation

Based on direction received from WGEESIT in early December, the top priority for this project is the construction of new spaces to deliver modern educational and research capabilities. Construction of new engineering building is planned for the block north of Lewis Street between 11th and 12th streets. Contract negotiations are currently underway with the architect of record for completion of the remaining design services on this project. The Construction Manager At-Risk (CMAR) selection process has also taken place. CMAR approval is on the Board of Trustees agenda for January.

High Bay Research Facility

The Agreement for the CMAR has been signed by the CMAR and is currently being routed through the University for signatures and a notice-to-proceed. The 100% Design Development package was submitted on October 24, as was a cost estimate. Based on review of the cost estimate, value engineering is taking place to bring projected costs as close as possible to alignment with the construction budget. A 40% Construction Document Package will be submitted the second week in January.

Enzi STEM Facility

Contractor: General Contractor AP Wyoming

Anticipated completion: Mid year, with occupancy in time for Fall Semester 2015

Major structural steel work is complete. The lower roof work is complete on both the west and east. Roof work is proceeding on the penthouse. Building enclosure is proceeding on the east, west, south and north with sheathing and masonry work. Installation of storefront and glass is proceeding on the west as weather permits. Preparation for curtain wall and glass installation is underway. Construction of interior wall framing is continuing on all floors in conjunction with the rough-in of mechanical and electrical systems throughout the building. Utility tunnel work in Lewis Street is complete and has been backfilled. The underground steam line installation in 11th Street is also complete. Work has begun on furniture selection and building equipment needs.

Half Acre Gymnasium Addition & Renovation

Contractor: Groathouse Construction, Inc.

Anticipated completion date: Spring 2015

CMAR Phase 1 deconstruction work is complete. CMAR Phase 1 east reconstruction/building addition is in progress and scheduled to be substantially complete in early 2015. Quality Control, FF&E Interior Designer, and Commissioning Authority services are all underway. FF&E is in procurement. Technology in progress or in procurement. Phase 2, historic west renovation pre-construction activities have commenced, including award of hazardous materials abatement. Phase 1 is scheduled for completion in spring 2015.

Performing Arts Center

Contractor: Sampson Construction

Anticipated completion date: June 2015

Roofing is complete. Electrical/plumbing/duct rough-ins and drywall are on-going. Flooring and painting has begun. Exterior masonry is ongoing. NW Theater office addition will be complete in January, 2015. Existing building work is on-going with acoustic panels, marker boards, flooring installed during unoccupied times.

Lewis Street Steam Line Extension

Contractor: Mechanical Systems Incorporated

Anticipated completion date: June 2015

Project is in construction with completion expected by July 2015. City water line replacement is complete. New steam line is installed from 11th Street, along Lewis Street, up to the traffic circle in Greenhill Cemetery. Installation of the remaining steam line will resume March 2015, while work in vaults will continue thru the winter.

Campus Planning

Historic Preservation Plan Update

Public workshops were held in October 2014 in which the consultants presented a preliminary draft of the design guidelines, history of the campus and a summary of architectural styles. A final draft of the plan is scheduled to be complete in Spring of 2015.

Residence Hall Study

Planning Team and user group meetings took place in November and December 2014. The initial deliverable package which will include renderings, animations and floor plans will be delivered in January 2015. The final deliverables to include a cost analysis and survey results will follow.

13. UW Medical Education (Agency 167): Provide details on various tuition repayment programs through the College of Health Sciences.

Nurse practitioner program

1. The amount of ongoing funding for full enrollment in the loan program.

The budget request was submitted assuming 4 students in each cohort with the annual loan being \$22,500/student. In FY16, \$180,000 was requested (two cohorts -8 students total). For any annual budgets after that, the annual request is \$270,000 for 12 students total (or \$540,000 per biennium). The note in the governor's recommendation that the amount would be "biennialized to \$360,000 in the 2017-2018 standard budget" appears to have been based on only two cohorts. There will be three cohorts and potentially 12 students receiving the loans when fully implemented. The full amount would not necessarily be used depending on student agreements (discussed below). Currently three of the four students are being supported with the knowledge that if the budget language proposed by the University is not enacted, there will not be enough funding for the full 3 years of the program.

2. Where does repayment money go under this program?

Pursuant to statute all repayment money for the nurse practitioner program "shall be deposited into a special fund designated as the advanced practice registered nurse in psychiatry student fund, maintained and separately accounted for by the University of Wyoming, which fund shall be used solely for payments under subsection (d) of this section." Subsection (d) allows the loans to the students. The program has two avenues: 1. Family Nurse Practitioner DNP students; and Psychiatric Mental Health DNP students. Only the latter group receives loans from this special fund.

Where does repayment money go under other medical education programs?

WICHE (Western Interstate Commission for Higher Education) – statute provides that any amounts paid by medical, podiatry, osteopathic, occupational therapy, physical therapy, optometry, physician assistant or dental students ... are credited to a WICHE program repayment account which shall be expended upon appropriation by the legislature. W.S. 21-16-202(b)(iv)(C).

WWAMI – statute provides repayments by medical students ..., shall be deposited into a special fund ..., maintained and separately accounted for by the University of Wyoming,.... The fund may be invested, at the discretion of the president ...and the dean of the College of Health Sciences, for the production of income. The investment income shall be expended by the University of Wyoming for assistance and scholarships to medical students as authorized by the president of the University of Wyoming and the dean of the College of Health Sciences. The principal of the fund ... shall remain unimpaired and only the income

derived therefrom may be collected and expended from year to year.” An annual report from UW to the labor committee is required by statute. W.S. 21-17-109(e).

WYDENT – Statute provides - any amounts paid by dentistry students ... shall be deposited into a special account..., separately accounted for by the University of Wyoming.... The account may be invested, at the discretion of the president ..., for the production of income. The investment income shall be expended by the University ...for assistance and scholarships to dentistry students as authorized by the president ...and the dean of the college of health sciences. The principal ...shall remain unimpaired and only the income ...may be expended.... Annual report required to Labor Committee. W.S. 21-17-119(g).

Accelerated BN in Nursing – statute provides - any amounts paid by students shall be deposited into a special account ..., maintained and separately accounted for by the University of Wyoming, ... shall be used solely for payments on behalf of students.... [authorizes payment of up to \$25,000 per student]. Requires annual report to Labor Committee. W.S. 21-17-122(f).