

**Diversity, Equity, and Inclusion Review Working Group
Report to President Ed Seidel**

April 16, 2024

I. Working Group Charge

On March 25, 2024, President Ed Seidel charged a working group with providing suggestions (not formal recommendations) on how essential diversity, equity, and inclusion (DEI) programs, activities, and functions could be organized and funded within the university to make them most effective. Specifically, he stated the following:

Following the footnote in the Wyoming Legislature’s FY 25-26 budget bill that reads “No funds from this appropriation shall be expended on the office of diversity, equity, and inclusion at the University of Wyoming or on any diversity, equity and inclusion program, activity or function,” I am convening this working group to thoroughly review UW’s activities related to DEI, and provide me with a report of the review process and suggestions on which programs, activities, and functions should be continued, modified or discontinued. While Governor Gordon vetoed the portion of the footnote stating “or any diversity, equity and inclusion program, activity, or function,” we received the clear message from the Legislature and the Governor’s veto message – UW needs to make changes. However, we will always strive to be a place where all will be welcomed. That is part of our culture at UW and Wyoming’s founding principles. As such and in support of UW’s 2023+ Strategic Plan (specifically Objective 3: Provide a Supportive Community), I am forming this working group to:

- Inventory and critically review all of the University’s DEI programs, activities, and functions, regardless of where they may be housed in the University
- Detail compliance with required applicable federal and state laws, rules, regulations, court orders, or executive orders related to DEI
- Review contracts or grants requiring DEI efforts
- Review the requirements of accreditors or similar entities
- Review UW regulations, policies, and procedures for language that requires DEI efforts or advocates for DEI
- Review the University’s four pillars and strategic plan to assess whether and to what extent UW’s DEI efforts are aligned with the overall mission and purpose of the institution
- Review UW’s websites to identify content related to DEI
- Provide suggestions (not formal recommendations) on how essential DEI programs, activities, and functions could be organized and funded within the university to make them most effective

II. Working Group Creation, Meeting Schedule, and Constituent Feedback

President Seidel formed a Working Group with members from faculty senate, staff senate, ASUW, deans, and administrators. The Working Group members are:

Faculty Senate, Staff Senate, and ASUW Representatives: Ray Fertig, Faculty Senate Chair-Elect, Department Head, Mechanical Engineering; Brandon McElroy, Faculty Senate representative, Professor, Geology and Geophysics; Laura McGinley, Staff Senate representative, Administrative Associate, Civil and Architectural Engineering; and Paula Medina, ASUW representative, majoring in Civil Engineering.

Deans: Scott Turpen, Dean, College of Arts and Sciences; Brent Pickett, Dean, UW Casper.

Administrators: Tara Evans, Vice President and General Counsel (chair); Zebadiah Hall, Vice President for Diversity, Equity, and Inclusion (co-chair); Isadora Helfgott, Vice Provost for Global Engagement; Parag Chitnis, Vice President for Research and Economic Development; Alex Kean, Vice President for Budget and Finance; Mike Smith, Vice President for Governmental Affairs and Community Engagement; Kim Chestnut, Vice President for Student Affairs; Becky Garcia, Interim Auditor; and Bob Link, Associate Vice President, Human Resources. Toby Marlatt, Vice President for Strategic Initiatives and Communications, UW Foundation, and Taylor Stuemky, Associate Athletic Director, Internal Operations, joined as ad hoc representative members.

The Working Group met on March 26, April 5, April 8, April 11, April 15, and April 16, 2024. At the first meeting, President Seidel acknowledged the enormity of the task, reviewed the reasons leading up to his request, reminded the Working Group to engage in civil discourse, and thanked the Working Group for their willingness to engage in this complex and nuanced topic.

III. Background and Context

The University of Wyoming's Office of Diversity Equity, and Inclusion was founded in 2017 and was led by a Chief Diversity Officer. In 2022, this position was elevated to a Vice President for Diversity, Equity, and Inclusion. These inaugural positions were the result of University feedback, including a proposal from the University's Women and Minorities Committee indicating the need for this office and increased attention to the areas. The office currently serves as a central point for DEI work on campus, providing resources and assistance related to inclusionary and global leadership, civic engagement, Title VI, limited English proficiency, language assistance resources, Americans with disabilities, religious accommodations, and the Black 14 Social Justice Summer Institute. The office also serves to coordinate diversity initiatives and offices at the University, including the Accessibility Committee, Council on DEI, Diverse Graduate Student Network, Employee Networks, Search Equity Advisors, the Social Justice Research Center, diverse hiring and training resources, and fairness. The office grounds its work in the Wyoming Constitution and states that fostering diversity, equity, and inclusion is fundamental to student success, staff and faculty excellence, diversifying the state's economic portfolio, and honoring Wyoming

heritage. The office describes DEI at UW as caring about every member of the community, fostering a sense of belonging and mattering, and not excluding people.

Some work related to the charge began prior to this year’s legislative session. In April 2023, the President began to work with the vice-presidential divisions to identify foundational needs and to prioritize and organize these needs within the concentric circles model of “core,” “supporting core,” and “nice to have” functions. In July 2023, President Seidel charged a working group to better define the use of state appropriated block grant dollars and allowable expenses of unrestricted dollars. The group noted the following current practices:

1. Unrestricted operating fund dollars are a mix of state appropriated block grant dollars, tuition and fees, sales of goods and services, and investment income, referred to generally as public or state funds.
2. The University currently does not track or delineate expenses by the original source of revenue or the “color” of the money in the University’s unrestricted operating fund.
3. However, the University’s long-standing policy is that state appropriated unrestricted block grant dollars, currently \$145 million per year, directly apply to its mission which closely aligns with the National Association of College and University Business Officers (NACUBO) functional expense classifications in the following hierarchical order: (FY2023 Audited Operating Expenses in thousands)
 - Instruction \$140,552
 - Organized research \$104,270
 - Public service \$78,291
 - Academic support \$46,457
 - Student services \$19,360
 - Institutional Support \$69,249
 - Maintenance and operation of physical plant \$42,228
 - Scholarships and fellowships \$2,166
 - Auxiliary enterprises \$58,387
 - Depreciation and amortization \$50,990
4. Some service departments are self-funded through student fees, which are not state appropriated funds but are considered state funds and therefore must follow the University’s rules related to allowable expenses.

The group recommended the following:

1. Draft an Allowable Expenses Standard Administrative Policy and Procedure (SAP) that would outline the following:
 - a. The University is held to a high level of accountability for its business practices.

- b. Numerous constituents including students, donors, taxpayers, alumni, the state government, and the federal government have an interest in how the University spends its money.
 - c. Every reasonable effort must be made to ensure that funds are used in a responsible and appropriate manner.
 - d. Faculty and staff with approval authority for expenditure transactions are expected to exercise judgment and make a good faith attempt to follow both the letter and the spirit of the SAP.
 - e. Promote expenditure decisions that are consistent with the University mission, applicable law, and ethical practice.
 - f. Define approval authority.
 - g. Define rules related to types of expenses, including but not limited to alcohol, recruiting expenses, entertainment, travel, employee recognition, meals, University functions, and professional membership dues and subscriptions.
- 2. If possible, implement changes to the WyoCloud system to better delineate source of funds, which will help with reporting capabilities and public records requests.
 - 3. Provide education and outreach to University units on expenditures and allowable expenses.

This work was in progress when the 2024 legislative session commenced, and the DEI legislation was introduced.

IV. Working Group Scope

Realizing the enormity of the task to be completed within a short amount of time, the Working Group generally agreed on the following framework.

- 1. The Working Group would structure its discussions based on the definitions of a land-grant and flagship university and the Wyoming Constitution.
 - a. A land-grant college or university is defined as an institution that has been designated by its state legislature or Congress to receive the benefits of the Morrill Acts of 1862 and 1890, or the Equity in Educational Land-Grant Status Act of 1994. The original mission of these institutions, as set forth in the first Morrill Act, was to teach agriculture, military tactics, and the mechanic arts as well as classical

studies so members of the working classes could obtain a liberal, practical education.

- b. A flagship university is typically the largest and most prominent public university within a state or region. It often serves as a leading center for research, education, and cultural influence. Flagship universities usually offer a wide range of undergraduate and graduate programs and are known for their academic excellence, resources, and contributions to the community and society at large.
 - c. As the only four-year university in Wyoming, the University serves as both the land-grant and flagship university.
 - d. Article 7 Section 16 of the Wyoming Constitution states that “The university shall be equally open to students of both sexes, irrespective of race or color; and, in order that the instruction furnished may be as nearly free as possible, any amount in addition to the income from its grants of lands and other sources above mentioned, necessary to its support and maintenance in a condition of full efficiency shall be raised by taxation or otherwise, under provisions of the legislature.”
2. In addition to the University’s core missions of teaching, research, outreach, and service, the Working Group would reaffirm the University’s principal values of being open and welcoming to all, to supporting and treating everyone fairly and respectfully, to political neutrality as an institution, to merit-based hiring and grading, to inquiry versus advocacy in the classroom, to academic freedom in teaching and research, to freedom of expression and creating a space for all voices, to equitable access and equal opportunity, and to consider the needs of every student.
 3. The Working Group’s recommendations would focus on the 2024 legislative and executive branch intent. The Wyoming Legislature reduced the University’s unrestricted block grant by \$1.73 million, which was the budgeted biennial equivalent to the FY 2024 budget amount for the Office of Diversity, Equity, and Inclusion, and directed through a budget footnote that no state dollars be spent on the DEI office, effective July 1, 2024. They also directed that no state funding be spent on DEI activities, functions, or programs, but the Governor used his line-item veto on that second portion of the budget footnote. The Governor noted in his veto message that his purpose was not to undermine the intent of the legislature but that he did not want to inadvertently put federal grant dollars at risk. He specifically encouraged the University to stop the “woke nonsense.”
 4. The charge from the President is complex and cannot and should not be oversimplified into a binary of supporting DEI versus opposing it. The task is related to current use of state dollars in a fiscally challenging environment; reviewing the University’s DEI activities, functions, or programs; considering which activities can and should be continued; and

exploring how funding sources other than state appropriations can potentially be deployed to support essential functions.

V. Definition of DEI

DEI is a broad umbrella term encompassing a spectrum of ideals, values, and activities some of which are federally mandated, required for accreditation, and/or represent other unobjectionable activities. Through its work, the Working Group has found that in this broad sense DEI is integrated throughout higher education, including at the University of Wyoming. However, the legislative intent of the budget footnote appeared more focused on specific activities grouped with DEI efforts. In the absence of a definition of DEI within the budget footnote, the Working Group directed its attention toward other legislative language and laws from other states to draft a definition responsive to the perceived legislative intent.

Diversity, Equity, and Inclusion efforts are defined as advocating, promoting, or funding a program, activity, or function that:

1. Advantages or disadvantages, or attempts to advantage or disadvantage, an individual or group on the basis of race, color, sex, national origin, gender identity, or sexual orientation, to equalize or increase outcomes, participation or representation as compared to other individuals or groups; or
2. Promotes the position that the action of a group or an individual is inherently, unconsciously, or implicitly biased, privileged or inherently superior or inferior on the basis of color, sex, national origin, gender identity, or sexual orientation.

This excludes any of the following:

- a. Requirements necessary for athletic and accreditation compliance.
- b. Academic freedom, including research, teaching, and learning.
- c. Training students and employees on the non-discrimination requirements of state and federal law.
- d. Requirements necessary to establish or maintain eligibility for or compliance with any State or federal programs or laws, including equal opportunity.
- e. Requirements for access programs for military veterans, Pell Grant recipients, first generation college students, nontraditional students, “2+2” transfer students, low-income students, or individuals with disabilities.

- f. Private scholarships administered by an institution other than UW (not including those matched with state-appropriated dollars).
- g. Student fees to support student-led organizations and their use of faculty sponsors and University facilities.
- h. Constitutionally-protected speech or actions.
- i. Expenditure of funds used for de minimus administrative activities not unique to any one program or activity (e.g., utilities, facilities use, etc.).

The Working Group notes that the exclusions (listed in a-i above) reaffirm and highlight the University's continued commitment to federal compliance, competitive research and athletic endeavors, student success, academic freedom, freedom of expression, and access to all.

VI. Appendices

To aid in its task and to be responsive to the President and the Board of Trustees, the Working Group developed six appendices, including:

1. University programs, activities, and functions potentially related to DEI.
2. Compliance with required federal and state laws, rules, regulations, court orders, or executive orders.
3. Federal Executive Orders and granting agencies requiring DEI efforts.
4. The DEI requirements of accreditors or similar entities.
5. UW regulations, policies, and procedures related to federal requirements or DEI efforts.
6. Other state laws restricting DEI efforts.

This information can be found in appendices A-F.

VII. Working Group Process

President Seidel charged the Working Group with providing a range of suggestions (not formal recommendations) on how essential DEI programs, activities, and functions could be organized and funded within the University to make them most effective.

The Working Group divided this task into two sets of suggestions, based on the legislative language and the President's guidance.

1. The Office of Diversity, Equity, and Inclusion.
2. DEI programs, activities, and functions.

To understand the breadth and depth of DEI efforts on campus, the members were asked to collect information from their constituents on the following:

1. University DEI programs, activities, and functions, irrespective of their administrative location.
2. Compliance with federal and state laws, rules, regulations, court orders, or executive orders related to DEI.
3. Contracts or grants requiring DEI efforts.
4. Requirements of accreditors or similar entities.
5. UW regulations, policies, and procedures requiring DEI efforts.
6. The President's four pillars and the University's Strategic Plan 2023+ to assess whether and to what extent UW's DEI efforts are aligned with the overall mission and purpose of the institution.
7. UW's websites to identify content related to DEI.

The members collected the information using key words such as ableism, access, affirmative action, ageism, belonging, bias, cultural competency, identity, marginalized, microaggression, minority, preferential treatment, power, racism, and underrepresented.

The Working Group focused its review using the definition of DEI set forth in section V above, related largely to preferential treatment and support and/or exclusion based on race and gender. The Working Group intended to sort information collected into three categories:

1. Programs, activities, and functions that might be continued (i.e., those critical to the University's core mission but not based on preferential treatment or exclusion of particular identities).

2. Programs, activities, and functions that might be modified (i.e., those critical to the University's core mission but modification needed to ensure no preferential treatment or exclusion of particular identities).
3. Programs, activities, and functions that might be discontinued (i.e., those not necessarily critical to the University's core mission).

Since the initial list of programs, activities, and functions was voluminous and time was limited, the Working Group was unable to thoughtfully analyze all items on the list, but they were able to provide a general range of suggestions (see below).

VII. Working Group Suggestions

Office of DEI

The Working Group offers the following options related to the Office of DEI (not listed in order of preference). The Working Group acknowledges that each of these options carries the potential for reputational harm to the University, which could adversely impact student, faculty, and staff recruitment, enrollment, and retention, and pose a risk to state funding and other revenue sources.

1. *Continue to fund the DEI office, its employees, and functions through private support.* The Working Group notes that this option complies with the letter of the law but might lead to a perception that the University is not following the spirit of legislature's direction and/or intent. This option would continue to support a welcoming environment for all and provide critical oversight of DEI functions to ensure they are not preferential or exclusionary.

The establishment of one or more foundation accounts could provide funding to cover the expenses of the DEI office. The estimated annual amount needed to fund the office at current staffing levels with a modest operating budget is \$500,000 annually. The sources of funding could be expendable or endowed or a combination of both. The endowment corpus would need to be approximately \$12.5 million to have an annual payout sufficient to cover the office's operating budget. There would be no state dollars involved but there would likely be an impact on University personnel to engage in fundraising and grant efforts.

2. *Continue to fund the DEI office, its employees, and functions through state dollars and/or private support but change the name to accurately reflect the work of the office and legislative intent.* For example, a title of the office could focus on access, engagement, equality, and/or compliance instead of DEI. Again, the Working Group notes that this option might lead to a perception that the University is not following the spirit of the legislature's direction and/or intent. This option would continue to support a welcoming

environment for all and provide critical oversight of DEI functions to ensure they are not preferential or exclusionary.

This option could be funded with a combination of state dollars, University generated operating revenue and foundation accounts but would likely require reprioritization of existing budget authority.

3. *Reorganize or consolidate the DEI office, its employees, and functions within another University unit and change the name to accurately reflect the work of the office and legislative intent.* This could reduce redundancy in duties and responsibilities and optimize resources but allow functions critical to the University’s mission of teaching, research, and service to continue. The Working Group notes that this option is partially responsive to the legislature’s direction and/or intent. This option would continue to support a welcoming environment for all and provide critical oversight of DEI functions to ensure they are not preferential or exclusionary. This refocused effort could be consolidated under the Office of Academic Affairs, Student Affairs, Budget and Finance, or General Counsel, or could be a joint position between two of the units.

This option would likely require reprioritization of expenditures and some reallocation of existing budget authority between divisions but would not increase the overall University budget. Reallocation could include the transfer of unexpended unrestricted budget authority for vacant positions and/or reducing the expenditure of funds on lower priority services.

4. *Close the DEI office, including termination of its employees, and redirect duties to other University units.*

- a. The following federally required duties and responsibilities could be redirected as follows:

- i. *Title VI Coordinator and Limited English Proficiency (LEP) program.* Federal regulation requires adherence to Title VI, VII, and IX, which collectively prohibit discrimination on the basis of race, color, religion, national origin, and sex. Title VI, VII, and IX investigations have long been managed by the Equal Opportunity Report and Response Unit (EORR) under the Office of General Counsel. The Title IX Coordinator (which is a federally required designation) is also housed under EORR. Federal regulations do not technically require a Title VI coordinator, but this function could be transferred to EORR. The LEP program is required by Title VI and ensures that LEP qualified participants have meaningful access and equal opportunity to participate in UW programs, activities, and services. This function could be transferred to the Office of Academic

Affairs, Dean of Students office, Human Resources, Global Engagement, or EORR.

- ii. *ADA Coordinator.* Federal regulation requires the designation of a “responsible employee” to function as an ADA coordinator. The University has provided and continues to provide strong support for those with disabilities through facility and building access, student resources, employee resources, website and multimedia accessibility, and UW regulations, policies, and procedures. These functions are currently managed through UW Operations, the University’s Disability Support Services office, Human Resources, Institutional Marketing and Communications, the University’s Wyoming Institute for Disabilities (WIND), Information Technology, and the Office of General Counsel. The function of the “responsible employee” (an ADA coordinator) could be transferred back to HR or could be housed in any of these units.
- iii. *Equal Employment Opportunity/Affirmative Action.* Executive Order 11246: Equal Employment Opportunity, prohibits federal contractors from discriminating in employment decisions on the basis of race, color, religion, sex, sexual orientation, gender identity or national origin and requires federal contractors to take affirmative action to ensure that applicants are employed, and that employees are treated fairly during employment, without regard to race, color, religion, sex, sexual orientation, gender identity, or national origin. Universities are required to develop and maintain a written affirmative action program. Compliance for this plan is currently housed in Human Resources, with support from the DEI office for disparate impact analysis. This analysis could be transferred back to Human Resources.
- iv. *Support for religious accommodations.* The First and Fourteenth Amendments ensure the free exercise of religion and equal protection under the law, respectively. Title IV of the Civil Rights Act of 1964 prohibits discrimination on the basis of religion in public colleges and Title VII requires employers to reasonably accommodate the religious practice of an employee or prospective employee. Together, these protections require Universities to provide religious accommodations that enable an individual to observe or to practice a sincerely held religious belief. Compliance for

religious accommodations is currently housed in Human Resources and the Dean of Students office.

- b. The following additional duties could be absorbed as follows:
 - i. *Fundraising and management of endowments such as the Black 14 Legacy Endowment.* This could be transferred to the Office of the President and/or one of the colleges or schools.
 - ii. *Coordination of Native American Affairs.* The University continues to provide strong support for Native American Affairs through the Native American Education, Research, and Cultural Center (Student Affairs), the Native American and Indigenous Studies academic program (College of Arts and Sciences), and the High Plains American Indian Research Institute (Division of Research and Economic Development), to name a few. Coordination of these efforts could be transferred to the Special Advisor for Native American Affairs in the Office of the President.
 - iii. *Community Engagement.* These activities could be transferred to the Office of Government Relations and Community Engagement.
 - iv. *Black 14 Social Justice Summer Institute, Social Justice Research Center, and the Matthew Shepherd Symposium.* These programs could be transferred to one of the colleges or schools.
- 5. *Close the DEI office, including termination of its employees, and redirect any federally required duties to other University units* (see section 4.a above). The Working Group notes that options 4 and 5 would be responsive to the legislature’s direction and/or intent. These options would likely diminish support for a welcoming environment for all and remove critical central oversight of any DEI-related functions that remain to ensure they are not preferential or exclusionary.

These options would not require reallocation of existing budget authority but could have an impact on other University employees due to the transfer of duties.

DEI programs, activities, and functions
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The Working Group has found that of the programs, activities, and functions reviewed so far, many are critical to the University’s core mission or are considered a critical support service. The DEI office at the University of Wyoming is modest in size compared to counterparts at other institutions, and its primary focus is on supporting students in a manner consistent with Wyoming values. In addition, many of the DEI-related programs, activities, and functions across the University—not directly managed by the office—do not align with the issues making national headlines. However, some modification might be considered to ensure that there is no preferential treatment or exclusion of groups based on specific identities. For example:

1. *Admissions practices.* In 2023, the U.S. Supreme Court held that under the Equal Protection Clause of the Fourteenth Amendment, universities cannot use race as a factor in admissions because it does not meet strict scrutiny. The Court found that there is not a compelling government reason that is narrowly tailored enough to allow admission based, even partly, on race. The University's undergraduate admissions practices are compliant with the Court's ruling. The admissions practices at the graduate level are now blind to demographics but are decentralized. The Working Group offers that the University consider reviewing graduate admissions practices for adherence to the law.
2. *DEI advisory councils, task forces, and committees.* The work of many of these committees likely align with the University's commitment to student success and meeting the needs of all students and employees. However, the Working Group offers that the University consider reviewing these councils, task forces, and committees to ensure the focus remains on the University's core mission and that DEI efforts are not necessarily prioritized over other essential functions in a fiscally challenging environment.
3. *Hosting, inviting, or sponsoring speakers.* The Working Group acknowledges the value and benefit of inviting speakers to the University, including scholars, non-scholars, industry representatives, governmental agencies, and other guest speakers. As noted above, the use of state dollars for guest speakers has been a topic of discussion over the last year. The Working Group acknowledges that further review is needed to develop a content-neutral rule related to hosting, inviting, or sponsoring guest speakers with state dollars.
4. *Co-curricular identity-based centers, services, support groups, seminars, and events.* Although the aim of these identity-based programs is to improve recruitment and retention initiatives and foster a welcoming environment, some may suggest that they introduce preferential treatment, potentially excluding certain individuals and providing advantages based on protected classes. The Working Group supports these important functions but offers that the University might take care that they do so in a manner that reinforces success for all. The Working Group also offers that these types of activities might be better aligned through Student Organizations or the use of non-state dollars.
5. *Inclusivity pillar report.* The initial charge was "to explore the infrastructure and structures needed to build out the foundations for inclusivity at UW and in Wyoming, pivoting UW to financial sustainability and accelerating its role as an economic development engine. A Wyoming that welcomes and includes broad perspectives and diverse backgrounds and experiences will thrive economically, culturally, and socially." However, the final draft included some concepts that might be considered divisive and ideologic statements that focus on systemic inequalities instead of inclusivity of broad perspectives and diverse backgrounds. This Working Group offers that this report should be reexamined to focus on the President's initial charge.
6. *Recruitment and retention.* The Working Group emphasizes the importance of the University's ongoing capacity to recruit and retain diverse candidates, employees, and

students, and that resources be devoted to that effort, such as ensuring a broad pool of applicants, as long as they are not preferential or exclusionary.

7. *Scholarships, awards, and assistantship programs.* The University has several scholarships, awards, or assistantship programs that contain a preference requirement related to gender or race/national origin. Most are held through the UW Foundation and were part of the original criteria set by donors for the specific scholarship gifts. The Office for Civil Rights (OCR) has recently indicated that these types of scholarships can violate the nondiscrimination requirements of the Civil Rights Act Titles VI and IX. If scholarships contain these preferences, there are some nuances and exceptions to permitting them to continue, including a concept commonly referred to as a “pool and match” system where the scholarships are awarded based on nondiscriminatory criteria (i.e., grades, test scores, etc.) and then scholarships with the preferences are applied to backfill the commitment to the student. (See e.g. 34 C.F.R. 106.37(b)). The University continues to work with OCR on complaints related to scholarships, and the UW Foundation is working on addressing or changing both past and future gender and race preferences in scholarships.
8. *Strategic Plan 2023+.* While the one-page overview does not contain any preferential language, Goal 1 has targeted enrollment percentages for specific groups and Goal 3 includes prioritizing and resourcing DEI efforts. The Working Group offers these might be reviewed considering the challenging fiscal environment, the budget footnote, and to remove any sense of preferential or exclusionary treatment.
9. *Student support services.* Student services including emotional and mental health, health and wellness, food and nutrition, academics and tutoring, activities and interests, housing and finances, and post-graduation and career services are critical to the University’s mission and are key support services ensuring that the University consider the needs of every student. The Working Group offers that any identity-based support services might be reviewed to ensure there is no preferential treatment or exclusions based on identity and that there are no requirements to identify as a certain class to benefit from or utilize these services. Additionally, the Working Group notes that sometimes the identity-based services are highlighted more often than the other services and offers that it might be prudent to more visibly promote services that support all students.
10. *Summer institutes and programming (including but not limited to the Black 14 Social Justice Summer Institute and the Latina Youth Conference).* The Working Group notes that these programs create important recruitment pipelines for the University. If the University is committed to these types of programming, the Working Group offers that the University find ways to support these programs through continuing to partner with the UW Foundation to fundraise for private support.
11. *Symposia and research centers (including but not limited to MLK Days of Dialogue, Matthew Shepherd Symposium, Social Justice Research Center, and the Black Studies Center).* The Working Group notes that these centers and this programming provide important learning opportunities for the University and state communities. If the

University is committed to continuing these types of activities, the Working Group offers that the University find ways to support these programs through continuing to partner with the UW Foundation to fundraise for private support.

12. *Support for Student Organizations.* Per UW Regulation 11-4, students are free to organize and join associations to promote their common interest and shall be free to determine their own membership, policies, and actions. The Working Group strongly reaffirms this notion by proposing to exclude these organizations (and faculty support for these organizations) from the definition of DEI. However, the Working Group notes that the current tiered support structure might need modified to ensure that University support is not seen as preferential or exclusionary.

The Working Group has also found that some functions might be discontinued. While the University's inclusivity initiatives in hiring and employment aim to uphold equal opportunity and prevent discrimination, the Working Group identified several practices voluntarily adopted by individual departments, which, while not required by central administration, raise potential concerns. These include:

1. Mandates for search committees to advance candidate pools that included candidates based on their protected class.
2. The option for direct hiring of candidates based on their protected class and without a competitive process. The Working Group supports target of opportunity hires but only without consideration of protected class status.
3. Requests for diversity or loyalty statements from candidates.
4. Requiring search committees to use a diversity statement. The Working Group acknowledges that units may need the autonomy to develop their own discipline-specific hiring statements unrelated to diversity.
5. Utilizing a land acknowledgement statement not approved by the University.
6. Requiring evaluation of an employee's commitment to diversity, equity, and inclusion in the staff annual performance evaluation.

The Working Group acknowledges that there is continued work to be done. Should the University consider adopting a universal definition of DEI, it's imperative to revise and enhance Appendix A, while also assessing activities, programs, and functions for potential continuation, modification, or discontinuation in accordance with that definition.

VII. Conclusion

The Working Group was tasked with navigating a subject that may elicit strong emotions from constituents. Members were made up of people of diverse backgrounds, identities, and points of view, which made for a constructive and productive dialogue. Despite differing opinions, the

members approached the task with empathy and professionalism, working together effectively and showing mutual respect for each other's perspectives.

Ultimately, the goal of the Working Group was not a binary of supporting DEI versus opposing it, but rather the prudent use of state dollars in a financially constrained context and the examination of practices that might inadvertently perpetuate perceptions of preferential treatment or exclusion.

The Working Group acknowledges that constituents may feel unsettled as a result of this process, yet members remain committed to ensuring the President and Board of Trustees receive comprehensive insight into the breadth and depth of DEI efforts at the University of Wyoming. Despite encountering challenges along the way—including occasional communication lapses due to tight timelines and decisions inadvertently made before presidential or Board of Trustees review—the Working Group assures that these instances were unintentional.

The Working Group wants to thank the University and all constituents for their understanding and patience throughout the process. Additionally, the Working Group commends Vice President Hall for his professionalism, collaboration, and insights.

Appendix A

Current and Planned DEI Programs, Activities, and Functions

Number	Program, activity, or function	Organization within the university	Notes
1	Strategic Plan	Office of the President	Goal 1 and Goal 3
2	Hosted reception and events for LGBTQ+ community members	Office of the President	No plans for these currently
3	Reception for Shepard Symposium	Office of the President	Hosted by the President
4	Inclusivity Pillar	Office of the President	
5	Campus Banners	Institutional Marketing	Banners on campus celebrating past and current UW community members in part for their protected class.
6	Strategic Plans (Units)		ASUW, Equal Opportunity Report and Response, College of Business, Department of Atmospheric Sciences, Geology (“Action Plan”)
7	Search Equity Advisors	ODEI & Academic Affairs	One of President Ed Seidel’s four pillars for UW is inclusivity. To help meet this goal, ODEI launched the search equity advisers (SEA) program. Its stated goal was to make search processes more inclusive.
8	Faculty and staff DEI committees	Academic Affairs	Haub School; College of Health Sciences; WIND; Anthropology; SPPAIS; VA; Psychology; Theater and Dance; Libraries; College of Agriculture, Life Sciences, and Natural Resources; College of Education; Botany; Molecular Biology; Zoology and Physiology
9	Diversity Statement	Academic Affairs	Haub School; Physics and Astronomy Department; School of Nursing; Music Department; Botany; Geology and Geophysics; Theater and Dance
10	Diversity Statement in Syllabi	Academic Affairs	Template for course syllabi (required for new course proposals or changes through the University Course Review Committee) includes: “The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin,

			culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning.”
11	Supporting Student Organizations and Student created DEI groups	Academic Affairs	Energy and Petroleum Engineering Department; Geology and Geophysics Department; School of Computing; Electrical Engineering and Computer Science Department. This includes support for student RSOs, specifically women in STEM.
12	Table at Pride Fest	Academic Affairs	UW Casper, annually.
13	Student Educational Opportunity	Academic Affairs	Subunit within Academic Affairs hosts both campus-based programs and statewide outreach programs dedicated to promoting college access and college success among Wyoming's socioeconomically disadvantaged students and families. Funded by the US DOE to provide free services to students who are underrepresented in postsecondary education and graduate school including students who are 1) limited income; 2) First gen; 3) ethnic minorities; 4) students with disabilities.
14	LeaRN Programs	Academic Affairs	Promotes Diversity in Courses by helping instructors consider approaches to incorporating diversity & inclusion in their courses. https://www.uwyo.edu/learn/fac_resources_recognition/teacher_guides/promoting-diversity-in-course-plans.html
15	LGBTQIA+ collecting initiative	Academic Affairs	Included within American Heritage Center Research Collections. https://www.uwyo.edu/ahc/collections/topics/lgbtqia-collections.html
16	Global Engagement/ISS	Global Engagement	Student programs: Provide community-building events, transportation to the Social Security Administration office in Cheyenne, and cultural excursions for international students.
17	Shorelight Contract	Global Engagement	International student recruiting. Provides targeted marketing to individuals of non-US national origin in order to recruit international students to UW in all programs. and the Intensive English Program at UW.
18	URDM & WGE GA Awards	Graduate Education	The Underrepresented Domestic Minority and Women in Graduate Education graduate assistantship programs were ended, in terms of new awards, last summer. However, students will continue to be funded by these programs through AY24/25 from the 2-year awards of the last cohort that started fall 2023. SGE's new recruitment funding initiatives, the Distinguished Graduate Scholars and McNair Graduate Scholars awards do not use race, gender, or any other protected class in their awarding criteria.

19	Graduate DEI Task Force	Graduate Education	Focused on supporting all graduate students and making sure that policies and opportunities (funding, research, etc.) are available to all graduate students on a competitive basis. The group has discussed renaming the task force in light of the budget bill, but no decisions have been made.
20	Graduate Admissions	Graduate Education	Beginning in Fall 2023, the visibility of all protected class information collected in graduate admissions applications was turned off so that none of the graduate admissions committees across campus could see this information during their selection process. Prior to this, some graduate programs may have taken protected class information into consideration in their admissions decisions. However, there are not protected-class graduate admissions practices at the institutional level, although GA funding via the URDM and WGE programs (see above; these programs were ended in Fall 2023) was protected-class conscious.
21	Graduate Student Network	Graduate Education	Connects Grad students with resources on campus, including DEI based resources.
22	Council of Graduate Schools	Graduate Education	UW is a member. https://cgsnet.org/data-insights/diversity-equity-inclusiveness
23	Library commitment to DEI Accessibility	Libraries	https://www.uwyo.edu/libraries/about/diversity/index.html
24	Association of College and Research Libraries Diversity Alliance	Libraries	UW Libraries is a member
25	Diversity Council	Libraries	UW Libraries established a Diversity Council in Jan 2021. The council is charged with making recommendations to the Dean on diversity issues within the Libraries.
26	Women in Business (RSO) Women in Economics (RSO)	College of Business	College of Business has observed/had programs during Women in Entrepreneurship week.
27	The PhD Project	College of Business	An AACSB program in cooperation with KPMG, Citi, and GMAC which provides “historically underrepresented students a model of achievement and businesses a powerful way to enrich the talent pipeline. We support the creation of business PhDs from historically underrepresented groups – transforming business education and business.”
28	Voluntary Staff Incentive Program (STAR)	College of Business	Staff training that includes one hour of DEI training.
29	COB Virtual Career Center	College of Business	Website allows students to filter by affinities and identities - this website is not hosted by UW but is contracted with UConnect.

30	COB Belonging, Inclusion, and Community Committee	College of Business	Makes recommendations to the Dean to support the realization of Goal Four of the College of Business (COB) Strategic Plan 2023-2028, “Foster an Inclusive College Community.” Further, the committee collects and disseminates resources surrounding issues of belonging, inclusion, and community in COB.
31	Diversity Council	College of Education	Convened to heighten the diversity awareness level of students, staff, faculty, alumni, and others by collecting and sharing resources. https://www.uwyo.edu/education/deans-office/diversity/index.html
32	WiMSE Seminars (Women in Math, Science, and Engineering)	College of Engineering and Physical Sciences	Annually, 50+ UW female undergraduate and graduate students participate in professional development seminars that provide career development information, networking, and a support system on campus.
33	Women in STEM Conference for middle and high school students	College of Engineering and Physical Sciences	Held annually, a one-day conference for close to 600 students from around Wyoming to learn about STEM careers and majors through hands-on activities. Additional support provided annually for Women in STEM conference in Riverton, WY (~200 students) as well as the Wyoming Youth Latina Conference at UW in the fall (~200 students).
34	Women in Engineering	College of Engineering and Physical Sciences	Female Mentor Program Society of Women Engineers Women in Computing Own it! Awards https://www.uwyo.edu/ceas/resources/women-in-engineering/index.html
35	JEDI Program Wyoming Stargazing	College of Engineering and Physical Sciences	Seeks to advance Justice, Equity, Diversity, and Inclusion (JEDI) in STEM by annually providing 2,000+ hours of STEM lessons, tutoring, and college prep for 300+ opportunity youth in Teton County, WY. In addition, Wyoming Stargazing administers an annual JEDI scholarship program, which provides scholarships to underrepresented students in Teton County to encourage them to pursue majors and careers in STEM.
36	Engineering Award Competitions	College of Engineering and Physical Sciences	Encourage women and minorities to apply
37	DEI Representative and working group	College of Engineering and Physical Sciences	Geology and Geophysics departmental DEI work group including volunteer faculty and graduate students to work on new DEI initiatives. It is not formally a committee and not included in department bylaws.
38	Innovation Wyrkshop (Makerspace)	College of Engineering and Physical Sciences	Donor-funded camp in Science, Technology, Engineering, Art, Mathematics, and Entrepreneurship (STEAME) for female-identifying and non-binary individuals from

			middle school to high school age. This program is hosted at the Innovation Wyrkshop from 2022 to the present.
39	InnovateHer (Makerspace)	College of Engineering and Physical Sciences	Encourages and supports girls and LGBTQ+ youth interested in STEAM disciplines. “The Wyoming InnovateHer Program is a transformative community for girls and LGBTQ+ youth curious about STEAM fields, linking them with a diverse network of female and LGBTQ+ leaders, scientists, academics, and entrepreneurs – all of whom are committed to enacting positive change across Wyoming through a lens of inclusivity, equity, advocacy, and belonging that can help girls and LGBTQ+ youth thrive.”
40	Chemistry PhD	College of Engineering and Physical Sciences	Website for the program specifically encourages women and minorities to apply.
41	Women Empowerment Wednesday	School of Energy Resources	Social media campaign that highlights women in STEM throughout history and present day to try and engage women in academic programs.
42	Climb Wyoming and Build Mothers, Build The World	School of Energy Resources	WY organizations supported for their workforce training efforts to benefit underserved communities in Wyoming.
43	SER Career Services Training	School of Energy Resources	Includes discussions in career services meetings with students covering microaggressions, racism, agism, ableism and some aspects of the hiring process.
44	SER Survey	School of Energy Resources	At the request of faculty, we asked students a question about their ethnic background/minority identity/etc. and if they were part of an underrepresented population in a survey, and the results were shared with faculty.
45	Law School’s 303(c) Equality for All Committee	Law School	Charged to implement the DEI initiatives described in the ABA Standards for the College of Law, including appointing a committee to review curriculum, practices, and policies to reflect its commitment to DEI; maximizing engagement with existing campus-wide diversity groups and services; offering additional professional development with the University’s Title IX Coordinator; creating an annual survey of students, faculty, and staff around belonging, mattering, and safety; seeking out training in ways to improve support for students of color; engaging with other Law Schools to see what services they have in place, and bring lawyers of color to campus to engage in seminars and workshops.
46	DEI Student Group	Law School	Provides academic and social support services to ethnic minority and other law students. https://www.uwyo.edu/law/current/extracurricular/clubs-organizations.html

47	College of Health Sciences Admissions Policy	College of Health Sciences	BSW Admissions: The following prompt is among those required for the essay in the application to the BSW Program: Discuss your experiences with people who differ from you in the areas of race, ethnicity, physical ability, intellectual ability, gender, sexual orientation, religion, political ideology, marital status, and age.
48	School of Nursing Recruitment and Admission Policy	College of Health Sciences	Applicants are asked to address how they will expand the diversity of student body/nursing workforce.
49	Student Affairs Committee-School of Nursing	College of Health Sciences	Committee encourages, supports and/or enhances equity inclusion, and accessibility.
50	Health Equity Leadership Program	College of Health Sciences	A joint program with Howard University. UW and Howard students participate in a virtual leadership academy. Annual joint delegation visits with healthcare providers in Wyoming and healthcare providers in Washington, DC to discuss gaps in healthcare delivery and how pharmacists might fill some of these gaps.
51	UW Psychology Center Services	College of Arts and Sciences	Provides assessment and mental health services to the following populations as required by professional ethics guidelines: those facing health disparities, have experienced racism or ableism, minorities, those affiliated with political parties, neurodivergent populations, first-generation students. Glossary of Diversity Terms: https://www.uwyo.edu/psychology/diversity-committee/glossary.html
52	Latina Youth Conference	College of Arts and Sciences	The Wyoming Latina Youth Center (WLYC) and Conference are supported by UW through material contributions by employees. “WLYC empowers young Latinas to achieve a successful transition to University of Wyoming by providing leadership opportunities to participate in innovative programs that address Wyoming’s Latina youths’ social, academic, and educational needs.”
53	MLK Days of Dialogue	College of Arts and Sciences	Annual week of programming. UW campus celebrates the continuing impact of Dr. Martin Luther King, Jr’s life and ideals.
54	Sip ‘n’ Chats	College of Agriculture, Life Science, and Natural Resources	Departmental community meetings discuss various DEI related topics related to science. Also hosted a table at various events associated with last year’s Shepard Symposium on Social Justice.
55	Botany Department Statements	College of Agriculture, Life Science, and Natural Resources	Equity and Inclusion in the Field Undergraduate Research Accessibility Departmental DEI Discussions https://www.uwyo.edu/botany/diversity-equity-and-inclusion/

56	Annie's Project	College of Agriculture, Life Science, and Natural Resources Extension	A six-week course especially for women who work in agriculture to learn from female agricultural professionals and connect with other women in similar situations to help them develop their management and decision-making skills for their operations.
57	Advisory Council on DEI	College of Education	Establishment of the Advisory Council on Diversity, Equity, and Inclusion included in college bylaws.
58	Colorado-Wyoming Alliance for Minority Participation	Haub School	An NSF funded consortium created to increase the number of historically and currently underrepresented minority students earning bachelor's degrees in STEM. By partnering students with mentors through research stipends, conference travel assistance, near-peer mentoring, and career development workshops.
59	Shepard Symposium	ODEI	Annual conference held on campus to support an inclusive dialogue addressing issues of social and environmental justice in interpersonal, community, and structural contexts.
60	B14SJSI	ODEI	On-campus program for high school students interested in individual freedom of expression; civil rights and social justice. Participants research contemporary issues related to, and important to, the Black community at the local, state, national and global levels.
61	Black 14 Legacy Endowment	ODEI	Provides recruitment and retention scholarships to underrepresented minority students to attend University of Wyoming. Selections made by the Office of Scholarships and Financial Aid in consultation with the Office of Diversity, Equity, and Inclusion.
62	Diverse Graduate Mentoring Program	ODEI (and Graduate Education)	Participation in this program is open to all graduate students and faculty. Includes programming and discussions that focus on supporting diverse graduate students but not focused on protected classes.
63	Social Justice Research Center	ODEI	Donor-funded to promote teaching, research, and outreach activities and opportunities around racial, gender, and sexual orientation at the University of Wyoming. Oversees B14SJSI endowment
64	Hiring Statements	Human Resources	"UW is an Affirmative Action/Equal Opportunity Educator and Employer. We are committed to a multicultural environment and strongly encourage applications from women, minorities, veterans and persons with disabilities."

			<p>“The University of Wyoming invites diverse applicants to consider our employment opportunities. We are also especially interested in candidates who have experience working with diverse populations and/or diverse initiatives.”</p> <p>All jobs posted through HR include language inviting diverse applicants to apply. This language is at the TOP of all job postings, and is in bold, italicized font. Some departments also add their own language sourcing diverse candidates as well.</p>
65	UW EEO/AA Office	Human Resources	<p>Hiring/Training/Affirmative Action Plan/Self Identification/Fairness/ Employee Networks https://www.uwyo.edu/hr/eo-aa/index.html</p>
66	Manager, Inclusivity Initiatives	Human Resources	<p>This position’s responsibilities include:</p> <ul style="list-style-type: none"> • Reviews all job postings and provides system approvals for all faculty and administrative/executive postings – language is reviewed to ensure it’s not slanted or discriminatory or limiting in any way (pronouns, limiting experience to UW/proprietary systems, etc.); • Reviews and approves/declines all direct hires – hires are reviewed for justification and documentation; • Reviews search matrix documentation at SCREENING and FINAL phases to review pool demographics and may provide recommendations on diversifying or aligning pool with percentage demographics to maintain pool makeup going forward in the search processes. Typical recommendation is to bring additional individuals in for an interview; • Manages Affirmative Action Plan, contracting and working directly with Berkshire to offer data, details for them to put the plan and narratives together; and • Helps manage the Employee Networks programming in collaboration with ODEI.
67	Application Requirements in Faculty Hiring	Human Resources	<p>Examples:</p> <ul style="list-style-type: none"> • “How have you incorporated DEI principles in the classroom in the past and how would you do so in future classes?” • “Effective communication and collaborative skills that facilitate an inclusive, diverse, equitable, and all-around positive environment” included as a Desired Qualification • “Candidates that make it to the Zoom interview round are asked a DEI related question. What are some of the ways you have worked toward greater

			<p>diversity and inclusion as it relates to your research, teaching, service, or some other aspect of your work?"</p> <ul style="list-style-type: none"> • “Contribution to Diversity and Inclusivity Statement”.
68	Resources for Diverse Employment Applicants	Human Resources	Departments are encouraged to cast a wide net and are provided this posting resource for diverse applicant sourcing: https://www.uwyo.edu/diversity/files/the-power-of-workforce-diversity---resources---3-13-2020.pdf
69	UW Required Trainings	Human Resources	<p>All UW employees involved in the hiring process are required to take a training for appropriate access to WyoCloud Hiring – more details can be found here: https://www.uwyo.edu/hr/hiring-toolkit/ofccp-hcm-recruiting-access.html.</p> <p>Both the Search Administrator and Search Member trainings have a presentation that goes over OFCCP requirements as well as potential bias in the selection process. Preventing Harassment & Discrimination EEO Training</p>
70	“Target of Opportunity” Policy	Human Resources	Program for direct hire for a benefited position – HR outlines the exceptions to posting, where one of which is a “Target of Opportunity” which by definition may be related to a diversity objective: https://www.uwyo.edu/hr/hiring-toolkit/exceptions-to-posting.html
71	Required Gender	Human Resources	As part of the employment application, all applicants are required to answer a Gender question, limited to Male/Female. WyoCloud has the capability for employees to add gender identity, and pronouns to their profiles.
72	Employee Networks	Human Resources	Employee Networks (E-Nets), also known as Employee Resource Groups, and Employee Affinity Groups, are voluntary employee-led groups whose memberships are typically based on specific demographic groups. They are dedicated to a diverse and inclusive environment that align with the mission, values, and goals of an organization
73	DEI category in annual performance reviews	Human Resources	Required competency in the annual performance evaluation
74	Everfi/Vector Trainings for new employees	Equal Opportunity Report and Response	
75	Equal Opportunity Statement	Equal Opportunity Report and Response	Discusses a policy against discrimination based on protected classes and promoting discourse in a multicultural/ethnic environment; EOO/Affirmative Action Employer

76	Title IX Training Report It	Title IX Coordinator	DEI training references https://www.uwyo.edu/reportit/learn-more/training.html
77	SIS, Banner, HCM	Information Technology	Preferred pronoun option
78	GeekOUT Program	Information Technology	A donor-funded program run in Coe Student Innovation Center to support non-alcoholic, creative student activities one night per week with particular emphasis on inclusion of LGBTQ+ community.
79	MakeHER Initiative	Information Technology	A donor-funded program outreach program including on-campus components to encourage young girls to explore STEM and build maker skills to “cultivate new community partnerships that tie traditional afterschool and summer settings together with libraries, makers spaces, 4H, and mentors thereby fostering a shared responsibility between organizations to develop positive approaches to engage girls in STEM which ultimately increases the quality of opportunity for all young people.”
80	UW Foundation Employee Network	Foundation	A professional community dedicated to building a supportive work culture that empowers employees, fosters belonging, and creates inclusive spaces where all individuals are celebrated for their authenticity. The group is self-governed and is “committed to the success of the UW Foundation and the University of Wyoming.” All UW Foundation staff members and campus partners are welcome to join.
81	Excellence Funds	Foundation	134 excellence funds for various DEI related programs and scholarships
82	Scholarships	Foundation	Various scholarships with protected class preferences
83	Violence Prevention training	Student Affairs	Curriculum addresses gender distinctions regarding rates of violence. .
84	Multicultural Affairs & Pride Center	Student Affairs	Programming is open to all but addresses elements specific to gender identities
85	Campus Rec – Wellness Center Sexual Health	Student Affairs	Provides comprehensive support and education on the components of the College Health Assessment. Sexual health content area delivered with an inclusive, safe, and knowledgeable culture on what sexual health is and the resources available. https://www.uwyo.edu/rec/wellness-center/areas-of-focus/sexual-health/index.html https://www.uwyo.edu/rec/wellness-center/educational-programming/outreach-programs.html
86	SAFE Training/Y’all Means All Training	Student Affairs	Formerly known as Safe Zone, a program for inclusion and safety of the 2SLGBTQIAP+ community on campus. “Through the completion of YMA training,

			participants will not only understand some basic terms and concepts related to 2SLGBTQIAP+ experiences but will also have the tools of what it means to be an active ally in the community to support the 2SLGBTQIAP+ community.
87	ASUW Advocacy, Diversity, and Policy Committee	ASUW	Committee serves as a medium for individual students, student organizations, and underrepresented communities to voice opinions and concerns regarding university policy, administration, or other issues associated with student life.
88	ASUW Required Training	ASUW	Senators required to attend a diversity, equity, and inclusion training. “This training should focus on, but is not limited to, the diversity as it pertains to the University of Wyoming to increase awareness and decrease insensitivity towards underrepresented populations throughout campus.”
89	Women’s Leadership in Sports Conference	Athletics	Membership for 8 University of Wyoming female staff members
90	Gender, Equity, and Inclusion Subcommittee of APC	Athletics	
91	BRAND group	Athletics	Group for women in Athletics to help build relationships with other women in Athletics and across campus.
92	Diversity and Inclusion Statement on website	Athletics	“The University of Wyoming Athletic Department is committed to diversity and inclusion to achieve and sustain excellence. We believe we can promote excellence by recruiting and retaining diverse student-athletes, coaches and staff, and by creating a respectful climate that supports their industry.”
93	Transgender Inclusion Policy	Athletics	“The University of Wyoming Athletics department is dedicated to diversity and inclusion and to providing safe and equitable opportunities for all student-athletes.”
94	TNG Consulting	Athletics	Presentation to students regarding, among other things unrelated to DEI, the LGBTQIA protections under Title IX.
95	NCAA Inclusion Forum	Athletics	
96	Speakers who present on DEI related issues	Athletics	Examples: Jackie Joyner Kersee, Katie Koestner, and Ben Reuler
97	Game Plan	Athletics	Student-Athlete Development Platform has assignable eLearnings for many topics such as academic success, finance/budgeting, sexual violence prevention, healthy relationships, life post-college, mental health, gambling/NCAA rules education, allyship/DEI, etc.
98	Minority Opportunities Athletic Association (MOAA)		Membership for 6 University of Wyoming athletics department staff members.

99	Mountain West Conference Senior Women's Administrators	Athletics	The group consists of each institution's senior woman administrators and one student-athlete representative from the Mountain West Student-Athlete Advisory Committee who serves in a nonvoting, ex officio capacity.
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Appendix B

Compliance with required applicable federal and state laws, rules, regulations, court orders, or executive orders related to DEI

State Law		
WY Constitution	Article 1 Sec. 2	Equality of all: “In their inherent right to life, liberty and the pursuit of happiness, all members of the human race are equal.”
WY Constitution	Article 1 Sec. 3	Equal political rights: “Since equality in the enjoyment of natural and civil rights is only made sure through political equality, the laws of this state affecting the political rights and privileges of its citizens shall be without distinction of race, color, sex, or any circumstance or condition whatsoever other than individual incompetency, or unworthiness duly ascertained by a court of competent jurisdiction.”
WY Constitution	Article 6 Sec. 1	Male and female citizens to enjoy equal rights: “The rights of citizens of the State of Wyoming to vote and hold office shall not be denied or abridged on account of sex. Both male and female citizens of this state shall equally enjoy all civil, political and religious rights and privileges.”
WY Constitution	Article 7 Sec. 16	Tuition free: “The university shall be equally open to students of both sexes, irrespective of race or color; and, in order that the instruction furnished may be as nearly free as possible, any amount in addition to the income from its grants of lands and other sources above mentioned, necessary to its support and maintenance in a condition of full efficiency shall be raised by taxation or otherwise, under provisions of the legislature.”
Wyoming Statute	§ 6-9-101(a)	Equal enjoyment of public accommodations and facilities; penalties: “All persons of good deportment are entitled to the full and equal enjoyment of all accommodations, advantages, facilities and privileges of all places or agencies which are public in nature, or which invite the patronage of the public, without any distinction, discrimination or restriction on account of race, religion, color, sex or national origin.”
HB0001 House Enrolled Act 50 of the 2024 Wyoming Legislative Session	Section 0.67 Footnote 12	General government appropriations: “No funds from this appropriation shall be expended on the office of diversity, equity, and inclusion at the University of Wyoming.”
Federal Executive Orders		
Executive Order 11246: Equal Employment Opportunity		Prohibits federal contractors from discriminating in employment decisions on the basis of race, color, religion, sex, sexual orientation, gender identity or national origin. Requires federal contractors to take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, color,

		religion, sex, sexual orientation, gender identity, or national origin. Universities are required to develop and maintain a written affirmative action program.
Executive Order 13988: Preventing and Combating Discrimination on the Basis of Gender Identity or Sexual Orientation		Expands the previous discrimination protections offered solely on the basis of sex into the categories of gender identity and sexual orientation.
Federal Law		
Civil Rights Act of 1964	Title VI	Prohibits discrimination on the basis of race, color, or national origin in any program or activity that receives Federal funds or other Federal financial assistance.
Civil Rights Act of 1964	Title VII	Prohibits employment discrimination based on race, color, religion, national origin and sex.
Age Discrimination in Employment Act of 1967		Prohibits employment discrimination against persons 40 years of age or older in any aspect of employment, including hiring, firing, pay, job assignments, promotions, layoff, training, benefits and any other term or condition of employment.
Education Amendments of 1972	Title IX	Prohibits discrimination on the basis of sex (including pregnancy, sexual orientation, and gender identity) in education programs and activities. Requires: Title IX Coordinator; Distribution of Policy against sex discrimination; & Grievance procedures
Rehabilitation Act of 1973	Section 503	Prohibits federal contractors and subcontractors from discriminating in employment against individuals with disabilities and requires contractors and subcontractors to take affirmative action to employ and advance in employment qualified individuals with disabilities.
Rehabilitation Act of 1973	Section 504	Prohibits federal contractors and subcontractors from discriminating against qualified individuals with physical or mental disabilities in providing program benefits and services.
Vietnam Era Veterans' Readjustment Assistance Act of 1974		Prohibits federal contractors and subcontractors from discriminating in employment against protected veterans and requires employers to take affirmative action to recruit, hire, promote, and retain qualified protected veterans.
Americans with Disabilities Act of 1990	Title I	Prohibits discrimination by employers against qualified individuals with disabilities in applying for jobs, hiring, firing, and job training.
Americans with Disabilities Act of 1990	Title II	Prohibits discrimination by public entities against qualified individuals with disabilities in programs, services, or activities..

Appendix C

Executive Orders and Granting Agencies Requiring DEI Efforts

Federal Executive Orders		
Executive Order 13985	Advancing Racial Equity and Support for Underserved Communities Through the Federal Government	Directs federal agencies to evaluate whether their policies produce racially inequitable results when implemented, and to make the necessary changes to ensure underserved communities are properly supported.
Executive Order 14031	Advancing Equity, Justice, and Opportunity for Asian Americans, Native Hawaiians, and Pacific Islanders	Establishes a White House initiative on Asian Americans, Native Hawaiians, and Pacific Islanders, as well as a Presidential Advisory Commission, both of which aim to advance equity, justice, and opportunity among these groups.
Executive Order 14035	Diversity, Equity, Inclusion, and Accessibility in the Federal Workforce	Seeks to create a Government-wide initiative to promote diversity, equity, inclusion, and accessibility (DEIA).
Executive Order 14091	Further Advancing Racial Equity and Support for Underserved Communities Through the Federal Government	Addresses specific barriers still faced by underserved communities by requiring federal agencies to integrate equity into planning and decision-making. Builds upon other executive orders and directives concerning equity and environmental justice. Extends and strengthens equity-advancing requirements for federal agencies with the intent to deliver better outcomes for the American people. Outlines a multi-pronged approach to advancing equity through the federal government, further defines equity-related terms, including equitable development, community wealth building, equitable data, and algorithmic discrimination.
Justice 40 Initiative		States a Federal government goal that 40% of the overall benefits of certain Federal climate, clean energy, affordable and sustainable housing, and other investments flow to disadvantaged communities that are marginalized by underinvestment and overburdened by pollution.

Granting Agency	Does Agency Require DEI Program for Grant Applications?	DEI Requirement(s) & Language
National Science Foundation	No	<p>Applies “broader impacts” criteria during grant proposal review, which is defined as the potential to benefit society and contribute to the achievement of specific, desired societal outcomes.</p> <ul style="list-style-type: none"> - Inclusion: Increasing and including the participation of women, persons with disabilities and underrepresented minorities in STEM.
NASA Space Grant Program	No	Space Grant is dedicated to building, sustaining, and deploying a skilled, high- performing and diverse workforce that meets the current and emerging needs of NASA and the nation.
National Institutes of Health (NIH)	Some	<p>NIH recognizes that principles of diversity, equity, inclusion, and accessibility (DEIA) are intrinsic to the achievement of better health for all.</p> <p>The NIH Strategic Plan applies to both the internal NIH workforce and the external NIH-supported workforce (i.e., extramural researchers working at institutions receiving financial support from NIH). Included within the Strategic Plan is the category “Strengthening DEIA Within the Workforce at NIH-Supported Institutions,” which focuses on the workforce at NIH-supported institutions and NIH’s commitment to funding a broad range of institutions and organizations to address the nation’s biomedical and behavioral research needs by ensuring that a diverse and inclusive pool of researchers and topic areas are supported.</p> <p>For proposal review in some programs, NIH requires a diversity statement. The Diversity Statement (2-page maximum) from the PD(s)/PI(s) must include a detailed description of the PD(s)/PI(s)'s commitment to diversity, as well as any past or present activities to enhance DEIA in the biomedical research enterprise – such as activities to support individuals from diverse backgrounds, including those from groups underrepresented in the biomedical research workforce (e.g., certain racial/ethnic groups, persons with disabilities, students from disadvantaged backgrounds, women).</p>
Department of Energy (DOE)	Yes	<p>Applications to the programs in DOE Office of Science, which supports most National Laboratories and university-based research programs through its \$8.1 billion budget, require PIER plans. (Promoting Inclusive and Equitable Research)</p> <p>The PIER plan should describe the activities and strategies of the applicant to promote equity and inclusion as an intrinsic element to advancing scientific excellence in the research project within the</p>

		context of the proposing institution and any associated research group(s).
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Appendix D

DEI Requirements of Accreditors or Similar Entities

Name of Accreditor/Entity	UW Unit Accredited	DEI Requirement(s)	Year of Next Accreditation Review
Higher Learning Commission (HLC)	UW	<p>Criterion for Accreditation:</p> <p>1.C.2. The institution’s processes and activities demonstrate inclusive and equitable treatment of diverse populations.</p> <p>1.C.3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.</p> <p>3.C.1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.</p>	2029-30
American Bar Association (ABA)	College of Law	<p>ABA Law School Requirements-Standard 303 Interpretation 303-6</p> <p>With respect to 303(a)(1), the importance of cross-cultural competency to professionally responsible representation and the obligation of lawyers to promote a justice system that provides equal access and eliminates bias, discrimination, and racism in the law should be among the values and responsibilities of the legal profession to which students are introduced.</p> <p>Interpretation 303-7</p> <p>Standard 303(c)’s requirement that law schools provide education on bias, cross-cultural competency, and racism may be satisfied by, among other things, the following:</p> <p>(1) Orientation sessions for incoming students;</p> <p>(2) Lectures on these topics;</p> <p>(3) Courses incorporating these topics; or</p> <p>(4) Other educational experiences incorporating these topics.</p>	2032
American Chemical Society (ACS)	College of Engineering	<p>Guidelines</p> <p>Expectations on their website and guidelines about DEI are found in the following categories:</p> <p>Training: all faculty and staff, especially those who are involved in teaching, advising, mentoring, and/or search committees must be trained in DEI. This is taken care of via UW training modules.</p> <p>Recruitment and Retention: Support faculty who engage in searching, recruiting, and retaining individuals from underrepresented groups. Support engagement with affinity</p>	

		<p>organizations that prioritize topics related to DEI. Encourage participation in conferences and workshops that foster success from underrepresented groups.</p> <p>Retention: Include aspects of DEI in pedagogies to train chemistry majors. Promote DEI in curriculum.</p> <p>Policies: Have departmental policies to address issues of bias, discrimination, prejudice and harassment.</p>	
Accredited Board for Engineering & Technology (ABET)	College of Engineering	<p>Accreditation said they will not require DEI if states have laws that prohibit DEI, per Dean of the Engineering.</p> <p>However, the Civil Engineering program has a brand-new requirement from ABET:</p> <p>“The curriculum must include ... Application of: ... principles of sustainability, risk, resilience, diversity, equity, and inclusion to civil engineering problems.”</p>	2027-28
Professional Teaching Standards Board (PTSB) and Wyoming Mental Health Professional Licensing Board (WMHPLB)	College of Education	<p>PTSB requires all programs to be accredited under a nationally recognized accreditor. Therefore, any effects on the national accreditor will affect PTSB accreditation and could potentially change their standards and processes. This also will affect the WMHPLB.</p>	N/A
National Council for the Accreditation of Teacher Education (NCATE)	College of Education	<p>The NCATE teacher preparation standards included the expectation to prepare candidates who “understand the impact of discrimination based on race, class, gender, disability/exceptionality, sexual orientation, and language on students and their learning.”</p>	
Association for Advancing Quality in Educator Preparation (AAQEP)	College of Education	<p>Section C of AAQEP’s Expectations framework under Standard 1: Candidate/Completer Performance, states: “Aspect 1c: Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning.” This aspect refers to teacher candidates and is listed along with teacher knowledge of pedagogy, social and emotional dimensions, assessment, positive work environment, and dispositions and behaviors. Aspect 2a, and 2b (in order) state that candidates:</p>	2030

		<p>“Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities . . . Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts.”</p> <p>The Guide to AAQEP Accreditation states:</p> <ul style="list-style-type: none"> - Attending to equity of outcomes for all candidates begins with attending to any disparate outcomes across specific certificate or licensure programs, delivery modes, and/or locations. - AAQEP expects members to work toward more equitable representation in the educator workforce through candidate recruitment and support. <p>Throughout the Quality Assurance Reports for both Teacher Education and Educational Leadership, there are several references to “culturally relevant”, “culturally responsive”, “culturally sustaining” practices, or other similar terms. When used, these typically refer to curriculums or the Culturally Responsive Teaching Self-Efficacy Scale.</p>	
Council for Accreditation of Counseling and Related Educational Programs (CACREP)	College of Education	This year, 2024, CACREP released its new standards for counselor education programs . CACREP begins their new standards by stating that: “diversity, equity, inclusion, and accessibility policies” must be present in the student handbook and mentions that term seven times throughout the document.	2028-29
American Council on Pharmacy Education (ACPE)	College of Health Sciences	Diversity, equity and inclusion activities are addressed in Standard 1, subsection 1.5; Standard 2, subsection 2.1; and Standard 7, subsection 7.2.	Currently in Process
American Association of Colleges of Nursing (AACN)	College of Health Sciences	The accreditation standards do not have specific DEI language, however they do state the University must uphold the most recent competencies for nursing education. The latest, (AACN) The Essentials: Core Competencies for Professional Nursing Education (2021), contains the following language: a. Diversity, Equity, and Inclusion are considered concepts of focus that should be threaded throughout undergraduate and graduate nursing education (p. 5-6).	

<p>Commission on Collegiate Nursing Education (CCNE)</p>	<p>College of Health Sciences</p>	<p>The University must also meet the specific Standards for Quality Nurse Practitioner (NP) Education (2022) to be accredited by CCNE. There are several standards for NP accreditation related to DEI:</p> <ul style="list-style-type: none"> a. Criterion I.D. The NP Program has policies and/or initiatives or follows institutional initiatives that support a diverse, equitable, and inclusive working and learning environment. b. Criterion IV.C. The NP program evaluation plan assesses DEI among its students, graduates, faculty, staff, and others in the community of interest. 	
<p>American Psychological Association</p>	<p>College of A&S – Psychology Dept.</p>	<p>The University must demonstrate that it trains our students to be competent in 9 Profession Wide Competencies. Number 3 is Individual and cultural diversity.</p> <ul style="list-style-type: none"> - I.A.1 A program that is accredited in health service psychology must demonstrate that it contains the following elements: <ul style="list-style-type: none"> ▪ The program engages in actions that indicate respect for and understanding of cultural and individual differences and diversity. ▪ 1.A.1 Concisely describe the program’s overall commitment to respect for and understanding of cultural and individual differences and diversity to provide context to the detailed information in subsequent standards. ▪ I.B.2 Administrative Responsibilities Related to Cultural and Individual Differences and Diversity ▪ Discuss how the program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training, either directly or by imposing significant and disproportionate burdens on the basis of the personal and demographic characteristics set forth in the definition of cultural diversity <p>APA Accreditation Standards also include the five principles which guide accreditation decisions, such that programs whose policies and procedures violate them would not be accredited. One such principle is the following:</p> <ul style="list-style-type: none"> a. Commitment to Cultural and Individual Differences and Diversity. 	<p>2024</p>

		<p>The Commission on Accreditation is committed to a broad definition of cultural and individual differences and diversity that includes, but is not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status.</p>	
<p>National Association of Schools of Art and Design NASAD</p>	<p>College of A&S</p>	<p>Standards for Accreditation for Baccalaureate Degrees in Art Education B. General Standards and Guidelines 4. Students should be prepared to relate their understanding of artistic styles and principles to all major visual art media and to the related fields of music, dance, and theatre; to attitudes relating to human, personal considerations; and to social, economic, and cultural components that give individual communities their identity. C. Desirable Personal Qualities, Essential Competencies, and Recommended Procedures 1. Personal Qualities. Desirable characteristics of the prospective art/design teacher are: c. The ability to maintain positive relationships with individuals of various social and ethnic groups, and empathize with students and colleagues of differing backgrounds.</p>	
<p>The Association to Advance Collegiate Schools of Business AACSB</p>	<p>College of Business</p>	<p>Guiding Principles 2, 8, and 9 2. Societal Impact. Societal impact as an expectation of all accredited schools reflects AACSB’s vision that business education is a force for good in society and makes a positive contribution to society, as identified in the school’s mission and strategic plan. This includes an expectation that the school explicates its intended strategies to effect a positive impact on society, that the school’s curriculum contains some components relating to societal impact, that the school’s intellectual contributions portfolio contains some contributions focused on societal impact, and that the school is fostering and promoting curriculum and/or curricular activities that seek to make a positive societal impact. 8. Global Mindset. The curriculum imbues the understanding of other cultures and values, and learners are educated on the global nature of business and the importance of understanding global trends. The school fosters sensitivity toward a greater understanding and acceptance of cultural differences and global perspectives.</p>	

		<p>Graduates should be prepared to pursue business careers in a diverse global context. Learners should be exposed to cultural practices different than their own.</p> <p>9. Diversity and Inclusion. Diversity in people and ideas enhances the educational experience and encourages excellence in every business education program. At the same time, diversity is a culturally-embedded concept rooted in historical and cultural traditions, legislative and regulatory concepts, ethnicity, gender, socioeconomic conditions, religious practices, and individual and shared experiences. Within this complex environment, the school is expected to demonstrate a commitment to advancing diversity and inclusion issues in the context of the cultural landscape in which it operates. The school fosters awareness, understanding, acceptance, and respect for diverse viewpoints related to current and emerging issues.</p>	
NCAA (not an accreditor)	UW	Division I was mandated by November 3, 2023 to perform a DEI review and provide written confirmation of completion; upon completion of initial review the University must be reviewed at least every 4 years.	Every 4 years

Appendix E

UW Regulations, Policies, and Procedures Related to Federal Requirements and DEI

UW Regulations	Name	Summary
UW Regulation 1-1	Organization of the University	Mentions VP for DEI.
UW Regulation 2-206	Superior Student in Education Scholarship Program	Mentions diversity in applicants (that specific statement is not required by W.S. 21-17-114).
UW Regulation 3-1	Administration and Oversight of Athletics	Section III.B.4. states that the Athletic Planning Committee reports to the Board of Trustees and UW President on gender equity, diversity and inclusion.
UW Regulation 4-1	Equal Education and Employment Opportunity	Mentions Chief Diversity Officer. Name of section includes Diversity.
UW Regulation 4-5	Standard Administrative Policies and Procedures – Diversity and Equal Opportunity	Mentions VP for DEI. Name of section includes Diversity.
UW Regulation 6-9	Project Development Policy and Procedure for UW Capital Construction Projects	Mentions consulting with ODEI in section V.
SAPs	Section(s)	Summary
Academic Program Review	Section 2: Academic Management	Components of the self-study by the program faculty include: efforts taken to foster diversity, attract diverse faculty/staff, student diversity, funding for diversity efforts.
Course Syllabus Requirements	Section 2: Academic Management	Course syllabus must include a classroom statement on diversity.
Website Accessibility Policy	Section 4	Mentions ADA Coordinator.
Equal Opportunity, Harassment, and Nondiscrimination	Section 4	Mentions Chief Diversity Officer.
Public Event and Program Accommodations	Section 4	Uses word inclusive. Mentions ADA Coordinator.
Limited English Proficiency Plan	Section 4	Mentions ODEI.
Employee Handbook	Section 5	Uses words Diversity and inclusion in several sections (see p. 3, 15) Also uses words equity/underrepresented in several sections on pay increase and/or hiring.

Policies/Procedures	Section(s)	Summary
ASUW Bylaws	Article 2, Section 13	Includes an ASUW Advocacy, Diversity, and Policy Committee.
ASUW Constitution	Article VII	Requires the President to make an effort to appoint a diverse group to the Judicial Council.
Student Excused Absences Policy		Excused absences allowed for pregnancy/parenting (Title IX), religion, and military service.
Club Sports Council Handbook		Mentions nurturing an environment that values and manifests diversity.
Athletics Mission Statement and Guiding Principles		Includes language that athletics will help demonstrate integrity through diversity.
Athletics Statement of Purpose		Includes language that athletics: “Must promote a culture of diversity, equity, and inclusion in all facets of our operations...”
Athletics Hall of Fame Bylaws		Appoints Senior Women Athletic Administrator as ex officio, voting member. Requires Chair of the Committee to be sensitive to “diversity of the committee in the areas of gender, race, sport, and era.”
Athletics Personnel Procedures		Mentions working with ODEI to enhance diversity. Certain positions within Athletics must assist with gender equity, Title IX, and diversity matters.
Athletics Student-Athlete Handbook		Promotes and offers trainings on DEI.
Athletics "Other" Policies and Procedures		Include a DEI component: Mental Health Policies and Procedures: Diversity and inclusion training for coaches available. Appendix A: Managing Diverse Clients. Best Practices for Transgender Student-Athletes: makes affirmation of dedication to diversity and inclusion and providing equitable opportunities for all. Adopt NCAA principles of diversity and inclusion.
Athletic Planning Committee		Includes a gender DEI committee.
UW Affirmative Action Plans		Required of Federal contractors, and includes plans for women/minorities, veterans, and individuals with disabilities. (Housed in HR-not online)
Policy on Equal Access to Restrooms and Other Facilities		Individuals are able to use University of Wyoming restrooms, locker rooms, or changing facilities in accordance with their gender identity.

OFCCP Required Training		This presentation covers Equal Opportunity Employment, Affirmative Action and specific regulations related to Protected Veterans and Individuals with Disabilities.
Veteran preference in interviewing	Wyoming State law, W.S. § 19-14-102	Requires veterans who meet the statutory requirements be granted an interview during a UW search process if they meet the minimum qualifications of the position.
Search Committee Handbook		Includes language that the search committee make-up should include diversity including ethnicity, gender, age, and any underrepresented groups for your area or discipline.
Other	Section(s)	Summary
Bylaws - College of Education	Goal Five:	Includes statement that the College of Education will foster a diverse, equitable, inclusive and positive workplace environment for all faculty, staff and students.

Appendix F

Other State Laws Restricting DEI

State	Link	Quick Summary
Alabama	SB129	Prohibits DEI offices and programs
Florida	HB931	931 prohibiting public institutions of higher education from requiring political loyalty tests, or give preferential treatment to someone who has an opinion in support of or takes action in support of DEI
	HB999	Prohibits teaching of Critical Race, Gender, & Social Justice Theory; prohibits money from DEI programs
Idaho	SB1274	Does not allow for diversity statements in hiring or admissions
North Carolina	SB364	Does not allow public universities or state agencies to ask prospective or current employees about opinions on social issues. Bans training on certain diversity issues.
North Dakota	SB2247	Does not allow employees or students of a higher education institution to receive adverse treatment because they are opposed to specified concepts; It also does not allow mandatory training on "specified concepts"
South Dakota	HB1012	uses the term “divisive concepts,”
Tennessee	HB2670	The bill does not allow employees or students of a higher education institution to receive adverse treatment because they are opposed to one or more divisive concepts. The bill also doesn’t allow mandatory training that includes one or more divisive concepts.
	SB817	Adds additional requirements to the employees with diversity in their job descriptions. It also adds a requirement that the institution investigate complaints that the requirements in these bills have been violated.
Texas	SB17	Requires that the governing board of all institutions prohibit the establishment of diversity, equity, and inclusion offices.
Utah	HB261	prohibits DEI offices at higher education institutions (and other state agencies), as well has prohibiting training requirements that promote differential treatment and taking race into account in hiring.