University of Wyoming Mission Statement (July 2017)

We honor our heritage as the state’s flagship and land-grant university by providing accessible and affordable higher education of the highest quality; rigorous scholarship; the communication and application of knowledge; economic and community development; and responsible stewardship of our cultural, historical and natural resources.

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

- Graduate students who have experienced the frontiers of scholarship and creative activity and who are prepared for the complexities of an interdependent world;
- Cultivate a community of learning energized by collaborative work among students, faculty, staff and external partners.
- Nurture an environment that values and manifests diversity, internationalization, free expression, academic freedom, personal integrity and mutual respect; and
- Promote opportunities for personal health and growth, physical health, athletic competition and leadership development for all members of the university community.

As Wyoming’s only public university, we are committed to scholarship, outreach and service that extend our human talent and technological capacity to serve the people in our communities, our state, the nation and the world.
WORK SESSIONS
Study by consultant on AAPA [custodial services study/findings/recommendations] – Mai/Davis .........................................................................................................................................1
FY18 Budget Amendments – Mai/Jewell ..............................................................................................................................................................3
Consideration and Action: Annual audited financial reports and agreed upon procedures report – Lowe ..............................................................................................................................................14
Construction Update – Mai .............................................................................................................................................................................17
Veterans Center Renovation Update – Blackburn ..................................................................................................................................................................................19
Science Initiative Facility Design – Synakowski ..........................................................................................................................................................24
Contract for the Construction of the WWAMI remodel – Mai .................................................................................................................................33
Consideration and Action: New UW Regulation (Signature Authority) – Evans .................................................................................................34
Consideration and Action: Program Fees – Rob Godby/Alexander/Jewell/Blackburn ..................................................................................39
National Western Stock Show Information/Update – Nichols/Blalock/Mike Day ..................................................................................................................85
UW Trustees Education Initiative Innovation Proposals – McKinley/Bostrom/Watts
  ✔ 2017-05, Breakthrough Innovation Team ..................................................................................................................................................87
  ✔ 2017-09, College of Education Research Work Group .................................................................................................................................110
  ✔ 2017-12, Breakthrough Innovation Team ..................................................................................................................................................127
Fall 15th Day Enrollment Report – Miller/Moore ..............................................................................................................................................148
Tuition Discussion (initial discussion) – Mai/Jewell .....................................................................................................................................................150
Science Initiative Research Outlook – Synakowski .............................................................................................................................................152
Institute for Innovation and Entrepreneurship – Nichols/Chicoine/Pishko .............................................................................................................153
Tourism Natural Resources Proposed Degree – Sullivan/Miller/Wachob/Benson/Farkas/Finnoff/McCoy .................................................................164
  ✔ Update on Degree Approval Process (to be finalized in January) – Miller/Evans
Engagement Task Force – Nichols/Garrison .........................................................................................................................................................168
Proposed Changes to High School Graduation Requirements – Jillian Balow ..................................................................................................................169
Wyoming Higher Education Attainment Goal – Nichols/Rose/Mary Aguayo .............................................................................................................171
Salary Task Force Recommendations – Coupal/Mason/Evans/Durr ....................................................................................................................174
Recommendations from the President’s Task Force on Winter and Spring Commencement – Ray Reutzel .....................................................................................................................................................180
Education Complex Visioning Committee Charge, Committee Composition and Timeline – Ray Reutzel .........................................................................................................................................................187
Changes in Salary Rates for Academic Administrators – Miller/Benham-Deal .................................................................................................193
Range Management and Watershed Management Program – Miller/Miller/Alexander/Galey ..................................................................................246
UW/Community College Final Legislative Report – Miller/Aguayo ......................................................................................................................................................247
BUSINESS MEETING

Roll Call

Approval of Board of Trustees Meeting Minutes
October 18, 2017 (conference call)

Approval of Executive Session Meeting Minutes
October 18, 2017 (conference call)

Reports
ASUW
Staff Senate
Faculty Senate

Public Testimony

Committee of the Whole

REGULAR BUSINESS

Board Committee Reports
[Note: Some committees of the Board will provide reports during the regular work sessions and may not have a formal report to provide during the Business Meeting.]

Trustee Standing Committees
Committee reports to be given at the start of the regular meeting rather than during the Business Meeting.

Liaison to Other Boards
- UW Alumni Association Board – Wava Tully
- Foundation Board – Jeff Marsh & Dave Bostrom
- Haub School of Environment & Natural Resources – Michelle Sullivan
- Energy Resources Council – Dave True
- Cowboy Joe Club – John McKinley

PROPOSED ITEMS FOR ACTION (consider approval):
- Contracts and Grants – Synakowski ................................................................. 262

New Business

Date of Next Meeting – December 13, 2017 (conference call)

Adjournment

Information Only Items:
Capital Construction – Progress Report, Mai ................................................................. 266
AGENDA ITEM TITLE:
Study by consultant on AAPA [custodial services study/findings/recommendation], Mai/Davis

CHECK THE APPROPRIATE BOX(ES):
☐ Work Session
☐ Education Session
☒ Information Item
☐ Other Specify:

BACKGROUND AND POLICY CONTEXT OF ISSUE:
The University contracted with Hunter Consulting to perform a study of the University’s Custodial Services Department.

After extensive research and a site visit, Hunter Consulting provided a report with 16 recommendations. Attached is an executive summary outlining the highlights of Hunter Consulting’s report. Hunter Consulting will provide a presentation to the Biennium Budget Committee and Facilities Contracting Committee at their November 2017 meeting.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
N/A

WHY THIS ITEM IS BEFORE THE BOARD:
Information only.

ACTION REQUIRED AT THIS BOARD MEETING:
Information only.

PROPOSED MOTION
N/A. Information only.

PRESIDENT’S RECOMMENDATION:
N/A. Information only.
Custodial Study Executive Summary

- The campus is generally clean and healthy and does not have a cleaning crisis, however overall campus interior appearance, general cleanliness, and conditions of interior surfaces are trending toward an unsustainable state
- Consultant estimates Custodial Services (CS) is performing about an APPA Level 4.0 based on building tours conducted during the site visit
- Recent budget cuts will require CS to transform as an organization in order to continue to meet campus cleanliness needs
- CS is funded to achieve APPA Level-4
- CS is currently staffed to achieve APPA Level-4
- Inadequate equipment program – the annual equipment expenditure is well below expected - Age and condition of equipment are problematic
- Available FTEs have been less than Authorized FTEs based on the most recent three years of personnel turnover and vacancy data and have been less than what is required to achieve APPA Level-4
- Due to vacancies CS has historically operated with an average 86 Available FTEs with an unnecessarily slow hiring process
- The steps required to hire custodial workers seems excessive and might not be adding value
- CS will need to add 20 FTEs to achieve APPA Level-3 (CS would need 112 total FTEs compared to the 92 Authorized FTEs)
- There is a gap of 20 FTEs and $0.66M to clean the campus to an APPA level-3 including wages/salary/fringe benefits
- No formal training program and limited professional development
- Worker to supervisory-leadership ratio needs to be reviewed
- Job titles for custodial workers are peculiar, and could possibly impact recruitment and professional development
- Facilities Grounds Attendant Seniors are spending 95% of their time cleaning – cleaning organizations typically have crew leader positions providing coordination and leadership support for the workforce
- Even with staffing below desired levels, CS could achieve better results by adopting Best Practices, better equipping the staff, and providing better training and professional development to its staff
AGENDA ITEM TITLE:  
FY18 Budget Amendments, Mai/Jewell

CHECK THE APPROPRIATE BOX(ES):  
☐ Work Session  
☐ Education Session  
☐ Information Item  
☒ Other Specify: Committee of the Whole (Items for Approval)

BACKGROUND AND POLICY CONTEXT OF ISSUE:  
At the June 7, 2017, Board of Trustees conference call, the Board adopted the FY2018 UW Operating Budget and adopted a motion stating that the FY18 Operating Budget can only be amended with full Board of Trustees approval.

On November 3, 2017, the Budget Committee of the Board of Trustees will hold FY18 Budget Amendment hearings for the following two operating budgets:

1. Board of Trustees  
2. ASUW (Associated Students of the University of Wyoming)

The Budget Committee will discuss these two budgets at the November 3rd committee meeting and recommend full Board action, if appropriate, at the November 15-17, 2017 Board of Trustees meeting.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:  
See above.

WHY THIS ITEM IS BEFORE THE BOARD:  
Pursuant to Wyoming Statute § 21-17-204, “(a) The board of trustees may: ...(v) Expend the income placed under their control from whatever source derived, and exercise all other functions properly belonging to such a board and necessary to the prosperity of the university and all its departments.” Additionally, UW Regulation 1-103 states, “final approval of the Operating Budget rests with the Board of Trustees.”

ACTION REQUIRED AT THIS BOARD MEETING:  
Board approval or disapproval of the resolutions.

PROPOSED MOTION  
“I move to approve the FY18 Operating Budget Amendments for the Board of Trustees’ and ASUW budgets as recommended by the Budget Committee of the Board of Trustees.”

PRESIDENT’S RECOMMENDATION:  
The President recommends approval.
Narrative Regarding Proposed Amendment to Board of Trustee’s FY 2018 Budget

Pursuant to the motions passed by the UW Board of Trustee’s (“BofT”) at their June, 2017 meeting approving all of the UW budgets, any amendment to the approved budgets requires approval of the BofT.

The BofT are required to conduct an eighteen (18) month review of UW’s President, Laurie Nichols. Because of the importance of this review and recognizing the time constraints of individual trustees in conducting said eighteen (18) month review, the BofT is considering hiring an outside consultant to assist the BofT in conducting said review.

When the BofT Budget was approved in May, 2017 and then approved as part of the UW Budget in June, 2017, it was not anticipated that the need to hire a consultant to assist the BofT in conducting the president review would be necessary. After completion of the twelve (12) month review, discussions occurred regarding the need and importance of having a consultant assist the BofT in conducting the eighteen (18) month review.

Sufficient funds were not budgeted in the professional services category to cover the anticipated costs of hiring a consultant to assist the BofT in conducting said review. There exists sufficient funds within the BofT Budget to cover this consultant cost, but pursuant to the BofT motions, an amendment of the BofT Budget is required.

Based upon the estimates received, it is anticipated the cost of hiring said consultant is approximately $20,000 - $25,000. In order to cover this cost, it is proposed that funds within the BofT Budget be transferred internally between categories to cover this cost. This is not a proposed increase in the overall BofT Budget, rather, an internal transfer of funds between categories.

It is proposed that $20,000.00 be transferred from the “travel” category to the “professional service” category to cover this cost. The “travel” category would decrease from $153,250 to $133,250 and the “professional services” category would increase from $5,550 to $25,550.00. Supporting budget information is provided.

Date: 11/1/2017
### University of Wyoming

#### Board of Trustees--Fiscal Year 2018 BUDGET VS. ACTUALS (as of 10/24/17)

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Description</th>
<th>Code</th>
<th>FY18 Budget</th>
<th>Actual Expenses</th>
<th>Encumbered</th>
<th>% remaining</th>
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</thead>
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<td>Books, Subscriptions, and Media</td>
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<td></td>
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<td>Meals on One-Day Trips</td>
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<td>Other Travel (Parking, Wifi, etc)</td>
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<td>Non Employee Travel</td>
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<td><strong>Subtotal Travel</strong></td>
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<td>Meals during BOT Meetings (non-catered)</td>
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<td><strong>Subtotal Food &amp; Beverage</strong></td>
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<td>Postage, Freight, and Shipping</td>
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<td>Training/Professional Development</td>
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<td>Other Professional Services</td>
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<td>Communication/Photography Service</td>
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<td>Marketing</td>
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<td>UW Event Tickets or Registration (NEW)</td>
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<td><strong>Subtotal Services</strong></td>
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<td><strong>Total</strong></td>
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<td>$213,400.00</td>
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### University of Wyoming

**Board of Trustees—Fiscal Year 2018 Budget**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Description</th>
<th>New Category Code</th>
<th>FY18 Budget</th>
<th>Change from FY17 Budget</th>
<th>Actual Expenses FY2017*</th>
<th>FY17 Budget</th>
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<td><strong>Supplies</strong></td>
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<tr>
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<td>Newspapers</td>
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<td>Other Supplies</td>
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<td>$1,500.00</td>
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<td>Decorative Items</td>
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<tr>
<td>Education/Instructional Supplies</td>
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<td>Building and Facility Rental</td>
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<td>4604</td>
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<td>Building/Office Rental</td>
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<td></td>
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<tr>
<td>Room Rentals</td>
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<td><strong>Subtotal Supplies</strong></td>
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<td>$2,100.00</td>
<td>$5,700.00</td>
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<tr>
<td><strong>Travel</strong></td>
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<tr>
<td>Domestic Travel</td>
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<tr>
<td>In-State Travel</td>
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<td>Rental Cars &amp; Shuttle Buses</td>
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<td>$15,000.00</td>
<td>($2,000.00)</td>
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<td>$6.46</td>
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<td>$22.95</td>
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<td>$1,500.00</td>
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<td>Airfare (incl. UJV Plane, State Jet)</td>
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<td>Out-of-State Travel</td>
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<tr>
<td>Rental Cars &amp; Shuttle Buses</td>
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<td>Mileage Reimbursement</td>
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<td>Other Travel (Parking, Wifi, etc)</td>
<td></td>
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<td><strong>Food &amp; Beverage</strong></td>
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<td>Meals during BOT Meetings</td>
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<td><strong>Subtotal Food &amp; Beverage</strong></td>
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<td><strong>Services</strong></td>
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<td>Attorney Services</td>
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<td>Communication/Photography Serv</td>
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<td>Marketing Services</td>
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* actual FY17 expenses are reconciled plus encumbered expenses through 3/31/17

**NOTES**:  
1) FY17 actuals are only 9 months of actual cost data (6/1/16–3/31/17).  
2) Items: Snacks (row 42) and UW Event Tickets or Registration (row 56) are new.  
3) FY18 Budget is a $33,600 decrease from FY17 Budget and a 14.67% decrease (cut) year over year.
To: Laurie S. Nichols, President  
From: Sean S. Blackburn, Vice President for Student Affairs  
        Benjamin D. Wetzel, ASUW President  
Date: October 30, 2017  
Subject: University Reserves Request for ASUW Student Fee Money for Budget Operations

On behalf of the Associated Students of the University of Wyoming (ASUW), I am requesting that $628,648 of fund balance at the end of FY2017 (as of June 30, 2017), be exempted from the Board of Trustees’ action that consolidated the University’s reserves.

The ASUW Student Government serves the students of the University of Wyoming through many different routes. Per the ASUW Constitution, "The purpose of the Student Government of the Associated Students of the University of Wyoming is to serve our fellow students in the best manner possible through accurate representation, professional interaction with campus programs and organizations, and responsible, effective leadership." ASUW interacts with students, programs, and Registered Student Organizations on campus to provide support resources and fiscal support to students through our special projects fund, our RSO Funding Board, and many other avenues. The services they provide to the students are all from students, for students, as the ASUW Budget is comprised of almost 100% Student Fees (99.43%).

In order to ensure that Mandatory Student Fees allocated to ASUW are spent responsibly and as intended by, and for students, the ASUW Student Government has maintained a cash carry-over account to allow for the unspent fee dollars of students to be collected over time and utilized on unforeseen, student lead initiatives that will benefit all students in the long-term. From the cash carry-over account, the ASUW has seen the creation and development of many famous and successful programs including SafeRide, the Outdoor Program, Stop Violence, the Childcare Assistance Scholarship, and renovations to the Union.

The cash carry-over account provides an opportunity for the ASUW Student Government to engage in the new Strategic Plan of the University: BREAKING THROUGH: 2017-2022 by allowing and inspiring students to pursue a productive, engaged, and fulfilling life by giving any student on campus a source of funding. Students often use this account to dream big, and reach for the stars. We are able to use these funds every day to not only support student services, but also encourage and support student development through high-impact service learning opportunities.

The funds previously held in the cash carry-over accounts (See Page 3) were collected under the authority of the ASUW Student Government through our University Regulation, Uni-Reg 8-249. In the regulation, under Article IV, Financial matters, the Board of Trustees grants the ASUW Student Government authority by saying, “the ASUW is authorized to create such reserve funds as it deems appropriate.” (See Pages 4, 5, 6)
In regards to our request for the return of funds, the ASUW Student Government is happy to cooperate with the Board of Trustees and Administration to find an agreeable solution. We are open to different possibilities including maintaining the funds in the Special Projects Reserve with a direct claim on the $628,648, in the Vice President for Student Affairs Division Reserve with a direct claim on the $628,648, or placing the $628,648 in a reserve account under the ASUW Student Government.

On the agenda for May, the Board of Trustees approved the allocation of some of the funds currently held in the Special Projects Reserve to projects in the FY18 Budget. These items include supplemental funds for the ASUW FY18 Budget, and the endowment of the ASUW Childcare Assistance Scholarship. The ASUW Student Government will use the spending authority on the $148,000 approved in May by the Board of Trustees for the Childcare Assistance Scholarship (See Page 7) as soon as possible, pending discussions with the Foundation, Administration, and General Counsel. Utilizing the all funds budget model, and with some vacancies of full-time staff, the ASUW Student Government will not need the $58,941 of supplemental funds in the FY18 budget or requesting any additional funds be added to our FY18 budget at this time. We will return to the Board with requests if a large unforeseen cost arises.

We will continue to allocate these remaining funds into the budget and towards student centered projects to remove any remaining claim on the $628,648 for ASUW. We look forward to the opportunity to work towards a more accurate, transparent, and complete budgeting model.

The ASUW Student Government worked in cooperation with Vice President for Student Affairs Sean Blackburn, Associate Vice President for Budget and Planning David Jewell, and our accounting staff to finalize the operating budget, reconcile the balance of cash carry-over accounts, and prepare this report to the Budget Committee and the Board of Trustees.

Proposed Funding:

<table>
<thead>
<tr>
<th>Division / College</th>
<th>Philanthropy / Foundation</th>
<th>University Reserves</th>
<th>Total</th>
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<td>Current FY Operating Budget</td>
<td>Division/College Level Reserves</td>
<td>Received</td>
<td>Pledged</td>
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<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
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<tr>
<td>Current Funds Unrestricted</td>
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<td>Claim on Cash</td>
<td>Oracle Org</td>
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<tr>
<td>--------------------------------</td>
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<td>---------------</td>
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<tr>
<td>ASUW Equipment Reserve</td>
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<td>ASUW Legislative</td>
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<td>-</td>
<td>32001</td>
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<td>ASUW Judicial</td>
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<td>-</td>
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<td>ASUW Business Office</td>
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<td>-</td>
<td>32001</td>
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<tr>
<td>ASTEC</td>
<td>12682</td>
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<td>RSO Conference Registration</td>
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<td>ASUW Fee Account</td>
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<td>-</td>
<td>32001</td>
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<tr>
<td>ASUW United Multiul</td>
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<td>32001</td>
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<td>ASUW Freshman Senate</td>
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<tr>
<td>ASUW Reserve Accounts Total</td>
<td>628,648</td>
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<td>32001</td>
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UW REGULATION 8.249
ASUW Student Government

I. PURPOSE

The Trustees of the University of Wyoming hereby authorize and recognize the organization known as the Associated Students of the University of Wyoming (ASUW). This organization is created to promote the general welfare of all students at the University, to represent and serve as a voice for the concerns of the student body, and to provide and regulate such other matters relating to students as are appropriate to a student government.

II. CONSTITUTION

The ASUW shall create and abide by a constitution that will guide its programs, services and operations.

Under its Constitution, the ASUW student government may establish such other bylaws, policies, and procedures as it deems appropriate for the regulation of its programs, services, and operations.

III. PROGRAMS, SERVICES, AND OPERATIONS

The ASUW may establish, modify, and discontinue programs, services, and operations that benefit and promote the general welfare of the students of the University.

The ASUW must conduct all its programs, services, and operations in accordance with University regulations, policies, and procedures.

IV. FINANCIAL MATTERS

The ASUW is authorized to establish under its Constitution financial policies for the conduct of ASUW business affairs.

The ASUW shall prepare and present for approval to the UW Board of Trustees, through the University President, an annual fiscal year budget for conducting its programs, services, and operations.

The ASUW is authorized to recommend to the Trustees the needed amount of ASUW fees to be assessed of all fee-paying students for the support of ASUW-sponsored programs, services, and operations.

The ASUW is authorized to create and implement a process for the annual review and recommendation of all mandatory student fees.
The ASUW is authorized to allocate student fee receipts under its control to ASUW programs, services, and operations, and to UW recognized student organizations.

The ASUW is authorized to create such reserve funds as it deems appropriate.

The ASUW is authorized to establish permanent endowment funds at the University Foundation, with the approval of the Board of Trustees, which are in accordance with Foundation rules and regulations in force at the time an endowment is created.

The ASUW is authorized to create and implement policies for the acquisition, use and disposal of ASUW-acquired equipment.

The ASUW is authorized to create and implement policies for the allocation and use of ASUW funds for travel by persons representing the ASUW or representing an organization or program to which the ASUW has allocated funds.

The ASUW is authorized to create and implement policies for the awarding and enforcement of contracts related to its programs, services, and operations, in accordance with University regulations, policies, and procedures.

V. PERSONNEL

The ASUW is authorized to create full-time, part-time, and student employee positions to assist in the support and direction of its programs, services, and operations.

The Dean of Students, or designee, in consultation with appropriate ASUW officers, committees, and/or advisory boards, shall hire, supervise, provide guidance to, and annually evaluate all staff of the ASUW and all staff in the Dean of Students Office assigned to assist the ASUW.

The ASUW must assure that all its human resource policies and actions conform to University regulations, policies, and procedures.

VI. CODE OF ETHICS

The ASUW shall adopt and subscribe to a Code of Ethics for its programs, services, and operations, which shall guide the behavior and actions of elected, appointed, and volunteer representatives of the ASUW.

VII. ADMINISTRATIVE RESPONSIBILITY

Notwithstanding the role of the ASUW President as an ex officio member of the Board of Trustees, the ASUW as an organization shall be responsible administratively through the Dean of Students Office to the Vice President for Student Affairs.
Source:
University Regulation 8-249; adopted 3/5/09 Board of Trustees meeting
Revisions adopted 11/14/14 Board of Trustees meeting
The University of Wyoming
Board of Trustees’ Meeting Minutes
May 10-12, 2017
Page 57

Trustee Baldwin moved to approve the contracts and grants as presented in the Board Report. Second by Trustee Fall. The motion passed with a unanimous decision. Trustees True and Gubbels were not in attendance.

Approved 5-12-17 @ 11:49 a.m.

Approval of Personnel (Attachment I) – Miller
Trustee Marsh moved to approve the appointments of those individuals listed in the personnel section (Attachment I and including Addendum A) based on the recommendation of President Nichols. Second by Trustee Fall. The motion passed with a unanimous decision. Trustees True and Gubbels were not in attendance.

Approved 5-12-17 @ 11:50 a.m.

Approval of Board Appointments for WRI – Gern
Trustee Baldwin moved to approve the recommendation for appointments to the Board of Directors for the University of Wyoming Research Corporation (WRI) beginning July 1, 2017, as presented in the UW Board of Trustees Report. Second by Trustee Bostrom. The motion passed with a unanimous decision. Trustees True and Gubbels were not in attendance.

Approved 5-12-17 @ 11:51 a.m.

Approval of Execution of Bond Pursuant to W.S. 21-17-203 – McKinley/Mia/Evans
Trustee Bostrom moved to approve the Deputy Treasurer to execute a $1,000,000.00 bond to fulfill the requirement of Wyoming Statute 21-17-203. Second by Trustee Scarlett. The motion passed with a unanimous decision. Trustees True and Gubbels were not in attendance.

Approved 5-12-17 @ 11:52 a.m.

Approval of ASUW Senate Bills Requiring Action (Bills 2538, 2549, 2554, and 2561)
Trustee Baldwin moved to approve ASUW Senate Bills 2538, 2554, 2561 and 2549 as presented to the Board. Second by Trustee Fall. The motion passed with a unanimous decision. Trustees True and Gubbels were not in attendance.

cc: Budget & Institutional Planning Office
ASUW Student Government
AGENDA ITEM TITLE:
Consideration and Action: Annual audited financial reports and agreed upon procedures report, Lowe

CHECK THE APPROPRIATE BOX(ES):
☒ Work Session
☐ Education Session
☐ Information Item
☐ Other Specify: Committee of the Whole (Items for Approval)

BACKGROUND AND POLICY CONTEXT OF ISSUE:
Wayne Herr, Partner, in the firm McGee, Hearne & Paiz, will lead a discussion about the University’s Bond Funds and Wyoming Public Media’s annual audited financial statements. Herr will also discuss the agreed-upon procedures report on Intercollegiate Athletics.

BACKGROUND AND POLICY CONTEXT OF ISSUE:
Accountability is the paramount objective of institutional financial reporting. It is the University’s duty to be accountable to the public and to provide information that responds to the needs of three groups of primary users of general-purpose financial reports:
• the citizenry;
• the governing board, the legislature and oversight bodies; and
• investors and creditors.

Meaningful financial reports and accompanying notes provide information useful for assessing financial condition and results of operations, assisting in determining compliance with finance-related laws, rules, and regulations, and assisting in evaluating efficiency and effectiveness of operations. Preparation of these statements and reports are the responsibility of University management; however, it is the audit function that provides an external examination of these financial statements and reports.

McGee, Hearne and Paiz, LLP of Cheyenne, Wyoming, was awarded a four-year engagement to conduct the four annual audits and the agreed-upon procedures engagement for fiscal years 2014 through 2017, subject to annual evaluation of the audit firm’s performance.

Three of the five annual reports are presented today. Their purpose and deadlines for submission to regulatory agencies are:

- **The Bond Funds Financial Report** – This financial report is a subset of the institution-wide financial statements and is prepared for the purpose of complying with the requirements of the University’s bond ordinances. These statements include operations from the University Store, the Student Union, Dining Services, Housing facilities, interest income on excess funds, government royalties, permanent land income, utility and telecommunications income. They also include the following plant funds: Project Acquisition Fund (unexpended funds), Capital Fund (renewals and replacement fund) and Retirement of Indebtedness Funds (reserve fund created by bond resolutions). The auditors express an opinion that these financial statements present fairly, in all material respects, the financial position of the Bond Funds as of the fiscal
year end, and the changes in its net assets and cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America. They also provide “negative assurance” with respect to Debt Compliance; they state that nothing came to their attention that caused them to believe that the University failed to comply with the terms, covenants, provisions, or conditions, as listed in Article VIII, of each of the bond resolutions and the Financial Guaranty Agreement related to each of the Surety Bonds insofar as they relate to accounting matters.

The Bond Funds Financial Report is submitted to the Electronic Municipal Market Access (EMMA) system to comply with annual disclosure requirements. The audited report must be submitted within 170 days of the fiscal year end (due mid-December).

- Wyoming Public Media Financial Report – these financial statements present only the operations of Wyoming Public Media (WPM). The auditors express an opinion on the fair presentation of WPM’s financial position and results of operations.

WPM’s financial information will be submitted to the Corporation for Public Broadcasting before December 31st.

- Intercollegiate Athletics Report – This report constitutes an “agreed-upon procedures” engagement; its scope is less than that of an audit. The procedures include, but are not limited to, identifying all individual contributions that constitute more than 10% of total contributions, examination of cash receipts and disbursements, identification of unique internal control aspects and various inquiries related to compliance issues. The external auditors evaluate whether the Schedule of Cash Receipts and Disbursements is in compliance with the National Collegiate Athletic Association (NCAA) Constitution 3.2.4.15. The sufficiency of these procedures is solely the responsibility of university management. Consequently, the auditors make no representation regarding the sufficiency of the procedures.

Pursuant to the ByLaws of the Trustees, Article VII. Section 7-2:

The Fiscal and Legal Affairs Committee will review the financial reporting processes, the system of internal controls, the audit process, and the process for monitoring and ensuring compliance with financial laws and regulations. It will monitor the University’s internal and external auditor’s findings.

In discharging their duties hereunder, the members are entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, if prepared or presented by: officers or employees of the University whom the committee members reasonably believe to be reliable and competent in the matters presented; and legal counsel, public accountants or other persons as to matters the committee members reasonably believe are within the person’s professional or expert competence.

The Fiscal and Legal Affairs Committee meets with the external audit firm’s partner and University management to review the annual financial reports in advance of presentation to the Board of Trustees. The Committee Chair will make a recommendation to the Board with respect to acceptance and approval of the reports.

Annual financial reports serve various functions and have numerous audiences. They not only serve to inform the campus community of the institution’s financial condition and results of
operations, they are required by various governmental, regulatory and rating agencies; holders of the institution’s bonds; and accrediting agencies. The Board of Trustees is held to a high standard of full financial disclosure, transparency and accountability: public acceptance and approval of the financial reports completes the audit cycle, helps tell the University of Wyoming’s financial story and assists the Board in exercising their fiduciary responsibilities.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
Annually – The Board accepts and approves the Bond Funds and Wyoming Public Media’s audited financial reports each year. They also accept and approve the Intercollegiate Athletics agreed-upon procedures report.

WHY THIS ITEM IS BEFORE THE BOARD:
The Board of Trustees is responsible for assuring that the University’s organizational culture, capabilities, systems and processes are appropriate to protect the financial health and the reputation of the University in audit-related areas. The presentation of annual audited financial reports is intended to inform the Board about significant matters related to the results of the annual audit so that they can appropriately discharge their oversight responsibility.

ACTION REQUIRED AT THIS BOARD MEETING:
Subject to recommendation by the Fiscal and Legal Affairs Committee Chair, it is recommended that the Board of Trustees of the University of Wyoming accept and approve the Bond Funds, Wyoming Public Media, and Intercollegiate Athletics reports for the fiscal year ended June 30, 2017.

PROPOSED MOTION:
I move to accept and approve the University of Wyoming Bond Funds, Wyoming Public Media, and Intercollegiate Athletics reports for the fiscal year ended June 30, 2017.

PRESIDENT’S RECOMMENDATION:
The President recommends approval of the three financial reports as described above.
AGENDA ITEM TITLE: Construction Update

CHECK THE APPROPRIATE BOX(ES):
☐ Work Session
☐ Education Session
☒ Information Item
☐ Other Specify:

BACKGROUND AND POLICY CONTEXT OF ISSUE:

BSL – 3 Update
• The construction of the existing facility is in the commissioning phase.
• Architectural design of the incinerator is complete.
• Incinerator manufacturing is underway.

Engineering Update
• Structural Steel erection is complete. The concrete on metal deck and associated toppings slabs are underway, Concrete Masonry Unit (CMU) pilasters are being constructed. Shotcrete shear cores are being placed. Interior/Exterior metal stud framing is underway. Duct work installation is underway. Electrical rough-in is on-going.
• No change orders to date and construction is progressing.

Arena Auditorium Phase II
• Project completed on time and within budget, to include athletics requested upgrades/alternates.
• Grand opening was held on November 3rd.
• Minor punch list items remain and will continue through the end of the month.
• Anticipate issuing substantial completion at the end of the month.

High Bay Research Facility
• Projects utilizing Board approved uses of contingency are underway.

Mick and Susie McMurry High Altitude Performance Center (AKA RAC 2) Addition
• Mechanical Electrical Plumbing (MEP) rough-in are complete.
• Drywall work is 90 % complete.
• Finishes are underway and will continue through December.
• Athletics will vacate the existing spaces at which point renovations will commence.

Renovation
• Anticipate renovation work commencing late December, early January.
**WWAMI**
- Bids were opened November 8.
- Anticipate the construction contract to be awarded later this month.
- Construction will commence early December.
- Construction completion is anticipated at the end of May 2018

**Science Initiative**
- The design meetings held on October 4 and 5th were productive, Board approval of the exterior is requested at this meeting.
- The Exterior public meeting was held on November 1st.

**Landscape Master Plan**
- The landscaping committee for the AA Phase II and HAPC met on October 6th to review the Landscape Master Plan.
- Board approval is requested at the January meeting.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
Regular construction updates have been shared with the Board.

WHY THIS ITEM IS BEFORE THE BOARD:
This information is presented for the general information of the Trustees.

ACTION REQUIRED AT THIS BOARD MEETING:
N/A

PROPOSED MOTION
N/A

PRESIDENT’S RECOMMENDATION:
N/A
AGENDA ITEM TITLE:  
**Veterans Center Renovation Update**, Blackburn

CHECK THE APPROPRIATE BOX(ES):

☐ Work Session  
☐ Education Session  
☐ Information Item  
☒ Other Specify: Committee of the Whole (Items for Approval)

BACKGROUND AND POLICY CONTEXT OF ISSUE:
As an integral part of the University's educational mission, the Wyoming Union fosters a sense of community by providing quality programs, services and facilities that promote development, embrace diversity, and cultivate loyalty to the University. The Wyoming Union provides a nurturing environment within which students are encouraged to pursue excellence, to develop leadership, and to realize their potential.

After a visioning study in the fall of 2015, a two-phased approach to updating the Union was recommended to the Board during the September 2017 meeting. Aligned to the new Strategic Plan of the University, these projects will expand the engagement opportunities for students and support the retention goals of the University.

Phase One, Veterans Center was approved to proceed with bidding to a total of $715,000. The low bid for the Veterans Center project have now been received and are shown below.

<table>
<thead>
<tr>
<th>Description</th>
<th>Veterans Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Move costs</td>
<td></td>
</tr>
<tr>
<td>Design-Plan One Architects</td>
<td>$38,000 contract</td>
</tr>
<tr>
<td>Advertising/plan review fees</td>
<td>$8,281 spent</td>
</tr>
<tr>
<td>Abatement</td>
<td>$13,453.00 spent</td>
</tr>
<tr>
<td>Construction</td>
<td>$534,100 Bid Received 10/3</td>
</tr>
<tr>
<td>Const. Oversight - Plan One</td>
<td>$16,000 proposal</td>
</tr>
<tr>
<td>Controls (UW PPL)</td>
<td>$30,000 proposal</td>
</tr>
<tr>
<td>FF&amp;E</td>
<td>$100,000 estimate</td>
</tr>
<tr>
<td>PPL Contract Admin</td>
<td>$31,942 5% of contract costs</td>
</tr>
<tr>
<td>Engineering</td>
<td>$15,971 estimate</td>
</tr>
<tr>
<td>Contingency</td>
<td>$63,885</td>
</tr>
<tr>
<td></td>
<td>$851,632</td>
</tr>
<tr>
<td>Funding Authority:</td>
<td>$715,000</td>
</tr>
<tr>
<td>Difference</td>
<td>$(136,632)</td>
</tr>
<tr>
<td>sf</td>
<td>2,380 sf</td>
</tr>
<tr>
<td>Cost per sf</td>
<td>$358 per sf</td>
</tr>
</tbody>
</table>
The lowest bid for the project came in $136,632 above the pre-bid estimates. This item has returned for review and additional funding authority (post-bid).

**Phase One, Veterans Center:**
The current Veterans Center space in Knight Hall is inadequate for the growing veteran population of UW and the growing programs of the Center. More veteran students will be able to take advantage of the services, programs, and community established within the center. A portion of the third floor of the Union, vacated by Student Media, will be renovated to provide a high-quality, accessible, and modern space for the current and future needs of the Veterans Center. This will include a computer lab, study area, lounge, conference room, coordinator’s office and kitchen. To date $295,000 has been raised from private donors for this project. Mandatory student fees allocated to the Wyoming Union held in the Special Projects reserve will cover the difference.

**Schedule:**

<table>
<thead>
<tr>
<th>Project:</th>
<th>Design Complete:</th>
<th>Advertise:</th>
<th>Begin Construction:</th>
<th>Complete Project:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterans Center</td>
<td>Complete</td>
<td>September-2017</td>
<td>December-2017</td>
<td>April-2018</td>
</tr>
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</table>

**Proposed Repayment Plan to Special Projects Reserves:**

<table>
<thead>
<tr>
<th>Table 3. Fund Source(s)</th>
<th>FY2019</th>
<th>FY2020</th>
<th>FY2021</th>
<th>FY2022</th>
<th>FY2023</th>
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</thead>
<tbody>
<tr>
<td>Operating Budget</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td></td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Division/College Reserves</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td></td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Philanthropy (Received Pledges)</td>
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<td>$55,000.00</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
<td>$125,000</td>
</tr>
</tbody>
</table>

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**
Veterans Center renovation was approved at the September 2017 Board meeting to proceed with bidding to a total of $715,000.

**WHY THIS ITEM IS BEFORE THE BOARD:**
The lowest bid for the project came in $136,632 above the pre-bid estimates. This item has returned for review and additional funding authority (post-bid).

**ACTION REQUIRED AT THIS BOARD MEETING:**
Approval and additional funding authorization to proceed on Phase I construction for Veterans Center.

**PROPOSED MOTION**
I move to amend the Veterans Center Project to a total of $852,000 (not to exceed) from 1.) the Veterans Center Renovation Fund at $295,000 (UW Foundation) and 2.) from mandatory student
fees held in the Special Projects Reserve at $557,000. The Special Projects Reserve will be reimbursed as described in Table 3.

PRESIDENT'S RECOMMENDATION:
The President recommends approval.
To: Laurie Nichols, President  
From: Sean Blackburn, Vice President for Student Affairs  
Date: October 30, 2017  
Subject: University Reserves Request for Veterans Center Renovation

As an integral part of the University's educational mission, the Wyoming Union fosters a sense of community by providing quality programs, services and facilities that promote development, embrace diversity, and cultivate loyalty to the University. The Wyoming Union provides a nurturing environment within which students are encouraged to pursue excellence, to develop leadership, and to realize their potential.

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<tr>
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<td>554,100</td>
</tr>
<tr>
<td>Const. Oversight - Plan One</td>
<td>16,000</td>
</tr>
<tr>
<td>Controls (UW PPL)</td>
<td>30,000</td>
</tr>
<tr>
<td>FF&amp;E</td>
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<tr>
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<th>Design Complete:</th>
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<th>Begin Construction:</th>
<th>Complete Project:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterans Center</td>
<td>Complete</td>
<td>September-2017</td>
<td>November 2017</td>
<td>March-2018</td>
</tr>
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</table>

**Proposed Project Funding:**

<table>
<thead>
<tr>
<th>Division / College</th>
<th>Philanthropy / Foundation</th>
<th>University Reserves</th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current FY Operating Budget</td>
<td>Division/ College Level Reserves</td>
<td>Received</td>
<td>Pledged</td>
<td>General Unrestricted Operating</td>
<td>Capital Constr.</td>
<td>Special Projects</td>
</tr>
<tr>
<td>$ 0.00</td>
<td>$0.00</td>
<td>295,000</td>
<td>125,000</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$557,000</td>
</tr>
</tbody>
</table>

**Immediate Funding Needed from University Reserves:**

<table>
<thead>
<tr>
<th>University Reserves</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>General Unrestricted Operating</td>
<td>Capital Constr.</td>
<td>Special Projects</td>
</tr>
<tr>
<td>$</td>
<td>$557,000</td>
<td>$557,000</td>
</tr>
</tbody>
</table>

cc: Budget & Institutional Planning Office
AGENDA ITEM TITLE:  
Science Initiative Facility Design - Synakowski

CHECK THE APPROPRIATE BOX(ES):
☐ Work Session
☐ Education Session
☐ Information Item
☑ Other Specify: Facilities Committee, and then to Board as an Item for Approval

BACKGROUND AND POLICY CONTEXT OF ISSUE:
During the September Board meeting, the state of play of the design of the proposed Science Initiative Building was described, and a new effort to drive the design to a state of readiness for approval was discussed and launched. At the October Board conference call, considerable progress was reported. Reported here is a design proposed for Board approval. It is backed by a strong consensus of the committee tasked with completing the building’s exterior and interior design. Participants were architects (Perkins and Will and GSG), four faculty, UW facilities, Governor Mead representative Nicholas, Trustee Brown, Senator Rothfuss, and VP Synakowski.

The exterior design incorporates aspects of Aven Nelson and buildings on Prexy’s Pasture with modern elements. It projects UW tradition, modernity, and research excitement. The exterior helps the interior convey openness and accessibility. Faculty considerations are key. The interior will incorporate state-of-the-art concepts in lab design, enabling cross-disciplinary research and education with high student-faculty engagement as well as active-learning settings.

In the Public Session of this meeting, programmatic elements of the Science Initiative will be described, including major research thrusts that the facility will enable and considerations that are being used to develop the SI Building’s research activities. Also, faculty will give examples of the kinds of research that will be enabled there.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
The status of the SI building was discussed at the September 2017 meeting and the October conference call

WHY THIS ITEM IS BEFORE THE BOARD:
Board consideration of the building design is required to enable discussions with stakeholders of the facility design and research program to advance. Assuming funds are released, it is also needed to allow for construction site preparation

ACTION REQUIRED AT THIS BOARD MEETING:
Board approval or disapproval of the Science Initiative Building is sought

PROPOSED MOTION
I move to approve the design of the exterior and interior of the Science Initiative Building presented to the Board.

PRESIDENT’S RECOMMENDATION:
The President recommends approval.
AGENDA ITEM TITLE:
Contract for the Construction of the WWAMI remodel

CHECK THE APPROPRIATE BOX(ES):
☐ Work Session
☐ Education Session
☐ Information Item
☒ Other Specify: Committee of the Whole (Items for Approval)

BACKGROUND AND POLICY CONTEXT OF ISSUE:
WWAMI is a program that is affiliated with the University of Washington School of Medicine (UWSOM) and includes participation from the Universities of Wyoming, Alaska, Montana and Idaho. The UWSOM curriculum, content and testing is the same for all WWAMI sites. Students that complete this four-year medical education program receive their doctor of medicine degree (M.D.) from the UWSOM.

This project will include; renovation of approximately 1,700 net square feet of existing space on the third level of the Physical Sciences Building on the University of Wyoming campus for a new Gross Anatomy (cadaver) lab, Anatomy lab support and Anatomist office. These facilities are being relocated from the adjacent Health Sciences Complex. The project also includes renovation of approximately 1,400 net square feet of space on the fourth level of the Health Sciences Complex to provide a new Classroom, Storage and Lockers for the WWAMI program.

The total budget for this project is $1.5 million. The new Anatomy lab, Lab Support and Anatomist office in Physical Sciences Building is scheduled to be remodeled and operational by July 2018. The remaining phase II remodeling work in the Health Sciences Complex will be complete and operational by December 2018.

Bids will be received on November 8th and the Board of Trustees Facilities Contracting committee will be updated during the November 2017 meeting.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
April 2017, Board approved entering into contract with Plan One for the design of the project.

WHY THIS ITEM IS BEFORE THE BOARD:
The Board, after review and recommendation by the Facilities Contracting Committee, is requested to approve contracting with the lowest responsive, responsible bidder for the WWAMI renovation project.

ACTION REQUIRED AT THIS BOARD MEETING:
Board approval or disapproval of the recommendation of the Board’s Facilities Contracting Committee.

PROPOSED MOTION
I move to authorize the Administration to enter into contract for the construction of the WWAMI renovation(s).

PRESIDENT’S RECOMMENDATION:
The President recommends approval.
AGENDA ITEM TITLE: 
Consideration and Action: New UW Regulation (Signature Authority), Evans

CHECK THE APPROPRIATE BOX(ES):
☐ Work Session
☐ Education Session
☐ Information Item
☒ Other Specify: Committee of the Whole (Items for Approval)

BACKGROUND AND POLICY CONTEXT OF ISSUE:
Currently, Board of Trustees approval is required for the University to engage in certain types of contracts, agreements, memorandums of understanding, or procurements; however, these requirements are contained in several different UW Regulations and Policies. Additionally, Presidential Directive 3-2014-1 defines the signature authority of certain University Officers, but the Trustee Bylaws and UW Regulations are silent on signature authority of the University President.

The University proposes consolidating the current approvals into one Regulation. For clarity and efficiency, the University also proposes designating the type, amount and length of contracts, agreements, memorandums of understanding, and procurements that the President (or her designee) can approve and sign on behalf of the University.

The Trustee Regulation Committee will discuss this item at the November 2017, Board of Trustees meeting and recommend full Board action, if appropriate.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
None.

WHY THIS ITEM IS BEFORE THE BOARD:
UW Regulation 1-101 requires that UW Regulations shall be issued by the Trustees of the University and shall be in a form approved by the Trustees.

ACTION REQUIRED AT THIS BOARD MEETING:
Board approval or disapproval of adopting UW Regulation 3-1.

PROPOSED MOTION
I move to adopt UW Regulation 3-1, which establishes the President of the University’s authority to approve and/or sign University contracts, federal contracts, agreements, memorandums of understanding, and procurements.

PRESIDENT’S RECOMMENDATION:
The President recommends approval.
UNIVERSITY OF WYOMING REGULATIONS

Subject: Signature Authority
Number: UW Regulation 3-1

I. PURPOSE AND POLICY

Unless otherwise limited by UW Regulation or reserved by the Board of Trustees, the President shall have authority to approve and/or sign University contracts, federal contracts, agreements, memorandums of understanding, and procurements that involve an external party, require consideration (paid or received) valued less than $1,000,000 (one-time or in aggregate), and for which the term is less than five years.\(^1\) The President may delegate this authority to University Officers for such contracts, federal contracts, agreements, memorandums of understanding, and procurements that require consideration (paid or received) valued less than $500,000 (one-time or in aggregate) and for which the term is less than five years.

At each regular meeting of Board of Trustees (excluding conference calls), the President shall provide a written report to the Board of Trustees identifying each contract, federal contract, agreement, memorandum of understanding, or procurement valued at $50,000 or above (one-time or in aggregate) signed by the President or designee under this provision.

II. RESERVATION OF AUTHORITY

Notwithstanding the authority listed above, the Board of Trustees specifically reserves authority to approve and/or sign contracts, federal contracts, agreements, memorandums of understanding, and procurements for the following:

A. All aspects of capital construction, as defined in UW Regulation 1-102(B), including but not limited to planning; project concept and intent; Level I reconnaissance studies; Level II feasibility studies; funding for Level III design and construction; construction delivery method (design-bid-build, construction manager at risk, or design-build); the selection and employment of architects; the adoption of project budget, plans, specifications, and details for the construction of such buildings; the receiving of bids and awarding of contracts for design and construction of buildings; exterior design and landscaping; the Guaranteed Maximum Price (GMP) or lump sum bid amount; and use of the owners’ contingency (if $25,000 or above) (see UW Regulations 1-102(B) and 2-1);

\(^1\) This five-year limitation does not apply to Section II.K.
Reviewed and Endorsed by the Regulation Committee 10-30-17

B. Major maintenance for $500,000 or above (defined in W.S. 16-6-601(v) as the repair or replacement of complete or major portions of building and facility systems at irregular intervals which is required to continue the use of the building or facility at its original capacity for its original intended use and is typically accomplished by contractors due to the personnel demand to accomplish the work in a timely manner, the level of sophistication of the work or the need for warranted work);

C. Sale or purchase of real property, improvements to real property, and timber sales (see UW Regulation 1-102(C));

D. Other matters involving real property, including but not limited to the lease of real property, easements, water rights and development; oil, gas and mineral leases; and federal or state government leases, permits, or licenses for longer than one year or more than $50,000;

E. Equipment leases for $100,000 or above or longer than one year;

F. Purchases and installations of public art that are the permanent property of the University and are intended to be installed for a specific period of time (limited or extended) or in perpetuity (see UW Regulation 1-102(M));

G. The settlement of claims against the University for $100,000 or above (see UW Regulation 1-102(A));

H. The President’s employment contract;

I. Employment contracts for longer than one year (one-time or in aggregate) or with no termination date, excluding multi-year athletic coach contracts (see UW Regulation 1-1);

J. All contracts, agreements, or memorandums or understanding with an open-ended or indefinite term;

K. The patent, copyright, sale, license, or use of University inventions, discoveries or works by an outside user where negotiated terms fall outside of the typical ranges and are not compensated for elsewhere (see UW Regulation 3-641);

L. The sale, assignment, and transfer of stocks, bonds, evidences of interest, evidences of indebtedness and/or other obligation, and all other securities, corporate or otherwise, now or hereafter held by the University in its own right or in any fiduciary capacity (see UW Regulation 1-102(G)).
Reviewed and Endorsed by the Regulation Committee 10-30-17

M. Agreements, resolutions and any other documentation required to establish, maintain, and terminate security cash accounts with security dealers and brokers for the purpose of taking ownership and possession of cash, bonds, stocks and other securities held by such dealers and brokers which have been directed to the University by gift, bequest or any other act of transfer (see UW Regulation 1-102(G));

N. Loans; loan guarantees; and bonds or other forms of debt obligations, including the lease, ground lease, preliminary official statement, and continuing disclosure statement;

O. Acceptance of any gift or donation that requires a matching obligation of the University or the State of Wyoming, creates a future obligation of University resources, or alters its academic priorities;

P. Modification to UW Foundation fees for managing endowments;

Q. Depositories for University funds;

R. Joint powers agreements;

S. Interstate agreements;

T. All contracts, federal contracts, agreements, memorandums of understanding, or procurements that have such a serious political, social, or financial impact on the University or the public that the Board of Trustees must review, as determined by the President of the University; and

U. Any contracts and agreements required by law to be signed by an officer of the Board of Trustees or required by UW Regulation, policy, or procedure to be approved by the Board of Trustees.

Responsible Division/Unit: Office of the President

Source: None.


Associated Regulations, Policies, and Forms: UW Regulation 1-1; UW Regulation 1-102(A) (Settlement Authority); UW Regulation 1-102(B) (Capital Construction for Major Projects); UW Regulation 1-102(C) (Retention or Disposal of Real Property); UW Regulation 1-102(G)
Reviewed and Endorsed by the Regulation Committee 10-30-17
(Authorization for Stock Transfers); UW Regulation 1-102(M) (Public Art Policy); UW Regulation 2-1 (Physical Plant)

History: None.
AGENDA ITEM TITLE:
Consideration and Action: Program Fees, Godby/Alexander/Jewell/Blackburn

CHECK THE APPROPRIATE BOX(ES):
☐ Work Session
☐ Education Session
☐ Information Item
☒ Committee of the Whole (Items for Approval)

BACKGROUND AND POLICY CONTEXT OF ISSUE:
The Program Fee Implementation Committee consisting of faculty, staff, and students met throughout the summer and early fall to reconfigure, simplify, and reduce the magnitude of program fees based upon feedback received during the March 2017 Board Meeting. An update on progress was made to the Board in September 2017.

With this proposal, around 120 course and miscellaneous fees will be sunsetting from Section IV “Program and Special Course Fees” of the UW Feebook and replaced with the simplified Program Fees. As we have worked on the Program Fee proposal, UW has not brought any new course fees forward for 2 consecutive years, nor have we increased any fees in this portion of the Feebook for more than 3 years.

The proposed fees would be assessed based on 4000- and lower course codes, on campus courses only, within the colleges as follows:

- Engineering: $31/credit hour
- Business: $26/credit hour
- A&S: $9-$31/credit hour
- Agriculture: $21/credit hour
- Education: $28/credit hour
- ENR/Haub: $26/credit hour
- Health Science: $12-$27/credit hour

Below are two tables showing the impact on several majors’ costs for resident and non-resident students. More details are outlined in the proposal:

Changes in Cost of Degree for Selected Programs (assuming resident tuition):

<table>
<thead>
<tr>
<th>Course of Study</th>
<th>Previous Cost (tuition+fees)</th>
<th>New Cost with Proposed fees</th>
<th>Difference</th>
<th>Avg per year</th>
<th>Avg per semester (8 semesters)</th>
<th>% Change</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Agriculture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural Business</td>
<td>$21,142</td>
<td>$23,083</td>
<td>$1,941</td>
<td>$485</td>
<td>$243</td>
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<tr>
<td>Molecular Biology</td>
<td>$21,142</td>
<td>$23,015</td>
<td>$1,873</td>
<td>$468</td>
<td>$234</td>
<td>8.9%</td>
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<tr>
<td>College of Arts and Sciences</td>
<td></td>
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<tr>
<td>English</td>
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<td>$1,078</td>
<td>$270</td>
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<tr>
<td>Math</td>
<td>$21,400</td>
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<td>$1,462</td>
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<td>$23,114</td>
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<td>$429</td>
<td>$214</td>
<td>8.0%</td>
<td>122</td>
</tr>
</tbody>
</table>
Changes in Cost of Degree for Selected Programs (assuming full non-resident tuition):

<table>
<thead>
<tr>
<th>Course of Study</th>
<th>Previous Cost (tuition+fees)</th>
<th>New Cost with Proposed fees</th>
<th>Difference</th>
<th>Avg per year</th>
<th>Avg per semester (8 semesters)</th>
<th>% Change</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Agriculture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural Business</td>
<td>$67,942</td>
<td>$69,883</td>
<td>$1,941</td>
<td>$485</td>
<td>$243</td>
<td>2.9%</td>
<td>120</td>
</tr>
<tr>
<td>Molecular Biology</td>
<td>$67,942</td>
<td>$69,815</td>
<td>$1,873</td>
<td>$468</td>
<td>$234</td>
<td>2.7%</td>
<td>120</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>$67,582</td>
<td>$68,660</td>
<td>$1,078</td>
<td>$270</td>
<td>$135</td>
<td>1.5%</td>
<td>120</td>
</tr>
<tr>
<td>Math</td>
<td>$68,980</td>
<td>$70,442</td>
<td>$1,462</td>
<td>$366</td>
<td>$183</td>
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</tr>
<tr>
<td>Chemistry</td>
<td>$68,980</td>
<td>$70,694</td>
<td>$1,714</td>
<td>$429</td>
<td>$214</td>
<td>2.5%</td>
<td>122</td>
</tr>
<tr>
<td>College of Business</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>$65,182</td>
<td>$67,238</td>
<td>$2,056</td>
<td>$514</td>
<td>$257</td>
<td>3.2%</td>
<td>120</td>
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<tr>
<td>Accounting</td>
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<td>$70,070</td>
<td>$2,488</td>
<td>$622</td>
<td>$311</td>
<td>3.7%</td>
<td>120</td>
</tr>
<tr>
<td>College of Education</td>
<td></td>
<td></td>
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<tr>
<td>Secondary Ed - English</td>
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<td>$70,284</td>
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<tr>
<td>Secondary Ed - Biology</td>
<td>$69,340</td>
<td>$71,829</td>
<td>$2,489</td>
<td>$622</td>
<td>$311</td>
<td>3.6%</td>
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</tr>
<tr>
<td>College of Engineering</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>$72,398</td>
<td>$74,632</td>
<td>$2,234</td>
<td>$559</td>
<td>$279</td>
<td>3.1%</td>
<td>128</td>
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<tr>
<td>Mech Engineering</td>
<td>$73,946</td>
<td>$76,316</td>
<td>$2,370</td>
<td>$593</td>
<td>$296</td>
<td>3.2%</td>
<td>131</td>
</tr>
<tr>
<td>College of Health Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Social Work</td>
<td>$68,461</td>
<td>$69,737</td>
<td>$1,276</td>
<td>$319</td>
<td>$160</td>
<td>1.9%</td>
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<tr>
<td>Kinesiology &amp; Health</td>
<td>$67,625</td>
<td>$69,869</td>
<td>$2,244</td>
<td>$561</td>
<td>$281</td>
<td>3.3%</td>
<td>120</td>
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</tbody>
</table>

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
Program fees were discussed during the March, August, and November 2016 Board Meetings; and the March, May and September 2017 Board Meetings.

WHY THIS ITEM IS BEFORE THE BOARD:
Consideration and approval of the Program Fee proposal.
ACTION REQUIRED AT THIS BOARD MEETING:
Approval of Program Fee proposal.

PROPOSED MOTION
“I move approval of implementation of the 2018-2019 Program Fees as described in the Board packet.”

PRESIDENT’S RECOMMENDATION:
President recommends approval.
Program Fee Implementation Committee Proposal

November 1, 2017
This report was prepared by the members of the Program Fee Implementation Committee, in consultation with University of Wyoming Students, Faculty and Staff, and describes a proposed program fee to replace current course and program fees based on feedback from Departments and Colleges, student and public feedback. Previous reports (October 2016, March 2017) described the processes and implementation details required and recommended by this and previous committees. This report updates where necessary those previous reports, and presumes that policies and processes not outlined here remain as proposed in the March 2017 report.

Members of the Program Fee Implementation Committee

Robert Godby (Chair), Dept of Economics
Anne Alexander, Academic Affairs
Sean Blackburn, Student Affairs
Greg Brown, Arts and Sciences
Courtney Colwell, ASUW
Denise Gable, College of Health Science/Nursing
David Jewell, Office of Administration
Jacob Kennedy, ASUW
Ricki Klages, Arts and Sciences
Edward Oursler, ASUW
Michael Pishko, Engineering and Applied Science
Mark Stayton, Agriculture
Jaynie Welsh, ASUW Vice President
Glen Whipple, Agriculture (replaced Mark Stayton August, 2017)
Suzanne Young, Education
Background:

To address the current funding challenges facing the University, and to ensure the University’s mission was not compromised by immediate revenue shortfalls, President Laurie Nichols convened UW’s Revenue Enhancement Sub-committee in early July, 2016. The committee's task was to consider the possible adoption of a program fee system to address the funding challenge the university faces while maintaining program quality and expanding student services. The committee reviewed the use of fees at other institutions to develop a plan with market competitive and cost-based fee levels, and designed a program to be consistent with institutional goals. The fees were to be designed to:

1) Maintain instructional program quality by creating a revenue stream that reflects the higher costs of instruction present in these programs. Maintaining and improving program quality is a cornerstone in the University strategic plan “Breaking Through” as described in Goal 1 of the plan.  
2) Create a revenue stream that allows the University of Wyoming to improve important student-centered institutional priorities, specifically to improve
   • retention rates of students enrolling at UW, which in turn recaptures lost tuition revenue.
   • time to graduation for students at UW.
   • career-readiness among UW graduates.

All of these student outcome goals are also of the highest priority to the university as described in Goal 2 of the University of Wyoming’s strategic plan “Breaking Through.”

3) Be implemented in a transparent manner, ensuring the expected cost of attendance in any program and any program fees assessed were clearly identifiable.
4) Include accountability processes to ensure direct instructional and student service benefits can be assessed, and that reviews are implemented to regularly review fees charged.
5) Allow the university to assure long-term strength and financial stability by creating a revenue source that is reactive to changes in program needs and costs, consistent with the objectives of Goal 4 in the university’s strategic plan.

In October 2016, the committee presented its report “A Proposal to Implement Program Fees to maintain and Improve Student Success While Covering the Costs of Instruction in Higher-Cost Programs at the University of Wyoming” to the President and Board of Trustees. The plan proposed a set of programs fees to be charged to all undergraduate students (all course codes below the 5000-level) at the University on a credit hour basis on a differential cost-driven basis.

Because of the potential complexity of implementing a comprehensive set of program fees, President Nichols convened a new committee in November 2016, the Program Fee Implementation Committee, to develop an implementation plan. The charge to the implementation committee was (1) to receive feedback from the campus, including students, on proposed program fees, (2) modify the proposal as appropriate incorporating feedback, (3) develop a plan and associated policy on implementation of program fees that provided an open, accountable and transparent system that includes student, college and administrative involvement and (4) to make sure the necessary systems are in place to implement this program by Fall 2017. This committee also was to ensure involvement of students on campus. Whereas the development of the original program fee proposal required expertise in understanding

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program costs and institutional priorities, respect in a community of learning required that students be involved in the planning and development of such a program.

In March 2017, the Program Fee Implementation Committee submitted a report detailing how the program fee system proposed in October 2016 could be implemented. The proposed levels from October 2016 along with the process recommendations made in the March 2017 report were forwarded to the University of Wyoming’s Board of Trustees for consideration and potential approval at their March 2017 board meeting. The Associated Students of the University of Wyoming (ASUW) Senate also considered the proposal submitted to the UW Trustees in March 2017. Senate Resolution #2544 detailed the ASUW response. While supportive of the concept and need for program fees, the resolution ultimately did not support the proposed fees under consideration by the UW Trustees. The primary area of concern was program fee levels, and the resolution requested Trustees consider reduced levels of the fees proposed to reduce impact they could have upon program affordability at UW. In response, Trustees tabled the fee proposal in their March 2017 meeting and requested that the fee proposal be reconsidered to determine the appropriateness of fee levels and to reduce them where possible. They also requested that wherever possible the fee structure be simplified. A fee proposal addressing these concerns would be developed by October 2017 and submitted to the university community for consideration by Trustees in November 2017.

October 2017: Proposed Program Fees

In response to ASUW and Trustees’ questions and concerns, the proposed program fees presented at the March 2017 UW Trustees meeting were modified over the summer of 2017 by a new committee appointed by President Nichols. This committee consisted of representatives from the major colleges affected, UW administration and included ASUW’s Vice President Jaynie Welsh, along with three other ASUW appointees. As opposed to focusing on modifying the previous proposal, efforts of this committee took a new approach to address the needs of students and the institution. Proposed fees following the committee work in Summer 2017 are presented in Table 1. In this new approach

1) We determined that each program fee should include a common advising fee of $6 to cover significant resources necessary to support full implementation of a professional advising program/model, improvements in career development, placement, and success service efforts on campus that will benefit all students (see Figure 1).

2) We determined that on top of this common advising fee, students should pay program-specific fees (see Figure 1) determined only on the basis of revenues necessary to cover costs and maintain current program quality, including revenues needed to

a. Recover the revenues from over 100 existing course fees students now pay in Section IV of the Fee Book.

b. Cover rising costs in many programs. At the March 2016 Trustees meeting, new course fees were proposed to cover such costs, but tabled at that time to consider an alternative way to access course fees, such as a program fee model proposed here.

c. Recover existing revenues generated by “ghost fees” – unofficial fees levied on an ad-hoc basis in some programs to cover materials, travel or other support costs necessary in these programs.

d. Cover any additional existing program/course needs without expanding or adding any extensive program enhancements.
3) This new approach results in net new revenues to the University of $2.7 million, of which, over half ($1.3 million) cover new advising costs of direct benefit to students (see Table 2).

The new proposal meets the general university objective of providing more advising and success services to students that will directly benefit them by expanding advising and success services, while also creating increased resources for career preparation to make significant improvements to student retention and graduation rates, and career success after graduation. The new proposal also

- Reduces the previously proposed program fee levels significantly: Proposed fees are on average 29% lower than previously proposed fees, with the largest reductions exceeding 50% relative to previously proposed levels (See Figure 2).
- Simplifies the fee system: With only 9 fees, the structure of the program fees is greatly simplified relative to current course fees that students face. This allows cost of specific majors and programs to be estimated clearly.

Table 1: Proposed Program Fees (separating advising costs and assessing common advising fee across all students)

<table>
<thead>
<tr>
<th>Programs</th>
<th>Fee</th>
<th>Course Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Science (non-Sci-Q) Programs</td>
<td>$3</td>
<td>All A&amp;S codes not shown below</td>
</tr>
<tr>
<td>A&amp;S Science and Quantitative, and Agriculture Studio/Science Programs (Sci-Q)</td>
<td>$15</td>
<td>A&amp;S: ANTH, GEOG, MATH, STAT, GEOL, ASTR, BOT, CHEM, LIFE, PHYS, ZOO Agriculture: AECL, AGEC, ANSC, ENTO, ESM, FCSC, FDSC, MICR, MOLB, PATB, PLNT, REW/M, RNEW, SOIL</td>
</tr>
<tr>
<td>A&amp;S Visual and Performing Arts (VPA) Business</td>
<td>$20</td>
<td>All codes in Business College</td>
</tr>
<tr>
<td>Education</td>
<td>$22</td>
<td>All codes in Education College</td>
</tr>
<tr>
<td>Engineering and Applied Science</td>
<td>$25</td>
<td>All codes in Engineering College</td>
</tr>
<tr>
<td>Haub School of Environment and Natural Resources</td>
<td>$20</td>
<td>All ENR codes</td>
</tr>
<tr>
<td>Health Sciences Tier 1 (Social Work, WIND)</td>
<td>$6</td>
<td>All Health Sciences codes not in Tier 2</td>
</tr>
<tr>
<td>Health Science Tier 2 (Comm. Disorders, K&amp;H, Nursing)</td>
<td>$21</td>
<td>SPPA, HLED, KIN, NURS</td>
</tr>
<tr>
<td>Advising fee common across all students</td>
<td>$6</td>
<td>Covers cost of 20.5 additional FTE</td>
</tr>
</tbody>
</table>
Figure 1: Proposed Program Fees, Summer 2017

<table>
<thead>
<tr>
<th>Program</th>
<th>Total Program Fee (Advising + Program Fee)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Science (non-Sci-Q)</td>
<td>$3</td>
</tr>
<tr>
<td>A&amp;S Science and Agriculture Sci-Q</td>
<td>$15</td>
</tr>
<tr>
<td>A&amp;S Visual and Performing Arts (VPA)</td>
<td>$21</td>
</tr>
<tr>
<td>Business</td>
<td>$25</td>
</tr>
<tr>
<td>Education</td>
<td>$20</td>
</tr>
<tr>
<td>Engineering</td>
<td>$26</td>
</tr>
<tr>
<td>Haub School of ENR</td>
<td>$26</td>
</tr>
<tr>
<td>Health Sciences Tier 1 (DHYS, SOWK, WIND)</td>
<td>$12</td>
</tr>
<tr>
<td>Health Sciences Tier 2 (RRH, Comm. Dis., Nursing)</td>
<td>$21</td>
</tr>
</tbody>
</table>

Legend:
- **Blue** = Advising Fee ($0.00)
- **Orange** = Program Fee
### Table 2: Projected Revenues from Proposed Program Fees using AY 2015-2016 Data

<table>
<thead>
<tr>
<th></th>
<th>Credit Hours</th>
<th>Program Fee</th>
<th>Revenue</th>
<th>Programmatic Support</th>
<th>Advising Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College of Agriculture and Natural Resources</strong></td>
<td>14,829</td>
<td>$21.00</td>
<td>$311,409</td>
<td>$222,435</td>
<td>$88,974</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>non-SciQ/non-VPA</td>
<td>133,783</td>
<td>$9.00</td>
<td>$2,236,320</td>
<td>$170,367</td>
<td>$340,734</td>
</tr>
<tr>
<td>SciQ</td>
<td>56,789</td>
<td>$9.00</td>
<td>$511,101</td>
<td>$992,370</td>
<td>$396,948</td>
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<tr>
<td>VPA</td>
<td>66,158</td>
<td>$21.00</td>
<td>$1,389,318</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10,836</td>
<td>$31.00</td>
<td>$335,901</td>
<td>$270,888</td>
<td>$65,013</td>
</tr>
<tr>
<td><strong>College of Business</strong></td>
<td>23,644</td>
<td>$26.00</td>
<td>$614,744</td>
<td>$472,880</td>
<td>$141,864</td>
</tr>
<tr>
<td><strong>College of Education</strong></td>
<td>8,463</td>
<td>$28.00</td>
<td>$236,964</td>
<td>$186,186</td>
<td>$50,778</td>
</tr>
<tr>
<td><strong>College of Engineering and Applied Sciences</strong></td>
<td>25,647</td>
<td>$31.00</td>
<td>$795,042</td>
<td>$641,163</td>
<td>$153,879</td>
</tr>
<tr>
<td><strong>Haub School</strong></td>
<td>1,589</td>
<td>$26.00</td>
<td>$41,314</td>
<td>$31,780</td>
<td>$9,534</td>
</tr>
<tr>
<td><strong>College of Health Sciences</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHS Tier 1 (DHYG, Social Work, WIND)</td>
<td>11,326</td>
<td>$12.00</td>
<td>$272,277</td>
<td>$13,410</td>
<td>$13,410</td>
</tr>
<tr>
<td>CHS Tier 2 (Comm. Dis., K&amp;H, Nursing)</td>
<td>2,235</td>
<td>$27.00</td>
<td>$268,197</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9,091</td>
<td>$27.00</td>
<td>$245,457</td>
<td>$190,911</td>
<td>$54,546</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>219,280</td>
<td></td>
<td>$4,508,069</td>
<td>$3,192,389</td>
<td>$1,315,680</td>
</tr>
<tr>
<td>Avg. per credit hour</td>
<td></td>
<td></td>
<td>$20.56</td>
<td>$14.56</td>
<td>$6.00</td>
</tr>
<tr>
<td><strong>Current Course Fee Revenues</strong></td>
<td></td>
<td></td>
<td>$1,779,460</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avg. per credit hour</td>
<td></td>
<td></td>
<td>$8.12</td>
<td></td>
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<tr>
<td><strong>Net New Revenue</strong></td>
<td></td>
<td></td>
<td>$2,728,609</td>
<td>$1,412,929</td>
<td>$1,315,680</td>
</tr>
<tr>
<td>Avg. per credit hour</td>
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<td></td>
<td>$12.44</td>
<td>$6.44</td>
<td>$6.00</td>
</tr>
</tbody>
</table>
Proposed Fee Cost Justification

As described above, the proposed program fees developed in Summer 2017 will replace most existing course and program fees in the University of Wyoming 2017 Fee Book, and any unofficial fees charged in programs on campus. The proposed fees consist of two parts:

- A common advising, student support and career readiness fee of $6 charged on every undergraduate credit hour attended on the main Laramie campus of the University of Wyoming. The proposed fee does not apply to online courses or courses taken at other campuses.
- A program fee assessed by programs to cover the cost of provision of technology and instructional support, resources, supplies, and program-specific career preparation and advising support.

These two proposed program fees components are justified in the following sections.

1) Common $6 Advising fee

The $6 advising fee is proposed to cover the cost of hiring 20.5 full time equivalent advisors to implement the University’s expanded advising, student support and career readiness services, sometimes referred to by the acronym ACES. The specific ACES program description can be found in additional documents provided by Academic Affairs. Summarizing the new services this program will provide:

1) Advising System Redesign:

- Expansion in consistent, reliably-available, year-round advising with centrally-trained and certified advisors who develop intentional, relational contact with students.
- Provide UW Students with proven advising best practices: Research on student retention suggests best practices to tap this opportunity:
  - More professional advisors and faculty mentors: trained in curricular and transitional issues, career/post-graduation preparation, and assisting students overcome barriers and challenges.
  - Holistic, collaborative and integrated multidisciplinary process: provide access to support systems before students may even know they need them. Efforts in registration, degree planning, counseling, financial aid guidance, academic mentoring and tutoring, internship exploration,

2 The only fees that will not be replaced by proposed program fees will be the following:

- Music Lessons fees,
- Music Instrument rental and maintenance fees,
- Music Locker rental fees,
- Summer course fees for off-campus courses that require travel, accommodation, food support or other costs,
- Travel courses abroad or off-campus that cover travel and associated costs,
- Equipment rental fees such as calculators or fees for special courses that require equipment or travel such as physical education courses in horsemanship, snowboarding, climbing, etc.
- In Education: EDAG 3180 Welding will continue to be charged, as will service fees for non-UW students teaching and being supervised in Wyoming, and for UW students going out of state for student teaching,
international experiences abroad, and career preparation will all occur simultaneously.

- Constant collaboration between all parts of campus to identify students who are at risk of falling off track before they do — and to provide guardrails to get back on track.

2) Expansion of student success resources

- STEP, Math and Communication, tutoring, supplemental instruction, and other success services resources will be enhanced and expanded.

3) Expanded Career preparation

- Expanded and coordinated services will be provided to students to ensure they are job-ready on Day 1 of post-graduation, including expanded internship outreach and coordination.

Components:

- Because new students are often overwhelmed by their first experiences trying to navigate the university, first-Year, Outreach, and Transfer advising will be centrally administrated by a corps highly trained professional advisors and counselors. The goal of this group is to ensure all advisors are aware of all resources available to new students to ensure new students are made aware of such resources if needed. Highly trained staff will also minimize advising errors that lead to increased time to graduation.

- Major and program advising will be done by highly trained college-based professionals. Advisors will have to complete a tiered preparation program to ensure they are adequately trained and aware of institutional resources to ensure optimal advising and counseling. This group may include faculty if they complete the required training.

- Faculty will continue to be partners with advisors in selection of upper division courses, exploring internship options, promoting research opportunities, and planning for post-graduation career paths.

- Integration of advising with student success and career preparation to create a holistic approach to student managing and improving outcomes.

- To facilitate dual admissions and to ease paths for transfer students, training and coordination with interested Wyoming community college partners will occur.

Benefits anticipated to the institution and students: The implementation of the new advising, student support and career readiness programs is anticipated to benefit students in the following ways:

- Improved and more effective counseling and advising for new students.
- Increased, improved and more effective student support services for students needing additional help in certain subject areas.
- Increased retention of students at the university.
- Increased graduation rates and shorter times to graduation.
- Wider support and counseling made available to students that encounter academic and non-academic difficulties while enrolled. This includes financial support and counseling, emotional and grief support, stress, mental and physical health support, and other broader support where needed.
- Greater internship and study abroad opportunities.
- Improved career-readiness resulting in higher post-graduation employment and higher pay in those jobs.

**Resources needed:** The proposed advising, student support and career readiness programs will require significant new resources. Currently there are 10 full-time equivalent (FTE) staff available for all advising, support and career services on campus. The proposed program will require this staffing to increase to 30.5 FTE personnel, and the hiring of an additional 20.5 FTE. Presuming that these personnel, when fully-trained and certified will earn an average salary of $41,200 annually, with employee benefits costs averaging 60% of salary costs, the financial resource needed to cover this cost is estimated to be over $1.3 million annually. Using the total amount of on campus credit hours enrolled in by undergraduates in 2016 of 219,280, the average per credit hour cost of this staffing need is $6/credit hour. The proposed advising program fee is assessed in an amount necessary only to cover the salary cost required by additional personnel to implement the proposed student support programs. The institution will reallocate funds appropriately and use other revenue streams to cover hiring, training, office space and facility provision, and management costs required to implement the proposed advising, student support and career readiness program.

2) Program Support Fees:

Proposed program fee levels are justified in the sections below. Uses of programmatic support funds raised by the program fees are also summarized in Table 3:

a. **Arts and Sciences non-SciQ/non-VPA Program Fee:**

This program fee of $3 per credit hour in addition to the common $6 advising fee (for a total fee of $9 per credit hour) will be assigned to all course codes offered by the College of Arts and Sciences that are not assessed a Science and Quantitative (SciQ) or Visual and Performing Arts (VPA) program fee (specific SciQ and VPA course codes are shown in Table 1). The disciplines primarily affected are Humanities and several Social Sciences disciplines offered by the College of Arts and Sciences. The fee assessed replaces all course fees currently assessed in these classes to cover instructional expenses such as field trip or materials costs, and other course-specific expenses, and also replaces the previously assessed $34/semester computer fee paid by all students declaring a major in the College. This fee is designed to capture and replace existing fee revenue streams, and is not anticipated or meant to create additional revenues to the college beyond those currently collected in the assessment of current course and technology fees.

b. **Arts and Sciences and Agriculture SciQ Fee:**

The $15 per credit hour SciQ program fee is intended to cover the additional costs required to teach quantitative and science-based disciplines in the College of Arts and Science, and all programs in the College of Agriculture and Natural Resources. The proposed fee is being levied to cover three expenditure areas, and to replace revenues from existing course fees eliminated, including the $34/semester computer technology fee already paid by students:
1) Proposed fees will recover the cost of expansion of the Math Center in the College of Arts and Science, which serves as a resource for students of all colleges needing additional assistance with math concepts and ideas, and to support students needing remedial aid.

2) Fee revenues will recover previously identified but costs incurred for specific course classes. In March 2015, over 40 new course fees were proposed to cover the rising costs of materials, instructional support, and laboratory costs in the Colleges of Arts and Science and Agriculture. The proposal to add so many new fees was tabled by the Trustees due to concerns regarding the growing complexity of course fees on campus. Instead, it was recommended that a simpler set of program fees be instituted (those proposed here are the outcome of that initiative). Previously identified course cost increases amounted to just over $268,000 (adjusted for inflation).

3) Fee revenues will also address additional lab, technology and instructional costs present in other programs in addition to those identified above.

4) The proposed SciQ fee also recovers the currently assessed fees of $34/semester on every student majoring in a program in the Colleges of Arts and Science and Agriculture. These revenues cover college-specific instructional computing and software needs in Agriculture and in the A&S science and quantitative disciplines.

Total costs of the four areas identified above is anticipated to be over $784,000 annually, and, based on historic and current enrollments in SciQ classes, the proposed SciQ fee would recover these costs (identified by course code in Table 1). It would not be used for any program enhancements or expansions.

c. Visual and Performing Arts Fee

The provision of visual and performing arts (VPA) on campus is an expensive endeavor. Providing instruction in Art, Music and Theatre & Dance entails incurring costs above and beyond traditional courses and programs at UW. In the past, these additional costs have been covered in three primary ways by students—through existing course fees as identified in the UW Fee Book, through the use of unofficial fees levied on students for additional materials and supplies needed to complete the classes, and by requiring students to provide some necessary supplies themselves. The proposed fee would eliminate the $34/semester computing fee and specific course fees, and such additional student expenditures, replacing them with a transparent and common fee. The three departments involved in implementing a VPA fee have agreed to discontinue the use of almost all student specific levies and materials charges (official and unofficial) in return for the approval of a standard VPA credit hour fee of $25 per credit hour. Specifically, in Art, documented materials, supplies and equipment costs of $115,000 annually incurred by the program would be recovered from proposed program fee revenues. Revenues would also allow the department to supply many materials that students currently pay for out of pocket such as brushes, books, etc. In Music, instructional musical instrument costs of $115,000 per year, as well instructional instrument maintenance costs would be covered by the proposed program fee revenues. Theatre and Dance would use program fees to cover instructional expenses of $60,500 per year using the proposed fee revenues for service and facility needs necessary to offer the program.

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As noted previously, the program fees would not replace the following fees, which would continue to be levied:

- Music Lessons fees,
- Music Instrument rental and maintenance fees,
- Music Locker rental fees.
d. Business Program Fee

The proposed business program fee of $20 per credit hour is proposed to cover the following needs in the College of Business:

- Recover revenues currently raised through the levy of a $34/semester for instructional computer and software needs. The required costs of these needs is $80,000 per year.
- The College will also expand program-specific career services for business students provided by the Johnson Career Center, including expanded internship and study abroad opportunities and additional career preparation. Cost of this expansion covering the cost of one additional staff person is $64,272 annually.
- The reopening of the Communications Studio to provide remedial and additional communication skill services to business students. This service, which was widely praised by students when opened in 2015 had to be closed in 2016 due to budgetary reductions. This studio service would be reopened and a staff person hired at a cost of $93,600 annually (including benefits) to offer previously offered communications support and help services in the written, oral and visual communications necessary in modern business.
- Because of losses of over one quarter of the permanent faculty in the College, class sizes have increased significantly while course offerings have been reduced since UW's budget was reduced in late 2015. Currently, college faculty teach over 30% more credit hours per faculty member than in any other college. Large class sizes reduce the opportunity for one on one instruction and more intensive smaller class environments. To offset this loss in program quality, program fees will be used to hire additional part-time faculty and to more widely utilize graduate and undergraduate student assistants to support teaching and to offer additional support services to students in the College. Annual anticipated cost off this effort is $235,000 per semester and would be supported by the proposed program fee.

e. Education Program Fee

The College of Education is proposing a revised set of program fees to replace those they currently charge. A single fee will now replace 18 existing program and course fees charged for technology and clinical experiences (this includes specific course fees in Education, and the $34/semester computing fee). The proposed fee of $22/credit hour is meant to be approximately revenue neutral, and using the 2015-16 reference data used to define this proposal, the proposed fee actually reduces anticipated revenues collected from students. If enrollment were to stay at 2015-16 levels, anticipated revenues for programmatic support would be approximately $186,200, while in 2015-16 total program fees collected by the College of Education from undergraduates totaled just over $197,000. It is anticipated, however, that enrollment increases in the College of Education will allow the proposed fees to generate the same revenues as currently collected. Additionally, a program fee based on all credit hours enrolled in the college will provide a more efficient and stable source of revenues necessary to deliver necessary programmatic support and services in the college. The current system of fees charged on a narrower handful of classes can result in a more volatile course fee revenue stream than the proposed system, making program management more difficult than is anticipated under the new fees proposed.
f. **College of Engineering and Applied Science Program Fee**

The College of Engineering and Applied Science is proposing a program fee of $25/credit hour based on two goals: (i) recovery of current fee revenues (computing and college enrichment fees), and (ii) creation of a stable source of essential laboratory maintenance and support revenues regardless of budgetary circumstances at the University. Current course and program fees charged in the College of Engineering collected approximately $280,000 in 2015-16. Using the total number of undergraduate credit hours in this same year, this resulted in approximately an $11/credit hour cost to students. Since the proposed fees will replace current fees, $11 of the proposed fee merely changes the means of collecting revenues from fees previously charged to all students. The additional $14/credit hour is justified on the following basis: necessary teaching laboratory maintenance and support that is essential to teaching the programs the college offers cost $348,000 in AY2015-16. Using the same year’s 25,647 credit hours enrolled in in the college, this implies the average cost per student credit hour of necessary laboratory support for instruction was approximately $13.60. Assuming a conservative level of inflation of 3% in laboratory costs since that academic year, the cost per credit hour rises to approximately $14/credit hour. Combining these two credit hour costs totals $25/credit hour, the proposed fee in the College. Overall the first portion of the fee is a revenue neutral change to simplify the existing program fee structure in the college, while the second portion is meant to ensure that a sustainable revenue source is always available to provide necessary instructional support to Engineering programs, regardless of university funding conditions. Because of the critical importance of laboratories to teach Engineering programs, the college proposes covering their maintenance and support using credit hour charges to ensure that irrespective of the budgetary situation of the university in the future, such budgetary conditions will not impact the quality of undergraduate programs.

g. **College of Health Sciences Program Fees**

The proposed fees in Health Sciences are applied in two tiers to recognize differences in cost and needs across the variety of programs offered by the college. The proposed program fees will cover first the cost of common and required interprofessional education in the college, and secondly, required liability insurance costs. The Institute of Medicine and other professional and health care organizations have called for interprofessional education (IPE) to be incorporated into curricula in colleges of health. At the UW College of Health Sciences, there is insufficient funding for this relatively new and growing mandate. The amount requested will provide funding for a 1.0 faculty FTE (approx. $107,000 including EPBs) to coordinate IPE activities, 0.5 FTE (approx. $40,000 including EPBs) for support staff dedicated to IPE, and approximately $40,000 for instructional design for IPE learning activities and for IPE related activities and travel. Additionally, required professional liability insurance expenses across the college total $25,000 annually. The College of Health Science proposes to cover these common program costs by instituting two levels of fees:

1) **Tier 1 CHS program fee**: This $5/credit hour fee, to be applied to all undergraduate course codes in DHYG (dental hygiene), SOWK (social work) and the WIND minor, will cover (i) these programs’ share of the $187,000/year commitment being made to support interprofessional education in the College, and (ii) cover these programs’ share of the $25,000 annual cost for student professional liability insurance all CHS students must carry through UW Risk Management. The fee also will replace course fees currently charged and the $34/semester computing fee. These
programs do not have other program-specific costs that would justify additional program fees beyond the proposed $6/credit hour charge.

2) Tier 2 CHS program fee: In the specific programs of Communications Disorders, Kinesiology and Health, and Nursing, program-specific additional costs beyond those in the other CHS programs have been determined to merit additional program fee support. In these programs a $21/credit fee would be levied. This fee would cover the $6/credit hour IPE and necessary liability insurance costs required of all students in these programs. The fee would replace any existing undergraduate fees, including course fees and the $34/semester computing fee paid by all students in the college. They would also provide required revenues to support and maintain the following expense areas in each of the three programs:

I. Communications Disorders: $15/credit hour would be used to support the costs of supervised clinical experiences in this program. The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) requires that speech-language pathology and audiology applicants obtain 25 hours of clinical observation. Currently undergraduate SPPA students obtain some clinical observation through an online repository. The Division would like to introduce clinical on-campus clinical observation and treatment/screening hours as part of the undergraduate curriculum; this will enrich students’ experiential and clinical backgrounds. Through these experiences, students will complete clinical observations and provide services to Wyoming residents.

II. Kinesiology and Health: $15/credit hour would be used to cover additional costs required to enhance program-specific career-readiness needs and student support, and also create necessary resources to provide additional instructional support to improve student learning and program quality. Specifically, to improve career-readiness in K&H, a $21,000/year expenditure would support 1) personnel for discipline-specific guidance/counseling (0.49 to 0.75 FTE); and 2) distance technology to support early career exploration/guidance/counseling. Fees would also cover the anticipated $53,000 annually necessary for instructional support directed to three areas:

   1) materials/consumables;
   2) personnel; and
   3) active learning facilities/technologies/activities.

Anticipated expenditures include: supplies, models (human anatomy service courses), health/sport/exercise equipment, equipment service contracts, and medical disposables necessary to meet enrollment demand; temporary personnel (6-7) to meet state endorsements (health education, coaching, adapted physical education) and to meet instructional needs in areas where disciplinary expertise is not possessed by full-time DK&H personnel, e.g., clinical anatomy, health education, athletic training; active learning spaces that accommodate active learning environments and include requisite technology (video conference multimedia capability) to also meet active distance education/learning needs via synchronous on-campus/distance instruction.

III. Nursing: $15/credit hour would be used to support additional expenditures in two areas:

   i. Clinical Instruction Support & Simulation Lab Support, Supplies and Equipment (goal
$34,425 or $10.71 per credit. Nursing education requires nursing students to have a variety of clinical experiences in simulated as well as actual clinical settings. Providing this type of education requires additional resources beyond the usual costs associated with higher education. The fees support materials, supplies, equipment and staff support for clinical teaching in the Clinical Simulation Center.

(ii) Professional Exam Preparation and Assessment (goal $13,775 or $4.29 per credit). The fees support student professional nursing exam preparation materials and exit assessment. In order to meet our promise to students of national licensure readiness and clinical practice readiness, students are required to study for and take several practice exams that prepare them to take and pass the national licensure exam. Proposed fees would provide additional student support in these efforts.

h. Haub School of Environment and Natural Resources

The Haub School Program Fee will be used to support additional program-specific advising and career service programs. The interdisciplinary nature of the Haub School’s academic programs, coupled with their concurrent majors and minors, requires a greater investment of time and preparation, and therefore resources to advise each student due to each student’s additional program complexity. Typically students will have two advisors – those that they will interact with under the current ACES proposal, and those in the Haub School to ensure that students optimally coordinate their studies across the interdisciplinary programs they take. Additional advising resources are required to address this program-specific need and ensure availability of internship and additional career-readiness opportunities for Haub School students. All program fee revenue will be used to offset salary costs of additional, program-specific advising staff. The proposed $20/credit hour fee will ensure resources are available to provide an estimated and approximate revenue stream of $32,000 annually, enough to cover the additional 0.5 FTE in advising personnel necessary to deliver this program-specific need.

Student Impact:

Impact of the proposed program fees is dependent upon the program of study taken. Table 4 outlines the impact on students in a selected number of majors of the proposed program fee structure using recommended curricula, and compares the increases to those in the previous proposal. Costs assume in-state tuition. Table 5 replicates the analysis for students assuming full non-resident tuition costs are paid. In the Appendix, Tables A1 and A2 duplicate the analysis for the all programs at UW. The tables show the effect of the significant reduction in course fees from those proposed in March 2017. Impact of fees is greatest in the highest cost programs — those in sciences and highest cost programs, and in those programs in which credit hour requirements are highest to graduate. Impact of program fee reductions is lowest in lower-cost programs, primarily because, given the lower level of previously proposed fees in these areas, there was less room to reduce course fees.

Overall, the imposition of program fees does increase the cost of attendance for students. For in-state or resident students, the average increase in the total cost of a degree due to the imposition of program fees rises by between 5.1% and 11.8% for the majors shown in Table 4 (the average across all majors for resident tuition ranges from 2.8% to 12.8% as shown in Table A1). Average cost per semester of the increase for resident-tuition students $248 ($226 across all majors as shown in Tables A1 and A2), though the impact depends on the major a student is taking, with increases ranging from as little as $135 (or
$27/course assuming a 5 course load) more per semester in English, to $311 ($62/course) per semester on average in Accounting. Across all majors, as shown in Table A1, the lowest increase is $108 per semester in Russian, while the highest increase is $368/semester in Music. The highest increases are in majors that have the greatest concentration of high-cost courses in their curricula, or those that require the greatest number of credit hours to earn a major – specifically science, engineering or quantitative disciplines, as well as visual and performing arts classes, while the lowest increases occur in humanities-based classes.

The cost increases in the current proposal are significantly lower than those in the previous proposal, reflecting the fact that fees have been reduced by an average of 29%, with the largest fee reductions exceeding 50% (in VPA and Engineering fees). For the majors shown in Table 4, increases in the total cost of education at Wyoming in the previous program fee proposal ranged from 6.9% to 27.8%, while the average increase in Table 4 was 17.6%, implying the new program fee proposal reduces the increase in the cost of attendance for the implementation of program fees by 49%. Put simply, the cost increase has been halved from the previous proposal.

For non-resident students, the proportional increase in cost due to program fees is far lower. Since program fees are identical for resident or non-resident students, the impact on total cost of a degree is much lower for out-of-state students given their base tuition is four times higher than in-state students’.

For the majors shown in Table 5, the average increase in the cost of a degree was 2.8%, with the smallest increase in English at 1.5%, and the largest in Accounting at 3.7%. Across all majors as shown in Table A2, the average increase in the cost of a degree was 2.7%, with the smallest increase in Russian at 1.3%, and the largest in Music at 4.6%. Compared to the previous proposal, the average increase across disciplines in Table 5 for non-resident students was 5.6% under the old proposal, and 2.8% under the new one. Again, the new program fee proposal reduces the cost increase due to the implementation of program fees by exactly 50%, also halving the cost increase imposed by program fees to non-resident students.

Using the information contained in the appendix, and assuming that approximately 52% of students at UW pay resident tuition while 48% pay non-resident tuition (current proportion of students at UW), comparing the increases across the majors shown in Tables A1 and A2, and weighting by these values appropriately results in an average increase in tuition of 5.6% across all students before any tuition discounts, scholarships or financial aid, are applied. The average cost increase per semester across all majors in both tables is $226/semester, or $45 per course assuming a five-course load. Overall, while the imposition of program fees unavoidably increases the cost of attendance for all students, the new program fee proposal significantly reduces the increase in student cost due to imposition of program fees from the previous proposal in March, as requested by ASUW in Senate Resolution #2544. The new proposal also dramatically simplifies the course fee structure at the University of Wyoming. On these two measures the new program fee proposal can be said to have met the requests of both ASUW and the Trustees in modifying the previous program fee proposal to be more affordable for students, and in creating a simpler and more transparent set of course and program fees, allowing the true cost of attendance at UW to become much more transparent.

Student Reaction:

To communicate the proposed changes to students and to solicit their reaction regarding the potential cost impacts and their general support for the proposed fees, an online survey was created. The survey link was sent in a personal email to 9742 undergraduate students at UW inviting them to take the survey.
As an incentive, students could also enter a drawing for a free iPad provided by the Office of the President. The survey opened Monday October 23rd at 4:00pm and remained open until 5:45pm October 30th. The survey received 1,704 responses, of which 1,692 completed the entire survey. The survey began by asking students if they were aware of the fee proposal, and then asked what college their primary major or program of study was located in. Based on that choice, the respondent would be presented with the general description of the fees most relevant to them in their college or program (Health Science students were further asked if they were in Kinesiology and Health, Communications Disorders or Nursing to determine whether they should see the Tier 1 or Tier 2 fee description within their college). Narrative descriptions of the specific fees presented were identical to those presented previously in this report. Students were then asked to describe how they thought the implementation of the fees would impact them financially by choosing one of five choices: “a great deal”, “a lot”, “a moderate amount”, “a little”, “none at all”. Once students answered this question they were then asked “Do you generally support the per credit hour program fees being proposed?” and could respond with one of three choices: “No”, “Maybe” or “Yes”. Finally, students were presented with three open-ended questions asking them to comment on the potential advantages they saw of program fees, the potential disadvantages, and then any additional needs they perceived in their majors or programs of study.

Results of the survey indicated that 59% of students had some level of familiarity with the proposal. To the question “Do you generally support the per credit hour program fees being proposed?” the results were:

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>31.7%</td>
<td>536</td>
</tr>
<tr>
<td>Maybe</td>
<td>47.4%</td>
<td>802</td>
</tr>
<tr>
<td>Yes</td>
<td>20.9%</td>
<td>354</td>
</tr>
</tbody>
</table>

Normally the interpretation of a question like this with these responses would be that a majority of students are open to the idea of supporting the program fees or do support them. Under a third are a definite “no”. It is normal to assume that students without much knowledge or discussion of a fee increase before being asked their opinion will answer negatively regarding the idea. The fact that almost 70% indicated they were either in favor or open to the idea of supporting the fees was somewhat surprising given the proposed fees will increase student costs.

Within each college as you will see in the results attached, a majority in each said that the fees would impact them “moderately, a little or none at all” (see results by college in Table A3 of the attached Appendix). In some colleges a majority indicated it would have little or no effect. In all colleges only a minority of students indicated that they fees would impact them “a lot” or “a great deal”. A moderate amount (the middle response) was the most common response in all colleges. To consider the balance of impact, the total number of responses that answered it would have a lot of impact (answered “a great deal” or “a lot”) can be compared to those that indicated the proposed fees would have little effect (answering “a little” or “none at all”). The share of students answering “a little” or “none at all” was always significantly higher than those answering “a great deal” or “a lot”. This is true in all colleges, indicating that within all colleges and across the campus, the majority students see the proposed fees as having little or no financial impact on their ability to attend UW. In three colleges (Business, ENR and Health Sciences-Tier 2 programs), over 50% of students indicated the fees would have little or no effect. In all other colleges the proportion that indicated they would have little or no effect was over 40%. Those
indicating that they would matter "a lot" or "a great deal" never exceeded 30% in any college and was below 20% in four of colleges.

**ASUW Reaction**

On the basis of the proposal presented here (excluding the student reaction and ASUW sections) and the student survey results, the full ASUW Senate on the evening of October 31st unanimously voted in favor of Senate Resolution 2577: ASUW Recommendation on Revised Program Fee Implementation. The complete Resolution is included as a supporting document in this proposal. The resolution indicates that ASUW supports the program fee proposal as outlined here and believes that the fees will improve student outcomes and program quality, and generally benefit students.
Table 3: Anticipated Program Expenditures from Program Fees, and Projected Revenues

<table>
<thead>
<tr>
<th>College</th>
<th>Program</th>
<th>Expenditure Type</th>
<th>Programmatic Support Proposed</th>
<th>Estimated Revenue based on 2015-2016 Enrollment Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Business</td>
<td>Computers/Data/software</td>
<td>$80,000</td>
<td></td>
<td>$472,872</td>
</tr>
<tr>
<td></td>
<td>Graduate GAs</td>
<td>$210,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Undergraduate GAs</td>
<td>$25,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Johnson Career Center</td>
<td>$64,272</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communications Studio</td>
<td>$93,600</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Programmatic Costs</strong></td>
<td></td>
<td></td>
<td></td>
<td>$472,872</td>
</tr>
<tr>
<td>Difference assumed by College*</td>
<td></td>
<td></td>
<td>-$8</td>
<td></td>
</tr>
<tr>
<td>College of Education</td>
<td>Technology</td>
<td>$42,120</td>
<td></td>
<td>$186,186</td>
</tr>
<tr>
<td></td>
<td>Clinical practice</td>
<td>$147,270</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment</td>
<td>$1,523</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Programmatic Costs</strong></td>
<td></td>
<td></td>
<td></td>
<td>$190,913</td>
</tr>
<tr>
<td>Difference assumed by College*</td>
<td></td>
<td></td>
<td>$4,727</td>
<td></td>
</tr>
<tr>
<td>College of Health Science</td>
<td>Total Interprofessional Experience/Instructional Support/Lab/Supplies/Equipment</td>
<td>$187,000</td>
<td></td>
<td>$204,321</td>
</tr>
<tr>
<td></td>
<td>Student Liability Cost</td>
<td>$25,000</td>
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</tr>
<tr>
<td>Communication Disorders</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clinical Experience</td>
<td>$26,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>Instruction, Lab, Supplies, Equipment Support</td>
<td>$48,200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kinesiology and Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>------------------------</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Support/Career Readiness</td>
<td>$73,170</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total Programmatic Costs Tier 1</td>
<td>$39,630</td>
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<tr>
<td>Total Programmatic Costs Tier 2</td>
<td>$147,370</td>
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</tr>
<tr>
<td><strong>Total Programmatic Costs</strong></td>
<td><strong>$238,000</strong></td>
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<td></td>
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</tr>
<tr>
<td>Difference assumed by College*</td>
<td>$33,679</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College of Engineering and Applied Science</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Replacement and Software</td>
<td>$230,000</td>
</tr>
<tr>
<td>Engineering Enrichment Fund</td>
<td>$72,000</td>
</tr>
<tr>
<td>Instructional Lab Maintenance</td>
<td>$348,000</td>
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<tr>
<td><strong>Total Programmatic Costs</strong></td>
<td><strong>$650,000</strong></td>
</tr>
<tr>
<td>Difference assumed by College*</td>
<td>$8,837</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College of Agriculture and Natural Resources</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology/computer support</td>
<td>$68,000</td>
</tr>
<tr>
<td>Recovery of other current course fees</td>
<td>$7,500</td>
</tr>
<tr>
<td>Teaching Lab, Studio and Equipment Maintenance</td>
<td>$125,000</td>
</tr>
<tr>
<td>Student enrichment and College-specific career support</td>
<td>$25,000</td>
</tr>
<tr>
<td><strong>Total Programmatic Costs</strong></td>
<td><strong>$225,500</strong></td>
</tr>
<tr>
<td>Difference assumed by College*</td>
<td>$3,065</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Haub School of Environment and Natural Resources</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SENR-specific advising and career readiness</td>
<td>$37,133</td>
</tr>
<tr>
<td><strong>Total Programmatic Costs</strong></td>
<td><strong>$37,133</strong></td>
</tr>
<tr>
<td>Difference assumed by College*</td>
<td>$5,353</td>
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</tbody>
</table>
### College of Arts and Sciences

<table>
<thead>
<tr>
<th>Category</th>
<th>Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>College-wide</td>
<td></td>
</tr>
<tr>
<td>Instr. Support</td>
<td>$170,000</td>
</tr>
<tr>
<td>Technology</td>
<td>$202,000</td>
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<tr>
<td>SciQ (Total)</td>
<td></td>
</tr>
<tr>
<td>Math Center</td>
<td>$391,000</td>
</tr>
<tr>
<td>Specific Lab Program costs, supplies/Instr. Support</td>
<td>$268,307</td>
</tr>
<tr>
<td>Annual Lab Maintenance</td>
<td>$125,000</td>
</tr>
<tr>
<td>VPA (Total)</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>$281,500</td>
</tr>
<tr>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Materials/Equipment Maintenance</td>
<td>$115,500</td>
</tr>
<tr>
<td>Theatre &amp; Dance</td>
<td></td>
</tr>
<tr>
<td>Instrument Costs/Instr. Support</td>
<td>$105,500</td>
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<td>Instr. Support</td>
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<td>Total Programmatic Costs</td>
<td>$1,433,625</td>
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<tr>
<td>Difference assumed by College*</td>
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| Total Program Support Expenditures | $3,248,043 |
| Total Estimated Program Support Revenues | $3,192,390 |
| Total Difference assumed by Colleges (if necessary) | $55,653 |

* Difference assumed only if revenues are not sufficient to fund required expenditure.
### Table 4: Changes in Cost of Degree for Selected Programs (assuming resident tuition):

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<th>Previous Cost (tuition+ fees)</th>
<th>New Cost with Proposed fees</th>
<th>Difference</th>
<th>Avg per year</th>
<th>Avg per semester (8 semesters)</th>
<th>% Change</th>
<th>Previous % Change</th>
<th>Credit Hours</th>
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Table 5: Changes in Cost of Degree for Selected Programs (assuming full non-resident tuition):

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<th>New Cost with Proposed fees</th>
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<th>Avg per year</th>
<th>Avg per semester (8 semesters)</th>
<th>% Change</th>
<th>Previous % Change</th>
<th>Credit Hours</th>
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</tbody>
</table>
Appendix

Table A1: Impact of proposed program fees on all UW majors (assuming resident tuition)

Table A2: Impact of proposed program fees on all UW majors (assuming non-resident tuition)

Table A3: Student Survey Results

ASUW SENATE RESOLUTION #2577
### Table A1: Impact of proposed program fees on all UW majors (assuming resident tuition)

<table>
<thead>
<tr>
<th>Course of Study</th>
<th>Previous Cost (tuition+ fees)</th>
<th>New Cost with Proposed fees</th>
<th>Difference</th>
<th>Avg per year</th>
<th>Avg per semester (8 semesters)</th>
<th>% Change</th>
<th>Credit Hours</th>
<th>Avg per semester (9 semesters)</th>
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**College of Business**

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### College of Education

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### College of Engineering

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Table A2: Impact of proposed program fees on all UW majors (assuming non-resident tuition)

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<th>Course of Study</th>
<th>Previous Cost (tuition+ fees)</th>
<th>New Cost with Proposed fees</th>
<th>Difference</th>
<th>Avg per year</th>
<th>Avg per semester (8 semesters)</th>
<th>% Change</th>
<th>Credit Hours</th>
<th>Avg per semester (9 semesters)</th>
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**College of Business**

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<td>$275</td>
<td></td>
</tr>
<tr>
<td>Secondary Ed - Geog</td>
<td>$71,038</td>
<td>$73,032</td>
<td>$1,994</td>
<td>$499</td>
<td>$249</td>
<td>2.8%</td>
<td>126</td>
<td>$222</td>
<td>$275</td>
<td></td>
</tr>
<tr>
<td>Secondary Ed - English</td>
<td>$67,942</td>
<td>$69,624</td>
<td>$1,682</td>
<td>$421</td>
<td>$210</td>
<td>2.5%</td>
<td>120</td>
<td>$187</td>
<td>$275</td>
<td></td>
</tr>
<tr>
<td>Secondary Ed - French</td>
<td>$69,490</td>
<td>$71,169</td>
<td>$1,679</td>
<td>$420</td>
<td>$210</td>
<td>2.4%</td>
<td>123</td>
<td>$187</td>
<td>$275</td>
<td></td>
</tr>
<tr>
<td>Secondary Ed - Math</td>
<td>$68,974</td>
<td>$71,373</td>
<td>$2,399</td>
<td>$600</td>
<td>$300</td>
<td>3.5%</td>
<td>122</td>
<td>$267</td>
<td>$275</td>
<td></td>
</tr>
<tr>
<td>Secondary Ed - Agriculture</td>
<td>$71,038</td>
<td>$73,302</td>
<td>$2,264</td>
<td>$566</td>
<td>$283</td>
<td>3.2%</td>
<td>126</td>
<td>$252</td>
<td>$275</td>
<td></td>
</tr>
<tr>
<td>Elementary Ed &amp; Early Childhood</td>
<td>$67,942</td>
<td>$70,330</td>
<td>$2,388</td>
<td>$597</td>
<td>$299</td>
<td>3.5%</td>
<td>120</td>
<td>$265</td>
<td>$275</td>
<td></td>
</tr>
<tr>
<td>Elementary Ed (minor Early Childhood)</td>
<td>$69,490</td>
<td>$71,912</td>
<td>$2,422</td>
<td>$606</td>
<td>$303</td>
<td>3.5%</td>
<td>123</td>
<td>$269</td>
<td>$275</td>
<td></td>
</tr>
<tr>
<td>Secondary Ed - Chemistry</td>
<td>$71,038</td>
<td>$73,318</td>
<td>$2,280</td>
<td>$570</td>
<td>$285</td>
<td>3.2%</td>
<td>126</td>
<td>$253</td>
<td>$275</td>
<td></td>
</tr>
<tr>
<td>Secondary Ed - Physics</td>
<td>$68,974</td>
<td>$71,194</td>
<td>$2,220</td>
<td>$555</td>
<td>$278</td>
<td>3.2%</td>
<td>122</td>
<td>$247</td>
<td>$275</td>
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</tr>
<tr>
<td>Secondary Ed - Biology</td>
<td>$69,340</td>
<td>$71,524</td>
<td>$2,184</td>
<td>$546</td>
<td>$273</td>
<td>3.1%</td>
<td>122</td>
<td>$243</td>
<td>$275</td>
<td></td>
</tr>
<tr>
<td>Secondary Ed - Art</td>
<td>$69,490</td>
<td>$72,232</td>
<td>$2,742</td>
<td>$686</td>
<td>$343</td>
<td>3.9%</td>
<td>123</td>
<td>$305</td>
<td>$275</td>
<td></td>
</tr>
</tbody>
</table>

**College of Engineering**

<table>
<thead>
<tr>
<th>Department</th>
<th>Recruiting</th>
<th>Marketing</th>
<th>Management</th>
<th>Supply Chain</th>
<th>Consulting</th>
<th>Marketing</th>
<th>Sustainability</th>
<th>Supply Chain</th>
<th>Accounting</th>
<th>Finance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Engineering</td>
<td>$72,398</td>
<td>$74,526</td>
<td>$2,128</td>
<td>$532</td>
<td>$266</td>
<td>2.9%</td>
<td>128</td>
<td>$236</td>
<td>$275</td>
<td></td>
</tr>
<tr>
<td>Petroleum Engineering</td>
<td>$72,398</td>
<td>$74,516</td>
<td>$2,118</td>
<td>$530</td>
<td>$265</td>
<td>2.9%</td>
<td>128</td>
<td>$235</td>
<td>$275</td>
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</tr>
<tr>
<td>Chemical Engineering</td>
<td>$71,882</td>
<td>$73,889</td>
<td>$2,007</td>
<td>$502</td>
<td>$251</td>
<td>2.8%</td>
<td>127</td>
<td>$223</td>
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</tr>
<tr>
<td>Program</td>
<td>GPA</td>
<td>CIP</td>
<td>Cost</td>
<td>Cost Avg</td>
<td>Cost %</td>
<td>Cost Avg</td>
<td>120 Avg</td>
<td>219 Avg</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
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<td>----------</td>
<td>--------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>$68,270</td>
<td>$70,238</td>
<td>$1,968</td>
<td>$492</td>
<td>$246</td>
<td>2.9%</td>
<td>120</td>
<td>$219</td>
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<tr>
<td>Energy Systems</td>
<td>$72,914</td>
<td>$75,170</td>
<td>$2,256</td>
<td>$564</td>
<td>$282</td>
<td>3.1%</td>
<td>129</td>
<td>$251</td>
<td></td>
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</tr>
<tr>
<td>Architectural Engineering</td>
<td>$72,398</td>
<td>$74,802</td>
<td>$2,404</td>
<td>$601</td>
<td>$301</td>
<td>3.3%</td>
<td>128</td>
<td>$267</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mech Engineering</td>
<td>$73,946</td>
<td>$76,286</td>
<td>$2,340</td>
<td>$585</td>
<td>$293</td>
<td>3.2%</td>
<td>131</td>
<td>$260</td>
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<td></td>
</tr>
<tr>
<td>College of Health Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work</td>
<td>$68,098</td>
<td>$69,374</td>
<td>$1,276</td>
<td>$319</td>
<td>$160</td>
<td>1.9%</td>
<td>121</td>
<td>$142</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>$68,098</td>
<td>$69,539</td>
<td>$1,441</td>
<td>$360</td>
<td>$180</td>
<td>2.1%</td>
<td>121</td>
<td>$160</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech, Language and Hearing</td>
<td>$68,141</td>
<td>$70,214</td>
<td>$2,073</td>
<td>$518</td>
<td>$259</td>
<td>3.0%</td>
<td>121</td>
<td>$230</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kinesiology &amp; Health</td>
<td>$67,625</td>
<td>$69,869</td>
<td>$2,244</td>
<td>$561</td>
<td>$281</td>
<td>3.3%</td>
<td>120</td>
<td>$249</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education/Training</td>
<td>$68,126</td>
<td>$70,843</td>
<td>$2,717</td>
<td>$679</td>
<td>$340</td>
<td>4.0%</td>
<td>121</td>
<td>$302</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>$69,173</td>
<td>$71,528</td>
<td>$2,355</td>
<td>$589</td>
<td>$294</td>
<td>3.4%</td>
<td>123</td>
<td>$262</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Haub School of Env. And Natural Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENR w/concurrent major</td>
<td>$67,582</td>
<td>$69,011</td>
<td>$1,429</td>
<td>$357</td>
<td>$179</td>
<td>2.1%</td>
<td>120</td>
<td>$159</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environ. Systems Science</td>
<td>$67,582</td>
<td>$69,659</td>
<td>$2,077</td>
<td>$519</td>
<td>$260</td>
<td>3.1%</td>
<td>120</td>
<td>$231</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Averages:</td>
<td>$68,497</td>
<td>$70,308</td>
<td>$1,811</td>
<td>$453</td>
<td>$226</td>
<td>2.7%</td>
<td>122</td>
<td>$201</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table A3: Student Survey Results

<table>
<thead>
<tr>
<th>Agriculture &amp; Natural Resources</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How much do you expect this program fee of $20-$25 per credit hour to impact your ability to afford attending UW.</td>
<td></td>
</tr>
<tr>
<td>A great deal</td>
<td>15</td>
</tr>
<tr>
<td>A lot</td>
<td>20</td>
</tr>
<tr>
<td>A moderate amount</td>
<td>72</td>
</tr>
<tr>
<td>A little</td>
<td>42</td>
</tr>
<tr>
<td>None at all</td>
<td>46</td>
</tr>
<tr>
<td>Total</td>
<td>195</td>
</tr>
<tr>
<td>Arts &amp; Sciences</td>
<td></td>
</tr>
<tr>
<td>How much do you expect this program fee of $21, or $31 per credit hour to impact your ability to afford attending UW.</td>
<td></td>
</tr>
<tr>
<td>A great deal</td>
<td>72</td>
</tr>
<tr>
<td>A lot</td>
<td>81</td>
</tr>
<tr>
<td>A moderate amount</td>
<td>160</td>
</tr>
<tr>
<td>A little</td>
<td>124</td>
</tr>
<tr>
<td>None at all</td>
<td>104</td>
</tr>
<tr>
<td>Total</td>
<td>541</td>
</tr>
</tbody>
</table>

36
### Business

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A great deal</td>
<td>6.72%</td>
</tr>
<tr>
<td>A lot</td>
<td>28</td>
</tr>
<tr>
<td>A moderate amount</td>
<td>30.25%</td>
</tr>
<tr>
<td>A little</td>
<td>26.47%</td>
</tr>
<tr>
<td>None at all</td>
<td>24.79%</td>
</tr>
<tr>
<td>Total</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

### Education

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A great deal</td>
<td>11.98%</td>
</tr>
<tr>
<td>A lot</td>
<td>21</td>
</tr>
<tr>
<td>A moderate amount</td>
<td>34.73%</td>
</tr>
<tr>
<td>A little</td>
<td>19.76%</td>
</tr>
<tr>
<td>None at all</td>
<td>20.96%</td>
</tr>
<tr>
<td>Total</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

### Haub School of Environment and Natural Resources (ENR)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A great deal</td>
<td>0</td>
</tr>
</tbody>
</table>
How much do you expect this program fee of $26 per credit hour to impact your ability to afford attending UW.

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lot</td>
<td>21.74%</td>
<td>6</td>
</tr>
<tr>
<td>A moderate amount</td>
<td>26.09%</td>
<td>6</td>
</tr>
<tr>
<td>A little</td>
<td>26.09%</td>
<td>6</td>
</tr>
<tr>
<td>None at all</td>
<td>26.09%</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>100.00%</td>
<td>23</td>
</tr>
</tbody>
</table>

Engineering

How much do you expect this program fee of $31 per credit hour to impact your ability to afford attending UW.

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>A great deal</td>
<td>12.78%</td>
<td>46</td>
</tr>
<tr>
<td>A lot</td>
<td>16.94%</td>
<td>103</td>
</tr>
<tr>
<td>A moderate amount</td>
<td>28.61%</td>
<td>86</td>
</tr>
<tr>
<td>A little</td>
<td>23.89%</td>
<td>64</td>
</tr>
<tr>
<td>None at all</td>
<td>17.78%</td>
<td>360</td>
</tr>
<tr>
<td>Total</td>
<td>100.00%</td>
<td>360</td>
</tr>
</tbody>
</table>

Health Sciences

How much do you expect this program fee of $12 per credit hour to impact your ability to afford attending UW.

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>A great deal</td>
<td>7.14%</td>
<td>1</td>
</tr>
<tr>
<td>A lot</td>
<td>17.86%</td>
<td>5</td>
</tr>
</tbody>
</table>
### How much do you expect this program fee of $27 per credit hour to impact your ability to afford attending UW.

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A great deal</td>
<td>16</td>
<td>8.12%</td>
</tr>
<tr>
<td>A lot</td>
<td>24</td>
<td>12.18%</td>
</tr>
<tr>
<td>A moderate amount</td>
<td>55</td>
<td>27.92%</td>
</tr>
<tr>
<td>A little</td>
<td>54</td>
<td>27.41%</td>
</tr>
<tr>
<td>None at all</td>
<td>48</td>
<td>24.37%</td>
</tr>
<tr>
<td>Total</td>
<td>197</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

### Do you generally support the per credit hour program fees being proposed?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>354</td>
<td>20.92%</td>
</tr>
<tr>
<td>Maybe</td>
<td>802</td>
<td>47.40%</td>
</tr>
<tr>
<td>No</td>
<td>536</td>
<td>31.68%</td>
</tr>
<tr>
<td>Total</td>
<td>1692</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
Passed: 28-0-0

SENATE RESOLUTION #2577

TITLE: ASUW Recommendation on Revised Programmatic Fee Implementation

DATE INTRODUCED: October 17, 2017

AUTHOR: Vice President Welsh

SPONSORS: President Wetzel; Senators Blazovich, Colwell, Defebaugh, Kennedy, Rubino, SAL Oursler

1. WHEREAS, the Associated Students of the University of Wyoming (ASUW) Student

2. Government should accurately represent our fellow students; and,

3. WHEREAS, the University of Wyoming (UW) serves as a "resource for accessible and

4. affordable higher education of the highest quality" for residents of Wyoming, the

5. nation, and the world; and, 

6. WHEREAS, implementation of programmatic fees for all undergraduate programs at UW

7. would provide sorely-needed simplification of the current academic fee structure; and,

8. WHEREAS, implementation of college-differentiated fees is accompanied by review

9. processes on both the college and administrative levels which enables broader student

10. involvement, greater transparency, and a higher degree of accountability than is

11. possible with the current fee review and implementation process; and,

12. WHEREAS, the ASUW Student Government has been concerned about the protected usages

13. of fee revenue, and is working with the University Administration to ensure protections of all

14. student fees; and,

15. WHEREAS, according to the proposal, these programmatic fees will be classified as

16. Designated Operating Funds in the Oracle WyoCloud System; and,
17. WHEREAS, this designation will restrict the use of programmatic fees exclusively to
18. student services and undergraduate program support, ensuring the fees will be used only
19. for their designed purpose, although this same protection does not exist for Mandatory
20. Student Fees; and,
21. WHEREAS, increased funding will allow for further development of UW Colleges,
22. Departments, and Programs to enhance the quality of students’ educational experience
23. and maintain student services which are otherwise jeopardized due to decreased
24. funding from the State of Wyoming and university-wide budget reductions; and,
25. WHEREAS, in the summer and fall of 2016, the Revenue Enhancement Subcommittee of
26. the Financial Crisis Advisory Committee created a proposal to institute university-wide
27. undergraduate programmatic fees at UW; and,
28. WHEREAS, in December 2016, the Programmatic Fee Implementation Committee (PFIC)
29. was charged by UW President Nichols to receive feedback on the original spacing
30. proposal, modify it as appropriate, incorporate feedback, and develop the policy on
31. implementation of the plan with a goal of creating a transparent and accountable
32. system; and,
33. WHEREAS, in the Spring of 2017, the committee reformatted the programmatic fee
34. proposal and included students in this process; and,
35. WHEREAS, Senate Resolution #2544 was written to express concern over time restraint
36. that prohibited modifications to proposed fee levels, despite significant negative impact
37. shown by student surveys conducted in February of 2017, and stated “ASUW Student
38. Government would support implementation of a university-wide, undergraduate
39. programmatic fees at UW, but not unless the currently proposed levels are significantly
40. decreased; and,

41. WHEREAS, UW President Laurie Nichols retracted this proposal from the March 2017 Board of Trustees meeting in response to Senate Resolution #2544 and questions posed by the Board of Trustees; and,

44. WHEREAS, in May of 2017, UW President Laurie Nichols reinstated the Programmatic Fee Implementation Committee to address questions posed by the Board of Trustees in their March meeting, and address concerns stated in Senate Resolution #2544; and,

47. WHEREAS, the committee significantly reduced the fees to reflect the minimum costs to run the program, eliminating program enhancements, as shown in Addendum A; and,

49. WHEREAS, if the current programmatic fee proposal was implemented, UW would still be the lowest cost doctoral institution in the country; and;

51. WHEREAS, this committee also determined that each program fee should include a common advising fee of $6 to cover significant resources necessary to support full implementation of a professional advising program/model and improvements in career development, placement, and success service efforts of campus that will benefit students.

55. THEREFORE, be it resolved that the Associated Students of the University of Wyoming (ASUW) Student Government recognize, appreciate, and support the many benefits which would result from implementation of a university-wide, undergraduate programmatic fees at the University of Wyoming (UW); and,

59. THEREFORE, be it further resolved, that the ASUW Student Government believes despite the increased financial strain upon many students, programmatic fees are necessary for UW to continue to maintain the level quality of education that is currently provided and support the Program Fee Proposal as seen in Addendum A; and,
63. THEREFORE, be it further resolved that the ASUW Student Government supports the
addition of a $6 common advising fee, and,
65. THEREFORE, be it further resolved that the ASUW Student Government is in support
of this proposal only if the UW Board of Trustees and UW Administration can ensure
that these fees will be allocated to the appropriate units and that Mandatory Student Fees
be afforded the same protection through classification as Designated Operating Funds, and;
69. THEREFORE, be it further resolved the ASUW Student Government supports the
establishment of a University Regulation and subsequent policy to move all student fee
revenue to Designated Operating Funds and determine procedures for RESERVE/Cash Curry
Over accounts for the future.

Referred to: SOP, AT&S

Date of Passage: 10/31/2017 Signed: ________________

ASUW Chairperson

Being enacted on October 31st, 2017, I do hereby sign my name hereto and
approve this Senate action.”

ASUW President
AGENDA ITEM TITLE:
   National Western Stock Show Information/Update, Nichols/Blalock/Day

CHECK THE APPROPRIATE BOX(ES):
   ☐ Work Session
   ☐ Education Session
   ☒ Information Item
   ☐ Other

BACKGROUND AND POLICY CONTEXT OF ISSUE:
In Spring of 2017 Paul Andrews (President/CEO of National Western Stock Show and complex) and Ben Blalock had an initial conversation regarding the opportunity for UW to have a high profile in the $1.2B National Western complex redevelopment. Andrews communicated back to Blalock regarding ideas he wanted to explore with UW President Laurie Nichols and Wyoming Governor Matt Mead.

Subsequently, Governor Mead met with President Nichols, Blalock, Andrews, and John Ellis (VP, Partnership and Business Development at National Western) on August 29th, 2017 to discuss this opportunity. Paul and John stated their desire to collaborate with UW, submitted, and worked through various structures for the partnership, reaching one that met the expectations of the university.

On October 31, 2017 UW committed to a 2-year agreement (10/31/17 through 1/1/19) to be a National Western (NWSS) Tier 1 sponsor. The sponsorship provides a venue through which the University of Wyoming and more specifically the College of Agriculture & Natural Resources can meet four objectives:

1) Branding and Name Recognition
2) Student Recruitment
3) Donor Relations
4) Educational Opportunities

Detailed more specifically as follows:

Sponsorship:
The University of Wyoming and College of Agriculture and Natural Resources have accepted to be a NWSS Tier 1 sponsor.

✓ $54,775 net cash annually to NWSS for all assets

Term
Two (2) year agreement Beginning Date of Signed Contract (10/31/17) concluding January 1, 2019

This sponsorship will provide:

Significant Branding opportunities throughout the NWSS including Print and Digital Media
   UW will be branded on NWSS digital assets including the website, banners throughout the complex, and full-page ads in the NWSS Guest Guide.
**Catch-a-Calf Co-Presenters**
There will be four Catch-A-Calf contests and UW will have the ability to include Pistol Pete at this event as our mascot as well as provide contestants with UW Branded shirts.

**University of Wyoming Rodeo Night – January 17, 2018**
This unique performance will feature a heightened Wyoming presence. UW will receive 350 tickets to invite UW alumni and guests. There will also be a special ticket offer for UW Students and alums. During this event, there will be a rider and UW Flag presentation as well as the opportunity to distribute UW merchandise at the Coliseum.

**Female Commercial Sale Presented by the University of Wyoming**
This is a premier event that sells over 200 head of bred and open heifers. UW will have a full-page ad in the commercial female catalog, which is distributed to 2,000 attendees.

**Processing Tent**
The processing tent is located in the stockyards north of the arena. All animals shown or sold in the stockyards must pass through this tent. UW will have the opportunity to have significant signage on site as well as distribute UW information to all exhibitors.

**Hospitality**
UW will receive $1,000 ticket bank for horse, rodeo, or special events. In addition, UW will also receive four Sponsor badges providing unlimited grounds admissions, four Sponsor Lounge badges, and four VIP parking passes.

On October 31, 2017, President Nichols VP Blalock, Development Officer Six and Dr. Mike Day, Department Chair of Animal Science traveled to NWSS headquarters and met with Paul Andrews, John Ellis and several others on their team. Beyond confirming the above, we discussed the potential for UW to host a booth on the NWSS Trade Show floor. This booth will provide UW an opportunity for additional student recruitment and more interaction with the public. NSWW is working through a revised agreement at this time. If available, we will share the contract in its entirety including any additional components at the Board meeting.

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**
None

**WHY THIS ITEM IS BEFORE THE BOARD:**
Information Only

**ACTION REQUIRED AT THIS BOARD MEETING:**
Information Only

**PROPOSED MOTION**
N/A

**PRESIDENT’S RECOMMENDATION:**
N/A
AGENDA ITEM TITLE:
UW Trustees Education Initiative Innovation Proposal, – McKinley/Bostrom/Watts

CHECK THE APPROPRIATE BOX(ES):
☐ Work Session
☐ Education Session
☐ Information Item
☒ Other Specify: Committee of the Whole (Items for Approval)

PROPOSAL 2017-05

BACKGROUND AND POLICY CONTEXT OF ISSUE:
The University of Wyoming Trustees Education Initiative (TEI) was created to elevate the College of Education to the status of a preeminent college in professional educator preparation. Appointed by the President of the University of Wyoming Board of Trustees, the TEI Governing Board reviews innovation recommendations for forwarding to the Board of Trustees for final action. If approved by the Board of Trustees, innovation proposals are implemented by the College of Education and its partners.

On October 17, 2017, the TEI Governing Board voted unanimously to recommend TEI Proposal 2017-05 to the Board of Trustees for approval.

This innovation would address the following urgent needs: A) increase the number of promising young people entering the education profession nationally and in Wyoming; B) provide effective induction and mentoring for novice educators; C) Wyoming school leader concerns with the clinical preparation of UW candidates; D) preparing teachers to support character development in P-12 students through effective strategies, including engagement with parents and families. The 2016-2017 report of Teacher Shortages in Wyoming includes: Elementary Grades (Core Subjects); English, including Middle Language Arts; English Learner Education; Family and Consumer Science; Gifted and Talented; Health; Mathematics; Music; Secondary Sciences; Spanish; and Special Education. In identifying school district sites for partnerships, UW-E4 would work with the Wyoming Department of Education and with Wyoming school districts to identify regional needs related to the specific teaching areas for which there is a shortage of professional educators.

Developed by the TEI Breakthrough Innovation Team, this proposal leverages multiple innovations to create the University of Wyoming Enterprise for Elevating Educational Excellence (UW-E4), a unique fellowship model for educator preparation. The model begins with early engagement and recruitment of promising high school students to the profession, while leveraging dual enrollment, advanced placement (AP), and International Baccalaureate (IB) courses while the Fellows are in high school. Fellows would participate in two UW-E4 Summer Institutes while in high school. Building on the model of medical education, after matriculating to UW, Fellows’ declaration of an educational specialty area (Early Childhood, Elementary Education, Secondary Education Content Area) would be delayed until completing field observations in all areas. A key component of UW-E4 is the depth and breadth of fieldwork and clinical experiences Fellows complete, leveraging the use of virtual reality technologies, as well as actor simulations of parent-teacher engagement and educator peer collaboration. These experiences would precede and be
required in addition to traditional field and clinical experiences in Wyoming classrooms. The model engages with a leading national innovator (Sanford Inspire) on character education and developing P-12 student persistence and grit.

Fundamental differences between UW-E4 and UW’s existing educator preparation model include the use of modules and competency-based approaches instead of traditional semester-long courses to assure mastery of knowledge.

Fellows must complete a full-year residency (student teaching) capstone experience in a Wyoming school district. The final phase of the UW-E4 Fellows experience would be a formalized four-year induction and mentoring program for following initial preparation that would support the novice educator through the first four years of their professional teaching career in Wyoming.

The proposed funding support for Proposal 2017-05 is as follows:

- 2017-2018: Daniels Fund grant be used to fund 100 percent of $74,500.00;
- 2018-2019: Daniels Fund grant be used to fund 50 percent of the 2018-2019 costs of $141,250.00, and the TEI Executive Director would seek additional external funding from Wyoming-based foundations and community organizations for the remaining 50 percent; and
- 2019-2020: Daniels Fund grant be used to fund 50 percent of the 2019-2020 costs of $141,250.00, and the TEI Executive Director would seek additional external funding from Wyoming-based foundations and community organizations for the remaining 50 percent.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
At its November 14, 2014 meeting, the Board of Trustees passed a Resolution creating the University of Wyoming Trustees (College of) Education Initiative for the purpose of enabling the college to achieve national prominence in professional educator preparation.

WHY THIS ITEM IS BEFORE THE BOARD:
The Board of Trustees holds the authority to approve innovations proposed through the University of Wyoming Trustees Education Initiative for implementation by the College of Education and its partners.

ACTION REQUIRED AT THIS BOARD MEETING:
Board approval or disapproval of the recommended innovation.

PROPOSED MOTION
I move to approve Trustees Education Initiative Proposal 2017-05 for implementation by the College of Education from January 2017 through June 2020, with $398,230.00 in funding provided through the Daniels Fund Trustees Education Initiative grant to the University of Wyoming as well as other grant sources to be garnered.

PRESIDENT’S RECOMMENDATION:
The President recommends approval.
Executive Director
Proposed Innovation Review Form

Proposed Innovation Number: 2017-05

Assurance of Relevant Review

☒ Trustees Education Initiative Coordinating Council
☒ Trustees Education Initiative National Expert Reviewers
☐ Trustees Education Initiative Stakeholder Feedback Group
☐ University of Wyoming Academic Affairs
☐ University of Wyoming College of Agriculture and Natural Resources
☒ University of Wyoming College of Arts and Sciences
☐ University of Wyoming College of Engineering
☒ University of Wyoming College of Health Sciences
☐ University of Wyoming General Counsel
☒ Wyoming Professional Teaching Standards Board
☒ Wyoming Department of Education
☐ Other A
☐ Other B
☐ Other C

Funding Request

Funding Request by Academic Year:

$74,500.00   2017-2018 Total Request

Recommended Source and %: Daniels Fund Grant, 100%

Recommended Source and %: 

Recommended Source and %: 

Recommended Source and %: 

Recommended Source and %: 

Version 2.0: June 13, 2017
$141,250.00  2018-2019 Total Request
Recommended Source and %: Daniels Fund Grant, 50%
Recommended Source and %: Wyoming-Based Foundations and Community Organizations, 50%
Recommended Source and %: ______
Recommended Source and %: ______
Recommended Source and %: ______

$182,580.00  2019-2020 Total Request
Recommended Source and %: Daniels Fund Grant, 50%
Recommended Source and %: Wyoming-Based Foundations and Community Organizations, 50%
Recommended Source and %: ______
Recommended Source and %: ______
Recommended Source and %: ______

Executive Director Funding Request Comments:
It is recommended that the first year of funding be provided by the Daniels Fund grant. It is recommended that in subsequent years grant support be sought from Wyoming-based foundations and community organizations to fund half of the required budget.

Summary and Comments
This innovation will directly benefit Wyoming communities through pre-professional programs for promising high school students and the opportunity for school districts to identify a pool of talented students who have a vested interest in their local communities. This provides an innovative professional pathway for individuals while addressing a decline in the percentage of new Wyoming teachers prepared at the University of Wyoming (56% in 2012-2013, 50% in 2013-2014, 49% in 2014-2015; 46% in 2015-2016; and 49% in 2016-2017).
Research Work Group
Proposed Innovation Form

Initiative Research Objectives

- Identify innovative educator preparation practices supported by some predictive evidence of successful outcomes on identified metrics
- Identify which innovative practices can be implemented with fidelity and rigor in Wyoming
- Develop or adapt and refine highly effective innovative practices for implementation in Wyoming

Initiative Group Name
Breakthrough Innovation Team

Submitted by: Rebecca Watts
Contact Email: rwatts3@uwyo.edu
Contact Phone: 307-766-5461 or mobile 740-591-3377
Submission Date: August 3, 2017

Group Member Names
Dave Bostrom
Tom Botts
John McKinley
Mark Northam
Rebecca Watts

Proposed Innovation (Title/Brief Description)

The University of Wyoming Enterprise for Elevating Educational Excellence (UW-E') is one of three proposed innovations pathways that, together, would comprise the Wyoming Educator Academy.

UW-E' combines multiple innovations to recruit, support, and mentor a thriving pipeline of innovative educators to teach, foster, and support the holistic growth and development of Wyoming P-12 learners in the skills, knowledge, character, grit, and discipline needed to become a happy, healthy, contributing member of an engaged citizenry. The multi-faceted model lifts up the education profession through early
engagement of promising young people while still in high school, addresses Wyoming's localized supply and demand needs, adopts new approaches to clinical preparation through technology and partnership, and establishes a robust model of induction and mentoring support system for novice educators as they enter the profession.

Detailed description of how this practice would be innovative:

This proposal leverages multiple innovations to create a unique UW-E³ Fellows model for educator early engagement and recruitment to the profession, leveraging advanced learning and college credit while in high school. The proposed model embeds engagement with national innovators (Sanford Inspire) on character education and developing P-12 student persistence and grit. A key component of the proposal is the depth and breadth of fieldwork and clinical experiences leveraging the use of virtual reality technologies, partnership with UW theater faculty and students to simulate parent-teacher engagement and educator peer collaboration. Building on the model of medical education, UW-E³ Fellows would not be permitted to declare an educational specialty area (Early Childhood, Elementary Education, Secondary Education Content Area) until completing clinical rounds in all areas. Fundamental program redesign would be based on the use of modules and competency-based approaches to assure mastery of knowledge and skills instead of the historic structure of courses. An additional innovation would be a required full-year residency capstone experience in embedded partnerships with Wyoming school districts. Completing the UW-E³ Fellows experience would be a formalized four-year induction and mentoring program for following initial preparation that would support the novice educator through the first four years of their professional teaching career in Wyoming.

Alignment to Key Performance Indicator(s)¹

(Check all that apply.)

- Statewide perceptions of the University of Wyoming College of Education
- Enrollment of Wyoming residents in University of Wyoming College of Education
- Continuous improvement protocols for field and clinical experiences, developed and implemented in partnership with school district partners
- Executed, active clinical partnership agreements with Wyoming School Districts
- Employment of University of Wyoming graduates in Wyoming schools
- National accreditation from the Council for Accreditation of Educator Preparation (CAEP), with no Areas for Improvement or Stipulations related to CAEP Standard 4: Program Impact, Component 4.3: Satisfaction of Employers.

¹ List complete as of June 2017. Research Work Groups will introduce additional Key Performance indicators for Governing Board review and action.

Please email completed form to TEI Executive Director upon completion. Version 3.0: June 13, 2017
State-of-the-art College of Education organizational structure, facilities, and technological capabilities as measured by faculty and candidate collaboration and innovation, candidate perceptions of their experiences, and operational efficiencies as measured by resource monitoring and reporting.

Documentation of Need

Please list evidence gathered and analyzed from the current program practice, including quantitative and qualitative data analyzed:

1. The Condition of Future Educators: Interest among ACT-tested graduates in becoming educators continues to decline at an alarming rate, with special concerns in Science/Technology/Engineering/Mathematics (STEM) areas; among males; and among diverse populations.


3. Understanding and Addressing Teacher Shortages in the United States: The Hamilton Project (2017). This policy brief recommends that school districts address teacher shortages through early recruiting efforts and through innovative student teaching placements in anticipation of hiring needs.


5. UW Enrollment Data show that baccalaureate enrollment for primary and secondary majors in education decreased by 33 percent from 2008 to 2015 (1,066 total in 2008, 716 total in 2015).


7. 

8. 

9. 

Summary of documentation of need:

Multiple sources document: A) an urgent need to increase the number of promising young people entering the education profession nationally and in Wyoming; B) an urgent need to provide
The University of Wyoming
Board of Trustees’ Report
November 15-17, 2017
Page 94

effective induction and mentoring for novice educators; C) Wyoming school leader concerns with the clinical preparation of UW candidates; D) the power of preparing teachers to support character development in P-12 students through effective strategies, including engagement with parents and families.

The 2016-2017 report of Teacher Shortages in Wyoming include: Elementary Grades (Core Subjects); English, including Middle Language Arts; English Learner Education; Family and Consumer Science; Gifted and Talented; Health; Mathematics; Music; Secondary Sciences; Spanish; and Special Education. In identifying school district sites for partnerships, TEI will work with the Wyoming Department of Education and with Wyoming school districts to identify regional needs related to the specific teaching areas for which there is a shortage of professional educators.

Evidence Supporting Proposed Innovation: Literature Review

Reviewed and analyzed relevant current literature on the best practices for preparing professional educators

Literature Citations:


Summary of Literature Review:

The body of literature supports the design and implementation of highly effective strategies to engage and recruit promising young people to explore educational professions. Further, the research supports the embedding of character development strategies, skills and knowledge into educator preparation programs to support holistic child development and success. Finally, multiple studies have shown that strengthening the pedagogical skills of candidates through clinical practice and the provision of a robust induction and mentoring program results in educator persistence in the profession and the success of their P-12 learners.

Initial research is promising as to the impact residencies can have on increasing the diversity of the teaching force, improving retention of new teachers, and promoting gains in student learning. Residencies support the development of the profession by acknowledging that the complexity of teaching requires rigorous preparation in line with the high levels of skill and knowledge needed in the profession. Residencies also build professional capacity by providing professional learning and leadership opportunities for accomplished teachers in the field, as they support the growth and development of new teachers. These elements of strengthening the teaching profession can create long-term benefits for districts, schools, and, most importantly, the students they serve.

Researchers have concluded that a powerful way to address teacher shortages in areas of special need is to identify, recruit, train, and support individuals from the local area.

Additional citations include Benjamin Dotger’s "I had no idea: Clinical simulations for teacher development" which documents the success of clinical simulations in providing teachers with the opportunity to enact professional knowledge, skills, and dispositions. The work builds on medical education's long-standing use of standardized patients by providing teachers the opportunity to engage with standardized parents, students, paraprofessionals, and community members in encountering a variety of situations common to P-12 teaching.

Evidence Supporting Proposed Innovation: Evaluation of Leading Programs
(Check all that apply.)

- Employed a mixed methods approach to evaluate quantitative and qualitative data from educator preparation programs across the United States

Programs Reviewed:

- Traditional educator preparation programs in public and private universities across the United States
  Please list names and locations of traditional programs studied:

Please email completed form to TEi Executive Director upon completion.
• Cleveland State University Center for Urban Education (Partnership with Local School District)

• Arizona State University (Sanford Inspire Program) to Prepare Candidates with Skills in Character Development of P-12 Learners

• Corban University, Western Oregon University, Salem-Keizer Public Schools (TeachOregon Grant) (Partnership with Local School District to Strengthen Pipeline of Educators)

• Ohio Resident Educator Program (Induction and Mentoring Program for Novice Educators)

Alternative educator preparation programs
Please list names and locations of alternative programs studied:

• Educators Rising Nebraska; Educators Rising Arizona; Educators Rising New Mexico

• Relay Graduate School of Education

• Teach for America (TFA) (Ongoing Professional Support for TFA Members)

International educator preparation programs
Please list names and locations of international programs studied:

• Practices of teacher induction in Finland

•

Summary of Evaluation of Other Programs:
The evaluation of traditional, alternative, and international educator preparation and induction models show that a multi-faceted approach combining multiple innovative practices is predicted to yield positive effects on the pipeline of educators who remain in the profession and employ practices that result in highly effective holistic outcomes for P-12 learners. Specifically, early engagement and recruitment strategies elevate awareness of educational careers among promising high school students. Preparing candidates to support character development among P-12 learners elevates P-12 student learning outcomes.

Contextual Constraint Analysis
Please identify and describe specific contextual constraints that could have an effect on the successful implementation of the innovation, e.g., fiscal; state, federal, or local policy; accreditation requirements; other.

--The broad geographic dispersion of population centers and school districts in Wyoming will present challenges to implementation of the proposed model, however, through

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innovative uses of technology and partnership, these challenges will not present obstacles to success.

--The Wyoming Professional Teaching Standards Board will need to review the proposed program components to assure that the Fellows’ learning outcomes meet the requirements for an approved licensure preparation program in Wyoming.

--The current context of the University of Wyoming’s statewide partnerships will provide an initial perception obstacle that UW-E4 will need to address directly with information and action. UW currently does not place student teachers in the vast majority of the state (less than 20 percent of 49 school districts). Districts that have no student teachers are disengaged from UWCOE at this time. Addressing that issue is not an innovation and will not go through TEI; it is a necessary improvement the College of Education plans to address. TEI will have to be aware that innovation must be built on mutual trust.

---

Risk Assessment

□ Please list all identified potential risks to College of Education Candidates:
--There is a risk that if a UW-E4 Fellow decided to leave the program for another academic program at UW or another university, s/he might need to take additional coursework to meet the other program’s requirements.
--There is a risk that if a UW-E4 Fellow decides that s/he wishes to be employed in a school district outside Wyoming, s/he will be required to repay a full year of tuition and a full year of cost-of-living stipends. Of note, there is no risk to a Fellow who does not receive an employment offer from any Wyoming school district.

NOTE: These risks are mitigated by the opportunity for Fellows to select out of the program prior to completing the year-long residency without consequence.

□ Please list all identified potential risks to the UW College of Education:
--Developing and implementing the multi-pronged UW-E4 model simultaneous to continuing the historic traditional model will require significant effort from existing UW College of Education faculty and staff.
--Revising the structure and requirements of the College's academic programs will require engagement in the University’s processes for “course” revisions, which could cause delays in implementing the proposed model.

NOTE: These risks are mitigated by positioning the program as a component of a separate Wyoming Educator Academy parallel to the existing College of Education programs.

□ Please list all identified potential risks to College of Education Partners, e.g. Wyoming School District Partners, Other Colleges at University of Wyoming:

Please email completed form to TEI Executive Director upon completion.

Version 3.0: June 13, 2017
--The residency portion of the model cannot guarantee that it will result in addressing locally specific Wyoming school district needs for specialized areas, e.g., special education, STEM fields, although another proposal, UW-E³, would address those needs. NOTE: This risk can be mitigated by emphasizing community-specific needs in the work of each district’s Educators Rising Chapter.

--The proposed model will require the engagement of the College of Arts and Sciences to sequence the delivery of content courses for Fellows to support the sequence of the Fellowship model. NOTE: This risk can be mitigated by including College of Arts and Sciences leadership in planning the Program of Study.

--There is risk to the early fieldwork experiences for UW-E³ Fellows in their home school districts. There will be privacy and confidentiality issues that each district must address in allowing high school students access to the learning environment of other community residents.

--School districts will need to assess the need to require a background check on potential participants in the program.

Please list all identified potential risks to the UW Trustees Education Initiative:

--An important measure of the effectiveness of any educator preparation model is the P-12 student learning outcomes of teachers prepared within a particular model. Wyoming statute prevents access to disaggregation of student assessment outcomes by teacher. Therefore, the metrics designed to measure the effectiveness of the preparation model will be negatively affected by the lack of access to this data point. NOTE: This risk can be mitigated by the adoption of a set of common indicators for measuring the effectiveness of the program. Deans for Impact proposes a set of Common Indicators. TEI Proposal 2017-12 proposes the adoption of these Common Indicators to measure the effectiveness of University of Wyoming educator preparation programs.

Please list all identified potential risks to other stakeholders:

--There is risk to the University of Wyoming at large regarding the success of this multi-pronged innovative model. As challenges arise through design and implementation (which is a certainty), it will be essential for UWTEI to keep University leadership apprised so that they are aware of concerns that may arise throughout the state. NOTE: This risk can be mitigated through real-time monitoring and reporting of challenges to relevant leaders and representatives at the University of Wyoming, Wyoming Professional Teaching Standards Board, Wyoming Department of Education, and Wyoming School Districts.
Funding Request to Support Pilot Innovation Implementation

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Budget Narrative to Support Funding Request:

NOTE: A detailed eight-year budget inclusive of annual outcomes goals is provided at the end of this proposal.

Academic year 2017-2018 would focus on recruiting and hiring a UW-E^4 director as well as planning and implementing marketing and recruiting Wyoming school districts to partner on UW-E^4, specifically by providing a chapter sponsor for Educators Rising. Additionally, 2017-2018 would include planning for the inaugural Summer Institute I, which the Wyoming Educator Academy would host in Summer 2019. A UW-E^4 Director would be recruited and begin work by February 1, 2018.

In 2018-2019, UW-E^4 would provide housing and dining for UW-E^4 Fellows, (rising high school juniors) to attend Summer Institute I. Funding would also be needed to engage a Summer Institute I Director, and
presenters. Marketing and recruiting activities would continue. Professional development of Educators Rising Chapter Sponsors throughout Wyoming also would be provided.

In 2019-2020, expansion would include the addition of UW-E² Fellows (rising high school seniors) to attend Summer Institute II. Increased funding would also be needed to engage a Summer Institute II Director, and presenters. UW-E² Fellows in their junior year of high school would begin enrollment in advanced placement (AP) courses, International Baccalaureate (IB) courses, and/or dual enrollment courses through the University of Wyoming or a Wyoming community college. The proposed budget provides support for Fellows' AP exam fees, IB exam fees, and dual enrollment tuition as needed beyond the existing state funding for dual enrollment participation.

In 2020-2021, UW-E² Fellows in their junior and senior years of high school would begin enrollment in AP, IB, and/or dual enrollment courses at the University of Wyoming or a Wyoming community college. This academic year of the program would mark the beginning of undergraduate scholarship awards for UW-E² Fellows. The budget further reflects a $1,000.00 scholarship provided to each of UW-E² First Year Fellows.

In 2021-2022, the budget reflects a $1,000.00 scholarship provided to each of UW-E² First Year Fellows and UW-E² Second Year Fellows.

In 2022-2023, the budget reflects a $1,000.00 scholarship provided to each of UW-E² First Year Fellows, UW-E² Second Year Fellows, and UW-E² Third Year Fellows.

In 2023-2024, the budget reflects a $1,000.00 scholarship provided to each of UW-E² First Year Fellows, UW-E² Second Year Fellows, and UW-E² Third Year Fellows, and UW-E² Fourth Year Fellows. This year also would begin the utilization of Regional Coordinators to support UW-E² Fourth Year Fellows and Mentors. Mentors would receive a $1,000 per year stipend, and Fourth Year Fellows would receive a $3,000 housing and living stipend.

2024-2025 marks the beginning of full implementation of UW-E² with the advent of the Induction and Mentoring Program for Fellows hired as novice educators in Wyoming School Districts. The budget for this year reflects the beginning of stipends for Induction Mentor Stipends, to support Wyoming educators in supporting UW-E² Fellows in their inaugural years as Wyoming educators.

**Proposed Innovation Narrative:**

The University of Wyoming Enterprise for Elevating Educational Excellence (UW-E²) combines innovations related to early recruitment of future educator professionals, early field experiences for future educators while still in high school, leveraging dual enrollment, advanced placement (AP), and International Baccalaureate (IB) opportunities to earn college credit while still in high school, developing educator skills related to developing character, grit, and civic engagement among P-12 learners; leveraging technology to strengthen clinical preparation for teaching, classroom management, parent engagement, and peer support; developing innovative partnerships with theater faculty and majors to provide simulated communication and collaboration experiences; deferring Fellow declaration of a special area within education until having experienced guided fieldwork experiences across all grade bands and subject areas; extensive fieldwork in each year of preparation; completion of coursework and fieldwork by the conclusion of the third year of the program; implementation of a full-year residency in the capstone (fourth) year of college enrollment, with supporting cost-of-living stipend for Fellows and stipends for mentors collaborating with Fellows in co-teaching model in Wyoming schools; and a structured induction and mentoring program to support novice educators for their first years in the profession following completion of their initial preparation.

The Wyoming teachers selected to mentor UW educator candidates as well as those who will serve as peer mentors to novice educators who have completed the first three phases of UW-E² will complete a focused...

*Please email completed form to TEI Executive Director upon completion.*

*Version 3.0: June 13, 2017*
intensive professional development program to develop coaching and mentoring skills. Additionally, Fellowship mentors and Induction mentors will collaborate closely with UW College of Education faculty members.

Integral at each Fellow milestone in the Enterprise for Elevating Education Excellence is an emphasis on assuring that each Fellow is committed to a career as a professional educator and has the requisite dispositions and skills for success in supporting all learners.

A central component to Phase One is the establishment of a Wyoming Educators Rising Chapter. Educators Rising is analogous to Future Farmers of America, in that it engages promising youth in a professional pathway from an early age. Targeted recruitment activities should include students from linguistically diverse backgrounds, historically under-represented populations in teaching, and students in poverty.

Key innovations in Phase One of UW-E³ are: A) targeted early recruitment and engagement of promising Wyoming youth (high school sophomores) into education professions, including targeted strategies for students with linguistically rich backgrounds and those historically under-represented in education professions; B) guided fieldwork observations in their home school districts, and C) completion of online modules on Inspired Teaching (Sanford Inspired modules) designed to foster character development among P-12 learners.

Phase Two brings UW-E³ Fellows throughout the state together for a Summer Institute with national innovators speaking on the importance of education in society and innovative approaches to strengthening fulfillment of that role.

In Phase Three, UW-E³ Fellows continue their guided fieldwork and completion of Inspired Teaching modules while simultaneously enrolling in a minimum of three dual enrollment, AP, or IB courses to earn high school credit and articulated college credit at the University of Wyoming. UW-E³ Fellows are pre-admitted to the University of Wyoming as education majors, without any designation of specialty area.

Phase Four provides Summer Institute II in which Fellows who have completed Phases One through Three are provided more in-depth preparation on the importance of fostering character development, grit, persistence, and engaged civics among P-12 learners. In Summer Institute II Fellows will engage with virtual reality technology to complete additional guided clinical experiences. In addition, Fellows will complete additional Inspired Teaching modules.

In their senior year of high school UW-E³ Fellows complete Phase Five, which includes completion of a minimum of three additional dual enrollment, AP, or IB courses, and continuation of engagement with virtual reality technology for guided clinical experiences. In addition, Fellows will complete six courses of articulated credit to the University of Wyoming.

For Phase Six, UW-E³ Fellows enroll full-time at the University of Wyoming as education majors with no specialty area (Early Childhood, Elementary Education, Secondary Education Content Area) declared. In this phase, Fellows complete introductory education courses with embedded guided fieldwork across all grade bands and content areas, e.g., Early Childhood, Elementary Education, Secondary Education, Special Education, Arts, Music, and Physical Education. Further, UW-E³ Fellows continue to utilize virtual reality to strengthen their clinical experiences. In this phase, Fellows also interact with human simulations through a collaboration with the UW Theater Program in which students and faculty simulate parent-teacher conversations as well as educator peer conversations that they will experience as professionals for ongoing coaching and peer support. It is proposed that the program collaborate with the UW Honors College to explore recruiting and admitting UW-E³ Fellows to the UW Honors College.

UW-E³ Fellows declare a specialty area in Phase Seven, which represents their second year of full-time enrollment at the University of Wyoming. With this declaration, Fellows begin their content courses related
to their specialty area while continuing to complete their education courses. In all courses, Fellows complete fieldwork in clinical settings in Wyoming schools.

Phase Eight represents the third year of full-time enrollment for Fellows. In this phase Fellows finalize all content and education (pedagogy) courses/modules complete their fieldwork experiences prior to residency.

With Phase Nine, UW-E4 Fellows complete a full academic year residency in a Wyoming school district in a cohort model to provide peer collaboration and support in their residency settings. Each Fellow is paired with a Mentor teacher; the Fellow and Mentor co-teach the P-12 learners, with shared responsibility for planning, assessment, instructional differentiation, and collaboration with other members of the school’s team. Fellows receive a tuition scholarship for the academic year as well as a cost-of-living stipend. The Mentor teacher receives a stipend. It is proposed that fundraising with connections to the local community be conducted to support the stipends for Fellows and Mentors in each site.

By accepting the Phase Nine tuition scholarship and cost-of-living stipend, the Fellow agrees to serve in a Wyoming school district for four years in Phase Ten of UW-E4. The host Wyoming school district has the first option at hiring Fellows placed in its district. If the host district does not offer employment to a Fellow, other Wyoming Fellowship Districts have the option to extend an employment offer to the Fellow. If a UW-E4 Fellow opts to accept employment outside Wyoming s/he must re-pay the Phase Nine one-year tuition scholarship and the cost-of-living stipend. If no Wyoming school districts extend an offer of employment to the Fellow by the June 1 immediately following the Fellow’s completion of Phase Nine, s/he is released from an obligation to re-pay the Phase Nine tuition scholarship and cost-of-living stipend.

Phase Ten creates a formalized induction and mentoring program for UW-E4 Fellows as they enter the teaching profession. The formalized induction and mentoring program pairs a Fellow with an Induction Mentor in the same school for coaching and support. In addition, Fellows receive financial support for professional development activities aligned with the district’s strategic priorities. Induction Mentors receive a stipend for each Fellow they support. It is proposed that local fundraising efforts garner private donations to support the costs of the Induction and Mentoring program.

Goals and Timeline:

2017-18
-UW Educator Preparation Academy recruits Wyoming school districts (5) for Educators Rising Chapters
-Educators Rising Chapter Advisors (5) complete professional development and training
-UW Educator Preparation Academy plans UW-E4 Summer Institute for Summer 2019

2018-2019
-UW Educator Preparation Academy recruits community college partners to deliver dual enrollment courses for UW-E4 Fellows and school district partners to provide AP and/or IB courses
-Wyoming school districts enroll high school sophomores into UW-E4
-UW Educator Preparation Academy hosts inaugural UW-E4 Summer Institute I for participants and plans Summer Institute II for Summer 2020.

2019-2020

Please email completed form to TEI Executive Director upon completion.
- Wyoming school districts enroll high school sophomores and continue supporting high school juniors in UW-E³.
- UW-E³ high school juniors participate in dual enrollment, AP, and/or IB courses.
- UW Educator Preparation Academy hosts Summer Institute I for rising high school juniors and inaugural Summer Institute II for rising high school seniors.

2020-2021
- Wyoming Educator Preparation Academy admits/enrolls First Year UW-E³ Fellows. Fellows are admitted as education majors, but do not declare teaching specialty. Fellows complete any remaining general education requirements and begin initial educator preparation coursework.
- Wyoming school districts enroll high school sophomores and continue supporting high school juniors in UW-E³.
- UW-E³ high school juniors participate in dual enrollment, AP, and/or IB courses.
- UW Educator Preparation Academy hosts Summer Institute I for rising high school juniors and inaugural Summer Institute II for rising high school seniors.

2021-2022
- Wyoming Educator Preparation Academy admits/enrolls First Year UW-E³ Fellows. Fellows are admitted as education majors, but do not declare teaching specialty. Fellows complete any remaining general education requirements and begin initial educator preparation coursework. Fellows each receive a $1,000.00 scholarship.
- Second Year UW-E³ Fellows declare specialty areas and complete content and methods courses including early field and clinical experiences, including simulations.
- Wyoming school districts enroll high school sophomores and continue supporting high school juniors in UW-E³.
- UW-E³ high school juniors participate in dual enrollment, AP, and/or IB courses.
- UW Educator Preparation Academy hosts Summer Institute I for rising high school juniors and inaugural Summer Institute II for rising high school seniors.

2022-2023
- Wyoming Educator Preparation Academy admits/enrolls First Year UW-E³ Fellows. Fellows are admitted as education majors, but do not declare teaching specialty. Fellows complete any remaining general education requirements and begin initial educator preparation coursework. Fellows each receive a $1,000.00 scholarship.
- Second Year UW-E³ Fellows declare specialty areas and complete content and methods courses including early field and clinical experiences, including simulations. Fellows each receive a $1,000.00 scholarship.
- Third Year UW-E³ Fellows complete final content and methods courses, including relevant field and clinical experiences. Fellows each receive a $1,000.00 scholarship.

Please email completed form to TEI Executive Director upon completion.
- Wyoming school districts enroll high school sophomores and continue supporting high school juniors in UW-E.
- UW-E high school juniors participate in dual enrollment, AP, and/or IB courses.
- UW Educator Preparation Academy hosts Summer Institute I for rising high school juniors and inaugural Summer Institute II for rising high school seniors.

2023-2024

- Wyoming Educator Preparation Academy admits/enrolls First Year UW-E Fellows. Fellows are admitted as education majors, but do not declare teaching specialty. Fellows complete any remaining general education requirements and begin initial educator preparation coursework.
- Second Year UW-E Fellows declare specialty areas and complete content and methods courses including early field and clinical experiences, including simulations. Fellows each receive a $1,000.00 scholarship.
- Third Year UW-E Fellows complete final content and methods courses, including relevant field and clinical experiences. Fellows each receive a $1,000.00 scholarship.
- Fourth Year UW-E Fellows complete a full-year residency in a high-need Wyoming school district. Fellows each receive a $1,000.00 scholarship.
- Wyoming school districts enroll high school sophomores, continue supporting high school juniors and high school seniors in UW-E.
- UW-E high school juniors and high school seniors participate in dual enrollment, AP, and/or IB courses.
- UW Educator Preparation Academy hosts Summer Institute I for rising high school juniors and inaugural Summer Institute II for rising high school seniors.

2024-2025

- Wyoming Educator Preparation Academy admits/enrolls First Year UW-E Fellows. Fellows are admitted as education majors, but do not declare teaching specialty. Fellows complete any remaining general education requirements and begin initial educator preparation coursework. Fellows each receive a $1,000.00 scholarship.
- Second Year UW-E Fellows declare specialty areas and complete content and methods courses including early field and clinical experiences, including simulations. Fellows each receive a $1,000.00 scholarship.
- Third Year UW-E Fellows complete final content and methods courses, including relevant field and clinical experiences. Fellows each receive a $1,000.00 scholarship.
- Fourth Year UW-E Fellows complete a full-year residency in a high-need Wyoming school district. Fellows each receive a $1,000.00 scholarship.
- Wyoming school districts employ UW-E Fellows and partner with the Wyoming Educator Academy to provide induction and mentoring for novice educators.
- Wyoming school districts enroll high school sophomores, continue supporting high school juniors and high school seniors in UW-E.
- UW-E high school juniors and high school seniors participate in dual enrollment, AP, and/or IB courses.
--UW Educator Preparation Academy hosts Summer Institute I for rising high school juniors and inaugural Summer Institute II for rising high school seniors.

2025-2026

--Wyoming Educator Preparation Academy admits/enrolls First Year UW-E^4 Fellows. Fellows are admitted as education majors, but do not declare teaching specialty. Fellows complete any remaining general education requirements and begin initial educator preparation coursework. Fellows each receive a $1,000.00 scholarship.

--Second Year UW-E^4 Fellows declare specialty areas and complete content and methods courses including early field and clinical experiences, including simulations. Fellows each receive a $1,000.00 scholarship.

--Third Year UW-E^4 Fellows complete final content and methods courses, including relevant field and clinical experiences. Fellows each receive a $1,000.00 scholarship.

--Fourth Year UW-E^4 Fellows complete a full-year residency in a high-need Wyoming school district. Fellows each receive a $1,000.00 scholarship.

--Wyoming school districts employ UW-E^4 Fellows and partner with the Wyoming Educator Academy to provide induction and mentoring support for novice educators.

--Wyoming school districts enroll high school sophomores, continue supporting high school juniors and high school seniors in UW-E^4.

--UW-E^4 high school juniors and high school seniors participate in dual enrollment, AP, and/or IB courses.

--UW Educator Preparation Academy hosts Summer Institute I for rising high school juniors and inaugural Summer Institute II for rising high school seniors.

NOTE: If a visual schematic is helpful to you, please see the UW-E^4 diagram below. If a visual schematic is not helpful, please ignore the diagram.
University of Wyoming Enterprise for Elevating Educational Excellence - E4

**Phase One:** UW E4 Early Engagement and Recruitment to the Profession
- State and Local Educators Rising
- Chapters Formed in 50 Wyoming high schools, with participants identified as UW E4 Fellows as early as their sophomore year in high school.
- Fellows complete introductory modules and guided hands-on teaching experiences in their home districts.

**Phase Two:** Exploring the Profession
- UW E4 Summer Institute
- Focus on the Role of Education in Society
- Featuring nationally renowned innovators

**Phase Three:** Fellows Earning College Credit While in High School
- UW E4 Fellows complete 3-3 dual enrollment courses as high school juniors with a focus on general education requirements.
- Fellows continue modules and guided hands-on teaching experiences in their home districts.
- UW E4 Fellows are pre-admitted to UW as education majors.

**Phase Four:** Deeper Exploration of the Profession
- UW E4 Summer Institute II
- Focus on character development featuring national innovators character and civic engagement
- Fellows complete multiple Sanford Inspire modules: http://www.sanfordresearchprogram.org/teacher-prep/
- Fellows complete guided clinical experiences through the use of virtual reality technology.

**Phase Five:** Fellows Earning College Credit While in High School
- Fellows complete 3-3 dual enrollment courses as high school seniors with a focus on general education requirements.
- Fellows experience virtual reality clinical experience technology through distance technologies.
- Fellows graduate from high school with college credits which articulate to UW.

**Phase Six:** Full-Time Enrollment Early Courses/Modules and Fieldwork
- Fellows enroll full-time at UW as Education Majors WITH NO SPECIALTY AREA DECLARED
- Fellows complete introductory education courses with embedded guided fieldwork observations across all education specialty areas, e.g., Early Childhood, Elementary, Secondary (All Areas), Special Education, Art, Music, Physical Education
- Fellows' guided fieldwork observations utilize virtual reality simulations, and simulated observations for parental engagement and peer collaboration with UW teacher majors and faculty.

**Phase Seven:** Full-Time Enrollment
- Specialty Declaration, Mid-Level Courses / Modules and Fieldwork
- Fellows declare education specialty area / licensure program
- Fellows begin consent courses / modules required for specialty area
- Fellows continue specialty area education courses / modules with embedded fieldwork observations in specialty area

**Phase Eight:** UW E4 Fellows Full-Time One-Year Residency / Capstone Experience
- Fellows complete a cohort-based embedded year-long residency in a UW Fellowship School District, participating in a co-teaching model with a mentor teacher along with peer support from other Fellows.
- The Fellow receives a tuition scholarship and cost of living stipend; the Mentor receives a stipend for supporting the Fellow in the residency.
- To receive the tuition scholarship and cost of living stipend, the Fellow agrees to serve in a Wyoming school for four years following graduation; if the Fellow fails to fulfill this obligation, the tuition and stipend must be repaid.
- The hosting Wyoming school district receives the first option to hire the Fellow following graduation. If the district chooses not to extend an employment offer to the Fellow, other UW Fellowship Districts are given the option to hire the UW E4 Fellow.

**Phase Nine:** UW E4 Fellows Mentored as Employed Novice Educators in Wyoming Schools
- Fellows receive formalized mentoring and induction support through a comprehensive, four-year induction program, beginning with two years of instructional mentoring, continuing with professional development opportunities focused on the district's strategic priorities.
- Regional cohort engagement of Fellows to support peer support.
- District mentor teachers supporting the Fellow receive a stipend for their support of the Fellow and their engagement with UW E4 faculty and leaders.
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Productivity Projections:
- 35 Educators/Year
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<td>$2,500.00 Prof Dev Educators Rising Sponsors</td>
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<td>$4,000.00 Internship Stipend for Fellows</td>
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<td>$3,000.00 Mentor Stipends for Fourth Year Fellows</td>
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<td>35</td>
<td>$3,000.00 Induction Mentor Stipends</td>
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<td>3</td>
<td>$10,000.00 Regional Coordinator Stipend</td>
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<td>$84,000.00 Salary and Benefits (40%) for UW-E4 Director</td>
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<td>$1,268,600.00 FY TOTAL</td>
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</tbody>
</table>
PROPOSAL 2017-09

BACKGROUND AND POLICY CONTEXT OF ISSUE:
The University of Wyoming Trustees Education Initiative (TEI) was created to elevate the College of Education to the status of a preeminent college in professional educator preparation. Appointed by the President of the University of Wyoming Board of Trustees, the TEI Governing Board reviews innovation recommendations for forwarding to the Board of Trustees for final action. If approved by the Board of Trustees innovation proposals are implemented by the College of Education and its partners.

On October 17, 2017, the TEI Governing Board voted to recommend TEI Proposal 2017-09 to the Board of Trustees for approval.

Developed by the TEI College of Education Research Work Group, Proposal 2017-09 details the development and integration of a strand throughout UW’s teacher preparation program that focuses on ethics awareness and demonstration of competencies. Elements of the strand would be based on the Model Code of Ethics for Educators (MCEE), developed by the National Association of State Directors of Teacher Education and Certification, an association to which leaders of the Wyoming Professional Teaching Standards Board belong. The MCEE standards are built on five principles:

1. Responsibility to the profession
2. Responsibility for professional competence
3. Responsibility to students
4. Responsibility to the school community
5. Responsible and ethical use of technology

The College of Education Research Work Group evaluated the professional ethics preparation models at Colorado State University, Montana State University, the University of Idaho, the University of Michigan, Kansas State University, the Australian Preservice Teacher Program (24 universities). Further, the Work Group reviewed the policies of teacher education in Nigeria.

The opportunity for UW to step forward as a leader in this realm is documented in national and international research. In a survey of five countries, researchers found that administrators and instructors agree that “ethics is an important aspect of preservice teacher education and that an ethics-related course can have a positive impact on students’ ethical behavior and development as teachers” (Maxwell et al, p. 143, 2016). However, several obstacles were identified to providing effective ethics instruction, including lack of time in program schedules for a separate course, faculty members lacking the skills to teach ethics, and lack of an established curriculum. Most existing pre-service programs require only a single course, rather than an integrated approach.

The proposed funding support for Proposal 2017-09 is as follows:

- 2017-2018: Daniels Fund grant be used to fund 100 percent of $105,175.33;
2018-2019: Daniels Fund grant be used to fund 50 percent of the 2018-2019 costs of $105,175.33, and the Executive Director would seek additional external funding from the Center for Ethics and Education and the Denny Sanford Foundation for the remaining 50 percent; and

2019-2020: Daniels Fund grant be used to fund 50 percent of the 2019-2020 costs of $105,175.33, and the Executive Director would seek additional external funding from the Center for Ethics and Education and the Denny Sanford Foundation for the remaining 50 percent.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
At its November 14, 2014 meeting, the Board of Trustees passed a Resolution creating the University of Wyoming Trustees (College of) Education Initiative for the purpose of enabling the college to achieve national prominence in professional educator preparation.

WHY THIS ITEM IS BEFORE THE BOARD:
The Board of Trustees holds the authority to approve innovations proposed through the University of Wyoming Trustees Education Initiative for implementation by the College of Education and its partners.

ACTION REQUIRED AT THIS BOARD MEETING:
Board approval or disapproval of the recommended innovation.

PROPOSED MOTION
I move to approve Trustees Education Initiative Proposal 2017-09 for implementation by the College of Education from January 2017 through June 2020, with $315,526.00 in funding provided through the Daniels Fund Trustees Education Initiative grant to the University of Wyoming as well as other grant sources to be garnered.

PRESIDENT’S RECOMMENDATION:
The President recommends approval.
Executive Director
Proposed Innovation Review Form

Proposed Innovation Number: 2017-09

Assurance of Relevant Review

☒ Trustees Education Initiative Coordinating Council
☒ Trustees Education Initiative National Expert Reviewers
☒ Trustees Education Initiative Stakeholder Feedback Group
☐ University of Wyoming Academic Affairs
☐ University of Wyoming College of Agriculture and Natural Resources
☒ University of Wyoming College of Arts and Sciences
☐ University of Wyoming College of Engineering
☒ University of Wyoming College of Health Sciences
☐ University of Wyoming General Counsel
☒ Wyoming Professional Teaching Standards Board
☒ Wyoming Department of Education
☐ Other A
☐ Other B
☐ Other C

Funding Request

Funding Request by Academic Year:

$105,175.33  2017-2018 Total Request

Recommended Source and %: Daniels Fund Grant, 100%
Recommended Source and %: 
Recommended Source and %: 
Recommended Source and %: 
Recommended Source and %: 

Version 2.0: June 13, 2017

1
$105,175.33 2018-2019 Total Request
Recommended Source and %: Daniels Fund Grant, 50%
Recommended Source and %: Center for Ethics and Education, 25%
Recommended Source and %: Denny Sanford Foundation, 25%
Recommended Source and %: _____
Recommended Source and %: _____

2019-2020 Total Request
Recommended Source and %: _____
Recommended Source and %: _____
Recommended Source and %: _____
Recommended Source and %: _____
Recommended Source and %: _____

Executive Director Funding Request Comments:
It is recommended that the Daniels Fund grant providing 100% of the funding for 2017-2018.

This innovation addresses an area of great need in educator preparation across the country, yet, there is not yet an abundance of grant opportunities focused on this work. There is identified potential for additional external grants to support half of the 2018-2019 budget.

Summary and Comments
This innovation addresses a national need for intentional preparation aligned to a code of professional ethics for educators. Successful implementation of this innovation will position the UW College of Education as a national leader in this work.
College of Education Research Work Group Proposal for Ethical Educator Program

Initiative Research Objectives

- Identify innovative educator preparation practices supported by some predictive evidence of successful outcomes on identified metrics.
- Identify which innovative practices can be implemented with fidelity and rigor in Wyoming.
- Develop or adapt and refine highly effective innovative practices for implementation in Wyoming.

Initiative Research Work Group Name: College of Education

Submitted by: Jeanette Joyce and David Yanoski, Marzano Research

Contact email: jeanette.joyce@marzanoresearch.com or david.yanoski@marzanoresearch.com

Contact phone: 303-799-9199 ext. 335 or 306


Research Work Group members:

- Cynthia Brock
- John Hansen
- Leslie Rush
- Jan Segerstrom

Proposed Innovation

Why Is This Practice Innovative?

Although there is national agreement that ethical behavior is a critical part of teaching (Tom, 1980), there is little empirical research on the best practices for increasing ethical awareness in young educators (Maxwell & Schwimmer, 2016). Currently, the development of ethical teaching practice focuses on four distinct approaches that universities may take:

1. Offer a single course on ethics in teaching, most often as an elective.
2. Adopt an existing curriculum, including online programs.
3. Administer an ethics oath.
4. Integrate ethical content in courses at faculty discretion.
For example, the University of Michigan has adopted an online ethics training program called ProEthica. Kansas State University, at one time, required all graduates of their teacher preparation program to take an oath during the graduation ceremony. However, this practice has been curtailed to the publication of the oath in the graduation program, with no public acknowledgement required. Recently, twenty-four percent of schools reported in an international survey that they utilized a stand-alone ethics course (Maxwell et al., 2016).

Although the Research Work Group considered these options—using ProEthica as a stand-alone online course, requiring an additional course in ethical teaching, or relying on individual faculty members to develop and incorporate ethical instruction into existing course offerings—the group was not convinced that the options were particularly innovative or would result in increased awareness of ethics among teacher candidates. According to Bazerman & Tenbrunsel (2013), typical ethics interventions fail to change teacher practice because they do not educate teacher candidates to recognize ethical dilemmas. Instead, the interventions are predicated on a false assumption that teacher candidates will recognize ethical challenges when they see them.

The group felt that an integrated approach that taught students to recognize ethical dilemmas and determine a course of action based on an ethical framework was a far better approach. The proposed innovation takes advantage of existing systems such as ProEthica, incorporates ethical case analysis into courses throughout the program, and includes a public affirmation of ethical standards. In addition, the group felt that a summer institute, to develop cases for inclusion in existing courses, and training for faculty would circumvent the barriers experienced by other schools, including lack of time in program schedules for a separate course, lack of skills among faculty members to teach ethics, and lack of an established curriculum.

The College of Education at the University of Wyoming has the unique opportunity to develop and integrate an innovative ethical educator strand within its existing teacher preparation programs.

**What Is the Proposed Innovation?**

The College of Education proposes the development and integration of an ethics awareness strand throughout its teacher preparation program. Elements of this strand will be based on the Model Code of Ethics for Educators (MCEE), developed by the National Association of State Directors of Teacher Education and Certification (see [http://www.nasdtec.net/?page=MCEE_Doc](http://www.nasdtec.net/?page=MCEE_Doc)). The MCEE standards are built on five principles:

1. Responsibility to the Profession
2. Responsibility for Professional Competence
3. Responsibility to Students
4. Responsibility to the School Community
5. Responsible and Ethical Use of Technology

The proposed Ethical Educator program is composed of four components and a Summer Ethics Institute. The four components will be integrated into existing coursework, field experiences, and College of Education policies and procedures. Specifically,

- students and faculty will receive a Certificate of Achievement after completing the ProEthica modules;
- faculty will develop case studies, and students will have the opportunity to discuss and reflect on ethics-based case studies embedded within appropriate coursework;
- supervisors will model ethics awareness in fieldwork, and students will observe and reflect on ethics in their placements;
- students will complete an oath and be awarded a pin upon successful completion of the program; and
• a few distinguished students will be invited to participate in an ethical education presentation at the annual Shepherd Symposium or similar conference.

This proposal funds access to ProEthica for the first three years, stipends for faculty and consultants who participate in the Summer Ethics Institute, and conference participation at the Shepard Symposium. In addition to increasing the awareness of ethics in education for the College of Education students at the University of Wyoming, this proposal has the potential to contribute to the accreditation process for the University as well as bring national attention to the innovative program created.

Component 1: ProEthica

The program will begin with the implementation of ProEthica, a system of online modules on educator ethics developed and offered by the Educational Testing Service (ETS), and based on the MCEE standards. ProEthica contains six modules:

- The Professional Educator
- The Professional Educator and the Student
- The Professional Educator and the School
- The Professional Educator and the Community
- The Professional Educator and Technology (available September 2017).
- Ethical Decision Making for the Professional Educator.

The College of Education will provide access to ProEthica for all incoming students. Because it is available online, students will be able to complete the modules on their own time and own device. Students will have to successfully complete the training and submit the printed certification of completion to the administrative office before they begin working inside P-12 classrooms.

Each module contains online situations related to teacher interactions with students, schools, and the community. The modules are designed to prompt students to consider and respond to various ethical dilemmas, allowing them to see possible consequences of their decisions. Modules include written scenarios, resource documents, “mini-games” and other activities, and guiding questions to encourage student reflection. Visual indicators embedded in each module provide feedback based on students’ current performance relative to the MCEE standards. These indicators change with every decision a particular student makes, giving that student a real-time assessment of his or her current standing. The final assessment for each module is a 12-question multiple choice test. These scores are then reported to the University.

Modules are designed to take around 30 minutes each and must be completed in order. Once one module is completed, the next will become available. In Year One, all admitted and enrolled students will complete this requirement. In Years Two and Three, the cycle will be established for all freshman and transfer students in the College of Education. Additionally, in Year Three, the program will be expanded to include the Educational Leadership degree program and, potentially, other relevant programs.

Component 2: Integrated Case Analysis

To further student awareness of ethical issues, case studies for discussion and reflection will be embedded in designated courses throughout the first three years of coursework. Each designated course will include one case study. The goal is to guide students towards individual interpretation of and reflection on ethical concerns, and then follow with faculty-led discussions. We anticipate that the presentation, reflection, and discussion of a case will take no more than two hours of course time in total. All case studies will be based on the MCEE standards.
Case studies will be developed by faculty at a Summer Ethics Institute, which is described in greater detail in the Implementation Plan section below. The developed case studies will be based on a common template that will include examples specific to course content. Training and support for the effective use of these cases will be provided to all faculty who teach designated courses. During the Summer Ethics Institute, faculty may also develop targeted Mursion modules, with technical support, for the University-purchased system. Mursion is a virtual reality simulator in which students can perform specific instructional practices related to subject areas (see https://mursion.com/). For example, faculty might develop a module that simulates a parent bringing an ethical concern to a teacher’s attention so that students contemplate and practice appropriate responses.

Component 3: Integration into Field Experiences

Skills regarding ethical concerns in teaching practices will be further enhanced through fieldwork experiences. Beginning in Year Two, during the student-teaching semester, mentor-teachers and supervisors will provide guided observations and reflections in which the student will observe and assess potential ethical issues under the guidance of the mentor/ supervisor team. The program will culminate with students completing a reflective essay as part of the edTPA, the performance-based assessment that measures candidates’ readiness to teach (see https://www.uwyo.edu/ed/livetext/edtpa.html). In this essay, candidates will examine observed or potential ethical tensions from their fieldwork.

During the Summer Ethics Institute in Year One, mentor-teachers and supervising faculty will engage in training, provided by consultants as needed. In addition, faculty participating in the institute will develop observation guides and reflection questions to support mentor-teachers and supervising faculty.

Component 4: Recognition

Students who have successfully completed the ProEthica modules, integrated case studies, and fieldwork by Year Three of the Ethical Educator program will have the opportunity to sign an oath prior to graduation. Students who sign will also be presented with an Ethical Educator pin or other token upon graduation. Selected students who successfully complete the program and create edTPA essays deemed particularly thoughtful and insightful will be awarded an Ethical Educator with Distinction, and will be invited to participate in a teaching ethics panel at the Shepard Symposium. A named session at the Shepard Symposium, in which leading ethics education research is presented, will be considered during Year One and possibly piloted in Year Two.

Additionally, the potential for a teaching ethics panel to be expanded to other UW symposia/conferences will be explored during the Year Two Summer Ethics Institute.
Implementation Plan

Figure 1 illustrates the plan and timeline for implementing each of the four components of the proposed Ethical Educator program.

**Component 1: ProEthica**
- **Year One** - All current and entering CoE students complete modules
- **Year Two** - All entering CoE students complete modules
- **Year Three** - All entering CoE and all Ed Leadership students complete module

**Component 2: Case Studies**
- **Year One** - Case studies designed during Summer Ethics Institute
- **Year Two** - Case studies piloted in designed CoE courses; revisions refinery to CoE and design of Ed Leadership case studies during Summer Ethics Institute
- **Year Three** - Refinements and revisions implemented in CoE; Case studies and fieldwork piloted in Ed Leadership courses

**Component 3: Fieldwork**
- **Year One** - Training for supervisors and mentor-teachers during Summer Ethics Institute
- **Year Two** - Fieldwork observations and EdTPA essay piloted in CoE; refinements to CoE and training for Ed Leadership supervisors and mentor-teachers during Summer Ethics Institute
- **Year Three** - Fieldwork refinements implemented in CoE and piloted in Ed Leadership

**Component 4: Recognitions**
- **Year One** - Initial planning for recognition during Summer Ethics Institute
- **Year Two** - Further planning for recognition during Summer Ethics Institute
- **Year Three** - First round of recognitions for CoE graduates

Figure 1. Timeline of proposal components

Throughout the implementation plan, existing University of Wyoming resources, such as the Daniels Fund Chair in Ethics in the College of Business and the College of Engineering’s Professional Ethics curriculum and practices, will also be consulted to help develop the oath, ethical case studies, training, and other curricular offerings. Ongoing conversations among these three colleges will ensure shared practices for a unified approach by the University as a whole.

In Year One, students and selected faculty will complete the ProEthica modules. Additionally, a faculty team will be involved in a five-day Summer Ethics Institute to develop case studies for students. The Year One summer institute will bring together key faculty as well as key stakeholders (e.g., P-12 educators and administrators, WDE personnel, and Community College faculty and administration) to

- create course cases, activities, and observation guides;
- explore need and design potential Mursion modules;
- script the oath;
- design a scoring rubric for the EdTPA essay;
- design essential training for faculty, supervisors, and mentor-teachers; and
- begin to liaise with Shepard Symposium staff to plan participation in April.

If deemed necessary, consultants identified through ProEthica can be brought in to facilitate these tasks.
In Year Two, incoming students and selected faculty will continue to complete the ProEthica modules, case studies will be piloted in selected College of Education courses, and fieldwork application will begin in the spring semester. For the same group that attended the Year One summer institute, there will be a shorter summer institute in Year Two to make revisions and improvements and to continue to plan for the recognition component.

Furthermore, in Year Two, there will be a similar rollout for Educational Leadership students. Educational Leadership faculty and community stakeholders will hold a Summer Ethics Institute to develop case studies and fieldwork requirements specific to their program. The structure of the second Summer Ethics Institute will involve two and a half days for the returning group, and two and a half days for the smaller Educational Leadership group.

In Year Three, revisions and refinements from the Summer Ethics Institute will be implemented for the College of Education, and case studies and fieldwork will be piloted for Educational Leadership. The first round of oaths and recognition will be implemented in the College of Education, and the first participants will be invited to the Shepard Symposium.

This proposal funds access to ProEthica for the first three years, stipends to participants in the summer institutes, a faculty supervisor and graduate assistant for three years, and conference participation at the Shepard Symposium.

**Documentation of Need**


Summary of Documentation of Need:

Wyoming, in line with much of the nation, has been concerned with developing and maintaining ethical practices for educators. To that end, it is one of 12 states to develop a Professional Teaching Standards Board (PTSB) as part of a national consortium. This board is tasked with not only licensing teachers, but also monitoring their behavior as they teach. According to a recent report, “In 2012, legislation clarified the board’s authority in professional misconduct cases to ensure that in addition to certification suspension and revocation, the board could refuse to issue a certificate and/or deny renewal if appropriate” (Chamberlain, 2017, p. 24). There have been some cases of unethical behavior that have been so egregious that they have led to strong consequences (Kull, 2017; Todd, 2015). However, the main action of the PTSB has been to prevent the licensure of unfit candidates. Table 1 shows the number of cases that the PTSB has processed in the last three years.

Table 1. Number of ethics cases handled by the PTSB by year

<table>
<thead>
<tr>
<th>Year</th>
<th>2015</th>
<th>2016</th>
<th>2017 (to date)</th>
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<tbody>
<tr>
<td>Number of applicants found to have criminal backgrounds</td>
<td>396</td>
<td>452</td>
<td>353</td>
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</table>

Table 2 shows the dispositions of these cases. Tier 1 cases involve no action on the part of PTSB on the granting of a teaching license. Tier 2 cases require a standard Advisory Letter attached to the license. No Statement cases are cases in which the applicant indicates a criminal background, but for which no corroborating paperwork is found. Tier 3 cases (for which no data is available) are referred for further action.

Table 2. Dispositions of ethics cases

The establishment and actions of the PTSB indicates a Wyoming-specific concern with ensuring ethical educators within the state.

In a survey of universities in five countries, researchers found that administrators and instructors agree “that ethics is an important aspect of preservice teacher education and that an ethics-related course can have a
positive impact on students’ ethical behavior and development as teachers” (Maxwell et al, 2016, p. 143). However, researchers identified several obstacles to providing effective ethics instruction, including lack of time in program schedules for a separate course, lack of skills among faculty members to teach ethics, and lack of an established curriculum. Most existing pre-service programs require only a single course, rather than an integrated approach.

The University of Wyoming currently does very little to address ethical awareness among teacher candidates. Some University faculty members integrate aspects of ethics into individual course requirements. In addition, the University invites members of the Wyoming PTSB to attend methods courses and provides some general information related to licensing requirements and ethical behavior. The University also has a policy related to background checks, which are required at two points in the program: prior to acceptance into the program; and before involvement in field experiences. Unfortunately, though, no systematic schoolwide ethics curriculum currently exists.

Although these current practices are better than no ethical preparation at all, such a limited approach creates issues. Without a comprehensive ethical development program, framework for guiding ethical decision-making, and instruction in recognizing ethical dilemmas, pre-service teachers turn to a variety of sources to guide their decisions: implicit norms within the learning community, personal morality and life experiences, a poorly defined teacher role, and professional peer pressure (Hutchings & Norris, 2014). Although the majority of teachers successfully navigate these decisions throughout their careers, research has indicated that the lack of ethics instruction and a framework to guide decision-making leads to a culture of silence among teachers, a lack of transparency about decision-making, deference in taking responsibility for ethical decisions, and reliance on varying opinions from colleagues, all of which are subject to the same issues (Hutchings & Norris, 2014).

According to Hutchings and Norris (2014), one participant summarized the problem as that “there are no ethical dilemmas in public education because there are no ethics. There is no right or wrong. See nothing, hear nothing, report nothing.”

This proposed initiative fills a gap in the current practices concerning ethical education in the College of Education’s Teacher Education Program. In this innovative proposal, we have presented a comprehensive four-component plan to meaningfully integrate ethics education for teacher candidates across the entire program.

Alignment to Key Performance Indicators

- Statewide perceptions of the University of Wyoming College of Education
- Enrollment of Wyoming residents in University of Wyoming College of Education
- Continuous Improvement Protocols for field and clinical experiences

Evidence Supporting Proposed Innovation: Literature Review


doi:10.1177/088406409360012


doi:10.1177/0884064010376203


**Summary of Literature Review:**

There have been multiple attempts to define a code of ethics for educators, most of which revolve around four key principles: Responsibility to the Profession; Responsibility for Competence; Responsibility to Students; and Responsibility to the Community (Association of American Educators, n.d.; National Association of State Directors of Teacher Education and Certification [NASDTEC], 2015; National Education Association, n.d.). More recent versions of these ethical principles specifically target technology as an area in which ethical education practices are needed (NASDTEC, 2015). Additionally, organizations that represent subgroups, such as the Council for Exceptional Children (n.d.), have developed more specific ethical guidelines. However, there is a lack of empirical research on guidelines for preparing pre-service teachers to be ethical educators (Cummings, Harlow, & Maddux, 2007). Some research on how to develop ethical reasoning in all college coursework exists (Erie, 2013), as do attempts to add ethics instruction to teacher preparation courses (Bergman, 2013). Yet no studies describe a systematic approach to developing ethical educators integrated into an already-developed teacher preparation program.

Even so, a body of literature stresses the importance of ethical practice in teaching (Ayeni & Adeleye, 2014; Benninga, 2017; Boon, 2011; Gluchmanova, 2015), and other research describes the effectiveness of using case studies to develop ethical practice in both education (Mc Danel de Garcia, 2013) and business (Cameron & O’Leary, 2015; Thiel et al, 2013). Furthermore, a strong body of research supports the use of case studies and video analysis as a component of instruction in teacher preparation (Gale, Trief, & Lenzel, 2010; Tal, 2010).

For example, Capizzi, Webby, and Sandmel (2010) noted significant improvement in pre-service teachers’ instruction and classroom management when they utilized videotape analysis with structured expert coaching and self-evaluation. Other studies have incorporated blogs, enhanced podcasts, and video-based case examples to help pre-service teachers learn to manage the complex demands of instruction and classroom behavior (Stover, Yearta, & Sease, 2014; Kennedy, Hart, & Kellems, 2011; Sun & van Es, 2015). In addition, using observational frameworks appears to be a critical element in supporting and guiding new learning through cases (Santagata & Angelici, 2010). These studies form a foundation for developing the use of case studies in an integrated ethical educator program.

**Proposed Innovation: Program Evaluation**

Increases in student awareness of ethics in education through the innovation will be assessed in several ways:

- ProEthica data is available to the University for analysis.
- Multiple choice questions will be designed for an assessment to be administered in the first and last courses students take, and scores will be compared.
- A short exit survey will be administered to all graduates, prompting them to comment on changes in their awareness of ethical issues in education.
## Proposed Budget

We seek a total investment of $315,526.00 for the three-year rollout of the Ethical Educator program.

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<th>Estimated Total Cost</th>
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<td>Faculty Coordinator</td>
<td>19,650</td>
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<td>One faculty member from the College of Education will be provided with a one-course buyout per semester ($6,550) to serve as the coordinator of the program, which will include working with faculty members or teachers, liaising with Shepard Symposium staff, coordinating with Mursion development support, and performing other responsibilities as needed.</td>
<td></td>
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<tr>
<td>Graduate Assistant</td>
<td>97,868</td>
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<td>Three years @ 31,350 with 3% annual increase: A GA position will be created to assist the faculty supervisor, and to conduct the evaluation plan</td>
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<tr>
<td>ProEthica Access</td>
<td>73,150</td>
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<td>Year 1 ($50 x 700 students and 35 faculty/stakeholders)</td>
<td>36,750</td>
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<td>Years 2 and 3 ($50 x 200 students and 20 faculty/stakeholders)</td>
<td>22,000</td>
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<td>Annual administrative support (5 hrs a week @ $20/hr for each of 3 years)</td>
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<td>Summer Ethics Institute Year 1</td>
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<td>Stipends ($4,000 per 12 SEI participants)</td>
<td>48,000</td>
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<td>Housing and food for participants</td>
<td>4,128</td>
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<tr>
<td>Consultant fees and travel (2 @ $5,000)</td>
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<tr>
<td>Technology support (Mursion module development)</td>
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<td>Summer Ethics Institute Year 2</td>
<td>52,730</td>
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<tr>
<td>Stipends ($2,000 per 12 SEI participants; $3,000 per 5 SEI participants)</td>
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<tr>
<td>Housing and food for participants</td>
<td>2,730</td>
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<td>Consultant fees and travel (2 @ $5,000)</td>
<td>10,000</td>
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<td>Technology support (Mursion module development)</td>
<td>1,000</td>
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<td>Recognition</td>
<td>7,000</td>
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<td>Graduation items (pin and oath certificate)</td>
<td>3,000</td>
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<tr>
<td>Conference expenses ($1,000 x 4 students)</td>
<td>4,000</td>
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<tr>
<td><strong>TOTAL:</strong> $315,526</td>
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</table>
Evidence Supporting Proposed Innovation: Evaluation of Leading Programs

Programs Reviewed:

Traditional educator preparation programs in public and private universities across the United States

Names and locations of traditional programs studied:

- Colorado State University, Fort Collins, CO
- Montana State University, Bozeman, MT
- University of Idaho, Moscow, ID
- University of Michigan
- Kansas State University

International educator preparation programs

Names and locations of international programs studied:

- Australian Preservice Teacher Programs (across 24 universities)
- Teacher Education in Nigeria (policy review)

Summary of Evaluation of Other Programs:

Although some programs we reviewed have a single course or an ethics statement as part of the curriculum, no program has an integrated, comprehensive curriculum focused on educator ethics.

Contextual Constraint Analysis

Identify and Describe Specific Contextual Constraints That Could Have an Effect on the Successful Implementation of the Innovation (e.g., fiscal; state, federal, or local policy; accreditation requirements; other)

Faculty buy-in and fidelity of implementation are critical to the success of the implementation of the innovation. Since the proposal involves selected faculty members who will opt to participate and will be supported and compensated for designing coursework, we do not anticipate these concerns presenting a significant barrier. Long-term funding is a consideration. Once evidence that the program is successful in increasing awareness of ethics in education is gathered, there is potential to identify a funder with the option of naming the program or receiving recognition in exchange for ongoing funding. There is also the potential to market any University-developed Mursion ethics to other universities or school districts. After Year Three, ongoing costs will include continued access to ProEthica, ongoing training as needed, and recognition costs. It is possible that the College of Education can institute course or program fees to cover all or a portion of these costs. Major development costs will not be needed.

Risk Assessment

Identified Potential Risks to College of Education Candidates

Some case studies may be uncomfortable for particular students. Faculty will have to be ready to issue trigger warnings and prepare alternative pathways to success. Engagement with on-campus or distance counseling/mental health support may be warranted.
Student teachers may encounter ethical issues of consequence in their placements and will require support and counseling in terms of reporting. The faculty coordinator will be responsible for addressing these needs and making appropriate referrals.

**Identified Potential Risks to the UW College of Education:**

Although unlikely, potential candidates may decide not to pursue their degrees at the University if the idea of engaging with ethical problems appears unattractive to them.

Students may bring to light unethical behaviors in their placements, which would then need to be addressed by the University and may have legal consequences. Although this risk is possible even without the training, it is perhaps more likely given that students are now more attuned to notice transgressions. Again, the faculty coordinator will be responsible for addressing these needs and making appropriate referrals.

**Identified Potential Risks to College of Education Partners (e.g., Wyoming School District Partners, other colleges at UW)**

Mentor-teachers may be uncomfortable being the subject of ethical observations and should be adequately prepared by supervisors. Student-teachers will have to be coached to be reflective and not judgmental.

**Identified Potential Risks to the UW Trustees Education Initiative**

There is a slight possibility that, if a graduate of the program exhibits unethical behavior, it will reflect poorly on the TEI. However, the program stresses increasing awareness of ethics in education rather than ensuring development of an ethical educator. Therefore, any negative reflection on the program should be minimal.

**Identified Potential Risks to Other Stakeholders**

None was identified.
PROPOSAL 2017-12

BACKGROUND AND POLICY CONTEXT OF ISSUE:
The University of Wyoming Trustees Education Initiative (TEI) was created to elevate the College of Education to the status of a preeminent college in professional educator preparation. Appointed by the President of the University of Wyoming Board of Trustees, the TEI Governing Board reviews innovation recommendations for forwarding to the Board of Trustees for final action. If approved by the Board of Trustees innovation proposals are implemented by the College of Education and its partners.

On October 17, 2017, the TEI Governing Board voted unanimously to recommend TEI Proposal 2017-12 to the Board of Trustees for approval.

Developed by the TEI Breakthrough Innovation Team, Proposal 2017-12 would place the University of Wyoming College of Education into a national consortium as a trailblazer institution collecting data on teacher preparation programs using a common set of metrics in the process of advancing teacher education preparation programs to produce preeminent teachers. Trailblazer institutions in the consortium include Arizona State University, Bank Street College of Education, Boston Teacher Residency, Relay Graduate School of Education, Southern Methodist University, University of North Carolina (Charlotte), and University of Virginia among others.

This innovation would provide a way to systematically gather, analyze, and use valid, reliable, timely and comparable data to guide and inform decisions related to program improvement and innovation.

A national analysis showed that the field of educator preparation does not have the information needed to complete robust evaluation of outcomes to drive innovation in teacher programs. While the national accreditation process determines if programs have met a minimum level of performance, a Common Indicators System® designed by true innovators to be emblematic of true excellence would strengthen the ability for educator preparation programs to pursue excellence far above and beyond the existing accreditation “pass or fail” standards.

The proposed funding support for Proposal 2017-12 is as follows:

- 2018-2019: Daniels Fund grant be used to fund 100 percent of the 2018-2019 costs of $95,000.00
- 2019-2020: Daniels Fund grant be used to fund 100 percent of the 2018-2019 costs of $95,000.00.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
At its November 14, 2014 meeting, the Board of Trustees passed a Resolution creating the University of Wyoming Trustees (College of) Education Initiative for the purpose of enabling the college to achieve national prominence in professional educator preparation.

WHY THIS ITEM IS BEFORE THE BOARD:
The Board of Trustees holds the authority to approve innovations proposed through the University of Wyoming Trustees Education Initiative for implementation by the College of Education and its partners.

ACTION REQUIRED AT THIS BOARD MEETING:
Board approval or disapproval of the recommended innovation.
PROPOSED MOTION
I move to approve Trustees Education Initiative Proposal 2017-12 for implementation by the College of Education from August 2018 through June 2020, with $190,000.00 in funding provided through the Daniels Fund Trustees Education Initiative grant to the University of Wyoming as well as through other grant sources to be garnered.

PRESIDENT'S RECOMMENDATION:
The President recommends approval.
Executive Director
Proposed Innovation Review Form

Proposed Innovation Number: 2017-12

Assurance of Relevant Review

☑ Trustees Education Initiative Coordinating Council
☑ Trustees Education Initiative National Expert Reviewers
☐ Trustees Education Initiative Stakeholder Feedback Group
☐ University of Wyoming Academic Affairs
☐ University of Wyoming College of Agriculture and Natural Resources
☑ University of Wyoming College of Arts and Sciences
☐ University of Wyoming College of Engineering
☑ University of Wyoming College of Health Sciences
☐ University of Wyoming General Counsel
☐ Wyoming Professional Teaching Standards Board
☑ Wyoming Department of Education
☐ Other A
☐ Other B
☐ Other C

Funding Request

Funding Request by Academic Year:

$0.00  2017-2018 Total Request

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Version 2.0: June 13, 2017
$95,000.00  2018-2019 Total Request
Recommended Source and %: Daniels Fund Grant 100%
Recommended Source and %: 
Recommended Source and %: 
Recommended Source and %: 
Recommended Source and %: 

$95,000.00  2019-2020 Total Request
Recommended Source and %: Daniels Fund Grant 100%
Recommended Source and %: 
Recommended Source and %: 
Recommended Source and %: 
Recommended Source and %: 

Executive Director Funding Request Comments:
It is recommended that the funding for this proposal would come entirely from the Daniels Fund Grant. The requested funding is for training, data acquisition and administration, and staffing. This innovation will support TEI by providing a common set of metrics by which to measure the outcomes of its work. Therefore, it is recommended that the sole funding source be the initial grant from the Daniels Fund.

Summary and Comments
This proposal positions TEI and the UW College of Education with leading innovators in educator preparation throughout the United States. Importantly, the innovation addresses a significant vacuum in the evaluation of effectiveness in educator preparation—a common set of outcomes measures. Participating in a group of innovators nationwide will provide TEI with meaningful measures of the outcomes of its work while simultaneously providing the UW College of Education with meaningful data upon which to focus its continuous improvement work.
Research Work Group
Proposed Innovation Form

Initiative Research Objectives

- Identify innovative educator preparation practices supported by some predictive evidence of successful outcomes on identified metrics
- Identify which innovative practices can be implemented with fidelity and rigor in Wyoming
- Develop or adapt and refine highly effective innovative practices for implementation in Wyoming

Initiative Research Work Group Name

Proposed by Dean Reutzel for consideration by the Breakthrough Innovation Team

Submitted by: D. Ray Reutzel
Contact Email: ray.reutzel@uwyo.edu
Contact Phone: 307-766-3145
Submission Date: 8.31.17

Research Work Group Member Names

David Bostrom
Thomas Bosts
John McKinley
Mark Northam
Rebecca Watts

Proposed Innovation (Title/Brief Description)

Common Indicators: A National Consortium of Teacher Preparation Programs Using Common Metrics to Assess, Improve and Innovate in Teacher Preparation

Detailed description of how this practice would be innovative:

There has never been an effort nationally to adopt a common set of program metrics to study and learn how to improve and innovate in teacher education programs. This proposal would put the College of

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Version 3.0: June 13, 2017
TEI Proposal 2017-12

Education into a national consortium as a "trail blazer" institution collecting data on teacher preparation programs using a common set of metrics in the process of studying teacher education preparation program elements to learn what works and what does not in preparing "preeminent" teachers for the state of Wyoming.

Alignment to Key Performance Indicator(s)¹

(Check all that apply.)

☒ Statewide perceptions of the University of Wyoming College of Education
☐ Enrollment of Wyoming residents in University of Wyoming College of Education
☒ Continuous improvement protocols for field and clinical experiences, developed and implemented in partnership with school district partners
☒ Executed, active clinical partnership agreements with Wyoming School Districts
☒ Employment of University of Wyoming graduates in Wyoming schools
☒ National accreditation from the Council for Accreditation of Educator Preparation (CAEP), with no Areas for Improvement or Stipulations related to CAEP Standard 4: Program Impact, Component 4.3: Satisfaction of Employers.
☒ State-of-the-art College of Education organizational structure, facilities, and technological capabilities as measured by faculty and candidate collaboration and innovation, candidate perceptions of their experiences, and operational efficiencies as measured by resource monitoring and reporting.

Documentation of Need

☒ Please list evidence gathered and analyzed from the current program practice, including quantitative and qualitative data analyzed:

1. Common Indicators System® Member Briefing national project sponsored by the Deans for Impact Organization
2. Deans for Impact Action Plan for the Common Indicators System®
3. Deans for Impact The Science of Learning document
4. Deans for Impact From Chaos to Coherence document
5. Business Sponsors for the Deans for Impact Common Indicators System®
6. College of Education SWOT Survey Report

¹ List complete as of June 2017. Research Work Groups will introduce additional Key Performance Indicators for Governing Board review and action.

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Version 3.0: June 13, 2017
TEI Proposal 2017-12

7. Transcription of College of Education SWOT Analysis
8. TEI TOWNHALL AND STATE SURVEYS - TEI Website @ http://www.uwyo.edu/trust Edu Init/research.html
10. Deans for Impact Common Indicators System® - Prototype Phase - May 2017

Summary of documentation of need:

Dr. Steven Covey (2004) in his highly successful book, Seven Habits of Highly Effective People, described one habit routinely used among highly effective people - "Begin with the End in Mind." Beginning with the end in mind means to begin each task or project with a clear vision of the desired direction and destination.

The same is true for continuously improving the quality of and informing the innovations needed in teacher preparation programs. Unfortunately the design, sequence of courses, curriculum elements, goals, clinical experiences, admissions processes and other typical elements associated with professional preparation programs in almost any field including business, law, and health care have gone largely unexamined. But there is no professional field wherein this failure is more publicly and unrelentingly denounced than teacher preparation programs offered by traditional colleges and schools of education. In order to "begin with the end in mind" as Covey (2006) suggests, the first step to be taken in designing effective professional preparation program elements must be to identify valued outcomes for the program and then select a set of metrics needed to assess those outcomes. Without identifying valued program outcomes and selecting the attendant assessments or metrics, program design efforts will fail to focus at the outset on a clear "direction or destination."

At a time when traditional colleges of education on the whole have faced withering criticism regarding their value - including the quality and effectiveness of the teachers they produce - there has been no coordinated national effort to identify valued program outcomes and common metrics that would provide teacher preparation programs with valid, reliable, timely, or comparable data to answer the criticisms about the professional educators they prepare (Deans For Impact, 2015). Similarly, the national organization for accreditating teacher preparation programs, the Council for the Accreditation of Educator Preparation (CAEP), has incorporated into its new standards for accreditation Standard #4 Program Impact and Standard #5 Provider Quality Assurance and Continuous Improvement, which state the following:

Standard 4. Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Impact on P-12 Student Learning and Development:

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4.1 The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

Indicators of Teaching Effectiveness:

4.2 The provider demonstrates, through structured validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Satisfaction of Employers:

4.3. The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers’ preparation for their assigned responsibilities in working with P-12 students.

Satisfaction of Completers:

4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job and that the preparation was effective.

Standard 5. Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completers’ impact on P-12 student learning and development. The provider supports continuous improvement that is sustained, evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data college to establish priorities, enhance program elements and capacity, and TEST INNOVATIONS [emphasis added] to improve completers impact on P-12 student learning and development.

Quality and Strategic Evaluation:

5.1 The provider’s quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

5.2 The provider’s quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

Continuous Improvement:

5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

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Version 3.0: June 13, 2017
TEI Proposal 2017-12

5.4. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

The Deans for Impact (https://deansforimpact.org) in a document entitled, From Chaos to Coherence, spent much of 2015 investigating what data 23 teacher education programs collect on their candidates prior to enrollment, during enrollment, and after graduation. The resulting national landscape analysis confirmed a, “present paucity of valid and reliable data on the performance of graduates. The most glaring example: Of the 23 programs included in our analysis, only six have access to student-achievement data connected to teachers they prepared. And less than a third have access to other forms of data on the performance of their graduates, such as information from classroom observations” (Deans for Impact, 2015, p. 4). Their conclusion from this national landscape study was that we simply do not have the information we need to evaluate, improve, and innovate in teacher preparation programs to the degree we desire.

The College of Education’s teacher preparation program at the University of Wyoming is no exception to this national finding. In data obtained from a Strengths, Weaknesses, Opportunities, and Threats Assessment (SWOT) conducted internally and externally as well as data collected in statewide town hall meetings, similar weaknesses were found as were found in other comparable teacher education programs nationally. The College of Education at UW has not systematically gathered, analyzed, and used “valid, reliable, timely and comparable data” to guide and inform decisions related to program improvement and innovation (Deans for Impact, 2015, p. 2). For the College of Education to effectively and continuously improve and innovate, it must determine a set of valued outcomes, adopt a set of metrics, and then systematically collect and analyzes these metrics to drive and inform its decision making processes. To that end, this proposal strongly recommends that the UW College of Education join a national consortium of trailblazing institutions in adopting and using the findings from a Common Indicators System® to continuously improve programs and examine effectiveness of programmatic innovations to learn with and from other innovators in teacher preparation at a national level.

Evidence Supporting Proposed Innovation: Literature Review

☒ Reviewed and analyzed relevant current literature on the best practices for preparing professional educators

Literature Citations:


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Version 3.0: June 13, 2017
TEI Proposal 2017-12


8. ________

Summary of Literature Review:

Recent education policy goals have directly targeted improving teacher effectiveness. Effective teachers are essential for improving P-12 students’ academic, other soft-skills and social outcomes. Teacher preparation programs should play a key role in achieving these goals, but there is surprisingly little evidence about how to design effective teacher preparation programs to accomplish this desired result.

Teacher preparation programs are often composed of a highly varied and oft unstudied set of policies and practices leading some researchers to conclude that, “teacher education is the Dodge City of the education world. Like the fabled Wild West town, it is unruly and disordered” (Levine, 2006, p. 109). There is scant evidence that licensure exams, specific coursework, graduate degrees, different routes into teaching, charter schools or typical clinical experiences actually improve outcomes for teachers or their P-12 students.

In the absence of strong evidence, policymakers in states, school districts and teacher preparation programs have piloted innovations to increase the number of effective teachers. Cohen and Wyckoff (2016) found in their research three promising practices bulleted below. Although all three are promising, for purposes of this proposal, we will focus in on the first promising practice – data systems to inform improvement.

- Data Systems to Inform Improvement
- Revised State Licensure Requirements
- High-Quality Clinical Experiences

Historically program accreditation and teacher licensure requirements have focused mainly on program inputs, such as the number of courses taken, variety of clinical placements, etc., rather than focusing on program results – teaching effectiveness. Again, having failed to begin with the
TEI Proposal 2017-12

end in mind, teacher preparation programs often relegate the selection of program metrics to the bottom of the program improvement list. So, it should not be surprising that a set of common program outcome metrics have never been adopted or used to improve and innovate in teacher preparation programs. The failure to identify outcome metrics and common data systems as a first step in program design, innovation, or improvement limits the potential for comparisons of graduate effectiveness from institution to institution, program to program, and state to state. Lacking adequate data, too many policy decisions award status to programs and practices that have intuitive appeal, often one-off anecdotes, but have little to do with improving teacher effectiveness or innovating the elements of teacher preparation programs using systematic data collection to become more effective.

Quite simply put, intuition and personal anecdotes to inform policies, practices and programs are not just unhelpful; they often distract teacher preparation programs from improved student outcomes as much or more than having no policies at all. There is currently little definitive evidence that particular approaches to teacher preparation yield teachers whose students are more successful than others...“(National Research Council, 2010). The evidence on practices in teacher preparation programs that make a difference, whether measured by assessments of teacher effectiveness or by demonstrated ability to improve student outcomes, is very thin. As a result, too many teachers enter classrooms ill-prepared to teach effectively. It is a fact, that teachers can improve “on-the-job,” but not until several groups of students have potentially received substandard instruction. Society would not tolerate for long a condition such as this in fields like health care or engineering where substandard practices could cost human lives. Furthermore, a prospective teacher’s preparation route, such as an alternative route, or graduating from a particular program has not been shown to be a reliable indicator of his or her effectiveness in the classroom. Knowing this, policymakers should focus their efforts on better understanding which components of teacher preparation, not on which routes or programs they graduate from, that render their graduates more or less effective as classroom teachers.

The most promising ingredient for improving and innovating in the design and implementation of effective teacher preparation program elements, according to Cohen and Wycoff (2016), is systematic development of relevant data. Teacher preparation programs, state certification offices, and school districts have little to no comparative information regarding preparation of teacher candidates and graduates. As a result, there is little basis on which to judge performance and make corresponding decisions about which teachers to employ or terminate.

Because data on teacher candidates and graduates is often housed in various agencies and units which rarely assimilate and integrate these data, what we know about the links between the elements of teacher preparation programs and later career performance is similarly limited and chaotic. One innovation desperate needed to improve the effectiveness of teacher preparation programs found in current research is building a robust understanding of how and for whom various elements of teacher preparation programs “works.” Meeting this need in the future is predicated upon developing rich, common, and sustained data systems about prospective teachers effectiveness as they move through their teacher preparation programs and into their first few years of professional practice.
Evidence Supporting Proposed Innovation: Evaluation of Leading Programs

(Check all that apply.)

☒ Employed a mixed methods approach to evaluate quantitative and qualitative data from educator preparation programs across the United States

Programs Reviewed:

☐ Traditional educator preparation programs in public and private universities across the United States
   Please list names and locations of traditional programs studied:
   • College of Education, Temple University, Philadelphia, PA
   • College of Education, University of Nevada, Reno, NV
   • USC Rossier School of Education, University of Southern California, Los Angeles, CA
   • College of Education, University of North Carolina, Charlotte, NC
   • College of Education, Arizona State University, Tempe, AZ

☐ Alternative educator preparation programs
   Please list names and locations of alternative programs studied:
   • Relay Graduate school, New York, NY
   • Urban Teachers, Johns Hopkins University, Columbia, MD
   • Teach for America, New York, NY
   • Bank Street College, New York, NY
   • Boston Teacher Residency, Boston College, Boston, MA

☐ International educator preparation programs
   Please list names and locations of international programs studied:
   • NA
   •

Summary of Evaluation of Other Programs:

Relying heavily upon the national landscape analysis of the Deans for Impact (2015) and the work of Cohen and Wycoff (2016), the evidence supporting the need for engaging in a consortium of institutions committed to participating in the collection and sharing of data about teacher preparation program effectiveness using the Common Indicators System is

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Version 3.0: June 13, 2017
TEI Proposal 2017-12

quite clear. At the risk of being redundant, Levine’s (2006, p. 109) comments about teacher preparation programs representing, “the Dodge City of the education world. Like the fabled Wild West town, it [teacher preparation program design] is unruly and disordered” seem equally applicable to the metrics currently deployed in assessing the quality and effectiveness of teacher preparation program elements and graduates nationally. We refer our readers to the document, From chaos to coherence: A policy agenda for accessing and using outcomes data in educator preparation, pages 17-18, for a comprehensive, but visually compelling overview of the patchwork collection of assessments used to assess the quality and effectiveness of teacher preparation program elements nationally. Similarly, we also direct our reader’s attention to the document attached to this proposal titled, Teacher education: Expanding the intersection of evidence and policy, by Cohen and Wycoff (2016) – Appendix Table 1 – Teacher licensure requirements by state. On page 15 of this document, examine the listing of assessments found in the sixth column of Appendix Table 1 titled “assessments” by state. Here again, a mere perusal of the assessment column in this appendix document reveals that there is no coherence to the patchwork of assessments collected by states to examine graduate or teacher preparation program effectiveness. In summary, the status of metrics deployed in traditional or alternative teacher preparation programs nationally is truly in need of moving from chaos to coherence by joining a consortium of institutions such as that offered by the Deans for Impact Common Indicators System® (2017).

Contextual Constraint Analysis

Please identify and describe specific contextual constraints that could have an effect on the successful implementation of the innovation, e.g., fiscal; state, federal, or local policy; accreditation requirements; other

Fiscal

The proposal to join a national consortium of institutions committed to studying, improving, and innovating in teacher preparation does not have a direct funding source. Dean’s for Impact will receive, analyze and report data provided from member institutions but does not provide funding support to member institutions. Consequently, the UW College of Education will need some level of support to acquire the training for faculty to use the Common Indicator System® metrics, acquire and administer the metrics to teacher preparation candidates and employers, and provide deep dive analyses of the data collected to determine the effectiveness of teacher preparation program elements and adopted innovations on candidate outcomes including classroom performance, teaching dispositions, and initial employment performance evaluation.

State Policy

Current state policy and statute forbid the collection of teacher effectiveness measures connected to P-12 student achievement outcomes in the state of Wyoming. The Common Indicator System® metrics do not call for data collection of this type. However, it may be that the College of Education will at some time want to connect student data to teacher
TEI Proposal 2017-12

data for the purpose of program improvement. If we do, it will come at our own expense and it will need to employ a form of data collection with P-12 students that doesn’t permit access to their achievement data. State agencies such as Wyoming Department of Education and the Wyoming Professional Teaching Standards Board may want to execute a data sharing MOU with UW’s College of Education once these data are available as well.

Federal Policy
There are no known contextual constraints coming from the U.S. Department of Education or the federal government prohibiting the collection of data on teacher preparation candidates such as is proposed here. In fact, the federal government under Every Student Succeeds Act (ESSA) would welcome data collection and sharing such as is proposed here.

Local Policy
Since these metrics will only request feedback from employers, it will be totally up to the local authorities surveyed to determine their participation.
Risk Assessment

Please list all identified potential risks to College of Education Candidates:
The main risk for collecting and sharing data from UW CoED teacher preparation candidates is protecting candidates’ identities. Consequently, steps will be taken to create a secure website database stored on a non-network accessible server where de-identified candidate data are stored separately from an identification key or legend file that can be used to link student identities to de-identified data files. This key or legend file will be stored in a separate, secure, encrypted server or on another hard disk data storage device from the deidentified data file. All of these data will need to be backed up and stored in separate, secured, encrypted files in the cloud.

Please list all identified potential risks to the UW College of Education:
The main risk of sharing data collected with the consortium of participating Common Indicator Set® institutions associated with Deans for Impact is the potential use of these data to make publicly disseminated and identifiable institutional program comparisons such as program rankings. That is not the purpose for collecting these data. We will insist that the data be used to examine teacher preparation program elements in the aggregate. This risk can be mitigated effectively in an executed MOU between UW’s College of Education and the Deans For Impact organization.

Please list all identified potential risks to College of Education Partners, e.g. Wyoming School District Partners, Other Colleges at University of Wyoming:
The main risk of sharing data collected with the consortium of participating Common Indicator Set® institutions associated with Deans for Impact is the use of these data to make publicly disseminated and identifiable comparisons of other colleges or school partners such as rankings rather than using the data to examine teacher preparation program elements in the aggregate. This risk also can be mitigated effectively in an executed MOU between the University of Wyoming and any other participating schools districts or systems and the Deans For Impact organization.

Please list all identified potential risks to the UW Trustees Education Initiative:
The main risk of collecting or sharing data collected on UW candidates for TEI may be political backlash by policymakers who fear a conspiracy to invade student privacy and use

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TEI Proposal 2017-12

data for nefarious purposes. The best defense for this potential risk is a good offense. Consequently we will need to share with key policymakers the steps that will be taken to create a secure website database stored on a non-network accessible server where de-identified candidate data are stored separately from an identification key or legend file that can be used to link student identities to de-identified data files.

Please list all identified potential risks to other stakeholders:
NA

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Version 3.0: June 13, 2017
TEI Proposal 2017-12

The total budget for this proposed Common Indicators System® innovation is $95,000.00 per year. Currently the College of Education uses the edTPA as this primary outcome metric to assess teacher preparation candidate effectiveness. This requires the payment of a one time $300 student fee on that part of teacher candidates. We will continue to use the edTPA as one of the College’s outcome metrics since this is a widely accepted and utilized teacher preparation candidate assessment nationally and students and faculty are prepared to utilize it to its best advantage.

The subtotal budget cost, of $50,000.00, for training of faculty and student teaching mentors will require the contractual employment of a CLASS® instrument trained facilitator from the Curry School of Education, University of Virginia, to provide training in support of a “train the trainers” model. We will need to pay for travel, consultant expertise, materials and supplies, and substitute or additional pay for those who receive the training. We envision a cadre of at least 10 certified trained Common Indicators System® CLASS® administrators and trainers. We will also need budget to support the training of personnel in the Office of Teacher Education and in the School of Teacher Education to administer the other Common Indicators System® assessments at various points in the teacher preparation program - prior to admission, during the program and after the first three years following graduation. Taken together, we believe a $50,000.00 budget will be adequate for this purpose when coupled with other College matching funds for this purpose.

The subtotal of $20,000 will be used to purchase the CLASS® handbooks, guides, technical manuals, and observation forms. We will duplicate as a traditional paper forms or digitally load and disseminate the remaining Common Indicators System® metrics in fillable PDF formats to be used on computers, tables and smart phones. This subtotal budget will also support necessary travel and time to administer and score the Common Indicators System® metrics as prescribed by the Deans For Impact Institutional Trailblazer Consortium.

The subtotal of $25,000 will be used to support in part the employment of an applied data scientist to analyze the data collected for program improvement and program innovation purposes. If the TEI has program innovations in various stages of a pilot study, this individual will also help to analyze and report data on effectiveness of program innovations on the preparation of teacher candidates in the UW teacher preparation programs.

Proposed Innovation Narrative:

To bring coherence to the chaos of teacher preparation program design, improvement and innovation, Deans For Impact (2015) have advanced four principles to guide future teacher education program development and innovation. Teacher preparation programs need to be: 1) data informed, 2) outcomes focused, 3) empirically tested, and 4) transparent and accountable. Using these four principles, Deans for Impact (2015) have carefully studied and recommended a set of common program metrics that are cost effective, valid and reliable for assessing, improving, and innovating key elements of teacher preparation programs. A limited number, 30, of teacher preparation institutions from a field of over 2000 providers nationally have been invited to participate in a “trailblazer” cohort of Common Indicators System® institutional adopters.

Please email completed form to TEI Executive Director upon completion.

Version 3.0: June 13, 2017
TEI Proposal 2017-12

If the University of Wyoming were to join the Deans for Impact (2017) “trailblazer” institutions, we would receive training during 2017-2018 and begin data collection in 2018-2019. The five categories for the Common Indicators System with Deans for Impact are: 1) observation of candidate instructional skill, 2) assessment of candidate dispositions, 3) graduate survey, 4) employer survey, and 5) a Memorandum of Understanding (MOU) for use of outcomes data. Instrument or metric identification was a year-long process involving the collection of various instruments, a content analysis of each instrument, consultation with assessment experts and stakeholders, a literature review, creation of Common Indicators System parameters, recommendation of a set of instruments for the Common Indicators System. In June 2017, member deans of Deans for Impact agreed to the following common assessments, instruments or metrics for the Common Indicators System. These include: 1) a If the University of Wyoming were to join the Deans for Impact (2017) “trailblazer” institutions, we would receive training during 2017-2018 and begin data collection in 2018-2019. The five categories for the Common Indicators System with Deans for Impact are: 1) observation of candidate instructional skill, 2) assessment of candidate dispositions, 3) graduate survey, 4) employer survey, and 5) a Memorandum of Understanding (MOU) for use of outcomes data. Instrument or metric identification was a year-long process involving the collection of various instruments, a content analysis of each instrument, consultation with assessment experts and stakeholders, a literature review, creation of Common Indicators System parameters, recommendation of a set of instruments for the Common Indicators System. In June 2017, member deans of Deans for Impact agreed to the following common assessments, instruments or metrics for the Common Indicators System. These include: 1) an observation tool -> CLASS; 2) a dispositions survey -> Short Teacher Self Efficacy Scale, Modified Short GRIT scale + Culturally Responsive Teaching Self-Efficacy items; 3) graduate survey -> UNC-GA Beginning Teacher Survey; and 4) an employer survey -> Massachusetts Hiring Principal Survey. Currently a diverse set of institutions have agreed to becoming trailblazer institutions as shown below:

- Arizona State University
- Bank Street College of Education
- Boston Teacher Residency
- Lesley University
- Loyola Marymount University
- Relay Graduate School of Education
- Southern Methodist University
- Temple University
- Texas Tech University
- University of North Carolina, Charlotte
- University of Nevada, Reno
- University of Southern California
- University of Virginia
- Urban Teachers

The parameters for instrument selection focused on the following: ease of implementation across diverse contexts, demonstrated reliability and validity whenever possible, and ensuring maximum adoption by member-led institutions. Using a single instrument to measure each category was a parameter adopted to
TEI Proposal 2017-12

maximize institutional adoption and participation. Assessments were also selected based upon the degree of alignment with InTASC and state standards. A convening of 14 data leads and four teacher-educators deliberated over set of 10 remaining metrics or instruments winnowed down for an initial set of 66 for two days. For more information about the process of selecting the Common Indicators System® metrics please refer to the attached power point slides entitled, Common Indicators System® Briefing Deck, July 2017. For more comprehensive information about each of the four Common Indicators System® metrics we invite our readers to consult the attached document titled, CIS Instrument Dossier.

Why Should UW’s College of Education Participate in a Common Indicators System of Teacher Preparation Program Data Collection and Sharing?

Recent research has found a “patchwork quilt of data” exists in U.S. teacher preparation programs nationally. Each year, these institutions collect significant amounts of data on teacher-candidates’ progress and performance in the profession. Sadly, these data are seldom if ever actionable because of a:

• Lack of uniformity in the type of evidence collected
• Lack of comparability of data collected across programs and institutions
• Lack of access to data related to the effectiveness of the teachers we prepare and how they impact their P-12 students.

This lack of uniformity, comparability, and access to meaningful data hampers efforts to improve or innovate in teacher preparation programs because we cannot determine which of the elements of teacher preparation programs matter, for whom, and under what conditions.

Since the inception of Deans for Impact, member deans have expressed a resolute commitment to the development of a Common Indicators System® to bring about a fundamental shift in the design and expectations of teacher preparation programs. Through the collection, analysis, sharing of data drawn from a Common Indicators System® of adopted metrics of teacher-candidate progress and performance, member institutions have the unique and transformative opportunity to lead the field in designing, improving and innovating in teacher education programs that are data-informed, outcomes-focused, empirically tested, accountable and transparent. More information about the commitments, timelines, benefits and frequently asked questions are available 2017 for trailblazer institutions and are detailed in an attached document titled, Common Indicators System – Prototype Phase, May 2017. Please note that if the College of Education at the University of Wyoming is recommended to participate as a trailblazer institution by the UW Trustees, the timeline shown in the document referenced above will simply shift by one year to begin in 2018.
TEI Coordinating Council Action on Proposal 2017-12
Title: Common Indicators System: A National Consortium
Action: Returned for Revision

REVISIONS
10.9.17

Requested Revisions:
- Provide an action plan for how the data will be used and shared.
- Amend the budget timeline to begin in 2018-2019.

Action Plan for How CIS Data Will Be Used

Since the CIS National Consortium under the leadership of Deans for Impact (https://deansforimpact.org) is just now coming together, information on how data will be used and shared is also a work-in-progress. The current plan for how CIS data will be used and shared is as follows:

1. Each participating “trail blazer” institution selected for inclusion in the CIS National Consortium will negotiate with Deans for Impact (DFI) a customized Memorandum of Understanding (MOU) to be signed by both an authorized representative from the participating institution and the CEO of Deans for Impact.
2. It is the intent of the Dean of the College of Education to negotiate the following constraints and parameters for UW COE data sharing and use:
   a. UW COE data using the CIS Deans for Impact assessment administration results shared with the Deans for Impact: CIS Consortium containing individual de-assessment scores must be de-identified at the level of individual scores to protect the identity of assessment participants.
   b. Storage of the original and de-identified UW COE Deans for Impact: CIS Consortium data containing individual scores will be stored on a protected server within encrypted data.
   c. Individual score data will be stored in two separate files using a double blind system. This is where the identities of individuals connected to individual scores are stored in a separate encrypted file away from the an encrypted data set where individual names are removed and individual identities are represented by an assigned number or code.
   d. UW COE data will neither be released nor shared with any outside organizations other than Deans for Impact: CIS Consortium unless expressly authorized by the UW COE in writing.
   e. Deans for Impact will not be authorized to share UW COE data internal with other Deans for Impact: CIS Consortium Institutions unless data are de-identified and reported in the aggregate.
   f. Any reports released to the public by Deans for Impact containing UW COE data must de-identify UW COE data and be reported in the aggregate representing a combination of all Deans for Impact: CIS Consortium data contributors.
   g. All data sets, analyses and reports of UW COE data produced by the Deans for Impact: CIS Consortium will be shared with UW COE annually.
h. When analyzed and or compared to other institutions within the Deans for Impact: CIS Consortium, UW COE data will be de-identified and compared only to the aggregate data for then entire data set of the Deans for Impact: CIS Consortium for the purpose of discovering programmatic components that are determined to be best practices for educator preparation programs within the Deans for Impact: CIS Consortium data base.

i. UW COE data will not be released to external organizations to rank or make comparisons with any of the institutional members of the Deans for Impact: CIS Consortium or with any other educator preparation institutions.

j. UW COE data will have full authorization to determine how UW COE data may be used for its own institutional marketing or communications to its public.

I believe these parameters and constraints will provide adequate control and risk protection for the sharing and use of the UW College of Education’s CIS data.

Amend the budget timeline to begin in 2018-2019.

As requested, I have amended the budget timeline as shown below to begin in 2018-2019.

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**Funding Request to Support Pilot Innovation Implementation**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>$50,000.00</td>
<td>2018-2019 Total Request Training in Administration of the Common Indicators System* metrics, most especially the CLASS instrument.</td>
</tr>
<tr>
<td>$20,000.00</td>
<td>Purpose: Acquisition, Administration, and Scoring of the Common Indicators System* metrics, most especially the CLASS instrument.</td>
</tr>
<tr>
<td>$25,000.00</td>
<td>Purpose: Part Time Applied Data Scientist to analyze and report data to the College of Education.</td>
</tr>
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<th>Purpose</th>
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<tr>
<td>$50,000.00</td>
<td>2019-2020 Total Request Training in Administration of the Common Indicators System* metrics, most especially the CLASS instrument.</td>
</tr>
<tr>
<td>$20,000.00</td>
<td>Purpose: Acquisition, Administration, and Scoring of the Common Indicators System* metrics, most especially the CLASS instrument.</td>
</tr>
<tr>
<td>$25,000.00</td>
<td>Purpose: Part Time Applied Data Scientist to analyze and report data to the College of Education.</td>
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<th>Purpose</th>
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<td>$50,000.00</td>
<td>2020-2021 Total Request Training in Administration of the Common Indicators System* metrics, most especially the CLASS instrument.</td>
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<tr>
<td>$20,000.00</td>
<td>Purpose: Acquisition, Administration, and Scoring of the Common Indicators System* metrics, most especially the CLASS instrument.</td>
</tr>
<tr>
<td>$25,000.00</td>
<td>Purpose: Part Time Applied Data Scientist to analyze and report data to the College of Education.</td>
</tr>
</tbody>
</table>

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AGENDA ITEM TITLE:
Fall 15th Day Enrollment Report, Miller/Moore

CHECK THE APPROPRIATE BOX(ES):
☐ Work Session
☐ Education Session
☒ Information Item
☐ Committee of the Whole (Items for Approval)

BACKGROUND AND POLICY CONTEXT OF ISSUE:
Enrollment numbers as of the 15th day (census date) of the 2017 Fall semester.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
This information is reported each semester.

WHY THIS ITEM IS BEFORE THE BOARD:
To keep the Board up to date on enrollments on the official census date.

ACTION REQUIRED AT THIS BOARD MEETING:
N/A

PROPOSED MOTION
N/A

PRESIDENT’S RECOMMENDATION:
N/A
Fall 2017 Enrollment

- The Fall 2017 enrollment numbers below are official and reflect census numbers from the end of the 15th day of the semester (Wednesday, 9/20/17).

### Transfer Headcount

<table>
<thead>
<tr>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>967</td>
<td>1,086</td>
</tr>
</tbody>
</table>

As of Fall 17 15th Day:
- +119 overall
- +12.3% overall

### Total Headcount

<table>
<thead>
<tr>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>13,366</td>
<td>13,597</td>
</tr>
</tbody>
</table>

As of Fall 17 15th Day:
- +31 overall
- +2.3% overall
- +0.5% for Laramie campus

### First-Time Headcount

<table>
<thead>
<tr>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,551</td>
<td>1,695</td>
</tr>
</tbody>
</table>

As of Fall 17 15th Day:
- Up 145 overall
- +9.3% overall

### Student Credit Hours (SCHs)

<table>
<thead>
<tr>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>148,918</td>
<td>151,532</td>
</tr>
</tbody>
</table>

As of Fall 17 15th Day:
- Up 2,614
- +1.7% overall

### Transfer Students

<table>
<thead>
<tr>
<th>In State</th>
<th>Out of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>717</td>
<td>335</td>
</tr>
</tbody>
</table>

Fall 17 15th Day:
- Up 119 overall
- +12.3% overall

### Headcount by Classification

<table>
<thead>
<tr>
<th>FR</th>
<th>Soph</th>
<th>JR</th>
<th>SR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,036</td>
<td>2,137</td>
<td>2,181</td>
<td>3,293</td>
</tr>
</tbody>
</table>

Fall 17 15th Day:
- FR: +99
- Soph: +26
- JR: +30
- SR: -122

### Freshman In/Out of State

<table>
<thead>
<tr>
<th>In State</th>
<th>Out of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>824</td>
<td>725</td>
</tr>
</tbody>
</table>

Fall 17 15th Day:
- +12% In State
- +6% Out of State

### Graduate/Professional

<table>
<thead>
<tr>
<th>In State</th>
<th>Out of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,700</td>
<td>2,578</td>
</tr>
</tbody>
</table>

Fall 17 15th Day:
- Up 28 overall
- +1.1% overall
AGENDA ITEM TITLE:  Tuition Discussion (initial discussion), Mai

CHECK THE APPROPRIATE BOX(ES):
☒ Work Session
☐ Education Session
☒ Information Item
☐ Other Specify:

BACKGROUND AND POLICY CONTEXT OF ISSUE:
At the November, 2014 meeting of the Board of Trustees, the Board approved the attached tuition policy.

While the Board has typically taken action on proposed tuition increases at its November meeting, this year, the Administration is requesting that action on tuition rates for the 2018-2019 academic year be deferred to the January 2018 board meeting.

In December 2017, the Administration will have the final report on the University’s capacity and price elasticity study currently being completed by Huron Consulting Group, and believes the findings and recommendations of the report will help to inform and guide the proposed tuition rates for the 2018-2019 academic year.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
See above.

WHY THIS ITEM IS BEFORE THE BOARD:
The Trustees of the University of Wyoming, a constitutional body, are responsible for the “management of the university” (Wyoming Constitution, Article 7, 17). UW Regulation 8-1 stipulates that “all student fees, charges, refunds and deposits shall be fixed by resolution of the Trustees and shall be published in the appropriate university publications.”

ACTION REQUIRED AT THIS BOARD MEETING:
N/A.

PROPOSED MOTION
N/A

PRESIDENT’S RECOMMENDATION:
N/A
TUITION POLICY

In order to give advance notice to all those affected by prospective tuition increases, the Board of Trustees adopts the following policy for tuition increases for Academic Years 2016 and later:

A. Unless modified under D or F. below, annual tuition, other than programs with differential tuition, the Administration will recommend that tuition be increased by 4% for each academic year.

B. Annually, the Administration will submit recommendations regarding adjustments to differential tuition rates.

C. Revenue generated by the annual tuition increases will be distributed as follows:

   2% - Salaries (approx. $1M) – To be applied first to the cost of mandatory salary increases for promoted faculty (approximately ($425,000). The balance to be used for faculty and staff salary increases.

   1% - Academic unit support budgets (approximately $500K) – To be distributed as determined by the Vice President for Academic Affairs.

   1% - Libraries and IT (approximately $500K divided equally)

   The Administration shall provide information regarding the estimated effects of these increases on the budgets of units receiving such funds.

D. The Administration may recommend modifications to the policy specified in Section A or the distribution thereof specified in Section C, but shall consult with students, faculty, and staff prior to submitting such recommendations, and shall make any such recommendations on or before the November meeting of the Board.

E. On or before the November meeting of the Board, the Administration shall provide information regarding the cost of attendance, and how UW’s tuition and fee rates compare with other universities.

F. The Board of Trustees may accept, reject, or modify any recommendation under Sections A and B and may take any action it determines regarding tuition rates and the distribution of revenue generated from modifications to tuition.

   [Added for discussion purposes on the issue of periodic review of the policy]

G. The Board shall review this policy:

   a. Not later than four years following its adoption; and
   b. Not later than four years following any subsequent review or modification to the policy.
AGENDA ITEM TITLE:
Science Initiative Research Outlook - Synakowski

CHECK THE APPROPRIATE BOX(ES):
☐ Work Session
☐ Education Session
☐ Information Item
☒ Other Specify: Information and Update

BACKGROUND AND POLICY CONTEXT OF ISSUE:
The Science Initiative (SI) will give Wyoming’s best and brightest students the tools to succeed and lead in building a diversified Wyoming economy in response to national and international forces and opportunities in the life sciences, data science, and scientific instrumentation.

In parallel with the effort to complete the facility design, discussions with faculty were begun to (a) sharpen the research themes the SI will enable, and (b) develop metrics by which research activities will be determined and evaluated. In the context of the specific research challenges being identified, the group is focusing on targeted questions that will determine metrics. For example, which science challenges

- are ripe for economic impact in Wyoming and elsewhere?
- offer the strongest prospects for student participation?
- are particularly promising regarding economic impact?
- are ripe for partnership with other institutions?
- respond to national priorities that are expressed through funding agencies?

To provide the Board with a more vivid understanding of the research possibilities, VP Synakowski will be joined by two faculty. Each will describe examples of research envisaged to be performed in the SI facility, including the science itself, how students will be and have already been engaged through the SI and potential for economic impact.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
The status of the SI building was discussed in the Facilities Committee and presented to the Board

WHY THIS ITEM IS BEFORE THE BOARD:
This is intended to provide background and information regarding UW’s development of research programs for the SI and the potential that we see for it. More complete presentations are being developed for stakeholders that will be rolled out soon and presented through January.

ACTION REQUIRED AT THIS BOARD MEETING:
None

PROPOSED MOTION
None, except to note

PRESIDENT’S RECOMMENDATION:
N/A
AGENDA ITEM TITLE:  
Institute for Innovation and Entrepreneurship, Nichols/Chicoine/Pishko

CHECK THE APPROPRIATE BOX(ES):
☐ Work Session
☐ Education Session
☒ Information Item
☐ Other Specify:

BACKGROUND AND POLICY CONTEXT OF ISSUE:
This session will provide information on the planning for a proposed Institute for Innovation and Entrepreneurship (IIE). In August, President Nichols asked Dean Pishko and Interim Dean Chicoine to develop an institutional concept for entrepreneurship at UW. At the same time, as Vice President Synakowski was arriving, an effort to strengthen the technology transfer function of his office began in earnest. This session will provide an overview of work in progress on both of these fronts.

The IIE will be a university-wide and multi-faceted entity that provides an organization, governance structure, and leadership to focus the University’s efforts to foster greater entrepreneurship among students, faculty, staff, as well as enhanced economic development and diversification in Wyoming. The Institute for Innovation and Entrepreneurship will be tightly connected to ENDOW, by drawing upon key strengths of the University and developing additional capacity for UW to serve as a powerful and systematic economic engine for the state.

The IIE will also facilitate the realization of several key efforts and outcomes that emerge from the University’s Breaking Through Strategic Plan. These include the development of a more robust entrepreneurial ecosystem, enhanced public-private partnerships, excellence in research, best-of-class technology transfer and commercialization, more royalty-generating licenses to existing and start-up companies, faculty research-derived new technologies and innovations, and more university-based start-up companies.

The fundamental principles behind the IIE, as well as details of its organization, governance, leadership, and mission will be presented.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
None.

WHY THIS ITEM IS BEFORE THE BOARD:
Once launched, the Institute for Innovation and Entrepreneurship will involve the substantive engagement of a wide range of entities across the University of Wyoming, including work with academic affairs, research and economic development, and institutional advancement. It will also have a significant role in guiding University engagement with and contributions to economic development efforts throughout the State of Wyoming and beyond. The scope and reach of the proposed Institute warrants and will benefit from the input from the Board of Trustees.

ACTION REQUIRED AT THIS BOARD MEETING:
N/A
PROPOSED MOTION
N/A

PRESIDENT'S RECOMMENDATION:
N/A
The Opportunity
Since its founding in 1887, the University of Wyoming, the state’s land-grant and flagship research and teaching university, has fulfilled a unique mission of creating a more prosperous future for Wyoming, its people, its communities and its business and industry. Indeed, this unique mission is even more critical in today’s global, competitive, knowledge-based economy than ever before.

Research universities repeatedly have been shown to be key engines that propel the knowledge economy. In an integrated, systematic fashion, universities: 1) create tomorrow’s highly educated, skilled human capital; 2) through basic discovery and applied/applications research, create new know-how, new technologies and innovations to solve complex problems; and 3) through innovation and entrepreneurship, simultaneously combine human capital development with the creation of new know-how and new technologies to drive new economic opportunities, new businesses and industries, new careers, more high-paying jobs, and more wealth-yielding, robust, above-trend economic growth and greater economic diversification. Thus, the University of Wyoming, as a research and teaching land-grant university, is the most valued asset to build a better tomorrow in Wyoming, the region and the world.

The major components for successful innovation and science- and technology-based economic growth and diversification are uniquely within the domain of research universities. Thus, the University of Wyoming should provide:

1. A large, high-quality research base performing world-class science and technology development
2. Fields of research matched with the needs and opportunities of the regional economy
3. An effective environment for high-performing technology transfer and commercialization
4. A continuous flow of highly skilled, talented people with innovative curiosity and an understanding of entrepreneurship
5. An interesting, vibrant community

Breaking Through
The University of Wyoming’s Strategic Plan, Breaking Through, aggressively embraces the responsibility and the unique mission to create a more prosperous future and build a better tomorrow for Wyoming. The plan specifically calls for the creation of a center for entrepreneurship; a more robust entrepreneurial ecosystem; enhanced public-private partnerships; excellence in research; best-of-class technology transfer and commercialization; more royalty-generating licenses to existing and start-up companies; new technologies and innovations derived from faculty research; and more university-based start-up companies.
Figure 1 illustrates the technology transfer and commercialization (TT&C) pathway for research-derived, university-owned faculty inventions that culminate in commercial licenses to established or start-up companies yielding new economic activities. The TT&C function is within the Office of the Vice President for Research and Economic Development. A start-up company that successfully licenses a university-owned, faculty-invented, patented technology may be in an incubator, which may be located in a university-affiliated research park, and may benefit from commercially provided start-up services and seed capital, as generically presented in the illustration.

**FIGURE 1**

The **Institute of Innovation and Entrepreneurship**

The Institute of Innovation and Entrepreneurship (IIE) and its respective elements will systematically fulfill the unique mission and responsibility of the university to be a robust economic engine that can build a better tomorrow. The IIE specifically addresses the actions called out in the Breaking Through Strategic Plan for the university to be transformed into a more engaged, systematic driver of economic growth and diversification. The IIE draws on the strengths of the university and includes proposed new elements that collectively enable ongoing, accountable and high performance as an engine for economic development and diversification (see Figure 2).

As a university-wide entity, the IIE creates an organization, with governance and leadership, to integrate and embed innovation (the “what”; i.e., innovations are fresh ideas that have the promise of creating value) with entrepreneurship (the “how”; i.e., a purposeful, proven process for analyzing, evaluating and developing the promise) to promote human capital development in an experiential, entrepreneurial environment. The IIE will support inventors, innovators and entrepreneurs — including students, faculty, staff, those outside the university and existing businesses — along the entire pathway from idea to successful commercialization. The purposeful support extends along the entire innovation
and commercialization pipeline, from idea, to value proposition validation, to market testing, to customer identification and development, to management team development, and to new venture organization able to attract early-stage private capital investment.

The IIE is not the domain of any one college, but draws on the strengths of all colleges. It is governed by a board composed of the academic deans and the vice president for research and economic development. It benefits from the academic leadership of the Rile Endowed Chair in Entrepreneurship and Innovation Leadership in the College of Business and the to-be-developed named Endowed Chair in Innovation and Entrepreneurship in Engineering in the College of Engineering and Applied Science. Day-to-day leadership is provided by a chief operating officer (COO), a professor of practice with extensive entrepreneurial experience. The Strategic Initiatives Cluster Hire in Entrepreneurship provides base funding for the academic co-leaders and for the COO/professor of practice.

The IIE will support the creation of human capital, new entrepreneurs, inventors and technology managers of the future throughout the university. This is accomplished through both traditional, formal academic courses yielding majors, minors and certificates, and informal training activities on and off campus — i.e., workshops, seminars, conferences and so forth. All will have significant embedded experiential learning practices. Academic programs include an entrepreneurship (ENT) major, an ENT
minor accessible to all majors, and an ENT track in the MBA (proposed) in the College of Business, and a technology management professional master’s degree (proposed as a joint degree between the College of Engineering and Applied Science and the College of Business). The idea is to facilitate entrepreneurial activities across disciplines. Most important will be the embedding and integrating, in a systematic, faculty-led manner, of principles of entrepreneurship in courses offered by departments across the university, similar to the way writing is infused throughout the curriculum.

Students will be heavily engaged in experiential learning though internships, practicums, class projects and other activities, leveraging opportunities with corporate partners, start-up companies, incubators, the Office of Technology Transfer and Commercialization (OTT&C) and so forth. Entrepreneurs-in-residence (EIR) also will be present to mentor students and faculty. A new EIR position is funded by the Strategic Initiatives Cluster Hire in Entrepreneurship.

A key to success of the IIE will be the development of the faculty of the IIE by drawing on interested faculty talent from across the university. The creation of the faculty of the IIE will be the responsibility of the board, the academic co-leaders and the COO. Faculty who are admitted to the IIE will be privileged to integrate innovation and entrepreneurship into their faculty responsibilities within their disciplines and their departmental responsibilities. The responsibility of the faculty of the IIE will be, among other things: to give leadership to embedding entrepreneurship principles across the curriculum; to bring the principles and best practices of shared governance to the operations of the IIE; and to work with the board, the COO/professor of practice and the academic co-leaders to assure strategic high-performance and accountability in the unique mission and responsibilities of IIE for the university, including guidance on the use of the Incentive Funds in Entrepreneurship.

**IIE Elements**

Existing, emerging and new elements of the IIE will empower the university’s innovation and entrepreneurship capabilities as a more engaged, systematic driver of economic growth and diversification. The elements that exist or are under development are:

- A Business Creation Factory, the development of which is being undertaken by the College of Business and the College of Engineering and Applied Science. It will involve business leaders and faculty, creating a process to evaluate and guide an idea from the early stages to the launch of a new company.
- A Makerspace managed by Engineering that is currently located in Coe Library, with another new space designed as part of the new Engineering Education and Research Building.
- A Health Bioscience Innovation Hub being developed by the School of Pharmacy.
- New Ventures Sales and Marketing, under development within the Department of Management and Marketing’s Mendicino Sales Center.
- An Incentive Fund for Entrepreneurship available for strategic use to advance the purpose of the IIE.

Elements that are recommended for further planning and consideration are:

- A Center for Design Thinking – an intersection of design, science, engineering and business savvy.
- A Center for Disruptive Technologies – creating new markets and challenging existing industries.
- A Center for Regional Economics and Population Demographics – an economic modeling and forecasting enterprise.
A brief statement on the three elements recommended for planning follows the overview of the Business Creation Factory, the unique joint venture between the College of Business and College of Engineering and Applied Science and a key element of the IIE that is critical for its success.

**Business Creation Factory.** A key, unique feature of the IIE is the Business Creation Factory (BCF). The BCF is a disciplined, systematic approach to bridging the “valley of death” for those innovations that prove up to be worthy, show potential strength to get to market, foster purposeful, creative destruction and succeed. The BCF is led by a professor of practice/CEO with support from a COO. It uses faculty fellows, student interns, the resources of class projects and outside coaches and mentors to assess innovations and their potential, moving projects admitted to the factory through a three-stage process of new venture creation, as illustrated in Figure 3 below.

The BCF vets innovations in a phased process that includes value proposition validation and market pull with customer insights in Phase I; the application in Phase II of the Business Model Canvas/Lean Startup Methods; and then in Phase III, launch. Performance milestones must be met before moving to the next phase. In this phased process, the concept is de-risked and increases the likelihood of creating start-up companies that can attract private, early-stage/seed capital and are high-quality real investment opportunities that show strong promise of growing into successful enterprises upon exit from the BCF. Again, the process is systematic and analytical, and it uses market forces and discipline, under a team
approach, to evaluate and validate the promise, the viability and the feasibility of a new venture’s success, based on market intelligence and the disruptive ability of the innovation.

The BCF is fed by sources of innovation. These include not only the traditional faculty invention process through the OTT&C, students and faculty through business plan competitions, but also from outside entrepreneurs, existing businesses (intrapreneurship), and new centers of innovation on campus (Design Thinking, Disruptive Technologies, the Bioscience Hub).

The BCF business model can be readied to operate in the spring semester of 2018 and has the potential to be replicated in communities across Wyoming. Appropriate space must be identified and readied. Launch funding must be acquired. Important for the BCF’s success will be recruiting and training the first class of faculty fellows, expected to be a class of three; determining project evaluation criteria; engaging class project resources; onboarding and training interns; and developing a mentors and coaches network. The business development fund must be resourced.

Once operational, the BCF will be a living laboratory supporting research on the process of business creation and the efficient, effective commercialization of innovations as an economic development and diversification strategy.

Center for Design Thinking. A place for the creative intersection of art and design disciplines, science and engineering and business/market savvy fostered by the BCF, design thinking (see Figure 4) is a methodology that provides a solution-based approach to complex problems in order to create outcomes that benefit the end user (the customer) through the application of five stages: empathize, define, ideate, prototype and test. The center, proposed to be co-led by Art and Design and Engineering, provides a place for faculty and students from across the university — and stakeholders from across the state and region — to apply design thinking, drawing upon logic, imagination, intuition and systemic reasoning to explore possibilities and find solutions. The work in the center is a source of innovation for the BCF.

**FIGURE 4**

![Design Thinking Process Diagram](image-url)
Center for Disruptive Technologies. A unique innovation hub brings technical expertise from the university (technology push), together with business innovation abilities from the BCF and high-tech business and industry commercialization partners (market pull), to conduct predictive gap analysis and opportunity assessments. The idea is to apply disruptive technologies to fill gaps and exploit opportunities to create and capture value, drive economic growth and foster economic diversification. Illustrative disruptive technologies or spaces include Blockchain, Artificial Intelligence, Machine Learning, Predictive Analytics, Informatics, Computational Creativity, Gene Editing, Microbials, Cybersecurity, Advanced Carbon Materials, Advanced Smart High Voltage Direct Current Transmission, AgTech and FinTech. This center’s work is also a source of innovation for the BCF.

Center for Regional Economics and Population/Workforce Demographics. An economic modeling and forecasting enterprise that draws upon faculty expertise to generate community, regional and statewide economic modeling, forecasting and impact assessment — plus workforce assessment and forecasting, founded in robust population demographic analytics. Where is a region’s economy headed, what drives the change, and how can we successfully forecast workforce and education needs? The center’s capabilities place the work of the IIE into context with the ability to identify constraints and assess impacts to guide policy and practices.

Allied Elements. Through IIE, the university could work with private-sector partners and investors, including the UW Foundation, to assess the need for seed and early-stage equity capital — typically critical for start-up companies, but in short supply in Wyoming. This might include helping found a business development and early-stage investment company that could be called WyoVENTURES. The leadership of IIE might work with economic development and industry leaders in Wyoming to evaluate a one-to-one matching grant program for existing Wyoming businesses to partner with faculty and student talent (through the BCF or not) to undertake new product development, product innovation, etc. (i.e., intrapreneurship within existing businesses). Similarly, the leadership of IIE could engage with business leaders and economic development and investment professionals to evaluate the supply of higher-risk seed, early-stage and mid-stage investment capital relative to demand from fundable start-up ventures — and consider fund-of-funds models and similar approaches to increasing the supply of equity investment capital, as is common in many states.

Summary
The IIE will be the autonomous guidance system for the university as it drives success and Wyoming’s competitiveness in the global, knowledge-based economy through purposeful, creative destruction derived from innovation and entrepreneurship. It assures innovation and entrepreneurship opportunities for students, faculty, staff, business and industry; provides a robust experiential ecosystem; and promotes the systematic development, evaluation and funding of new business ventures to promote economic growth and much-needed economic diversification. The IIE will enable the university to fulfill its unique mission to create a more prosperous future for Wyoming, its people, its communities and its business and industry.
INSTITUTE OF INNOVATION AND ENTREPRENEURSHIP

[Governance, Structure & Leadership]

VP R&E

PRESIDENT
University of Wyoming

BOARD OF DEANS AND VP OF R&E, CHAIR
[UW Foundation Rep ex-officio nonvoting]

ACADEMIC CO-LEADERS
[COEAS Endowed Chair]
[COS Endowed Chair]

COO/Professor of Practice & Incentive Funds Pool

ADVISORY BOARD*

FACULTY & E
AG
A&S
COE
COB
HS
Ed
Hs
Law
SER

OPERATIONS TEAM

- $50K Lead
- OTT&C Dir
- CEO, WIBC
- Makerspace Lead
- ENI major/minor Lead
- Design Thinking Lead
- Regional Econ Pop Demo Lead
- HealthCARE BioSci Lead
- Business Creation Factory Lead
- IIE

*Advisory Board = 1 from each college’s AB plus two at-large members appointed by the president

Draft 10/9/17
The University of Wyoming
Board of Trustees' Report
November 15-17, 2017
Page 163

BUSINESS CREATION FACTORY

- Advisory Board
- Faculty
- Business Leaders

TEAM
- CEO & Professor of Practice
- COO/Experienced in NewCo Creation and Early Stage Operations
- Interns
- Staff (admin director)
- Mentors, Coaches, EIR
- Faculty Fellows (university wide)
- Business Development fund
  (Prototyping, Proof of concept, Market Testing, Etc)

REAL INVESTMENT OPPORTUNITIES
- Accelerator Funds
- Seed Funds
  - Angels
  - Angel Funds
  - Breakthrough 307
  - Etc
- Commercial Partners
- Performance Indicators
- Venture Investments

PROCESS OF CREATING BUSINESSES

- Management Team
- Market/Customers
- Validation
- Visible Business Org

Launch & Grow PHASE III

- Business Model Canvas
  - Customers
  - Costs
  - Partners
  - Channels

Validate Business Model PHASE II

- Value Proposition Determination
- Market Pull
- Customer Insights

Validate Value PHASE I

ASSISTANCE
- Class Projects with Faculty Support Sales Center
- Volunteers
- State Agencies
- Paid Consultants
- SBIR/STTR

Sources of Innovation
- Students/Faculty/Staff
- $50 K Competition, etc
- Design Think/Disrupt Tech/Health
- BizSci Hub
- OTT&C
- Entrepreneurs/Inventors
- Existing Companies and Businesses
AGENDA ITEM TITLE:

Tourism Natural Resources Proposed Degree,
Sullivan/Miller/Wachob/Benson/Farkas/Finoff/McCoy

CHECK THE APPROPRIATE BOX(ES):
☐ Work Session
☐ Education Session
☒ Information Item
☐ Committee of the Whole (Items for Approval)

BACKGROUND AND POLICY CONTEXT OF ISSUE:
In the fall of 2016, with generous support from the Kemmerer Foundation, a strong desire from the Wyoming Office of Tourism, and consent from the President and Provost, the Haub School of Environment and Natural Resources partnered with the College of Business to conduct extensive background research, focus groups across the state, and an industry survey as input for a proposed interdisciplinary degree in Natural Resource Recreation and Tourism. In the spring of 2017, the background research was compiled into a report and presented to the Governor’s conference on Tourism and Hospitality. A faculty curriculum committee was assembled with representation from seven different units across campus in the spring of 2017. A draft curriculum was produced and approved by this committee in the fall of 2017. The Haub School faculty provided input, and recommended the curriculum for further consideration by Academic Affairs, Deans and Directors, and Faculty Senate. This informational item is focused on the draft curriculum of the proposed degree, and its relevance to economic diversification in Wyoming.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
None.

WHY THIS ITEM IS BEFORE THE BOARD:
Per UW Regulation 8-2 (Degrees and Diplomas), all academic programs leading to a bachelor’s, master’s, or doctoral degree, or to a professional diploma, must be authorized by the Trustees.

ACTION REQUIRED AT THIS BOARD MEETING:
None.

PROPOSED MOTION

PRESIDENT’S RECOMMENDATION:
The President recommends that the degree be forwarded to Academic Affairs, Deans and Directors and Faculty Senate for their input. Pending this outcome, the President recommends that the final curriculum be brought to the Board of Trustees for a Request for Authorization in March.
Notice of Intent of a New Degree:

B.S. Natural Resource Recreation and Tourism

Below are responses to draft UW regulation 8-2 dated 10/4/2017 for academic program approval, Request for Authorization.

A. The name of the proposed program and the mode of delivery;
The proposed name of the degree is Natural Resource Recreation and Tourism (NRRT). The proposed delivery method is on-campus, with the possibility for online course delivery of select courses in the future.

B. A description of the new program that includes anticipated curriculum and learning outcomes;
The following program outcomes are based on extensive stakeholder and industry input, Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT) standards, and the direction of our faculty curriculum committee. Students in this degree will demonstrate:

Leadership
- Competency in leading and building diverse, collaborative teams
- Application and evaluation of ethical, resourceful leadership principles to challenges and solutions within the NRRT industry

Professional Practice
- Ability to apply and critically evaluate practical, creative, ethical, and theoretical frameworks in diverse and complex professional circumstances

Communication
- Ability to manage dynamic relationships and demonstrate best practices in communication

Nimble and Creative Thinking
- Ability to strategically design, implement, and evaluate sustainable and emergent services, experiences, and opportunities

Trans-disciplinarity
Synthesis and application of:
- Entrepreneurial and business management strategies
- Tourism and outdoor recreation theories and best practices
- Ecological and human communities, with the capacity to provide wise stewardship and conservation of natural resources

Place-based and Global Understanding
- Skills to implement programs and businesses appropriate for local environments that demonstrate fluency in global contexts and diverse cultures

The proposed curriculum requires 85 credits and includes three required components:

1) Core Curriculum (43 credits) for all students with courses in:
- Environment and natural resources
- Business fundamentals
- Recreation and tourism
- People and culture
2) **Elective Concentration** (24 credits), students must complete one of five possible concentrations:
- Business Management & Marketing
- Management of Recreation Resources
- Outdoor Recreation Leadership
- Cultural and International Tourism
- Creative Studies in Recreation and Tourism (self-designed)

3) **Practical Experience** (18 credits), which includes:
- Internship (400 hours, work with industry of government)
- Professional Semester integrating with industry/government
- Capstone project for an industry or government partner

C. **Information about content and how the program may relate to other offerings.**
   The proposed NRRT degree is a partnership between the Haub School and the College of Business. As a collaborative effort, this degree will draw on the existing strengths and resources of these and other UW academic units, including Geography, Ecosystem Science and Management, Anthropology, American Indian Studies, International Program and social sciences. Currently, UW offers some recreation and tourism-related courses across disparate programs, but no degrees specific to either recreation or tourism.

D. **Anticipated enrollment, existing or new resources required to deliver the program, and timeline for implementation:**
   Specific enrollment numbers are difficult to anticipate. However, we anticipate enrollment will begin with 50 students, and increase by 25 students annually to 100 within two years. Existing resources include a $300,000 gift from the Kemmerer Foundation. In addition, private gifts of $140,000 are committed if the degree is approved. Startup resources needed will include salary and benefits for a degree coordinator (Academic Professional Lecturer - non-extended term, currently paid by the Kemmerer gift), and salary for 3-4 adjunct/temporary instructors for initial teaching. We will request three faculty lines when enrollment justifies. Pending approval by the Board of Trustees in March, we anticipate starting the degree in the fall of 2018.

E. **Information on other required approvals, such as accreditation bodies and the Higher Learning Commission:**
   Our aim is to apply for accreditation by the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT) within five years. Thirty-two programs, including programs at five of UW’s peer institutions, are accredited by COAPRT. COAPRT is recognized by the Council for Higher Education Association (CHEA). We do not anticipate impact to UW’s accreditation through the Higher Learning Commission.

F. **Evidence of how the new program aligns with the University’s mission, strategic plan, and existing academic degree program array.**
   The proposed program aligns with the University mission in the following ways:
   - “...economic and community development.” Recreation and tourism represent the second largest industry in the state. Presently, UW does not offer degrees to directly support this complex and diverse industry.
• “...responsible stewardship of our cultural, historical, and natural resources.” This degree will help students develop the background, skills, and intellectual acumen to be responsible stewards of Wyoming’s abundant natural and cultural resources.

• “Expose students to... the complexities of an interdependent world.” As an interdisciplinary degree with components in business, environment, tourism and human dimensions, the proposed curriculum will provide students the necessary competences to operate in an interdependent world.

The proposed degree aligns with the strategic plan in the following ways:

• “Goal 1: Promote academic programs that address workforce needs of the state and region.” This proposed degree addresses the needs of the tourism and outdoor recreation industry that directly employs 50,000 in Wyoming. According to a market viability analysis from the Education Advisory Board (EAB), the demand for recreation and tourism graduates has consistently grown from 2013 through 2016.

• “Goal 2: Expand and grow quality of undergraduate and graduate scholarly experiences.” Offering this degree will directly expand the scholarly experiences for UW students, and help expand enrollment through targeted recruitment and retention.

• “Goal 3: Facilitate collaboration between the university and its constituents to address complex economic, environmental and social challenges through research, education, entrepreneurship, economic diversification and growth.” In particular, this degree is tightly partnered with—and was developed with extensive input from—industry across the state specifically for all five of the listed criteria.

G. A rationale that clearly defines the need for the new program, including market and student demand. The rationale should include evidence that the program will not produce unnecessary duplication of existing programs.

Recreation and tourism are economic pillars of the state, constituting the second largest industry behind energy. Wyoming’s tourism industry is steadily growing and is typically more stable than other industries in the state. In 2015 alone, visitors funneled $3.3 billion into Wyoming, and tourism generated $170 million in state and local tax revenues.

Student demand is growing. From 2010 through 2014 the number of recreation and tourism graduates nationally increased from 5,393 to 6,010. A focus group of current UW students revealed that students were excited about a degree in Natural Resource Recreation and Tourism. Several had designed their own program to accommodate a career path in this field.

This proposed academic degree will enhance UW’s academic program since no current programs meet the demands of our recreation and tourism industry. The curriculum has been designed to take advantage of existing courses as much as possible and to be interdisciplinary utilizing faculty expertise and specifically complimenting rather than duplicating existing programs.

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AGENDA ITEM TITLE:
Engagement Task Force Update, Nichols/Garrison

CHECK THE APPROPRIATE BOX(ES):
☐ Work Session
☐ Education Session
☒ Information Item
☐ Other Specify:

BACKGROUND AND POLICY CONTEXT OF ISSUE:
In August 2017, President Laurie S. Nichols appointed a 16-member Engagement Task Force, chaired by Jean Garrison, director of the Center for Global Studies and professor of international studies, to develop a plan for strengthening the University of Wyoming’s mission as a land-grant university and its engagement with local, state, tribal, national, and global constituencies. This task force responds to the third goal “impacting communities” of UW’s new strategic plan, Breaking Through: 2017-2022, to “[i]mprove and enhance the health and well-being of our communities and environments through outreach programs and in collaboration with our constituents and partners.”

The task force is charged to work with the UW community to think futuristically about statewide engagement; to assess what the university does already; assess what UW and its constituents need and want the university to do; benchmark itself against peer institutions; and then use these analyses to make recommendations on the scope and vision for what community engagement means at UW and for Wyoming.

By the end of the 2017-18 academic year, the task force will produce a report to the president and campus community which specifically addresses 1) the establishment of an Office of Engagement and Outreach, and 2) provides a recommendation on UW’s goal to seek recognition by the Carnegie Foundation as a “community engaged university.” Garrison provides an update on task force actions and plans to date.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
N/A

WHY THIS ITEM IS BEFORE THE BOARD:
Informational.

ACTION REQUIRED AT THIS BOARD MEETING:
No action is needed at this time.

PROPOSED MOTION
N/A

PRESIDENT’S RECOMMENDATION:
N/A
AGENDA ITEM TITLE:

Proposed Changes to High School Graduation Requirements, Jillian Balow

CHECK THE APPROPRIATE BOX(ES):

☐ Work Session
☐ Education Session
☒ Information Item
☐ Other Specify: Committee of the Whole

BACKGROUND AND POLICY CONTEXT OF ISSUE:
The Joint Education Interim Committee of the Wyoming Legislature was assigned the 2017 interim topic of Computer Science Education. Specifically, "Priority #: 3 Computer Science Education, The Committee will develop a multi-pronged strategy for increasing the number of opportunities across the state for students to take classes in computer science/computational thinking. This may include an analysis of graduation requirements, accountability indicators, Professional Teaching Standards Board credentialing practices, funding mechanisms, the common core of knowledge and skills, and public-private partnerships." See legislative list of interim topics at http://legisweb.state.wy.us/InterimStudies/studiesCurrent.pdf

The Joint Education Interim Committee tasked the Wyoming Department of Education (WDE) with writing a report and providing recommendations around this interim topic.

The WDE convened a task force in July. NOTE: UW has representatives serving on this task force. This task force met over the summer and created a "roadmap" for computer science education in Wyoming. The draft roadmap is attached to the report the WDE gave the Joint Education Interim Committee at the September meeting. The report included multiple recommendations.

Specifically, the report recommends, "1) Incorporate computational thinking/computer science into the state “basket of goods,” officially known as the common core of knowledge and skills (W.S. 21-9-101(b)). 2) Allow computer science to count toward high school graduation requirements (W.S. 21-2-304(a)(iii)). It is already incorporated into Hathaway requirements. 3) Request the State Board of Education to promulgate computer science standards either as stand alone or integrated across the current content standards. 4) Temporarily limit the Wyoming Education Trust Fund Grant (W.S. 21-22-106) of approximately $250,000 annually to professional development for computer science teaching." See Sept. 13, 2017 report from WDE to the Joint Education Committee Chairs at http://legisweb.state.wy.us/InterimCommittee/2017/04-09272017AppendixG.pdf

The WDE also submitted recommendations to the Select Committee on School Finance Recalibration (Recalibration Committee). One of many recommendations to the Recalibration Committee was that computer science/coding be allowed to count as a required foreign language for purposes of University of Wyoming admissions. See October 12, 2017 "Basket of Goods" report to the Select Committee on School Finance Recalibration at http://legisweb.state.wy.us/InterimCommittee/2017/SSR-10122017AppendixX.pdf
The recommendation that computer science/coding be allowed to count as a required foreign language for purposes of admission to UW was one of seven recommendations offered to mitigate the cost of adding computer science to the basket of goods.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
N/A

WHY THIS ITEM IS BEFORE THE BOARD:
Action by the Wyoming Legislature on the WDE recommendations could impact the University.

ACTION REQUIRED AT THIS BOARD MEETING:
None at this time.

PROPOSED MOTION
N/A

PRESIDENT’S RECOMMENDATION:
N/A
AGENDA ITEM TITLE:  
**Wyoming Higher Education Attainment Goal**, Nichols/Rose/Aguayo

CHECK THE APPROPRIATE BOX(ES):
- ☐ Work Session
- ☐ Education Session
- ☐ Information Item
- ☒ Committee of the Whole (Items for Approval)

BACKGROUND AND POLICY CONTEXT OF ISSUE:
*A Resolution to Establish a Statewide Goal for Higher Education Attainment in Wyoming* was jointly drafted by all eight public college presidents in concert with the Lumina Foundation. The Wyoming Community College Commission took action to support this *Resolution* and authorize the chair of the Commission to sign in October 2017. Should the Board endorse this resolution, it will be formalized as a statewide goal and submitted to the Governor in support of the ENDOW initiative.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
Post-secondary educational attainment goal introduced in September 2017.

WHY THIS ITEM IS BEFORE THE BOARD:
Setting a statewide post-secondary educational attainment goal is central to the execution of *Wyoming Colleges’ Recruitment and Retention Plan*, endorsed by all eight Wyoming public college presidents and the Wyoming Community College Commission, as well as serving as higher education’s response to the Governor’s ENDOW initiative.

ACTION REQUIRED AT THIS BOARD MEETING:
Board adoption or rejection of the statewide post-secondary attainment goal as recommended by all eight public college presidents and the Wyoming Community College Commission.

PROPOSED MOTION:
I move to endorse the post-secondary educational attainment goal as presented to the Board.

PRESIDENT’S RECOMMENDATION:
The President recommends approval.
RESOLUTION

A RESOLUTION TO ESTABLISH A STATEWIDE GOAL
FOR HIGHER EDUCATION ATTAINMENT IN WYOMING.

THIS RESOLUTION, upon signature, is made effective on this ___ day of ________, 2017, by the Wyoming Community College Commission and the University of Wyoming Board of Trustees, and created by said parties through mutual consent and belief.

RECITALS

WHEREAS, higher rates of educational attainment are linked to higher rates of job creation.

WHEREAS, jobs in industries leading to the diversification of Wyoming’s economy are going unfilled, and being exported and these jobs require an educated workforce.

WHEREAS, businesses and industry are locating and expanding in thriving communities where educated workers are located and/or being produced.

WHEREAS, quality of life improves for individuals and communities when the education level of the populace increases.

WHEREAS, there is a clear and strong correlation between the educational attainment of a state’s workforce and median wages in the state.

WHEREAS, we believe that increasing the educational attainment of Wyoming’s labor force is essential if Wyoming is to:

- Attract new industries to Wyoming leading to economic diversification;
- Retain those industries and/or jobs currently in Wyoming; and
- Create new businesses and jobs leading to diversification and economic stability.

WHEREAS, increasing educational attainment must focus on eliminating the socioeconomic, ethnic and racial achievement gaps in elementary and secondary schools and increasing equity in the attainment of a postsecondary degree or other workforce credential.

NOW, THEREFORE be it resolved that Wyoming’s higher education attainment goal is to increase the percent of the working population 25-64 years old that possess a valuable postsecondary credential (degree or certificate) to 60% by 2025, and to 75% by 2040. Further, a significant focus of this goal must be reducing disparities and achievement gaps among underserved student populations including first-generation, low-income, minority and adult students.
SIGNATURE PAGE

The parties to this Resolution, through their duly authorized representatives, have executed this Resolution on the dates set out below, and certify that they have read, understand, and agree to the contents of this Resolution.

The effective date of this Agreement is the date of the signature last affixed to this page.

WYOMING COMMUNITY COLLEGE COMMISSION

Saundra Meyer, Commission Chair

THE UNIVERSITY OF WYOMING

John MacPherson, Board President
AGENDA ITEM TITLE:

Salary Task Force Recommendations, Coupal/Mason/Evans/Durr

CHECK THE APPROPRIATE BOX(ES):

☐ Work Session
☐ Education Session
☒ Information Item
☐ Other Specify:

BACKGROUND AND POLICY CONTEXT OF ISSUE:

On August 25, 2017 President Nichols met with members of the newly appointed Salary Policy Task Force. The membership of the Task Force included faculty, staff, and administrators and was chaired by Professors Charles Mason and Roger Coupal.

The Task Force was charged with the following:

1. Consider and make recommendations on criteria or components of the salary policy. These should include such criteria as merit or performance, market, institutional priorities (e.g. contributions to the strategic plan), compression, retention, equity, etc.
2. Consider and make recommendations on how to establish pools of funds to be awarded for each criteria (e.g. what the pools are and how much to put in each pool).
3. While the policy will not impact salary adjustments for tenure/promotion, we should address the process of how these funds are applied in the same year a salary increase is provided.
4. Consider and make recommendations on the relative weight of each component.
5. Consider and make recommendations on the process for annual evaluation and salary recommendations including the idea of a band or multiple years (e.g. consideration of the last 2 or 3 years) when making performance decisions.
6. Consider and make recommendations on any tools needed to complete a salary process (note: you do not need to necessarily develop the tools, but rather address what will be needed to complete the process).
7. Consider how we might convey the value/contribution of our benefits package to the total compensation package received by each employee (monetize it).
8. Consider the use of annual contracts to establish the new salary for the next fiscal year, request conflict of interest/commitment to be completed, and any other necessary forms. Also consider the content of the contract.
9. Consider provisions for any off-cycle salary increases such as those that might surface due to equity, change in job duties, retention, etc.

The Task Force formed two sub-committees—one dealt specifically with the faculty component, while the second addressed staff and executive/administrative at-will positions. The sub-committees identified appropriate market comparators for their specific group(s) of employees. One reference for this work was the October 28, 2016 response and update to the Wyoming Legislature’s Management Audit Committee and Legislative Service Office report of January 5, 2015 titled, “University of Wyoming: Effectiveness of Block Grant Funding.”
The definitions of merit were reviewed in both the sub-committee meetings and meetings of the whole Task Force. A broad based discussion ensued regarding the different types of performance evaluation documents and their appropriateness for different groups of employees. A consensus was reached that the distribution of merit increases should be differentiated by level of performance as determined during the annual evaluation process, with no merit adjustments for employees performing lower than “meeting” or “not according to” expectations.

The Task Force’s initial recommendation is to start to close the gap between University salaries and the average salaries paid by our comparator institutions. Research performed by Dr. Mason indicates that the average increase in salaries over the past several years has been in the 2% range. With this data in mind, this suggests that initially a greater percentage of the salary pool be dedicated to market increases, with a smaller percentage allotted to merit increases. The Task Force anticipates that the distribution would change as the market gap is addressed.

A draft of the Annual Salary Distribution Policy is attached. The Task Force believes that the draft Policy addresses those tasks with which the Task Force was charged in the August 25, 2017 meeting. The Task Force remains available to address additional questions or issues identified during the review of these documents and draft Policy.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
N/A

WHY THIS ITEM IS BEFORE THE BOARD:
Information only.

ACTION REQUIRED AT THIS BOARD MEETING:
N/A

PROPOSED MOTION:
N/A

PRESIDENT’S RECOMMENDATION:
N/A
Standard Administrative Policy and Procedure (SAP)

Annual Salary Distribution Policy

Purpose
In an effort to attract, retain, and reward a talented, valuable, and productive workforce, this policy outlines provisions to ensure that compensation decisions and practices are consistent and equitable, are documented and reviewed, are based on objective criteria, and ultimately contribute to the effective administration of the University of Wyoming.¹

Policy
This Policy defines the annual salary distribution process for salary adjustments that are based on market and merit, taking into account such important factors as compression, inversion, equity, and contributions towards the University’s mission and strategic plan. This Policy does not apply to salary adjustments related to tenure and promotion or job reclassification. Additionally, salary adjustments for retention purposes generally arise throughout the year and the annual salary distribution process is not the appropriate vehicle. The President of the University will address and approve retention requests from a separate pool based on the individual facts and circumstances and following appropriate reporting structures.

I. Background Information Relevant to Initial Salary

Initial Salary Decisions
For executive, administrative at-will, and classified staff employees, initial salary decisions are based on the following criteria:
1. Internal equity with positions at the same level and scope;
2. Comparable positions at peer institutions of similar enrollment, organization, and financial support as defined by the Board of Trustees (i.e., the University’s close and stretch peers); and
3. Appropriate published salary survey data such as College and University Professional Association for Human Resources (CUPA-HR) compensation surveys; Employers Council; and other recognized occupational surveys relevant to the position, including State of Wyoming compensation data.

¹Turnover of University employees is costly, and a direct opportunity cost to the primary mission of the University. The process of recruiting new employees includes processing applications; interviewing applications, for example at a national or regional conference; flying a short list of candidates to Laramie for on-campus interviews; and negotiation with prospective hires. Start-up packages are often required to successfully recruit new faculty; these packages need not be long-lived (for example, they may entail one-time expenses for equipment, or summer support for the first few years of the new faculty member’s tenure), but the expenses must be borne with any new hire. Moreover, to the extent that the salary money available in a line is inadequate to attract the prospective hire, some ancillary source of funding has to be identified. For these reasons, it is important that the line have sufficient resources associated with it so as to enable successful recruitment, should a new hire be required.
Pursuant to UW Regulation 5-173, the recommendation for a starting salary or a rate of pay for faculty and academic professionals shall be based upon academic rank, academic assignment, academic credentials and market conditions. The Board of Trustees approved institutional close and stretch peers shall be the starting point for salary comparisons University-wide. However, these institutions may not fully comprise the market for faculty at the University. For a more selective assessment, Colleges and Departments may develop selective comparator lists of peer institutions with comparable programs. These comparators are of value for Colleges and certain disciplines, but will not serve as comparators for the institution as a whole. Additionally, Colleges and Departments may continue to make use of faculty salary information as available through the annual Oklahoma State University survey of doctoral degree granting institutions.

II. Proposed Annual Salary Distribution Process

The Board of Trustees, considering economic conditions, and at the recommendation of the President of the University, shall approve the salary pool for annual salary adjustments. The salary pool may be distributed based on market, merit, compression, inversion, equity, contribution towards mission or strategic plan, or a combination thereof. We recommend that the initial distribution of components be 60% for merit and 40% for market (as described below). In future years, we recommend the President of the University will annually determine the distribution and weight of the Board-approved salary pool towards each salary adjustment, taking input from a salary policy recommendation committee, as appointed by the President. This committee shall solicit information from the Vice Presidential Divisions, Colleges, Departments, Faculty and Staff Senates.

Salary Adjustments

I. Merit Increases

Merit increases are individual percentage increases to an employee’s salary based on the employee’s level of performance as determined during the annual performance evaluation performed by the employee’s supervisor. Employees who receive performance evaluations of less than Meeting Expectations or Not According to Expectations are ineligible for merit increases. Additionally, the amount of the merit adjustment shall be differentiated based on level of performance. Supervisors who fail to provide annual performance reviews for their employees are ineligible to receive a merit adjustment. In these circumstances, it will be the responsibility of the next level supervisor to provide the performance review(s) to the respective employees.

Merit shall be assessed by academic and division units on the basis of expectations within their discipline, and reviewed by College and division leadership for sufficiency and consistency. A transparent process for transmitting formal annual reviews to College and Division leadership will be developed, with appropriate instruction on what is needed within the document. Annual reviews for each employee category shall be conducted using the tool identified by the University. Faculty and academic professionals may use a three-year rolling performance rating at the discretion of the College.

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2 Increases in salaries for promotions shall be in accordance with university regulations.
2. Market Adjustments

Market adjustments are based on market analyses and are intended to align salary ranges for University employment positions with appropriately identified equivalent positions at the approved institutional close and stretch peers, Oklahoma State University survey of doctoral degree granting institutions, business or industry. Human Resources will be responsible for extracting and compiling this data on an annual basis.

The idea underlying market adjustments is to align salary with competitors, so as to enhance recruitment opportunities and reduce turnover costs (see footnote 1) that impede the ability of the institution to fulfill its primary educational mission. With this in mind, a market adjustment is defined as a component of raise money that is designed to move the salary closer to the competitive benchmark for that line. Applying this standard may entail allocating different money to different departments and to different ranks.

The University will create a plan to move positions and units closer to market levels through periodic adjustments. The University leadership will set a goal for the long-term adjustment process, (e.g., market average) informed by units, Colleges, and Divisions, and directed by University Administration. As part of this plan the University will begin to develop organizational information collection processes that address the cost of turnover. The extent to which we meet the goals of the plan will be incorporated into general university reporting submitted to the President.

If a University employee’s salary meets or exceeds the competitive benchmark for the current year, a market adjustment will be unavailable to that employee. A market adjustment is separate and distinct from a merit adjustment. The performance of non-meritorious employees will be addressed through the University’s disciplinary process, not through the salary distribution process.

3. Increases Based on Compression, Inversion or Equity

The President of the University, with approval of the Board of Trustees, may set aside a percentage of the salary pool to address individual salary issues of compression, inversion or equity identified during the annual distribution exercise. To request access to these funds, the Department or Unit Head must identify the particular salary issue, access comparative salary data from Human Resources, and submit a written request following appropriate reporting structures. Once approved, the Vice President will submit the request to the President.

If salary issues of compression, inversion or equity are identified outside the timeframe for the annual salary distribution process, they may be addressed off-cycle by the appropriate Vice President with approval from the President.

4. Increases Based on Contributions towards Mission or Strategic Plan

The President of the University, with approval of the Board of Trustees, may set aside a percentage of the salary pool to address recognition of employees who contribute to the mission of the
University or implementation of the University’s strategic plan in ways beyond the expectations associated with their job description. This includes accreditation standards for disciplines that have academic boards. The President will establish a process and criteria for Vice Presidents and Deans to apply for and receive these funds during the annual salary distribution process. These salary adjustments are ongoing and shall permanently increase the employee’s base salary.

Eligibility, Distribution, and Notification

All full time and part time benefited employees hired before December 31 of the preceding year who have been continuously employed during that period will be eligible for a salary adjustment during the annual salary distribution process. Salary adjustments will be effective July 1 for fiscal year employees or the beginning of the academic year for academic year employees.

Each employee will receive an annual written communication with any applicable or earned salary adjustment(s). This communication will contain information about the total compensation package for each employee, including salary, benefits, retirement, health insurance, access to tuition waivers, and other advantages associated with employment at the University.
AGENDA ITEM TITLE:
Recommendations from the President’s Task Force on Winter and Spring Commencement, Ray Reutzel

CHECK THE APPROPRIATE BOX(ES):
☐ Work Session
☐ Education Session
☒ Information Item
☐ Other Specify:

BACKGROUND AND POLICY CONTEXT OF ISSUE:
The 2017-2018 Commencement Planning Task Force met throughout the late spring and summer months to recommend changes in the December 2017 and May 2018 commencement ceremonies. The task force charge called for all ceremonies to be conducted on a single day, cost significantly less, and for each commencement session not to exceed two hours in length. The final recommendations meet all of these conditions.

Members of the task force included: Dean Ray Reutzel, College of Education, Chair; Dean Paula Lutz, College of Arts and Sciences; Laurie Bonini, College of Engineering and Applied Science; Kerry Casper, College of Agriculture and Natural Resources; Registrar Lane Buchanan; Vice President for Student Affairs Sean Blackburn; Caleb Hebbert, UW Technical Services; Briana Long, Associated Students of UW; Kimberly Gustafson, College of Education and Faculty Senate representative; Craig Shepherd, College of Education; Alumni Association Executive Director Keener Fry; Matt Coulter, Office of the President; Tyson Drew, Department of Athletics.

Two campus-wide town hall meetings were held to receive campus and public input on the recommendations. Presentations were also made to the ASUW Senate and Dean’s Council in order to collect feedback. A meeting with the Faculty Senate is also scheduled.

The recommendations for Spring and Fall Commencement ceremonies and other relevant information are attached. Input received from the constituencies noted above will also be provided to the Trustees in the presentation.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
N/A

WHY THIS ITEM IS BEFORE THE BOARD:
Information only.

ACTION REQUIRED AT THIS BOARD MEETING:
N/A

PROPOSED MOTION:
N/A

PRESIDENT’S RECOMMENDATION:
N/A
December 2017 Commencement Recommendations

Commencement Taskforce

6.28.17 Update with President’s Input

• Three Year Calendar
  o Saturday, December 16, 2017
  o Saturday, December 15, 2018
  o Saturday, December 14, 2019
• Location
  o Arena Auditorium
• Sessions
  o 1 session
• Speakers
  o 1 speaker (Outstanding Alumnus, Celebrated Local/State Figures)
  o 1 undergraduate speaker selected by committee.
• Processional and Recessional
  o Jazz Band
  o Gonfalons for Colleges carried by Student Marshals
• Colors
  o Post colors and play/sing Stars Spangled Banner as part of commencement ceremony
  o Retire colors prior to recessional as military preference
• Reading of Names
  o Only names to be read
  o Stage managers with timer and cue lighting to keep reading of names moving efficiently
• Alumni
  o Association to welcome new members by having all past alumni present stand and then ask new grads to stand…joining this group.
• Online Grads
  o Wyocast Live
  o Get permanent email addresses for all students
  o Send in advance a gold-colored Steamboat pin
• Students (350-400 Graduates)
  o Hood Doctoral students on stage—give doctoral students a bit more time and recognition.
  o Hood Masters student off stage groups of 4-5 with 8-10 faculty or marshals hooing.
  o Create a double entry ramp for stage area from each side (R, L) with a single stage exit ramp at the center to move student graduates through the process quickly and efficiently. These could be short ramps (See U of ID example).
• Commencement Script
  o Ask students graduating with honors to stand and be recognized
  o Students and guests are encouraged/ordered to stay until the end of the ceremony
  o Recognize online students with specific mention
The 2017-2018 Commencement Planning Task Force has met throughout the summer with a charge to recommend changes in May 2018 commencement. We were charged to make sure that our recommendations meet several conditions: 1) all ceremonies are to be conducted on a single day, 2) cost less, and 3) not exceed two hours in length. Our recommendations met all of these conditions and are as follows:

**Calendar:**
We recommend that commencement ceremonies for the next three years be held on Saturday on the following dates:
- Saturday, May 12, 2018
- Saturday, May 18, 2019
- Saturday, May 16, 2020

**Location:**
With the renovation of the Arena Auditorium completed, we recommend that all commencement exercises be held in this facility to minimize set up, seating issues, audio-visual, and other costs associated with holding commencement exercises.

**Commencement Sessions and Schedule:**
To keep commencement sessions to a two-hour maximum as directed, we have estimated that we can reasonably graduate about 500 undergraduate students in a two-hour session. Consequently, we recommend that we hold two undergraduate sessions of commencement in which we combing the following colleges to balance the number of graduates in each of the two undergraduate commencement ceremonies:
- Session 1- A&S, Haub School, & Education
- Session 2 - Ag, Business, Engineering, SER, & Health Sciences

We considered holding a single university undergraduate commencement ceremony but could not guarantee that we would finish recognizing all undergraduates in less than three and a half hours.

We further recommend that the two university wide undergraduate sessions be scheduled as follows and that the times be rotated each year such that the colleges that went early the first year go late the second, and so on.
To make the best use of administrative, faculty and attendees’ time, especially those who may have both undergraduate and graduate student commencements to attend as well as to give appropriate separate recognition to graduate students, we recommend an all university 2-hour graduate commencement ceremony be scheduled at Noon. This would allow the early session attendees to come to the graduate ceremony directly following the undergraduate ceremony and vice versa for those who attend the late undergraduate ceremony putting these sessions back to back for faculty and administration as well.

To summarize, we recommend that commencement ceremonies would be scheduled on the dates shown in the calendar above as follows:

- 8:30 a.m. Undergraduate
- Noon Graduate
- 3:30 p.m. Undergraduate

We also contacted Dean Klint Alexander about the Law School’s participation in an all university Graduate Ceremony. He indicated they wanted to maintain their 100 year+ tradition of a separate Law School Ceremony. He said they would be willing to participate in both the all university Graduate ceremony, but that they would also prefer to also hold their own separate commencement ceremony.

**Graduate and Undergraduate Procedures:**

- **Pick Up Cap and Gown**
  - Give graduates 1 copy of the Commencement program at this time.
- **Hooding of Master’s graduates occurs off stage.**
  - Floor manager appointed to manage the cue or “chute.”
  - Readers announce name and field of study for masters’ candidates using a pre-printed card.
  - Pre-select and train masters’ hooding helpers for hooding off stage masters’ candidates.
- **Hooding of doctoral candidates to occur on stage.**
  - Stage manager of doctoral cue to move doctoral candidates into place.
  - Readers to announce candidate name, name of chair, and field of study using a pre-printed card.
  - Doctoral chairs that want to participate in doctoral hooding process must attend a mandatory pre-training session.
  - Doctoral hooding training could consist of viewing a pre-recorded hooding process video available online or arrive early to the graduate commencement ceremony, 11:15 AM, and attend a process training for hooding doctoral candidates.
  - If Doctoral Chairs can’t attend either pre-training, hooding helpers at the ceremony can demonstrate the proper hooding process off stage.
  - Provide a pre-recorded, online video on the proper process for hooding a doctoral or masters’ candidate.
  - Pre-select and train off stage Hooding Helpers.
• Processional and Recessional
  o Needs to be done in under 15 minutes as a part of the ceremony
  o Gonfalons
    ▪ College Only, No Departments/Schools
    ▪ Carried into the AA by Floor Marshalls
  o 8 Marshals per commencement needed for floor management
  o Music (Options to choose from)
    ▪ Campus instrumental performing groups
    ▪ Other campus-based performance groups
    ▪ Bagpipe and drum corps
  o We recommend live performance groups to avoid costly pre-recorded music licensing issues.
  o Announcers
    ▪ We recommend hiring two or three experienced and notable announcers.

• Colors
  o Post colors during commencement exercise not before.
  o Play and invite audience to sing the National Anthem.
  o Retire colors prior to recessional as preferred by the military.

• Reading of Names
  o 4 readers needed per commencement session, 2 at each ramp entry
  o Stage Manager will cue when to move candidates into position
  o Process:
    ▪ Graduate Students –
      • Doctoral Candidates - Announce Degree Recipient Name, Name of Dissertation Chair or Hooding Helper, Field of Study
      • Masters’ Candidates – Announce Degree Recipient Name, Field of Study
    ▪ Undergraduate Students –
      • Announce Program, School, or Department and Degree Recipient Name, Recognize Honors (Summa Cum Laude, Magna Cum Laude, and Cum Laude)
    ▪ Stage managers use a timer and cue lighting system to keep the reading of names moving efficiently.
    ▪ Program Coordinator or Department Head leads undergraduates to stage by program, school or department.
    ▪ Marshals move students and program coordinator/department head into lines on two sides of stage/platform entry.
    ▪ Readers read name of the department, program or school on a card given to the first graduate in a group by the program, school or department head, then readers read the names of each undergraduate candidate.
    ▪ 2 Photographers are located off stage to take photos on two sides of platform or stage.

Commencement Program:
• 1 program for all commencement ceremonies.
• Put up a sign at each distribution point requesting guest to pick up “Only one copy per person” and information saying that more digital copies are available online at a specified web address.
• List graduate student’s name, degree, and field of study.
• List undergraduate student’s name, degree and field of study within a program, school, or department.
Speakers *(These are options to choose from):*

- **Keynote Address**
  - 1 speaker
  - 10 minute limit
  - Honorary doctorate recipients
  - High profile speakers are paid for through fund raising.
  - No pay for high profile local, state or UW alumni speakers.

- **Student Speaker**
  - One student speaker
  - 5-7 minute time limit
  - Open call for submissions to be selected by a student speaker selection committee.
  - Recommend an earlier process and decision timeline for Tobin and Spitaleri winners as potential speakers.
  - Committee to review student speech content and time.
  - Assign one speaker to each of the Undergraduate and Graduate ceremonies.

**Physical Set Up of the Stage in the Arena Auditorium:**

- Dual ramps for entering the stage platform on two sides.
- Exit ramp down the center of stage.
- Set floor for 600 graduates allowing room for movement of graduates to lines at the two stage entry areas.
- Faculty seated in auditorium seats near the floor in a designated section
- Platform guest include honored guests, speakers, Trustees, President, Provost, VPs, and Deans.
- Students are congratulated by two sets of academic officers, President, Provost and Deans, on two sides of stage to increase recognition rate of graduates.

**Alumni:**

- Alumni Association to welcome new members by having all past alumni present stand and then ask new grads to stand, joining this group of alumni.

**Online Graduates:**

- Invite online students to come to campus for commencement.
- Video invitation and congratulations from UW President to be emailed to online graduates one month prior to commencement. Be sure to let those who cannot attend that they are valued members of the UW community, joining a worldwide alumni group and always welcome to visit campus.
- Hold a reception for online graduates who come to commencement as a special welcome to the campus.
- Wyocast Live will cover the ceremonies.
- Make sure the online students are warmly welcomed at the commencement in the script.
- Send in advance a gold-colored Steamboat pin from UW Alumni
- Send an e copy of the commencement program at the time of invitation video is sent and let them know they can request a hard copy.

**Commencement Script/Template:**

- Prior to the ceremony announce strongly encourages participant to stay for the entire ceremony as a courtesy to all graduates.
• Students and guests are to be strongly encouraged to stay until the end of the ceremony by the Conducting Officer
• Recognize online students with specific mention in the script as per above
• Create a script template for undergraduate and graduate commencement sessions
AGENDA ITEM TITLE:
Education Complex Visioning Committee Charge, Committee Composition and Timeline, Ray Reutzel

CHECK THE APPROPRIATE BOX(ES):
☐ Work Session
☐ Education Session
☒ Information Item
☐ Other Specify:

BACKGROUND AND POLICY CONTEXT OF ISSUE:
The College of Education building, opened in 1949, has been the home of the College of Education and the University Laboratory School for the past 70 years. The current facilities of the College of Education and University Lab School present a number of challenges for the effective preparation of future educators, engagement and learning of the Lab School’s students in grades K-8 and place constraints on the teaching and research carried out by the College of Education faculty. The newly formed Education Complex Visioning Task Force will draw upon the strong, existing relationships between the University of Wyoming and its College of Education, Albany County School District #1, and the State of Wyoming to explore the development and design of new physical facilities for the College of Education and University Lab School that are better equipped to serve as a 21st Century university professional development and demonstration school, improve the work of educator preparation, and advance the research and teaching work of the College of Education faculty.

The proposed capital construction project will be approached as a single, connected capital construction project undertaken in partnership between the University of Wyoming and Albany County School District #1 to preserve, protect, and promote the continuing productive and mutually beneficial relationship of a functioning publicly funded, University Professional Development School connected to the state’s only College of Education.

The following individuals have been invited to serve on the task force:

- Co-Chairs Drs. D. Ray Reutzel and Jubal Yennie
- Members of the Albany County District #1 School Board: Jason Tangeman
- Director, University of Wyoming Laboratory School Director: Margaret Hudson
- Members of the College of Education Faculty, Staff and Administration: Leigh Hall, Amy Spiker, Debbie Martinez, and Suzie Young
- Members of the Wyoming Legislature: Sen. Chris Rothfuss (D), Sen. Stephan Pappas (R) and Rep. Landon Brown (R)
- Members of the University of Wyoming Senior Administration: AVP for Administration, David Jewell, Meredith Asay (Alternate)
- Members of the University of Wyoming Board of Trustees: Kermit Brown and Mel Baldwin
- Members of the Wyoming School Facilities Division and Leadership: Delbert McOmie
- Members of the University’s Physical Facilities Committee and Leadership: Jen Coast, Deputy Director of Facilities Engineering.
• Members of the University’s Administrative Leadership: Anne Alexander, Paula Lutz
• Trustees Education Initiative: Dr. Rebecca Watts

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
N/A

WHY THIS ITEM IS BEFORE THE BOARD:
Information only.

ACTION REQUIRED AT THIS BOARD MEETING:
N/A

PROPOSED MOTION:
N/A

PRESIDENT’S RECOMMENDATION:
N/A
DRAFT CHARGE TO THE COLLEGE OF EDUCATION AND UNIVERSITY
LABORATORY SCHOOL
EDUCATION COMPLEX VISIONING TASK FORCE
2017-2018
Capital Construction Reconnaissance Phase

How people learn in the 21st Century is ever evolving driven by advances in educational technology and research findings (Christensen, Horn, & Johnson, 2017). The College of Education building, opened in 1949, has been the home of the College of Education and the University Laboratory School for the past 70 years. As the University Laboratory School evolved over time to become a K-8 school of choice housed within the physical precincts of the College of Education Building but operated and supervised by Albany County School District #1, issues about access, mission, relationship, and maintenance have remained status quo for decades. Although the relationship between the College of Education and Albany County School District #1 has always been and will continue to be cordial and professional, the funding mechanisms provided in Wyoming statute and regulation for different funding of school and university facility maintenance have sometimes led to neglecting needed maintenance of the University Laboratory School facilities. This past summer, both the university and the school district have worked together to mitigate short-term selected health and safety issues associated with the University Laboratory School facility. However it is becoming increasingly obvious that the current situation in which the University Laboratory School is embedded within a university facility is far less than ideal or even desirable as a 21st century model for educator preparation and professional development.

It is imperative that this proposed capital construction project be viewed as a single, connected capital construction project undertaken in partnership between the University of Wyoming and Albany County School District #1 to preserve, protect, and promote the continuing productive and mutually beneficial relationship of a functioning publicly funded, University Professional Development School connected to the state’s only College of Education. The synergies that are realized in educator preparation and P-12 student learning when a Professional Development School and a University’s College or School of Education are integrated is similar to those synergies that are provided when a teaching hospital is connected with a College or School of Medicine. The practice of education must be learned in early, embedded clinical settings for potential teachers to learn the science and craft of teaching. On the other hand, P-12 students’ educational experiences are richly benefitted by preservice and inservice teachers who use the newest advances in effective practices and evidence-based research that are a part of partnership between Professional Development Schools (P-12) and Colleges and Schools of Education.

The current University Laboratory School facility suffers from a number of serious physical limitations. First, because the College of Education is a public facility housing adult learners, the building isn’t constructed in a way that appropriately limits access to outside entry to protect the safety of students. In the event of an
active shooter or some other unforeseen and unwelcome intrusion, the College of Education facility would be very difficult to fully secure to protect its younger occupants because the building was designed in the first place to facilitate public access. Further, the actual construction of the building, which has several half floors inaccessible to disabled students, whether these be school or university students, renders the building non-compliant with the American Disabilities Act (ADA). The arrangement of the school facilities also reflects a 1940s style of education in which compartmentalization and departmentalization was the norm. Consequently, classrooms are not designed to facilitate active learning, or to integrate the library, gymnasium and other learning facilities with the work of the classroom. These auxiliary spaces are physically separated by floors rather than integrated into open spaces that support student interaction, teamwork, and technology access. Add to this problem that fact that these school facilities are interspersed with adult collegiate learning spaces including the auditorium, which on occasion exposes younger students in passing to content unsuited to their developmental stages, and the problem become very clear.

For College of Education, because the University Laboratory School takes up a significant amount of space within the building, College of Education faculty aren’t housed together but are instead dispersed in three different campus locations - Education Building, McWhinnie Hall and Wyoming Hall. This arrangement limits proximal access of faculty to one another within a common learning and working space. Add to this the problems that the current physical structure, 12 inch reinforced concrete floors and walls, presents for installing, upgrading, and using modern wireless, Bluetooth and other non-hard wired technologies and it is clear that it is time to begin the reconnaissance planning phase for a major new capital construction project partnering with Albany County School District #1 for both a new University Laboratory School facility and a complete remodel, renovation and/or new construction for the College of Education.

From an administrative structure perspective, it is best practice to collect disparate units, functions and elements that naturally occur together into a single focused unit and location with a clear purpose, outcome, and identity. The College of Education faculty members need to be co-located into a single facility that is designed expressly to facilitate advances in technology use and ease of communication with students, advisors, and other faculty to support program development and improvement as well as promoting optimal teaching and learning in properly designed active learning classrooms and other modern learning spaces. Young students in school need to be housed in a facility that is safe, secure, and designed to support an optimal learning environment of fluid interaction, technology use, and active learning spaces.

On the other hand, we do not want to undermine or weaken the long-standing relationship of the University Laboratory School and Albany County School District #1 with the College of Education. Many parents and caregivers wait for years to be drawn out of a lottery to enter their children into the University Laboratory School
located on the UW campus. This taskforce should make every effort to continue this relationship of P-12 education integrated with the College of Education's mission to prepare preeminent educators for Wyoming's schools but in a new, well-designed, connected and modernized educational complex on the UW campus.

The charge to the UW College of Education and University Laboratory School Education Complex Visioning Taskforce is to explore how the symbiotic relationship between the College of Education and the University Laboratory School can be enhanced and modernized to serve the needs of the community, the state, the university, and the college of education. The current physical plant is antiquated, dysfunctional, and a hindrance to the 21st century education of future educators and to P-12 students. The state of Wyoming will soon have a College of Education with nationally preeminent programs that will require a facility that optimizes use of evidence-based and innovative practices in educator preparation. To match the preeminence of the programming within, the College of Education will also need a first-rate professional development school and college facility to showcase these best programs and practices in an exemplary P-8 school setting for the state and the nation.

The Taskforce should address at a minimum the following issues:

1. Explore how to provide the College of Education and the state of Wyoming with an exemplary 21st Century University Professional Development and Demonstration School.
2. Recommend guidelines for a new College of Education physical facility that will leverage the advantages of 21st century innovative clinical supervision and instructional technologies.
3. Recommend a building complex design that will continue and improve the work of educator preparation and exemplary P-12 education without nesting both functions into a single nested facility as we now have.
4. Design a facility that would accelerate continuous program improvements using cutting-edge educational technologies, provide proximal workspace for faculty and staff planning, instruction and research, and leverage the power of a functional School-University Partnership to provide increased services to address the state's educator preparation needs.
5. Plan a College of Education building that better facilitates the placement of educator candidates in a variety of place-based and virtual clinical, residency, and internship experiences while simultaneously leveraging technological advances to conquer the “tyranny of distance” in Wyoming.
6. Explore adding a regular and special education preschool unit to the Professional Development School.
7. Integrating the Trustee's Education Initiative recommendations/actions to the extent it will impact the need for and the programming of a new facility.
References

AGENDA ITEM TITLE:
Changes in Salary Rates for Academic Administrators, Miller/Benham-Deal

CHECK THE APPROPRIATE BOX(ES):
☐ Work Session
☐ Education Session
☒ Information Item
☐ Other Specify: Committee of the Whole (Items for Approval)

BACKGROUND AND POLICY CONTEXT OF ISSUE:
Academic administrators provide leadership to the university and serve several roles as managers of the university, leaders of their academic units, and representatives of the views and interests of their academic colleagues. University regulations provide guidance in the appointment, evaluation and removal of academic administrators, as well as compensation for academic administrators. University regulations are amended from time to time by the Board of Trustees. UW Regulation 5-173 (Regulations Governing Vacation, Sick Leave and Compensation for Faculty and University Officers) was amended on November 20, 2015 in response to concerns by the Board about salary return rates for academic administrators who return to faculty positions. Ongoing discussions have occurred during Board of Trustee meetings about changes in administrative appointments, including department heads, and salary rates for those administrators who return to the UW faculty. At the request of the Board, data are provided specific to returning salaries for Associate Vice Presidents/Provosts and Deans who have start dates effective September 1, 2015.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
At the September 9-11, 2015, meeting, the Board discussed UW Regulation 5-173 specific to administrators returning to the faculty at 83% of their administrative salary. The Boards approved a motion to suspend the “83% rule” pending and Administration review and asked Administration to report back to Board at the November, 2015 meeting. At the November 20, 2015 the regulation was amended to disallow Vice Presidents, Associate Vice Presidents and Deans from returning to faculty positions at the 83% rate.

WHY THIS ITEM IS BEFORE THE BOARD:
For discussion about changes in salary rates for Vice Presidents, Associate Vice Presidents and Deans who return to faculty positions.

ACTION REQUIRED AT THIS BOARD MEETING:
Discussion only.

PRESIDENT’S RECOMMENDATION:
The President recommends approval.
Sunday, October 15, 2017 at 8:54:15 PM Mountain Daylight Time

Subject: RE: Administrators Returning to Faculty
Date: Thursday, September 21, 2017 at 8:19:47 AM Mountain Daylight Time
From: Shannon Marie Polk
To: John A MacPherson
CC: Laurie Nichols, Dave True, John McKinley, Jeffrey S Marsh
Attachments: FINAL_COPY_Administration_to_Faculty_Files_9-20-17.pdf

Good morning.

Attached please find a pdf document containing pages from various sets of trustee minutes and reports where the topic referenced below was discussed. I will continue to research this topic and provide any additional materials/information.

Thank you.
Shannon

From: John A MacPherson
Sent: Sunday, September 17, 2017 9:50 AM
To: Shannon Marie Polk <spolk@uwyo.edu>
Cc: Laurie Nichols <Laurie.Nichols@uwyo.edu>; Dave True <Dave.True@Truecos.com>; John McKinley <jmcKin1@uwyo.edu>; Jeffrey S Marsh <jeff@boliStrategicPartners.com>
Subject: Administrators Returning to Faculty

Shannon:

As you will recall there has been considerable discussion at the Board level dealing with situations where faculty was moved into administration and then was permitted to take with them their administrative salary when they moved back to faculty or actually 75% of their administrative salary because their work period was reduced from 12 months to 9 months. I know when the Board was first made aware of this practice it was calculated that the increased costs to UW at that time was well in excess of a $1,000,000.00 a year. Some of these discussions took place when Dick was serving as President and others after he had left. Consistent with our conversation during the September Board meeting will you please provide me copies of any and all Board minutes where this issue was discussed including both open and executive sessions. I could probably find these but it will make it much easier and faster if you could make the search.

Thanks for all of your help. John A. MacPherson
AGENDA ITEM TITLE: Administrative Appointments - Regulations, MacPherson/Miller/Jones

CHECK THE APPROPRIATE BOX(ES):
- Work Session
- Education Session
- Information Item
- Other Specify:

MINUTES OF THE MEETING:
Trustee MacPherson noted that this item of discussion would be turned over to the Office of General Counsel and Vice President Jones.

Vice President Miller explained that some administrators, after their tenure in an administrative office, return to a faculty position. He explained the different UW Regulations that guide this transition, including the regulation that guides salary for the administrator who returns to the faculty. Vice President Miller noted that there could be an exception when an individual serves as an administrator who has faculty appointment that the individual returns to their faculty position with 83% of their administrative salary.

Vice President Miller he said that the regulation did not outline if an individual needed to serve as an administrator for a specific amount of time in order to retain 83% of their administrative salary when they returned to the faculty. He explained that the first issue is that there is an expectation of returning to the faculty at 83% of their administrative salary, and there was no provision in the UW regulations that states the minimum period of service. Vice President Miller noted this issue had been worked out in recent appointments, and it had to do with terms and conditions of employment. He noted that another issue is that faculty salaries are driven by market rate for discipline. Vice President Miller commented that a chemical engineering professor makes more than a history professor, and if a chemical engineering professor returned to the faculty after serving as an administrator, his administrative salary would not be that much more than he would make as a regular faculty member. In contrast, a history professor would be making much more at 83% of his administrative salary. 83% of administration salary will be higher than the chemical engineering professor’s salary, but much higher than that of the history professor. Vice President Miller discussed some of the issues that arise when a department needs to cover their increased salary when they return to the department. He noted that the UW regulation has rules, but these rule could be decided upon between the two parties.

Vice President Jones commented that UW had been functioning under the expectation that administrators return to their faculty status at 83% of their administrative pay. However, as 11 administrators have returned to their faculty positions in the last 18 months, the departments had been feeling financial strain. Vice President Jones noted that the increased pay gives incentive to put their faculty career and research career on hold to fill an administrative position. Vice President Jones noted that he thought it was odd that there were no guidelines for minimum time required to serve before receiving the 83% of the administrative salary. He noted that a two year
minimum requirement seemed reasonable. Vice President Jones said that it may be reasonable to
look at the UW regulation and try and come up with guidelines for the amount of service time
required so it was not arbitrary.

Trustee MacPherson said that he only found out about this regulation very recently. He said he
looked at the financial repercussions, and randomly choose two people who were associate vice
presidents and use them to determine those financial repercussions. He shared his findings with
the Board, and noted these would be additional costs that UW would have to bear. Trustee
MacPherson said that he was unsure what UW was getting in return for paying these former
administrators more. He noted that person would create some financial issues for that college.
Trustee MacPherson noted that the most recent two administrators the Board appointed included
at two year service requirement in their contract in order to be eligible to return to their faculty
position at 83% of their administrative salary. He noted that this provision would allow for the
new president and provost to formulate their own team. Trustee MacPherson said that time limits
are not the answer, as there was an argument that could be made that the policy was self-defeating.
He asked why the University has this program, and noted there must be a better way. Trustee
MacPherson noted that the Board needed to have a discussion on how to proceed.

Trustee Marsh said that it is critical that the Board was fiscally responsible, and noted that this
salary raise would also have an impact on the state's retirement system. He noted that perhaps the
Board could fund faculty member at 83% of their administrative salary for one year, but not for
the duration of the tenure.

Trustee McKinley asked that once a faculty member becomes an administrator, if their position is
filled when they leave. He then asked what happens when that person returns to the faculty and
there is not an open position for them. Trustee MacPherson said that that situation has happened,
and a position was created. Vice President Jones said that there may be an interim period where
the department might have an extra faculty member, but the deans manage positions, so if someone
else in the department resigns they would not hire a replacement.

Trustee MacPherson said that to an extent, a person returns to the faculty in a newly created
position and the problem is compounded.

Vice President Jones said that that incident has only happened with long-time administration. He
noted that positions were not filled if the appointment was an interim one. He the Office of
Academic Affairs will help for one to two years to bridge this financial gap.

Faculty Senate Chair Tucker Ready said that this conversation raises a number of points for people
who have not gone into administration. He said that he does think a vesting number was important
to consider, but he also warned to be careful that return on the investment from administration
back to line is important. He said that most people do not go on to teach another 20 years after
returning to the faculty. He thinks that when people come back they assume they have the same
responsibilities, and investment is still important.
Trustee MacPherson noted that his following motion would not affect any past appointments. Trustee MacPherson moved that the current 83% rule be suspended pending administration studying that issue and other revenant issues and then reporting back to the Board. Trustee McKinley seconded.

Trustee Marsh said that he would support the motion. Trustee MacPherson noted that this motion could not be applied retroactively to those who have already signed contracts. Vice President Miller agreed, and noted that contracts could be negotiated, but it cannot be changed without consideration. He noted that he had advised offices not to include this 83% in agreements moving forward. He said that UW will not see too many of these in the coming weeks because they are fully staffed. He said that a decision needs to be made next spring with the new president to have it sorted out.

Trustee Massie said that he thinks a study was needed. He said he hopes to resolve this issue soon. Trustee Massie moved that the administration report back to the Trustees at the November Board meeting. Trustee MacPherson seconded the amendment and accepted it.

Faculty Senator Chair Tucker Ready noted that this should be done quickly.

Trustee Bostrom supported the motion. He asked how the University of Wyoming compares to other schools, and asked that this information be included in the study.

Trustee McKinley said that he would accept the amendment as a second to the original motion. Trustee True added that the administration in advance of the November meeting, bring this information to Trustee MacPherson’s committee before it comes before the full Board.

Trustee Palmerlee accepted this as an amendment.

Trustee Palmerlee withdrew the previous motion.

Trustee MacPherson said that the same motion with idea that administration will report back to the Board by November and the administration would work with his committee to report back.

Trustee MacPherson accepted the suggest language; Trustee McKinley seconded. All were in favor.
John:

Very good. We will certainly respond to this action by the board.

Shannon, please start a draft agenda for the November board meeting, with “Administrative Changes” as a tentative title for this item’s time slot. Debbie, please create a folder for me with title page “Administrative Changes.”

Dick:

Rick, David, and I made a presentation to the Board on Friday afternoon dealing with the current regulation allowing faculty members who are appointed to an administrative position, with a corresponding increase in their salary, to return to the faculty at 83% of their increased salary and a reduced work schedule.

After some discussion, I made a motion that the current 83% rule be suspended pending administration studying that issue and other revenant issues and then reporting back to the Board. The motion was amended so that the report is due at the November meeting. Since you were not present during our discussions, the purpose of this email is to alert you to the Board’s approval of the motion and the fact some type of report will be due by the November meeting. Since both you and Rick have indicated there may be other issues involving administrators, I felt it best to get your input on not only the 83% issue but other matters that may need to be addressed at the same time.

Thus, if there are other matters of a similar or related nature or some guidelines that should be considered which are revenant to this discussion and which should be brought to the Board’s attention, you now have a vehicle to advance that discussion.

Other than believing the present 83% rule does not pass the “smell test”, I do not have any preconceived notions as to what would be fair. Speaking only for myself, the only guideline I would impose, is that whatever is proposed be fair not only to the faculty member but to the University and its students. In other words, is the University really getting something for the money being spent so that I, as a Board member, am assured that the return on investment would not be better served if the funds were used for a different purpose. (In other words, is the University making the best use of its funds?)

I look forward to receiving any suggestions you and Rick may have.

Thanks—John A. MacPherson
Report to the UW Board of Trustees
Issue of Salary for Administrators Returning to Faculty Positions
November 13, 2015

Background: UW Regulation 5-173 contains a major section that pertains to compensation for faculty and University officers. Section 4.B.1. includes directions for converting the salary of a University officer’s 12-month salary to a 9-month faculty appointment. These directives are as follows:

From UW Regulation 5-173, section 4.B.1.

A University officer appointed to a faculty position or reappointed to a faculty position or terminating a University officer position but retaining a faculty position shall be subject to the following provisions:

a. The reassignment or assignment or retention of a full time or part time faculty position shall be on the basis of an academic year appointment as defined by UW Regulation 4-1 except when the standard appointment in the academic unit in which the appointment occurs is other than an academic year appointment; and

b. The salary rate for the position into which the individual is reassigned, assigned or retained is determined by the following formula:

i. Conversion from a full time fiscal year appointment to an academic year appointment: the annual salary rate multiplied by 0.833;

ii. Conversion from full time fiscal year appointment to other than an academic year appointment: the full time fiscal year salary as a University officer multiplied by a factor calculated by dividing the number of months of required service as a faculty member by twelve (12) months.

iii. The salary of a University officer reassigned, assigned or retained in a faculty position may, by mutual agreement with the President, be established at a rate other than prescribed by Sections 4.B.2.b.(1) and 4.B.2.b.(2), except that the rate may not exceed the rate provided in
Sections 4.B.2.b.(1) and 4.B.2.b.(2): the salary rate of such a University officer may also be established by the Trustees of the University, regardless of the provisions of this section.

(This regulation was adopted by the UW Board of Trustees on 11/20/09; revisions of this regulation were adopted by the Board of Trustees on 11/16/12.)

Since the adoption of UW Regulation 5-173, when UW officers (such as Deans and Directors) have transitioned from a 12-month administration position to a 9-month faculty position, it has been customary to use the salary conversion formula provided in section 4.B.1.b.i. Specifically, the returning faculty salary rate has been determined by multiplying the 12-month salary rate by .833. Thus, an administrator who returns to a faculty position would most likely return at a salary rate that is significantly higher than the faculty salary that was received prior to moving into administration.

Statement of the Problem: Prior to FY14, the administrator-to-faculty salary conversion may not have been an issue for the UW. Indeed, this approach was viewed as way to attract highly qualified individuals and to incentivize faculty and/or lower-level administrators within the UW to take on leadership positions. In the event that one administrator would return to a faculty position, the returning salary was either absorbed by the returning department, bridged by the Office of Academic Affairs, or both.

During the beginning of FY14, seven UW administrators resigned their positions and returned to the faculty ranks. This included 4 individuals from the Office of Academic Affairs and 3 College Deans. By June of 2014, additional resignations were received from one interim Dean, one Associate Dean, and the Director of a major UW program. Each of these individuals returned to a faculty appointment, and each was owed 83% of their administrative salaries. The academic departments that received these individuals did not have the funds available to absorb these salaries. (It is important to mention that even if these individuals had returned at "typical" faculty salaries, the departments would not have been able to absorb these salaries; returning at 83% of the administrative salary merely exacerbated the predicament for these departments.)

During the September meeting of the UW Board of Trustees, several Trustees expressed reservations regarding the practice of administrators returning to the faculty at 83% of their administrative salaries. In addition, the Trustees were concerned that there were no guidelines regarding when the 83% returning salary would go into effect for an administrator—or even for an interim administrator. For instance, neither the UW Regulation nor other UW policies stipulate a minimum time required in the administrative position in order for the 83% returning salary would be applied. The primary concern relates to the long-term fiscal stress this practice might place on the UW budget.

At the conclusion of this discussion, it was agreed that the VP for Academic Affairs would gather information regarding how a number of comparator institutions manage the salaries of administrators who return to faculty positions.
Comparator Institutions: From 9/20/15 to 11/6/15, eight universities were contacted to inquire about returning administrator salary policies. These institutions included: University of Montana, University of Kansas, Colorado University-Boulder, Colorado State University (CSU), Northern Illinois University (NIU), University of North Dakota (UND), University of New Mexico (UNM), and Utah State University (USU). Five institutions responded. The following is a summary of the responses that were received.

1. None of the institutions currently apply a practice of providing a returning salary that is calculated as a percentage of the administrative salary. Utah State University had followed a practice of returning at 85% of the administrative salary (if the individual had served for at least 5 years), but this practice was abandoned recently.

2. A few of the institutions allow for the returning salary to be negotiated at the time of the administrative appointment. This was not presented as the primary option.

3. All of the responding institutions reported that if their administrators return to faculty positions, the returning salaries are calculated using the 9-month faculty salary as the base. There are a few variations, but most follow the practices presented below:

   a. When an administrative appointment is made, the individual’s 9-month faculty salary base is established. The 12-month salary is then calculated, and the administrative supplemental salary is added.

      If this individual returns to the faculty, s/he would return at his/her 9-month base salary plus any market/merit raises that may have been applied to the 9-month base over time. The funds provided for the 12-month adjustment and the administrative supplement would be retained in the Office of Academic Affairs—to be applied to future administrators.

   b. One institution (UNM) allows for a potential salary “bump” by stipulating that the returning administrator would not receive “less than $5,000 more than the highest paid full professor in your college on an academic-year basis”.

4. To incentivize having individuals take on upper administrative positions, the VPAA at one institution suggested calculating the returning faculty salary based on the adjusted 12-month base salary. If raises had been added to the 12-month base, then the returning administrator would return at a 9-month salary that is higher than if s/he had returned to the 9-month base, but substantially less than a salary at 83% of the administrative salary.
A comparison of three possible returning salary scenarios are shown in the table below. This might be a scenario for a Dean position.

<table>
<thead>
<tr>
<th>Year in Position</th>
<th>Scenario 1</th>
<th>Scenario 2</th>
<th>Scenario 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Faculty 9-mo Base</td>
<td>12-mo Base</td>
<td>Faculty Base</td>
</tr>
<tr>
<td>1</td>
<td>$100,000.00</td>
<td>$33,333.00</td>
<td>$133,333.00</td>
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<tr>
<td>2 3% Raise</td>
<td>$103,000.00</td>
<td>$34,332.99</td>
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<tr>
<td>3 3% Raise</td>
<td>$106,090.00</td>
<td>$35,362.98</td>
<td>$141,452.98</td>
</tr>
<tr>
<td>4 No Raise</td>
<td>$106,090.00</td>
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</tr>
<tr>
<td>6 4% Raise</td>
<td>$110,333.60</td>
<td>$36,777.50</td>
<td>$147,111.10</td>
</tr>
</tbody>
</table>

END

Returning Salary

Calculated from: 9-month base salary

83% of 12-mo salary base

$110,333.60

$122,592.09

$248,250.50

Funds Returned to Acad Affairs

$187,567.12

$175,308.63

$49,258.49

In each of this scenario, the administrative salary is compiled by taking the individual’s 9-month faculty salary ($100,000), adjusting the 9-month base to a 12-month salary base (adding $33,333 to the 9-month base), then adding the administrative supplement ($136,667) to reach the total administrative salary of $270,000.

- **Scenario 1**: If this Dean were to return to the faculty, and s/he returned at a 9-month salary base that had been determined at the time of the appointment, the returning salary would be $110,333.60 (market/merit raises added).

- **Scenario 2**: If this Dean were to return to the faculty, and the 9-month salary was determined by converting the 12-month base ($147,111.10) to a 9-month base, the returning salary would be $122,592.09 (market/merit raises added). This is approximately $12,000 more than if the returning salary had been determined using the 9-month base.

- **Scenario 3**: If this Dean were to return to the faculty, and the 9-month salary was determined by converting the administrative salary to a 9-month base, the returning salary would be $248,250.50 (market/merit raises added). This is substantially higher than the salaries that were calculated using the other two methods described above.
• The funds returned to Academic Affairs would vary depending on the scenario. In the first two scenarios, substantial funds would be returned to Academic Affairs, which could be available for the next administrator in this position.

Recommendations

• It is recommended that the salary of an administrator who is returning to the faculty be determined via scenario #2, where the returning salary is calculated at 83% of the 12-month faculty salary base.

• For the returning salary benefit to be in effect, the minimum time in the administrative position should be 5 years. Administrators who return to the faculty prior to the 5-year minimum will return at their 9-month faculty salary base.

• This returning salary approach should be applied to administrative positions at the level of Dean, Associate Vice President, Vice President, or President (essentially, the levels of Dean and above). Returning salaries for positions below the level of Dean will be negotiated by the Deans of the respective Colleges.

• In order to address unanticipated hiring scenarios, the following clause (or language that shows the intent of this clause) should be maintained in any revised UW Regulation:

  iii. The salary of a University officer reassigned, assigned or retained in a faculty position may, by mutual agreement with the President, be established at a rate other than prescribed by Sections 4.B.2.b.(1) and 4.B.2.b.(2), except that the rate may not exceed the rate provided in Sections 4.B.2.b.(1) and 4.B.2.b.(2); the salary rate of such a University officer may also be established by the Trustees of the University, regardless of the provisions of this section.

Considerations

• Although it is reasonable to consider the approach to how a returning administrator’s salary is calculated, it is important to emphasize that a returning salary, regardless of the amount, will still place strain on a department/college budget given that there may be no funds available to cover that salary.

• Special consideration should be given to those individuals who are chosen to serve the university in various administrative positions through much of their career. For instance, an individual may serve as a department head for 6 years, then as an Associate Dean for 6 years, then as a Dean or a Director for 6 years. It would be reasonable to consider an alternative returning salary for these individuals. Just as a minimum time in the position should be implemented, individuals who serve in administrative roles longer than 10 years should be approached differently.
Policy on Salaries of Administrators Who Return to the Faculty

Statement of the Problem: UW Regulation 5-173
- Allows for Administrators to return to faculty at 83% of the administrative salary
- The regulation provides no guidelines regarding implementation
  - Minimum time in the position?
  - University Officer specified?
Statement of the Problem:
UW Regulation 5-173

The long-term cost to the institution?

Comparators

- Solicited information from 8 institutions
- Responses received from 5 institutions
  - Northern Illinois University
  - Colorado State University
  - University of New Mexico
  - University of North Dakota
  - Utah State University
Responses: How the Admin Salary is Determined

- 9-month faculty salary: $100,000
- 12-month adjustment: $33,333
  12-month Fac Salary: $133,333
- Administrative Stipend: $136,667

TOTAL ADMIN SALARY $270,000

Responses

- “Negotiate returning salary at the time of the hire” (not the primary approach)
- “Return to faculty at 9-month salary rate plus and raises that would have been applied”
- Suggested: “Return to faculty at 83% of 12-month adjusted faculty salary.”
Responses

- One response:
- Administrator will not receive “less than $5,000 more than the highest paid full professor in your college on an academic-year basis”.

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<table>
<thead>
<tr>
<th>Year in Position</th>
<th>Faculty 9-mo Base</th>
<th>12-mo Base Adjustment</th>
<th>12-mo Faculty Base</th>
<th>Admin Supp</th>
<th>Admin Total</th>
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<td>$33,333.00</td>
<td>$133,333.00</td>
<td>$136,667.00</td>
<td>$270,000.00</td>
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Returning Salary
Calculated from: 9-month base 83% of 12-mo base 83% of Admin Sal
$110,333.60 $122,592.09 $248,250.50

Return to Acad Affairs $187,567.12 $175,308.63 $49,650.22
```
Recommendations
Option #1

The salary of an administrator who is returning to the faculty be determined via scenario #2, where the returning salary is calculated at 83% of the 12-month faculty salary base.

Recommendations
Option #1

Returning salary benefit:
• The minimum time in the administrative position should be 5 years.
• Administrators who return to the faculty prior to the 5-year minimum will return at their 9-month faculty salary base.
Recommendations
Option #2

The salary of an administrator who is returning to the faculty be determined via scenario #1, where the returning salary is the 9-month faculty salary base plus any market/merit raises that had been applied during the time in administration.

Recommendations
Option #3

The salary of an administrator who is returning to the faculty will be the highest for the appropriate rank within the department.
Recommendations

Returning salary approach:
• Should be applied to administrative positions at the level of Dean and above
• Returning salaries for positions below the level of Dean will be negotiated by the Dean of the respective College.

Considerations

New approach to returning salary may be more reasonable from a fiscal standpoint,
HOWEVER:
   The University must still identify funds to cover the 9-month salary of the returning administrator.
Considerations

How do we approach the following scenario?
- Department Head: 6 years
- Associate Dean: 5 years
- Dean: 6 years
- Associate VP: 5 years

What should the returning salary be?
AGENDA ITEM TITLE: UW Reg. Revision – Administrators Returning to Faculty Salary, McGinity/Jones/MacPherson

CHECK THE APPROPRIATE BOX(ES):

- Work Session
- Education Session
- Information Item
- Other

MINUTES OF THE MEETING:

Trustee MacPherson explained that this discussion began at the September 2015 Board of Trustees meeting. He explained the “83% rule,” which allows an administrator to retain 83% of their administrative salary when they return to the faculty. Trustee MacPherson explained the origins of this policy and its roots in UW regulations. He noted that this policy had a financial impact on UW. Trustee MacPherson noted that he randomly selected two former administrators who returned to the faculty and calculated how much retaining them at 83% of their administrative salary cost UW. Trustee MacPherson noted that he does not have a problem with the current former administrators drawing a higher salary; however, he explained he wanted to change this policy moving forward. He noted that UW needed to pay employees for the work they were doing, rather than what had been done in the past. Trustee MacPherson noted that he made a motion at the September 2015 Board meeting to have the administration look at this issue and return to the Board with some options of how to address it.

Vice President for Academic Affairs David Jones thanked Trustee MacPherson. He explained that UW had been consulting other schools to see how they manage returning administrators [see attachment F]. He noted UW received input from 5 institutions within the region. Vice President Jones explained that most other schools establish a stipend for administrators to bring them up to a 12 month administrative salary, since most faculty were under nine month contracts. He shared that Utah State used to return administrators to the faculty at 85% of their administrative salary, but they discontinued this practice. Vice President Jones noted that other schools negotiate a returning salary upon taking of administrative contract. All five of the schools surveyed noted that faculty return to at least their 9 month faulty salary base, plus any market or merit increases that would have applied over the time they were in the position. Vice President Jones noted that the majority of schools plan to have former administrators return to their faculty positions at their regular faculty salary rate. He explained that one other schools sets the precedent that the administrator returns to the department at less than $5000 greater than any other faculty member in that department. This policy gives some advantage. Vice President Jones shared scenarios of the different options and the financial implications of each of these options.

Vice President Jones noted that he gave a recommendation to the Trustees in their report, but he also included two other options for the Trustees to consider. Vice President Jones shared the three options with the Trustees and explained the advantages and disadvantages of each. He recommended that this policy be applied to administrators at the level of dean and above. Vice President Jones noted that the 83% rule had created financial strain. However, he also noted that
the department that the administrator returned to may not have funds for that position. Vice Presidents Jones noted that eliminating the 83% rule was only a small piece of the problem. He noted that all universities had the issue of coming up with the funds to cover an administrator’s returning salary.

Trustee MacPherson noted that he would be in favor of option 2, which would be to return the former administrator back to her 9 month faculty salary, plus any market or merit raises. He noted that would be an appropriate policy, as it was what many universities do and it was consistent with paying people for the work they were doing. Trustee MacPherson noted that he had an issue with paying former administrators more when they return to the faculty, as paying the former administrator more does not gain anything for the University. He noted there was still a problem when a person returns to a department and there may not be a position for them. Trustee MacPherson noted that UW needed to be fiscally responsible. Trustee MacPherson moved to adopt option #2 and accept Vice President Jones’s recommendation, and the policy be applied at the administrative level of dean and above. The motion was seconded by Trustee Scarlett.

Trustee Mike Massie asked how this policy would affect people filling interim administrative positions. Vice President Jones noted that interim positions would be covered by the adopted option #2. Interim positions would return to the faculty at their nine month faculty salary.

Trustee Massie asked if this this motion applied retroactively. Trustee MacPherson responded that it did not apply retroactively.

Trustee Massie noted he still had concerns about the changes that occur in a department when someone remains in administration a long time. He noted that this could be a problem in regard to salary, but also problem in regard to fit, as the department may no longer need what the professor can teach. Trustee Massie asked if UW was still obligated to retain the professor. Vice President Jones responded that former administrators with academic appoints had a property right to a position in the department if they were tenured.

Vice President and General Counsel Rick Miller further added that if the former administrator’s department was removed while they were filling their administrative role, part of elimination process for the department would require modification of administrator’s agreement. Vice President Miller explained that the Board could remove a department, but it could not simply do away with an individual’s property right. Trustee MacPherson noted that was a legitimate concern, and this would have to be dealt with on a case-by-case basis.

Vice President Miller noted that if a department did not need the former administrator, once someone in the department retired or left, their position would not be replaced. Vice President Jones agreed and added that had already happened with one returning administrator. Vice President Jones explained that typically this was not a problem, as there were few returning administrators. However, this problem arose due to the many administrators returning to faculty over the past two years.
Trustee McKinley asked that if the department had filled the vacancy created by the faculty member who entered administration, where the department gets the money to support the administrator when they return to the department, as these funds had been reallocated.

Vice President Jones explained that Academic Affairs had a discretionary budget, and part of this budget provided bridge funding for 1-2 years for these types of situations. The department would have to eventually absorb the salary.

All trustees voted in favor of Trustee MacPherson’s motion. Trustees Sullivan and Gubbels did not vote as they were absent.
In order to receive a merit salary increase, a minimum of one academic term of employment at the University shall have been completed.

In order to receive a salary increase for a promotion in rank, a faculty member must be recommended for promotion as prescribed by UW Regulation 5-1.

The effective employment date for continuing faculty and administrative officers, whether academic year or fiscal year appointments, is July 1, and any changes in individual salary rates authorized by the Trustees are effective on July 1 for continuing faculty and administrative officers.

All changes in salary rates provided in this section are subject to the availability of funds and the adoption of a salary administration policy by the Trustees.

1. **Changes in Appointment.** A faculty member appointed to a position as a University officer, or a University officer transferred or promoted to another position as a University officer is subject to the appointment procedures for University officers, including the establishment of the starting salary or rate of pay, as prescribed by this section.

   A University officer appointed or reappointed to a faculty position or departing a University officer position but retaining a faculty position shall be subject to the following provisions:

   a. The reassignment or assignment or retention of a full time or part time faculty position shall be on the basis of an academic year appointment as defined by UW Regulation 5-1 except when the standard appointment in the academic unit in which the appointment occurs is other than an academic year appointment; and

   b. The salary rate for the position into which the individual is reassigned, assigned or retained is:

      i. For vice presidents, associate vice presidents, and deans of academic colleges returning to a previously held faculty position at the University, the academic year salary at the time of their appointment as a University officer increased by the average annual merit and market based salary increases within their department during their service as a University officer.

      ii. For vice presidents, associate vice presidents, and deans of academic colleges who did not hold a faculty position at the University prior to their appointment as a University officer, at the time of their appointment as a University officer, it shall be established as provided in this subparagraph. At the time the person is appointed as a University officer, the Vice President for Academic Affairs, with the approval of the President, shall establish an academic year salary at a market rate based on comparator institutions for the rank in the department in which the University officer
holds an appointment. Upon reassignment, assignment or retention to an academic appointment, the person’s salary shall be the salary established at the time of appointment as a University officer under this subparagraph increased by the average annual merit and market based salary increases within that department during their service as a University officer.

iii. For all other University officers, a salary recommended by the Vice President for Academic Affairs and approved by the President.

2. SABBATICAL LEAVES. The salary rate for sabbatical leaves for faculty, as authorized by the UW Regulation 5-1 are:

a. A sabbatical leave for a full contract year shall be compensated at a rate equal to sixty (60) percent of the faculty member’s annual salary rate;

b. A sabbatical leave for half of a contract year shall be compensated at the annual salary rate.

While on sabbatical leave, grants and other forms of non-University compensation may be accepted. The University shall not, however, be obligated to pay the individual more than the amount of sabbatical compensation which, when added to the non-University sources of compensation, will equal the faculty member’s full regular salary for the period of the sabbatical leave.

A faculty member who fails to return to the University for at least one academic year immediately following their sabbatical leave shall be obligated to repay the amount of compensation received from the University during the period of sabbatical leave.

University officers, in their capacity as University officers, are not generally eligible for University sabbatical leaves.

3. SUMMER SCHOOL

a. Faculty members shall be appointed to the Summer School by the President of the University upon the recommendation of the Provost. Recommendations for such appointments shall be initiated by the head of the unit in which the appointment occurs and are submitted to the Provost through the regular academic and/or administrative process.

b. The salary for regular University faculty members appointed to summer school positions is determined on the basis of twenty-two and two-tenths (22.2) percent of an academic year salary for a six credit hour load.

c. The salary rate for faculty members who are not regular University faculty but are appointed to summer school positions is subject to the approval of the President upon the recommendation of the Provost. The recommendation for
Thursday, September 28, 2017 at 4:35:51 PM Mountain Daylight Time

Subject: Re: Stipends For Administrators Returning to Faculty Positions

Date: Thursday, September 28, 2017 at 4:21:36 PM Mountain Daylight Time

From: John A MacPherson

To: Kate Miller

CC: Laurie Nichols, Wilma A. Varga

Dr. Miller:

Thank you very much for your email and Wilma’s subsequent phone call. Based on her call I understood you would be available for a call within the next 20 minutes. Actually, I was in the process of picking up my irrigation dams since it is now the end of the irrigation season when I received your email and Wilma’s subsequent call. As I told Wilma, since I plan on coming to Laramie tomorrow it really makes more sense for the two of us to meet in person and suggested a meeting at 11a.m. or 12 p.m. at a location of your choice. Wilma told me those times would not fit your schedule since you will be chauffeuring the Cheney’s around, which is completely understandable. (UW really needs to take care of them!) As a consequence, and while it is not the most convenient time for me, I am planning on meeting you in your office at 10 a.m. tomorrow.

All that having been said, and in an effort to avoid any misunderstanding, I would view the current matter as involving two separate and distinct issues which can and should be bifurcated. The first issue involves the question as to whether or not the directives of the Trustees in mandating that faculty who have moved into administration and then return to faculty should not take with them some type of stipend or increased salary as a returning faculty member. The second issue involves a question of whether or not, such practice has been administratively implemented and is being followed notwithstanding the specific directive of the Trustees to the contrary.

As to the first issue, if the mandated policy set by the Board is not working or there is a better way of doing things then obviously that is a matter which should be considered by the Board and around which there should be a comprehensive and thorough discussion, which discussion should be led by administration. Since I have not seen the requested materials, and do not know what all the facts are, as to the second issue, I have no opinion. As a consequence, and to enable me to understand what the facts are as to the second issue, I am still requesting that I be provided the materials listed in my earlier emails and suggest those be made available to me when we meet tomorrow so I would pick those materials up from you and not Shannon as earlier suggested.

Talk to you tomorrow ——— John A. MacPherson

From: Kate Miller <kate.miller@uwyo.edu>

Date: Thursday, September 28, 2017 at 2:14 PM

To: John A MacPherson <jmacphre1@uwyo.edu>

Cc: Laurie Nichols <Laurie.Nichols@uwyo.edu>, "Wilma A. Varga" <WilmaV@uwyo.edu>

Subject: Re: Stipends For Administrators Returning to Faculty Positions

Dear John,

At Laurie’s suggestion, I’m writing to ask if you and I could speak this afternoon regarding your request. I believe I understand the BoT’s concerns, rooted in a history that predates me, regarding administrative compensation. I’d like to suggest a different/parallel approach from the one you have suggested that I believe will get us to the desired outcome at the same time that it deepen Board members’ understanding of national practices in administrator compensation.
From: John A MacPherson <jmacphe1@uwyo.edu>
Date: Sunday, September 17, 2017 at 9:46 AM
To: Kate Miller <kate.miller@uwyo.edu>
Cc: "Tammy H. Benham-Deal" <Benham@uwyo.edu>, Dave True <Dave.True@Truecos.com>, Jeffrey S Marsh <jeff@bolistrategicpartners.com>, John McKinley <jmckinl1@uwyo.edu>, Laurie Nichols <Laurie.Nichols@uwyo.edu>
Subject: Stipends For Administrators Returning to Faculty Positions

Dr. Miller:

In accordance with the discussions which took place the Trustees' September meeting, will you please provide the following:

1. Copies of all letter agreements, contracts or other documents of whatever nomenclature which have been used during the past year in those instances when an existing faculty member is elevated from a faculty position to an administrative position, including the names of each such persons.

2. Copies of any regulations, policies or other written guidelines of whatever nomenclature used or relied upon in defining the procedures or processes used when a faculty member is moved into administration or from administration back into faculty, including the right to receive an increased salary as a faculty member due to having served in administration.

3. For each faculty member moved into administration during the past year, the faculty salary of such person prior to assuming his or her administrative position, including such person's name and title.

4. The new administrative salary paid to each faculty member moved into administration during the past year, including such person's name and administrative position.

5. The name and administrative position for each person who has moved from faculty to administration during the last year and the amount of "stipend," bonus, or similar increase in payment of whatever nomenclature such person will receive if that person returns to faculty upon their having met the necessary criteria to make them eligible for such stipend or increased payment.

Thanks — John A. MacPherson
Current Salary, Return Rate and Comparator Data
Associate Vice Provost and Dean of Honors College

Jim Ahern – Associate Vice Provost for Graduate Education

<table>
<thead>
<tr>
<th>Position</th>
<th>FY Base Return</th>
<th>AY Base Return</th>
<th>Internal (UW) Comparator</th>
<th>External (OSU) Comparator</th>
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<tr>
<td>Dept Head</td>
<td></td>
<td>$90,342</td>
<td>$130,032 (M)</td>
<td>$113,698&lt;sup&gt;1&lt;/sup&gt;</td>
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<td></td>
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<td>$107,651&lt;sup&gt;2&lt;/sup&gt;</td>
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<tr>
<td>Associate VP</td>
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<td>$99,971</td>
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<td>($170,004)</td>
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Donal Skinner – Dean of Honors College

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<td>($180,000)</td>
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<td>$114,192 (M)</td>
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<td>$90,000 (F)*</td>
<td>$80,616 (M)</td>
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</table>

<sup>1</sup>Average salary for Tenured/Tenure Track faculty: Source Oklahoma State University Faculty Salary Survey for 2016-17.

<sup>2</sup>Average salary for faculty from regional peers as defined by Oklahoma State University Faculty Salary Survey for 2016-17. Region includes: Arizona State University, Montana State University, North Dakota State University, Oregon State University, South Dakota State University, U of Alaska at Fairbanks, U of Arizona, University of California system, U of Hawaii at Manoa, U of Idaho, U of Montana, UNLV, U of Nevada at Reno, U of North Dakota, U of Oregon, U of South Dakota, U of Utah, U of Wyoming, Utah State University, Washington State University.
August 30, 2017

Dear Jim:

It is my pleasure to offer you the position of Associate Vice Provost for Graduate Education for the Division of Academic Affairs at the University of Wyoming. This position is a fiscal year (FY) appointment, with a start date of September 18, 2017. Your salary for this appointment is $170,004.00 per annum, which consists of a base FY salary of $120,014.00 plus a monthly administrative stipend of $4,165.80. Should you return to an Academic Year (AY) faculty appointment, salary for your AY appointment will be calculated as per Academic Affairs policy on converting FY appointments to AY appointments. Return to faculty salary is contingent on you serving a minimum of 3 years in the position as Associate Vice Provost for Graduate Education. Otherwise, your return salary will be consistent with parameters outlined in the offer letter your received (May 28, 2014) for the position of department head. Increases in salary due to a salary policy distribution will be added to the FY base salary.

This is an administrative appointment and, as with all academic administrative positions, it is an “at will” position. Your employment is governed by UW Regulations, as they may be amended from time to time by the Board of Trustees, including the terms and conditions outlined in UW Regulation 5-804. The regulation provides for periodic reviews and stipulates that a comprehensive review of performance and overall effectiveness be done. For this at will position, Associate Vice Provost for Graduate Education, you and UW are entitled to terminate the employment relationship at any time and for any reason except an unlawful one. Nothing stated in this offer letter or verbally by any supervisor is intended to create an employment contract or to modify the at will employment status of UW employees and administrators.

My expectation is that in this position you will:

- Collaborate with the Faculty Senate’s Graduate Council in developing and revising graduate policy and in supporting graduate student appeals, and graduate admissions and hiring;
- Collaborate with the AVP of undergraduate education to ensure teaching capacity campus-wide, especially in support of LIFE and USP teaching needs;
- Collaborate with Financial Aid, Admissions and the Foundation to ensure timely release of fiscal support for graduate students, including awarding of student scholarships and travel grants, URDM and Energy GA RFPs, recruitment funding, and other fiscal support;
- Implement, in collaboration with the Chief Diversity Officer, strategies to enhance diversity within the graduate student body;
- Administer graduate policies in collaboration with the Office of the Registrar and Office of Admissions related to graduate student processes, including committee formation, enrollment, and retention;
- Assist Deans and programs to ensure productivity and timeliness of student degree completion, and to implement graduate program learning assessment and program reviews;
- Develop and revise, in collaboration with the Office of the Registrar, Graduate entries in the University Catalogue;
- Oversee and facilitate electronic processes in proposing, vetting and initiating new graduate degrees, including initiation of interdisciplinary degree programs;
- Collaborate with faculty and staff campus-wide to ensure strong recruitment, and marketing of graduate programs and a national electronic presence of graduate programs to enhance recruitment of strong academic scholars;
- Plan initiatives to increase student professional development, such as graduate award programs, the Graduate Student Network, new Graduate Student Orientations, ESI support for international scholars, and writing workshops;
- Other duties as assigned by the Provost.

As the Associate Vice Provost for Graduate Education it is important to be an active scholar. Therefore, as part of this agreement, it is expected that you will continue your research program, which could include up to 5 weeks in the summer and a couple of additional weeks during the academic year when you will be away from campus. You will also have the option to continue teaching your Archaeological Field School in Croatia class every other summer. In Fall 2018 there may be additional time spent to further study the effects of the University of Zagreb’s university-wide accelerated degree program (the 3+2+3 Bologna System) on graduate education. It is expected that during these research trips will be scheduled around administrative duties that require you to be physically present on campus and that you will continue your administrative duties via email, phone, web-conferencing, etc.

University of Wyoming employees are paid on the last working day of the month; hence your first paycheck will be September 30, 2017. Please note that this paycheck will be pro-rated to reflect your department head pay from September 1, 2017 through September 17, 2017 and your Associate Vice Provost pay from September 18, 2017 through the end of the month.

Your administrative appointment is subject to approval by the Board of Trustees, upon the recommendation of the Provost and Vice President for Academic Affairs.

If you agree to accept this offer and its conditions, please return a signed copy of this offer letter no later than September 8, 2017 in order for this offer to remain in effect. To expedite the process, you may return the offer letter, with your signature, via email. However, I ask that you also return a hard copy of the letter with your original signature at your earliest convenience. Please call me at (307) 766-4286 if you need further clarification on any part of this offer.

Sincerely,

Kate Miller
Provost and Vice President for Academic Affairs

xc: Tami Benham Deal, AVP Academic Personnel
Academic Affairs
I hereby accept the above appointment and verify that I have reviewed University Regulations pertaining to the appointment.

Signature  

Date  9/1/17
September 1, 2017

Dear Donal:

It is my pleasure to offer the position of Dean of the Honors College at the University of Wyoming. This position is a fiscal year (FY) appointment, with a start date of September 18, 2017. Your salary for this appointment is $180,000.00 per annum, which consists of a base FY salary of $162,000.00 plus a monthly administrative stipend of $1,500.00. Should you return to an Academic Year (AY) faculty appointment, salary for your AY appointment will be calculated as per Academic Affairs policy on converting FY appointments to AY appointments. Return to faculty salary is contingent on you serving a minimum of 3 years in the position as Dean of the Honors College. Otherwise, your return salary will be consistent with parameters outlined in the offer letter you received (March 1, 2016) for the position of department head. Increases in salary due to a salary policy distribution will be added to the FY base salary.

This is an administrative appointment and, as with all academic administrative positions, it is an “at will” position. Your employment is governed by UW Regulations, as they may be amended from time to time by the Board of Trustees, including the terms and conditions outlined in UW Regulation 5-804. The regulation provides for periodic reviews and stipulates that a comprehensive review of performance and overall effectiveness be done. For this at will position, Dean of the Honors College, you and UW are entitled to terminate the employment relationship at any time and for any reason except an unlawful one. Nothing stated in this offer letter or verbally by any supervisor is intended to create an employment contract or to modify the at will employment status of UW employees and administrators.

The Dean of the Honors College reports to the Provost and Vice President of Academic Affairs. As dean, you will serve as the chief academic officer of the School, responsible for its teaching, research, and service missions and for the faculty and staff who advance them. You will also assume an influential university-wide leadership role as a member of the academic deans’ council. My expectation is that in this position you will:

- Provide strategic visioning and mission formulation for Honors, including re-envisioning of the curriculum as the program moves to a College. Change management will include future visioning for faculty resources and structure, recruiting and admissions, and growing a new set of programming and experiential learning opportunities for Honors students, including but not limited to study abroad and distance learning.
- Establish and lead Honors Program Faculty Advisory Council
- Plan and manage curriculum, including recruiting faculty, departments, and colleges for participation
- Manage personnel and resources associated with Honors at UW, including oversight of Honors Scholarships, the Honors House, and the Guthrie House.
- Work with UW Admissions to recruit outstanding students
- Provide vision for retention and student success initiatives for Honors students

You will be expected to attend new department head orientations tentatively scheduled during fall semester. The office of the Provost and Vice President, Academic Affairs, hosts two additional orientations, one is designed for all new university academic personnel and the second will focus on the reappointment, tenure and promotion review process. Dates for these orientations have not yet been determined. For more details, see http://www.uwyo.edu/acadaffairs/nfo/.

University of Wyoming employees are paid on the last working day of the month; hence your first paycheck will be September 30, 2017. Please note that this paycheck will be pro-rated to reflect your department head pay from September 1, 2017 through September 17, 2017 and your Associate Vice Provost pay from September 18, 2017 through the end of the month.

Your administrative appointment is subject to approval by the Board of Trustees, upon the recommendation of the Provost and Vice President for Academic Affairs.

If you agree to accept this offer and its conditions, please return a signed copy of this offer letter no later than September 8, 2017 in order for this offer to remain in effect. To expedite the process, you may return the offer letter, with your signature, via email. However, I ask that you also return a hard copy of the letter with your original signature at your earliest convenience. Please call me at (307) 766-4286 if you need further clarification on any part of this offer.

Sincerely,

Kate C. Miller, Ph.D.
Provost and Vice President for Academic Affairs

xc: Tami Benham Deal, AVP Academic Personnel
Academic Affairs

I hereby accept the above appointment and verify that I have reviewed University Regulations pertaining to the appointment.

Signature  

Date  9/7/2017
Subject: FW: AA policy on converting appointments
Date: Tuesday, October 10, 2017 at 7:32:13 AM Mountain Daylight Time
From: John A MacPherson
To: Tami B. Benham-Deal
CC: Kate Miller, Laurie Nichols, Dave True, John McKinley, Jeffrey S. Marsh
Attachments: ay-to-fy_conversions.pdf, Scan.pdf

Tami:

Thank you and Dr. Miller for taking the time to talk to me and answer questions relative to the materials previously provided in response to my earlier emails. Based on our conversation, and the materials previously provided, including the summary sheet dealing specifically with Jim Ahern and Donal Skinner, a copy of which is attached for your immediate reference, I have the following understanding:

1. The third sentence in the Letter Agreement for Jim Ahern which states: “Should you return to an Academic Year (AY) faculty appointment, salary for your AY appointment will be calculated as per Academic Affairs policy on converting FY appointments to AY appointments,” is referring to the attachment to your email below and not to the Academic Administration Compensation Policy which you previously provided and to which I mistakenly thought reference was being made.

2. Had Jim Ahern, while serving as a Department Head and being paid a salary of $100,380 returned to faculty his AY salary would have been $90,342, as reflected in the summary you prepared. The same would be true if Mr. Ahern failed to perform his new administrative duties consistent with his August 30, 2017 letter. This 90% figure is based on his agreement letter with the college for which he was serving as a Department Head.

3. Once Jim Ahern moved into his new Vice President position his base salary was increased to $120,014, plus an administrative stipend of $4,165.80 per month or $49,896 per year for a total new salary of $170,004.

4. If Mr. Ahern performs his new administrative duties consistent with the letter dated August 30, 2017, then his AY salary, upon his return to faculty, would be $99,971. This figure is calculated by using the AA policy entitled, “Converting Between Academic-Year and Fiscal Year Appointments” attached to your email below.

5. The $130,032 figure under the heading, “Internal Comparator” represents a comparison of Jim Ahern’s salary to one in his unit at the same rank. The following three amounts under the same heading show what full professors are making in his department.

6. The figures under the heading “External Comparator” are taken from the OSU study and show salaries comparable to people at his rank in the same type of department.

Based on our conversation, and the materials previously provided, I have the following understanding with respect to Donal Skinner:

I. The third sentence in the Letter Agreement for Donal Skinner which states: “Should you return to an Academic Year (AY) faculty appointment, salary for your AY appointment will be calculated as per Academic Affairs policy on converting FY appointments to AY appointments,” is referring to the
attachment to your email below and not to the Academic Administration Compensation Policy which you previously provided and to which I mistakenly thought reference was being made.

2. Had Donal Skinner, while serving as a Department Head and being paid a salary of $129,036 returned to faculty his AY salary would have been $116,132 as reflected in the summary you prepared. The same would be true if Mr. Skinner failed to perform his new administrative duties consistent which his September 1, 2017, letter. I assume this 90% figure is based on his agreement letter with the college for which he was serving as a Department Head.

3. Once Donal Skinner moved into his new Dean position his base salary was increased to $162,000, plus an administrative stipend of $1,500 per month or $18,000 per year for a total new salary of $180,000.

4. If Mr. Skinner performs his new administrative duties consistent with the Letter dated September 1, 2017, then his AY salary, upon his return to faculty, would be $134,946. This figure is calculated by using the AA policy entitled, "Converting Between Academic-Year and Fiscal-Year Appointments" attached to your email below.

5. The figures under the headings "Internal Comparator" and "External Comparator" represent the same matters referenced in paragraphs 5 and 6 above dealing with Jim Ahern.

If my understanding as set forth above is incorrect in any way please let me know by return email which should include an explanation in what way my understanding is incorrect. I have not yet had an opportunity to review and digest the attachment to your email but intend to do so at my first opportunity. Based on our conversation with Dr. Miller, I understand I should contact you with any additional questions or requests for clarification. Since I know you are extremely busy, you might consider limiting your efforts in providing information to the Board for its November meeting to only those individuals who were appointed to the position of Dean and above since September, 2015, and provide the information in a summary format similar to that used for Ahern and Skinner. Please include the employment letters for all such individuals.

Thanks again, John A. MacPherson

From: "Tami B. Benham-Deal" <Benham@uwyo.edu>
Date: Monday, October 9, 2017 at 3:03 PM
To: John A MacPherson <jmacphe1@uwyo.edu>
Subject: AA policy on converting appointments

John,

Please find attached a copy of the Academic Affairs’ policy on converting between Academic-Year and Fiscal-Year appointments. We are in the process of updating the hundreds of documents on our website, especially those that make reference to a university regulation. We will continue to do so as the university regulations are updated (both in number and content). This document is one that will be revised – but at this point, we are waiting for the new numbering structure before modifying the document. It refers to UniReg 173.lI.3.b.iii., which became UW 4-2. (This is the regulation the board revised a while back to remove reference to the 0.833 return rate.) In the memo you will see the mathematical explanation for multiplying the fiscal salary by .833 to determine the academic year salary.

For the November board meeting we will expand on the materials we provided in your binder to
Monday, October 9, 2017 at 4:46:02 PM Mountain Daylight Time

Subject: AA policy on converting appointments
Date: Monday, October 9, 2017 at 3:03:03 PM Mountain Daylight Time
From: Tami B. Benham-Deal
To: John A MacPherson
Attachments: ay-to-fy_conversions.pdf

John,

Please find attached a copy of the Academic Affairs’ policy on converting between Academic-Year and Fiscal-Year appointments. We are in the process of updating the hundreds of documents on our website, especially those that make reference to a university regulation. We will continue to do so as the university regulations are updated (both in number and content). This document is one that will be revised – but at this point, we are waiting for the new numbering structure before modifying the document. It refers to UniReg 173.ii.3.b.iii., which became UW 4-2. (This is the regulation the board revised a while back to remove reference to the 0.833 return rate.) In the memo you will see the mathematical explanation for multiplying the fiscal salary by .833 to determine the academic year salary.

For the November board meeting we will expand on the materials we provided in your binder to include a breakdown of all of the new department heads for AY17-18, along with return rate agreement details for all other current department heads. If there is additional information you would like for me to compile, please let me know.

Happy to answer any questions you might have. My direct line is 766-4270.

Tami Benham Deal, PED
Vice Provost
Division of Academic Affairs
University of Wyoming
Laramie, WY 82071
307-766-4286
Converting Between Academic-Year and Fiscal-Year Appointments

Academic employees sometimes change their appointment types, from academic-year (AY or nine-month) appointments to fiscal-year (FY or 11-month) appointments, as they adopt administrative responsibilities. This note reviews three technical intricacies associated with these conversions: salary rates, vacation accrual, and balance of contract.

Salary conversion rates. UniReg 173.II.3.b.ii establishes the standard salary conversion rate between academic-year and fiscal-year appointments as follows:

Conversion from a full time fiscal year appointment to an academic year appointment: the annual salary rate multiplied by 0.833

Although the number 0.833 may seem arbitrary, and the UniReg doesn't say anything about its origin, there is some reasonable justification for it:

1. An employee on an FY contract works throughout the year, accruing 22 vacation days per year and taking holidays at Independence Day, Labor Day, Thanksgiving, Christmas, New Year, and Memorial Day. Roughly speaking, FY employees earn their salary by working about 9/10 of all weekdays during the year.
2. An employee on an AY contract works nine months out of 12, with no vacation accrual and no formal tracking of holidays. In other words, roughly speaking, AY employees earn their base salary over 3/4 of all weekdays during the year.
3. With these estimates, the ratio of AY workdays to FY workdays is (3/4)/(9/10) = 5/6.
4. The number 0.833 is the ratio that a person would get by adopting the same reasoning, using a calculator instead of fifth-grade arithmetic and rounding to three significant digits.
5. The reciprocal rate, reflecting conversion from an AY to an FY appointment, is 6/5, or 120 percent. So AY-to-FY conversions result in a 20 percent increase.

It requires only modest quantitative skills to rationalize several other possible conversion rates, using different reasoning. People often try to do so when it is to their advantage. For example, people accepting administrative appointments often argue for AY-to-FY conversion rates larger than 6/5. Interestingly, they seldom insist on using the reciprocals of those larger rates at the time of the subsequent FY-to-AY conversion, since the resulting conversion rates would be smaller than 5/6, resulting in an AY salary smaller than that prescribed by UniReg 173.

To ensure consistency, it is standard policy to use the conversion rate embedded in the university's regulations. There is one exception: when the AY-to-FY conversion is associated with a change in duties, it is possible to offer salary different from 6/5 of the old one, to accommodate the new job responsibilities. However, FY-to-AY conversions must be at the UniReg-prescribed rate, whether or not the duties change.

Vacation accrual. UniReg 173.I.3.f also governs the use of accrued vacation by employees stepping down from FY appointments:

A faculty [member] or University officer accepting an appointment to a position which is not eligible for accrual of vacation leave shall utilize accrued vacation leave credits prior to the effective date of the new appointment.

30 April 2004
It is useful to include a reminder of this regulation in any letter of appointment that involves an AY-to-FY conversion, to avoid conflicts over the matter at the end of the FY appointment.

**Balance of contract.** In their September – May paychecks, AY employees receive 3/4 of the salary they earn during the academic year. They receive the remaining 1/4, called the balance of contract (BOC), during the three months of the following summer. This arrangement ensures that the employees continue to receive health-insurance coverage and other benefits during the summer. But it is sometimes a source of confusion.

The confusion is minimal in AY-to-FY conversions. Whenever the employee makes the conversion, he or she receives any accumulated BOC either as a lump sum or spread over the next two months. For example, an employee making an AY-to-FY conversion at the start of spring semester has accumulated half of a year’s BOC, which is 1/8 of the AY salary. If the employee chooses to receive the amount as a lump sum, 1/8 of the former AY salary will appear in the January paycheck, along with the salary earned as an FY employee.

The confusion can be worse with FY-to-AY conversions, because the FY appointment generates no BOC. For example, if the FY-to-AY conversion occurs a month before the end of spring semester, the employee will accrue only a month’s worth of BOC, or \((1/9)\times(1/4) = 1/36\) of the new AY salary. This amount will appear spread out in three paychecks — each containing \((1/3)\times(1/36) = 1/108\) of the new AY salary — during the following summer. To many employees, paychecks of this size would cause distress.

To avoid this problem, it is good practice to make FY-to-AY conversions only at the start of fall semester, so that the employee will accumulate enough BOC during the academic year to allow for full paychecks the next summer.
### Current Salary, Return Rate and Comparator Data

Academic Administrators (Associate Vice Provosts and Dean) with starting dates effective September 1, 2015 or later

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</table>

| Donal Skinner  | Previous       | $165,924 (M)   | $141,720\(^1\) |                           |                           |
|                | Dept Head      | $116,132       | $135,000 (M)   | $132,645\(^2\)          |                           |
|                | ($129,036)     |                | $134,292 (M)   |                          |                           |
|                | Current        | $117,972 (M)   | $131,208 (M)   |                          |                           |
|                | Dean           | $152,000       | $134,946       | $114,192 (M)             | $90,000 (F)*             |
|                | ($180,000)     |                |                |                          | $80,616 (M)              |

* Base AY salary for new department head

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\(^1\) Average salary for Tenured/Tenure Track faculty: Source Oklahoma State University Faculty Salary Survey for 2016-17.

\(^2\) Average salary for faculty from regional peers as defined by Oklahoma State University Faculty Salary Survey for 2016-17. Region includes: Arizona State University, Montana State University, North Dakota State University, Oregon State University, South Dakota State University, U of Alaska at Fairbanks, U of Arizona, University of California system, U of Hawaii at Manoa, U of Idaho, U of Montana, UNLV, U of Nevada at Reno, U of North Dakota, U of Oregon, U of South Dakota, U of Utah, U of Wyoming, Utah State University, Washington State University.
Current Salary, Return Rate and Comparator Data (cont.)

Academic Administrators (Associate Vice Provost and Deans) with starting dates effective September 1, 2015 or later

Kyle Moore, Associate Vice Provost for Enrollment Management (8/23/17)

<table>
<thead>
<tr>
<th>Position</th>
<th>FY Base Return</th>
<th>AY Base Return</th>
<th>Internal (UW) Comparator</th>
<th>External Comparator (OSU)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Vice Provost ($140,004)</td>
<td></td>
<td></td>
<td>This is an at-will administrative appointment, only. AVP Moore does not hold a faculty position.</td>
<td></td>
</tr>
</tbody>
</table>

Melinda Harm Benson – Dean of Haub ENR (8/1/17)

<table>
<thead>
<tr>
<th>Position</th>
<th>FY Base Return</th>
<th>AY Base Return</th>
<th>Internal (UW) Comparator</th>
<th>External (OSU) Comparator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean ($205,008)</td>
<td>$186,996</td>
<td>$140,247*</td>
<td>$162,550 (F)*</td>
<td>N/A</td>
</tr>
<tr>
<td>*Dean Benson also holds a Wyoming Excellence Chair position. Adjustment to return salary may be needed to be commensurate with internal comparator, also a Wyoming Excellence Chair in discipline.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Jefferson Edgens – Dean of UW/Casper (7/1/17)

<table>
<thead>
<tr>
<th>Position</th>
<th>FY Base Return</th>
<th>AY Base Return</th>
<th>Internal (UW) Comparator</th>
<th>External Comparator (OSU)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assoc. Dean Outreach &amp; Director UW/C ($120,000)</td>
<td>N/A (At-will)</td>
<td>N/A (At-will)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Dean – UW/C ($150,000)</td>
<td></td>
<td></td>
<td>Change in appointment due to reorganization of Academic Affairs, including the elimination of the Outreach School, which resulted in larger scope of duties. Dean Edgens was provided a return option of beginning an Academic Professional – Extended Term Track, with salary commensurate with Sr. Lecturer in Agricultural and Applied Economics – No internal/external comparator data available.)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

David Jones – Interim Dean of Health Sciences (7/1/17)

<table>
<thead>
<tr>
<th>Position</th>
<th>FY Base Return</th>
<th>AY Base Return</th>
<th>Internal (UW) Comparator</th>
<th>External Comparator (OSU)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interim Dean ($215,004)</td>
<td></td>
<td></td>
<td>No change in base salary ($180,000) upon completion of interim administrative duties; $3,000/mo administrative stipend while serving as Interim Dean</td>
<td></td>
</tr>
</tbody>
</table>
August 30, 2017

Dear Jim:

It is my pleasure to offer you the position of Associate Vice Provost for Graduate Education for the Division of Academic Affairs at the University of Wyoming. This position is a fiscal year (FY) appointment, with a start date of September 18, 2017. Your salary for this appointment is $170,004.00 per annum, which consists of a base FY salary of $120,014.00 plus a monthly administrative stipend of $4,165.80. Should you return to an Academic Year (AY) faculty appointment, salary for your AY appointment will be calculated as per Academic Affairs policy on converting FY appointments to AY appointments. Return to faculty salary is contingent on you serving a minimum of 3 years in the position as Associate Vice Provost for Graduate Education. Otherwise, your return salary will be consistent with parameters outlined in the offer letter you received (May 28, 2014) for the position of department head. Increases in salary due to a salary policy distribution will be added to the FY base salary.

This is an administrative appointment and, as with all academic administrative positions, it is an "at will" position. Your employment is governed by UW Regulations, as they may be amended from time to time by the Board of Trustees, including the terms and conditions outlined in UW Regulation 5-804. The regulation provides for periodic reviews and stipulates that a comprehensive review of performance and overall effectiveness be done. For this at will position, Associate Vice Provost for Graduate Education, you and UW are entitled to terminate the employment relationship at any time and for any reason except an unlawful one. Nothing stated in this offer letter or verbally by any supervisor is intended to create an employment contract or to modify the at will employment status of UW employees and administrators.

My expectation is that in this position you will:

- Collaborate with the Faculty Senate’s Graduate Council in developing and revising graduate policy and in supporting graduate student appeals, and graduate admissions and hiring;
- Collaborate with the AVP of undergraduate education to ensure teaching capacity campus-wide, especially in support of LIFE and USP teaching needs;
- Collaborate with Financial Aid, Admissions and the Foundation to ensure timely release of fiscal support for graduate students, including awarding of student scholarships and travel grants, URM and Energy GA RFPs, recruitment funding, and other fiscal support;
- Implement, in collaboration with the Chief Diversity Officer, strategies to enhance diversity within the graduate student body;
- Administer graduate policies in collaboration with the Office of the Registrar and Office of Admissions related to graduate student processes, including committee formation, enrollment, and retention;
- Assist Deans and programs to ensure productivity and timeliness of student degree completion, and to implement graduate program learning assessment and program reviews;
- Develop and revise, in collaboration with the Office of the Registrar, Graduate entries in the University Catalogue;
- Oversee and facilitate electronic processes in proposing, vetting and initiating new graduate degrees, including initiation of interdisciplinary degree programs;
- Collaborate with faculty and staff campus-wide to ensure strong recruitment, and marketing of graduate programs and a national electronic presence of graduate programs to enhance recruitment of strong academic scholars;
- Plan initiatives to increase student professional development, such as graduate award programs, the Graduate Student Network, new Graduate Student Orientations, ESL support for international scholars, and writing workshops;
- Other duties as assigned by the Provost.

As the Associate Vice Provost for Graduate Education it is important to be an active scholar. Therefore, as part of this agreement, it is expected that you will continue your research program, which could include up to 5 weeks in the summer and a couple of additional weeks during the academic year when you will be away from campus. You will also have the option to continue teaching your Archaeological Field School in Croatia class every other summer. In Fall 2018 there may be additional time spent to further study the effects of the University of Zagreb’s university-wide accelerated degree program (the 3+2+3 Bologna System) on graduate education. It is expected that during these research trips will be scheduled around administrative duties that require you to be physically present on campus and that you will continue your administrative duties via email, phone, web-conferencing, etc.

University of Wyoming employees are paid on the last working day of the month; hence your first paycheck will be September 30, 2017. Please note that this paycheck will be pro-rated to reflect your department head pay from September 1, 2017 through September 17, 2017 and your Associate Vice Provost pay from September 18, 2017 through the end of the month.

Your administrative appointment is subject to approval by the Board of Trustees, upon the recommendation of the Provost and Vice President for Academic Affairs.

If you agree to accept this offer and its conditions, please return a signed copy of this offer letter no later than September 8, 2017 in order for this offer to remain in effect. To expedite the process, you may return the offer letter, with your signature, via email. However, I ask that you also return a hard copy of the letter with your original signature at your earliest convenience. Please call me at (307) 766-4286 if you need further clarification on any part of this offer.

Sincerely,

Kate Miller, Provost and Vice President for Academic Affairs

cc: Tami Benham Deal, AVP Academic Personnel
Academic Affairs
I hereby accept the above appointment and verify that I have reviewed University Regulations pertaining to the appointment.

Signature

Date 9/1/17
September 1, 2017

Dear Donal:

It is my pleasure to offer the position of Dean of the Honors College at the University of Wyoming. This position is a fiscal year (FY) appointment, with a start date of September 18, 2017. Your salary for this appointment is $180,000.00 per annum, which consists of a base FY salary of $162,000.00 plus a monthly administrative stipend of $1,500.00. Should you return to an Academic Year (AY) faculty appointment, salary for your AY appointment will be calculated as per Academic Affairs policy on converting FY appointments to AY appointments. Return to faculty salary is contingent on you serving a minimum of 3 years in the position as Dean of the Honors College. Otherwise, your return salary will be consistent with parameters outlined in the offer letter you received (March 1, 2016) for the position of department head. Increases in salary due to a salary policy distribution will be added to the FY base salary.

This is an administrative appointment and, as with all academic administrative positions, it is an “at will” position. Your employment is governed by UW Regulations, as they may be amended from time to time by the Board of Trustees, including the terms and conditions outlined in UW Regulation 5-804. The regulation provides for periodic reviews and stipulates that a comprehensive review of performance and overall effectiveness be done. For this at will position, Dean of the Honors College, you and UW are entitled to terminate the employment relationship at any time and for any reason except an unlawful one. Nothing stated in this offer letter or verbally by any supervisor is intended to create an employment contract or to modify the at will employment status of UW employees and administrators.

The Dean of the Honors College reports to the Provost and Vice President of Academic Affairs. As dean, you will serve as the chief academic officer of the School, responsible for its teaching, research, and service missions and for the faculty and staff who advance them. You will also assume an influential university-wide leadership role as a member of the academic deans’ council. My expectation is that in this position you will:

- Provide strategic visioning and mission formulation for Honors, including re-envisioning of the curriculum as the program moves to a College. Change management will include future visioning for faculty resources and structure, recruiting and admissions, and growing a new set of programming and experiential learning opportunities for Honors students, including but not limited to study abroad and distance learning.
- Establish and lead Honors Program Faculty Advisory Council
- Plan and manage curriculum, including recruiting faculty, departments, and colleges for participation
• Manage personnel and resources associated with Honors at UW, including oversight of Honors Scholarships, the Honors House, and the Guthrie House.

• Work with UW Admissions to recruit outstanding students

• Provide vision for retention and student success initiatives for Honors students

You will be expected to attend new department head orientations tentatively scheduled during fall semester. The office of the Provost and Vice President, Academic Affairs, hosts two additional orientations, one is designed for all new university academic personnel and the second will focus on the reappointment, tenure and promotion review process. Dates for these orientations have not yet been determined. For more details, see http://www.uwyo.edu/acadaffairs/info/.

University of Wyoming employees are paid on the last working day of the month; hence your first paycheck will be September 30, 2017. Please note that this paycheck will be pro-rated to reflect your department head pay from September 1, 2017 through September 17, 2017 and your Associate Vice Provost Dean pay from September 18, 2017 through the end of the month.

Your administrative appointment is subject to approval by the Board of Trustees, upon the recommendation of the Provost and Vice President for Academic Affairs.

If you agree to accept this offer and its conditions, please return a signed copy of this offer letter no later than September 8, 2017 in order for this offer to remain in effect. To expedite the process, you may return the offer letter, with your signature, via email. However, I ask that you also return a hard copy of the letter with your original signature at your earliest convenience. Please call me at (307) 766-4286 if you need further clarification on any part of this offer.

Sincerely,

Kate C Miller
Kate C. Miller, Ph.D.
Provost and Vice President for Academic Affairs

cc: Tami Benham Deal, AVP Academic Personnel
Academic Affairs

I hereby accept the above appointment and verify that I have reviewed University Regulations pertaining to the appointment.

Signature  

Date 9/7/2017
July 31, 2017

Dear Kyle:

It is my pleasure to offer you the position of Associate Vice Provost for Enrollment Management for Academic Affairs at the University of Wyoming. This position is a fiscal year (FY) appointment, with a start date of August 23, 2017. Your salary for this appointment is $140,004 per annum plus fringe benefits.

This is an administrative appointment and, as with all academic administrative positions, it is an "at will" position. Your employment is governed by UW Regulations, as they may be amended from time to time by the Board of Trustees, including the terms and conditions outlined in UW Regulation 5-804. The regulation provides for periodic reviews and stipulates that a comprehensive review of performance and overall effectiveness be done. For this at will position, Associate Vice President for Enrollment Management, you and UW are entitled to terminate the employment relationship at any time and for any reason except an unlawful one. Nothing stated in this offer letter or verbally by any supervisor is intended to create an employment contract or to modify the at will employment status of UW employees and administrators.

In this position you will be responsible for oversight and leadership of the offices of Admissions and Recruiting, Student Scholarships and Financial Aid, and the University Registrar. My expectations are that you will work closely with the team in the provost's office, the academic college deans and unit heads, the office of the Vice President for Student Affairs, and others across campus and the state to put UW on a strong path for enrollment growth in all student populations. As you are aware, a Strategic Enrollment Management plan has been defined for the campus and it will serve as an important guide to your work moving forward.

The University will reimburse you for normal moving expenses up to 1/12 of your annual salary, and will reimburse you on a business basis for one round trip to Laramie before your start date of August 23, 2017. Reimbursement for moving expenses will be processed once you are officially on the payroll, and processing normally requires 2 to 3 weeks. University of Wyoming employees are paid on the last working day of the month; hence your first paycheck will be August 31, 2017. Please note that insurance coverage takes effect September 1, 2017.

Your administrative appointment is subject to approval by the Board of Trustees, upon the recommendation of the Provost and Vice President for Academic Affairs.

If you agree to accept this offer and its conditions, please return a signed copy of this offer letter no later than August 2, 2017 in order for this offer to remain in effect. To expedite the process, you may return the offer letter, with your signature, via email. However, I ask that you also
return a hard copy of the letter with your original signature at your earliest convenience. Please call me at (307) 766-4286 if you need further clarification on any part of this offer.

Sincerely,

Kate Miller, Provost and Vice President for Academic Affairs

Cc: Tami Benham Deal, AVP Academic Personnel
   Academic Affairs

I hereby accept the above appointment and verify that I have reviewed University Regulations pertaining to the appointment.

Signature

Date 7/27/17
May 25, 2017

Melinda Harm Benson
Haub School of Environment and Natural Resources
Bim Kendall House
Campus

Dear Mindy:

It is my pleasure to offer the position of Dean of the Haub School for Environment and Natural Resources at the University of Wyoming. Included in this position is supervision of the Director of the Ruckelshaus Institute for Environmental and Natural Resources. Your salary for this appointment is $205,000 per annum, which consists of a base salary of $15,583.33 per month and a monthly administrative stipend of $1,500. This position is a fiscal appointment, with a start date of August 1, 2017.

This is an administrative appointment and, as with all academic administrative positions, it is an “at will” position. Your employment is governed by UW Regulations, as they may be amended from time to time by the Board of Trustees, including the terms and conditions outlined in UW Regulation 5-804. The regulation provides for periodic reviews and stipulates that a comprehensive review of performance and overall effectiveness be done at least once every five years.

The Dean of the Haub School for Environment and Natural Resources reports to the Provost and Vice President of Academic Affairs. As dean, you will serve as the chief academic officer of the School, responsible for its teaching, research, and service missions and for the faculty and staff who advance them. In that role, I expect that you will: (1) set a programmatic vision for integrated education, research, and outreach that builds on the program’s strong foundation in order to maintain excellence and foster strategic growth; (2) sustain and build relationships with campus and region-wide partners, the school’s distinguished advisory board, and a diverse set of off-campus stakeholders; (3) fundraise to sustain and grow the school’s endowments and initiatives; and (4) support pioneering environmental and natural resource teaching and research. You will also assume an influential university-wide leadership role as a member of the academic deans’ council.

You will be expected to attend new department head orientations tentatively scheduled during fall semester. The office of the Provost and Vice President, Academic Affairs, hosts two orientations, one is designed for all new university academic personnel and the second will focus on the reappointment, tenure, and promotion review process. Dates for these orientations have not yet been determined. For more details, see http://www.uwyo.edu/acadaffairs/nfo/.
In addition to the position of Dean, I would like to offer you a faculty position as holder of a Wyoming Excellence chair. This position is a distinguished, senior-level appointment, funded through a permanent endowment established by the State of Wyoming to support intellectual leaders among the University of Wyoming faculty. Performance reviews for the chair position will be conducted consistent with University policy and procedures.

I have asked the tenure and promotion committees of the Haub School for Environment and Natural Resources to review your CV and supporting materials and make recommendations as to your academic appointment. It is my recommendation that they consider an academic appointment of tenured Professor. All appointments and reappointments of Academic Personnel are also governed by University Regulations, as may be amended from time to time by the Board of Trustees, which can be found at http://www.uwyo.edu/gencounsel/current-uw-regulations-and-presidential-directives/index.html, and the policies set forth in University Regulations 5-1, Academic Personnel. I encourage you to review these regulations.

As part of your offer, funds for an additional staff member at a maximum salary of $50,000/year + benefits will be added to the Haub School’s annual budget. You are free to choose the types of activities you wish to support with this staff line. An additional $50,000 will be added to the Haub School operating budget, which as the dean, you can deploy as you see fit. You will receive a one-time amount of $50,000 in startup funds that may be used over three years for purposes of moving Haub School programs forward, including attendance at conferences and symposia, purchasing office equipment and supplies, and supporting graduate students. Finally, funding for the director of academic programs position will be moved to the Haub School’s operating budget, once the grant funds that currently fund his position are exhausted. I understand that this will not occur until FY 20 or 21.

Your academic and administrative appointments are subject to approval by the Board of Trustees, upon the recommendation of the Vice President for Academic Affairs. Prior to the Trustees acting on this appointment, an official copy of your transcript that indicates the completion of your highest degree must be mailed directly to the Office of Academic Affairs. Their address is: 1000 E. University Ave., Dept. 3302, Laramie, WY 82071.

This offer is also contingent upon the results of background screening. The University is dedicated to ensuring a safe and secure environment for our faculty, staff, students and visitors. To achieve this goal, it is our policy that the University conducts background investigations on prospective employees.

Should you cease to serve as Dean and if you should stay at the University of Wyoming, you will retain your academic appointment and your base salary of $15,583.33 per month, plus any faculty salary distribution adjustments that were made during the time you served as Dean.

You can find supplemental information for prospective academic personnel on the Office of Academic Affairs website (http://www.uwyo.edu/acadaffairs/faculty-resources/). This site contains information critical to your employment. By following the link for prospective faculty, you can find information on employee benefits, background checks, and other topics of importance to your future at U/W.

The University will reimburse you for normal moving expenses up to 1/12 of your annual salary, and will reimburse you on a business basis for one round trip to Laramie before your start date of
August 1, 2017. Reimbursement for moving expenses will be processed once you are officially on the payroll, and processing normally requires 2 to 3 weeks. University of Wyoming employees are paid on the last working day of the month; hence your first paycheck will be August 31, 2017 if you enroll in August. Please note that insurance coverage takes effect September, 2017.

If you agree to accept this offer and its conditions, please return a signed copy of this offer letter no later than June 21, 2017 in order for this offer to remain in effect. To expedite the process, you may return the offer letter, with your signature, via email. However, I ask that you also return a hard copy of the letter with your original signature at your earliest convenience. Please call me at (307) 766-4286 if you need further clarification on any part of this offer.

Sincerely,

Kate C. Miller, Ph.D.
Provost and Vice President for Academic Affairs

I hereby accept the above appointment and verify that I have reviewed University Regulations pertaining to the appointment.

Signature

Date 6/14/17
Dr. Jefferson Edgens  
UW Casper  
125 College Dr.  
UU Bldg  
Casper, WY 82601

Dear Jeff:

I am pleased that you have accepted the change in your position from Associate Dean, UW Outreach School and Director of UW-Casper to Dean, UW-Casper/Regional Centers. This position is a fiscal year position with an annual salary of $150,000. You will hold an academic appointment of Senior Lecturer, extended-term track with your academic home in the Department of Agricultural and Applied Economics.

As Dean, you will be responsible for leading UW Casper/Regional Centers in the teaching, research, outreach and service missions of the University of Wyoming, and for the faculty and staff who advance them. You will report directly to the Provost and you will have an influential university-wide leadership role as a member of the Academic Deans' Council. Supervising academic personnel and staff, managing the budget, engaging in strategic planning, building and sustaining partnerships integral to the success of UW Casper/Regional Centers, and supporting the efforts of the university directed toward student and faculty success, including recruitment and retention, are some of the important responsibilities associated with this position.

Like all administrative appointments at UW, this position is at-will. If you remain Dean for a minimum of three (3) years you may negotiate up to three (3) years credit toward your extended-term track clock upon your return to your academic appointment. If you resign or are terminated from the position of Dean and you stay at the University of Wyoming, you may elect to assume your duties as an extended-term track academic professional. The location of your appointment will hinge on the instructional needs and academic programs in the Department of Agriculture and Applied Sciences. In that event, your appointment will change to an academic year (9 month) period at a salary comparable to that of a Senior Lecturer in the Department of Agricultural and Applied Economics and with consideration to market salary of a Senior Lecturer in your discipline at peer institutions.

I encourage you to attend new department head orientations tentatively scheduled during fall semester (Sept 20, 27, Oct 4). The office of the Provost and Vice President, Academic Affairs,
will also host a workshop for all new university academic personnel that focuses on the reappointment, tenure and promotion review process that you are encouraged to attend. Dates and times are still being determined. Once dates are confirmed, you will be able access information about these workshops on our website.

I am delighted that you have agreed to take this on, and I appreciate your willingness to do it. Please know that you have my support, and that I look forward to working with you.

Sincerely,

Kate C. Miller
Provost/Vice President for Academic Affairs

I agree to the terms outlined in the foregoing letter.

Jefferson Edens
Date

Copy: Laurie Nichols, UW President
Frank Galey, Dean
May 28, 2017

David L. Jones
Professor Associate Dean
College of Health Sciences
Health Sciences Center
CAMPUS

Dear David,

I am pleased to appoint you as Interim Dean of the College of Health Sciences. You will receive a temporary salary increase of $3,000/month for the additional responsibilities associated with directing the college. The position carries a fiscal year appointment and is effective July 7, 2017. It is anticipated that your interim appointment will be terminated on June 30, 2017. We anticipate that a new Dean for the College of Health Sciences will begin on July 1, 2017. If a Dean for the College of Health Sciences is scheduled to begin prior to that date, your appointment will be terminated at a time that coincides with the start date for the new Dean. You do not forfeit your appointment as Associate Dean in the College of Health Sciences by accepting this administrative appointment.

Your appointment as Interim Dean, like all University appointments, is subject to available resources and approval by appropriate University officials and the University Trustees. This is an administrative appointment and, as with all academic administrative positions, it is an “at will” position. Your employment is governed by UW Regulations, as they may be amended from time to time by the Board of Trustees, including the terms and conditions outlined in UW Regulation 5-804.

I encourage you to attend new department head orientations tentatively scheduled during fall semester (Sept 7, 14, 21). The office of the Provost and Vice President, Academic Affairs, will also host a workshop for all new university academic personnel that focuses on the reappointment, tenure and promotion review process that you are encouraged to attend (September 19, with Q & A drop in session on September 27). For more details, see http://www.uwyo.edu/acadaffairs/info/.

The Dean reports to the Provost and serves on the Deans’ Council. My expectation is that in this position you will provide the leadership needed to continue this important work, including the supervision of academic personnel, managing the budget, and working with advisory board(s) and donors.

I am delighted that you have agreed to take this on, and I appreciate your willingness to do it. Please know that you have my support, and that I look forward to working with you.
Sincerely,

Kate Miller
Provost/Vice President for Academic Affairs

I agree to the terms outlined in the foregoing letter.

David L. Jones          1/2/17

Copy: Laurie Nichols, UW President
AGENDA ITEM TITLE:  
Rangeland Management and Watershed Management Program, Kate Miller/Scott Miller/Alexander/Galey

CHECK THE APPROPRIATE BOX(ES):
☐ Work Session
☐ Education Session
☒ Information Item
☐ Other Committee of the Whole (Items for Approval)

BACKGROUND AND POLICY CONTEXT OF ISSUE:
The Board will hear an update on the status of and planning for this program.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
N/A

WHY THIS ITEM IS BEFORE THE BOARD:
Information on this topic was requested by the Executive Committee of the Board.

ACTION REQUIRED AT THIS BOARD MEETING:
N/A

PROPOSED MOTION
N/A

PRESIDENT’S RECOMMENDATION:
N/A
AGENDA ITEM TITLE:
UW/Community College Final Legislative Report, Miller/Aguayo

CHECK THE APPROPRIATE BOX(ES):
☐ Work Session
☐ Education Session
☐ Information Item
☒ Other Committee of the Whole (Items for Approval)

BACKGROUND AND POLICY CONTEXT OF ISSUE:
Final Wyoming Colleges’ Recruitment and Retention Plan submission, related to UW’s response to the State of Wyoming’s 2017 Senate File No. SF0001, General Government Appropriations, University of Wyoming 17LSO-0679:

The University of Wyoming, the community college commission and each community college shall collaborate and develop a unified plan to provide a coordinated approach to the recruitment and retention of and incentives for students graduating from Wyoming secondary schools and from schools in states contiguous to Wyoming. The university, on behalf of the university, community colleges and commission, shall report their progress on the plan to the joint education interim committee and the joint appropriations committee not later than September 30, 2017, and incorporate a final plan for the legislature not later than December 1, 2017, within their respective 2019-2020 biennial budget requests.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

WHY THIS ITEM IS BEFORE THE BOARD:
The Wyoming Colleges’ Recruitment and Retention Plan, endorsed by all eight Wyoming public college presidents and the Wyoming Community College Commission, is slated for submission to the legislature by December 1, 2017.

ACTION REQUIRED AT THIS BOARD MEETING:
Board approval or disapproval of the Plan prior to submission to the JEIC and JAC on December 1, 2017.

PROPOSED MOTION:
I move to authorize the approval of the Wyoming Colleges’ Recruitment and Retention Plan, endorsed by all eight public college presidents at the Wyoming Community College Commission, as presented to the Board.

PRESIDENT’S RECOMMENDATION:
The President recommends approval.
Wyoming Colleges’ Recruitment and Retention Plan

Submitted by:

Darren Divine, Casper College  
Brad Tyndall, Central Wyoming College  
Lesley Travers, Eastern Wyoming College  
Joe Schaffer, Laramie County Community College  
Paul Young, Northern Wyoming Community College District  
Stefani Hicswa, Northwest College  
Laurie Nichols, University of Wyoming  
Karla Leach, Western Wyoming Community College  
Jim Rose, Wyoming Community College Commission

Legislative Request

20017 SF0001 The University of Wyoming, the Community College Commission and each community college shall collaborate and develop a unified plan to provide a coordinated approach to the recruitment and retention of and incentives for students graduating from Wyoming secondary schools and from schools in states contiguous to Wyoming. The university, on behalf of the university, community colleges and Commission, shall report their progress on the plan to the joint education interim committee and the joint appropriations committee not later than September 30, 2017, and incorporate a final plan for the legislature not later than December 1, 2017, within their respective 2019-2020 biennial budget requests.

Introduction

The higher education institutions in the state of Wyoming have an ideal opportunity to partner together to recruit, retain, train, and graduate students from the state, region, and beyond. An educated workforce leads to a vibrant statewide economy that will carry us into a diversified and stable future. We know that Wyoming students are capable, our colleges are affordable and high-quality, and Hathaway scholarships assist many students and families with paying tuition. However, those facts alone have not cultivated a college-going culture.

The most recent available data shows that in 2014, there were 5,429 Wyoming high school graduates. Of those, 776 attended the University of Wyoming, 1,504 attended the Wyoming community colleges, and 769 attended out-of-state institutions. The total college-going rate was 56%, down from 64% just four years before in 2010. Meanwhile, the national average college-going rate in 2014 was 68% and continues along an upward trajectory that spans decades per the National Center for Education Statistics.1 By 2025, 60% of all jobs in the United States will require education beyond high school, according to Georgetown University’s Center

1 https://nces.ed.gov/programs/digest/d16/tables/dt16_302.30.asp

10/30/17
Education and the Workforce, a figure that notably exceeds the number of students even attempting to obtain such a credential currently. For Wyoming to diversify its economy, we must shift the educational course, and we need to act now.

The first step is the development and adoption of a statewide post-secondary educational achievement goal. Together, the eight public college presidents and Wyoming Community College Commission drafted a Resolution to Establish a Statewide Goal for Higher Education Attainment in Wyoming. The Resolution lists recitals demonstrating the value to the state that such a goal offers, and sets the target at an increase to the percent of the working population aged 25-64 years who hold a valuable post-secondary degree or certificate to 60% by 2025, and to 75% by 2040. The resolution was unanimously endorsed by the Wyoming Community College Commissioners on October 13, 2017 and is slated to be considered for approval by the University of Wyoming Board of Trustees on November 17, 2017. [Requires update on Board outcome prior to submission on December 1.] This goal is in alignment with the Governor’s ENDOW initiative and its implementation is supported through grants available from the Lumina Foundation. Now, all eight institutions are poised to collaborate in new ways to realize success in achieving this ambitious goal.

Wyoming’s post-secondary education community stands ready to meet this challenge and serve the students in our state. In addition to expanding the Wyoming college-going rate, each institution can increase enrollment through targeted projects developed both individually and as outlined here. Wyoming’s university and colleges have a history of collaboration as demonstrated by the Complete College Wyoming initiative and are poised to tackle joint initiatives such as developing attractive programs aligned with workforce needs, policies, and pricing to serve non-resident students; and by facilitating the transfer process for both traditional and non-traditional students who want to further their education and training.

Over the next three years, Wyoming’s eight institutions of higher education will work together and, in partnership with the Wyoming Community College Commission, the UW and community college Trustees, and the Wyoming Department of Education, develop a statewide strategic enrollment management agenda approved by Trustees statewide. Broadly, the structure of the agenda will focus on the themes of (1) creating a college-going culture, (2) removing barriers to college participation, (3) building a pipeline for Wyoming’s colleges, (4) developing paths to re-entry into college for Wyoming high school graduates entering higher education from the workforce, and (5) building pathways to completion.

Wyoming’s higher education institutions will work together to expand postsecondary attainment for traditional and non-traditional students to benefit the future of our great state.

\[^{2}https://cew.georgetown.edu/

10/30/17
Themes

1. Create a College-Going Culture

To increase the rate of college-going in the state, UW and the community colleges will partner with the Wyoming Department of Education to

a) create a marketing and communications plan focused on the value of higher education and opportunities in Wyoming for students in grades 9-12, including the Hathaway Scholarship program;

b) share student names and contact information such that every Wyoming student can be made aware of opportunities for study at their local community college and UW;

c) develop a postsecondary plan for every student during 9th grade; and

d) set a goal for increasing the rate of immediate entry into higher education from high school.

Students need to hear about college-going frequently, and from the beginning of their high school career. The co-produced marketing and communications plan will highlight statewide college and university opportunities; how to plan for earning the Hathaway Scholarship; and how to apply for college enrollment, federal financial aid, and local and national scholarships. Each community college and the university will designate a representative to form a statewide higher education marketing council to develop and implement the needed messaging. Such a communication plan requires thoughtful consideration and a team approach to designing the right materials at the right time, guiding students towards completing the Hathaway success curriculum and evaluating their best fit for college.

Unlike the national military services, The University of Wyoming and community colleges do not currently have access to the names and contact information for students enrolled in middle and high school in Wyoming. Access to those names and contact information is essential to a successful communications and marketing plan with a goal to convey the value and benefit of attending college to all Wyoming students.

Wyoming’s K-12 and higher education institutions will work collectively towards the goal of having every student develop a postsecondary plan in the 9th grade to be on file at the high school. This will help counselors prepare individual students for their future whether that will be college, career, or entry into the military post-graduation. UW and the community colleges will collaborate with Wyoming’s high schools as students develop these plans. This will ensure that all students who indicate an interest in college preparation have access to timely, appropriate information on preparation and affordability throughout their high school career. We will also involve the students’ families in the decision process.

To incentivize and benchmark this cultural shift, Wyoming will develop a statewide goal for immediate entry into postsecondary education, in tandem with the statewide educational attainment goal set in fall 2017. Such a goal will facilitate expansion of the college-going rate, increase retention of a greater percentage of those who begin their education in a Wyoming
institution, and increase the number of graduates produced. Potential Lumina Foundation grant dollars and the Governor’s ENDOW initiative will provide strategies to facilitate achievement of this goal. A corresponding collaborative statewide media campaign will reinforce this messaging.

The percent of first-time high school graduates who enrolled in college in 2014 by state of residence given NCES high school graduate data.

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Wyoming’s postsecondary institutions stand ready to provide leadership and be active partners in this process. They will be prepared to facilitate training and collaborative opportunities for superintendents and counselors throughout the state, and deepen partnerships for workforce development. Achieving a certificate, associate’s degree, bachelor’s degree, or a graduate education in Wyoming can be within everyone’s reach.

10/30/17
2. Remove Barriers to College Participation

To remove barriers to entry for first-time and transfer students, UW and the community colleges will:

a) create a common application for use at each of the eight institutions;
b) explore the cost and implementation of a potential shared student information system and opportunities for collaborations on shared data systems;
c) jointly promote students’ completion of the Free Application for Federal Student Aid, or FAFSA; and
d) identify a statewide goal and secure necessary resources for state-funded need-based financial aid.

A single college application for the state of Wyoming will immediately provide a single point-of-entry for students who plan to attend college in our state and may serve as an extra incentive for out-of-state students to apply to Wyoming institutions. UW and the community colleges will jointly promote the common application with the intent that every Wyoming student who plans to attend postsecondary education completes it, along with the Free Application for Federal Student Aid, or FAFSA. The FAFSA provides students with need-based aid, such as Pell grants and work-study funds, as well as unlocks the Hathaway Need awards available. Because the application process will be simple, high school counselors and college staff will be able to convey a single, unified message and focus energies on increasing form completion rates.

Students from Wyoming and elsewhere will benefit from the common application in many ways, including increased access and facilitated transfer. At the start of their education, they will have the option to indicate if they plan to obtain training or a certificate, or transfer to or dually enroll at several Wyoming institutions. Many students from surrounding states attend Wyoming’s community colleges and the option of continuing their education through UW will be facilitated from the day that they apply. Students who intend to transfer within the state will not need to apply separately to the University of Wyoming, and their admission will be automatic as long as they have maintained academic, financial, and judicial good standing. Those who transfer without having received their associate’s degree will have a reverse transfer facilitated so that their UW credits apply towards their community college credential.

Exploring a shared student information system and further mechanisms to develop utilization of the Wyoming Community College Commission’s data warehouse has potential to be transformational in streamlining students’ interactions with colleges statewide. Wyoming’s colleges have already been working together on technology to improve the student experience. In 2017, five of the community colleges joined with UW and the Department of Education to jointly utilize the Canvas Learning Management System, branded WyoCourses. All seven community colleges added a Student Planning software to facilitate registration in 2017, and have worked in tandem with UW on the WYClass online course location tool. Collaborative work on statewide technology is ongoing and holds tremendous promise.

10/30/17
While Wyoming offers some of the best values for higher education in the nation, the costs of college are great enough to stop many students from considering furthering their education. Significantly, Wyoming does not provide state funding for college based solely on a student’s ability to pay. Hathaway scholarships are an incredible asset for traditional students with a history of academic merit, but many more students are adult, non-traditional, online, or unable to meet the criteria set forth in the Hathaway scholarship. This is compounded by the availability of good-paying yet low-skilled employment opportunities in the state, incentivizing individuals to forgo the longer-term benefit of pursing higher education. After exploring national need-based funding models, we will identify a statewide goal for need-based access aid and identify amount of necessary resources to operationalize such a program. This will ensure an education is in reach for all of Wyoming’s students regardless of their financial situation, and will position our state as a national leader in accessible higher education.

3. Create a Pipeline to Wyoming’s Colleges

To encourage non-resident college-going in Wyoming, UW and the community colleges will
a) expand the use of regional pricing strategies to attract nonresident students;
b) co-create a statewide marketing campaign for non-residents to attend college in Wyoming;
c) reaffirm a commitment to ease of transfer and development of pathways to degrees in Wyoming, including expanding the 2+2 articulation agreements;
d) evaluate the capacity of Wyoming’s institutions to ensure a financially feasible mix of resident and non-resident students enrolled in the right programs; and
e) analyze Wyoming college’s student housing capacity.

In addition to Wyoming’s own youth, many students in surrounding states will recognize that they also will benefit tremendously from an education at Wyoming’s colleges. For example, in 2016, Wyoming’s participation in the Western Undergraduate Exchange (WUE) meant that 1,543 non-resident students from western states attended college in Wyoming, paying just 150% of resident tuition. These students are an asset to the state in part because they are likely to consider remaining in Wyoming as they start their careers. Exploring and expanding strategic discounting for regional students can yield larger enrollments and draw many more students to Wyoming.

Further, increasing statewide marketing to non-resident students through a campaign co-produced by Wyoming’s university and colleges could generate interest from nearby regions experiencing population growth, such as the Colorado Front Range and Utah’s Salt Lake City metro area, among others. By offering the right mix of programs, at the right price, Wyoming higher education could take full advantage of this potential. Such efforts needs to be strategic and data-informed to ensure Wyoming attracts the right number and highest quality non-resident students to its programs, all while attracting and retaining Wyoming’s in-state students.
A commitment to ease of transfer from community colleges to UW is critical to this effort. UW is already committed to ensuring that all students who transfer are successful as outlined in its strategic plan and as evidenced by the new Transfer Success Center which opened in fall 2017. Efforts undertaken over the last several years to develop 2+2 program articulation for the 50 courses of study with the highest enrollment have been very successful, and each institution is continuing to devote time and energy to maintaining and expanding the nearly 350 plans in development to date. The plans, as well as updated statewide scorecards on the articulation agreements, are now posted online.\(^3\) UW is also exploring membership as a WICHE Interstate Passport institution, streamlining general education requirements for transfers from other western states, and is committed to developing a systematized approach to reverse transfer. Through each of these examples, UW is engaged in continual improvement and considers its work with transfer students among its highest priorities. Students who come to UW from a Wyoming community college with 60 or more credit hours have a graduation rate with a bachelor’s degree at 72%, significantly outperforming freshmen and other transfer students. Facilitating their enrollment is critical to developing their success.

With this in mind, UW developed a variety of scholarships to incentivize those students with a 3.4+ GPA and an associate’s degree to continue their education and achieve a bachelor’s degree, starting in fall 2017. The WUE program has been extended to transfer students, allowing regional nonresident students attracted to Wyoming’s community colleges to continue their education in-state while paying 150% of resident tuition. Nearly 3 dozen students took advantage of this offer in its first semester. Between this, the Wyoming Transfer Scholars Award, and specifically targeting transfer students with Foundation-held funds, fully 1/3 of UW’s incoming transfer class received an institutional award in fall 2017, with a value to students for the academic year at nearly $900,000.

Key for the realization of pipeline development will be creation of institution-specific enrollment goals and capacity evaluation, to ensure that we retain a reasonable and financially feasible mix of resident and non-resident students. Many college students opt for a two-year degree with even a shorter option of a certificated program that provides the student with great employment benefits if the employer is looking for skilled workers. A market analysis-driven and entrepreneurial approach to program development will ensure that demand is met for resident and nonresident students.

This evaluation should include the need for high-quality, attractive student housing to facilitate recruitment and retention at all Wyoming colleges. The University of Wyoming will have a 10-Year Housing Plan by spring of 2018 which will provide clear guidance for meeting the University’s housing needs for the next 10 years. The UW Housing Plan will align with the University’s Strategic Plan for 2017-2022 to increase enrollment and advance student success and retention. Just as at UW, new and renovated residence halls will play a critical role in growing enrollment and engaging more students at each of Wyoming’s colleges.

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\(^3\) [http://www.uwyo.edu/acadaffairs/degree-plans/wy-2-plus-2/](http://www.uwyo.edu/acadaffairs/degree-plans/wy-2-plus-2/)

10/30/17
4. Develop paths to re-entry into college for Wyoming high school graduates entering higher education from the workforce

To serve adult students those who enter higher education from the workforce, UW and the community colleges will

a) provide an on-ramp of transitional student services to ensure success;
b) ensure career and technical program options are aligned with the state’s economic and workforce needs;
c) provide expansion of certificate programs for workers that are already in the workforce; and

d) expand the Bachelor of Applied Science degree and develop a college completion degree option.

Nearly half of Wyoming’s 5,400 annual high school graduates do not go on to postsecondary education right after completing high school, but many more decide later in life to do so. In addition, an estimated 87,451 adults in Wyoming, or 28.34% of Wyoming’s population ages 25-64 have some college, but have not completed their degree.4 These non-traditional students may be site-bound, balancing careers and families, and have a variety of needs outside that of traditional college students. Students who earn a certificate are more likely to continue their education through a degree program and Inside Higher Ed found that 20 percent of those students with a certificate will further their education and obtain an associate degree and another 13 percent will complete a bachelor degree. Businesses and community colleges often form partnerships to ensure training provided at colleges is a match for employers. Partnerships between schools and businesses are becoming a growing trend with placement statistics on the rise as well. For Wyoming’s educational institutions to truly serve the state, providing a safety net and transition support for adult students is critical and gives each one of Wyoming’s citizens a new lease on their career potential. Each institution will proactively develop interventions and support for adult and non-traditional populations, depending on its unique needs.

Each of Wyoming’s community colleges is engaged in growing career and technical programs to prepare students for the modern workforce. The choice of community college provides many benefits to Wyoming students. Wyoming community colleges provide short-term training in which students are able to enter the workforce quickly, ensuring job potential and family support. Community colleges in Wyoming also provide high-quality education and training, affordable tuition, and flexible scheduling. Another crucial component to Wyoming community college is small class size. Small classes allow for more interaction and contribute to better learning for some students. Remedial education has become an integral part of the community college. Students often need help in core curriculum like reading, writing, and math. Statistics are showing that almost one-third of all college students require some sort of remedial education when they enroll in college.5 Wyoming community colleges provide vital assistance for these students.

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5 https://www.communitycollegereview.com/blog/does-remedial-education-work-for-community-college-students

10/30/17
struggling students. Additionally, all community colleges are set up to provide training for workforce development.

Casper College offers a wide array of enrollment and student success services to all prospective students, including adult and non-traditional students. The institution's career and technical programs receives support from local community advisory boards, and its academic programming is coordinated with local and state organizations. The college conducts periodic academic program reviews that includes data from the Department of Workforce Services to increase understanding of community and state educational needs. The college's hospitality program was recently revised to include tourism management, Wyoming's second largest industry. The Health Science faculty collaborate directly with professionals in their respective fields to stay well-informed of current educational needs. For example, the Radiography Department recently added mammography, MRI, and CT certificates to meet new industry standards. Casper College also just added Personal Trainer and Coaching certificates to address community needs. In addition, Casper College's workforce services expanded certifications and continuing education offerings for professionals in real estate, education, safety, water quality, and health care. To meet Workforce Investment and Opportunity Act requirements, Casper College offers several short-term training programs including HVAC, customer service certification, nursing assistant, clinical medical assistant, dental assistant, culinary, and a bank teller apprenticeship. In association with the University of Wyoming, Casper College faculty teach courses in the Bachelor of Applied Science degree to empower working adults to pursue their education goals while remaining in the workplace by completing their degrees online.

Central Wyoming College is expanding its industry cultivation services. In Riverton, for example, CWC is working to attract more out-of-state companies to its 59-acre business park. Through local partnerships, the college plans to bring in better internet bandwidth and more business services (e.g., mentoring, consulting) to complement CWC's training and business start-up services. Retaining local airline services will remain important in attracting companies. At its center in Jackson, CWC is working to bring its Start-Up Intensive (SUI) online. Over the past three years, the SUI has graduated 103 new and expanding businesses, with an 85% success rate, in its program that merges academic coursework, mentoring from nationally renowned business leaders, and small-business development support. CWC and UW are working collaboratively to develop new and strengthen existing degree programs to benefit the state-wide workforce. For example, the UW Haub School's new, emerging bachelor's degree in Natural Resource Recreation and Tourism degree will integrate CWC's Culinary/Hospitality and Outdoor Education associate's degrees.

Eastern Wyoming College recently completed the Career and Technical Education Center that houses an expanded welding and machine tool program, cosmetology, and new barbering program in addition to a health sciences program that provides career and technical training. The institution works with the Torrington community to meet the critical need in providing training to meet the demands of an elderly population. EWC will begin construction of an Agricultural Technology Education Center (ATEC) in the spring of 2018. The driving force behind this center is a living integrated educational plan that meets the needs of learners, enhances current programs, plans for growth, and targets industry. This building will provide expansion of
agricultural and veterinary technology programs. EWC is working diligently to support outreach areas which include focus group facilitation with community members, high school students, and administrators. These focus groups have provided an avenue for a new program on the Douglas campus that will provide a gunsmithing program in addition to the nursing program.

Laramie County Community College continues to build upon the college's strong CTE program foundation. The Welding program has strong support from local business partners. This fall, Puma Steel and other regional steel and welding companies sponsored a welding competition for area high school students, with $10,000 in scholarships for students to pursue welding at LCCC. The Wind Energy associate degree has received much interest from wind energy production and distribution companies that want to partner with LCCC. Three companies have expressed interest in partnering through equipment donations and scholarships, and through partnering with training to help LCCC as they produce highly skilled wind energy technicians. The transportation programs at LCCC continue to be strong options. The Diesel Technology AAS has new facilities in the Flex Tech Building and received seven new trucks from Navistar that enable the college to run two cohorts of students learning to be diesel technicians. The diesel, automotive, and auto body programs all have built the Automotive Service Excellence (ASE) certification exams into their programs, to allow graduates to transition smoothly into industry. Several other CTE areas have incorporated certification exams into their programs such as Computer Information Systems (CIS). The students can take the CompTIA computer certification exams as part of the appropriate courses. The CIS program is developing a credit diploma for data center technicians. LCCC is working with the area data centers, such as Microsoft and Green House Data, to create technicians who will have the very specific computer networking skills needed in data centers. The health science programs at LCCC continue to have strong enrollment and outstanding success on the accreditation exams. These programs allow graduates to find careers in the continuing high demand fields of nursing, dental hygiene, radiography, sonography, and others. LCCC recently added a degree in technical agriculture that includes coursework in welding and diesel technology. These skills will be valuable for graduates who work on farms or ranches. Also, the skills support students that want the general agricultural and mechanical knowledge that can lead to working in a small agribusiness operation or in becoming an agriculture teacher. The college is currently revising some CTE agriculture programs to incorporate more entrepreneurial skills that will make them better prepared for careers.

Over the past decade Northern Wyoming Community College District has aggressively and successfully aligned its Career Technical Education and Health Science programs with industry needs. Active occupation-specific advisory committees have worked with faculty and administrators to identify skill needs and anticipate demand for future workers. The college has sought and obtained funding from local (both philanthropic and public), state and federal sources to build capacity with highly skilled faculty, new and renovated facilities, industry-aligned curriculum, and state-of-the-art equipment. The college alignment with regional employers including manufacturing firms L&H Industrial of Sheridan and Gillette and Vacutech in Sheridan; oil and gas, mining, and mining equipment companies; and clinics and hospitals ensures that graduates are prepared to enter the workforce with skills needed by future employers. NWCCCD has a robust credit-for-prior-learning (CPL) opportunity for students who enroll in college with work experience in the private sector or military service. The college has learned that the CPL process works best in the applied Career Technical Education programs and
that students who have received any CPL credits are more likely to persist to completion of their educational goals. NWCCD engages students who are military veterans with directors and centers on both the Sheridan College and Gillette College campuses and the student veterans’ stellar outcomes reflect this commitment to students entering higher education from the workforce.

Northwest College has a reputation as a premiere residential transfer college, offering Associate of Arts and Associate of Science degrees in a broad array of disciplines, including engineering. NWCCD STEM programs offer opportunities for undergraduate research through partnerships with the University of Wyoming. The agriculture program works closely with local producers to expand agriculture production and marketing, for example the introduction of hops cultivation to complement the production of barley in the region, two key ingredients in brewing. NWC’s music program is widely recognized for excellence in choral and jazz performance. The nursing program prepares practical and registered nurses that the serve the needs of health care providers in the region and beyond. NWC offers AAS degrees and certificates in graphic design, welding, photography, drafting, music technology, business and agriculture. The college engages with local economic development efforts through participation in Powell Economic Partnership and Forward Cody. The Center for Training Development (CTD), with offices in Powell and Cody, provides customized training for industry and small business along with training to prepare workers for technical and service employment. CTD in Cody has recently developed new workforce training in allied health professions including medical assistant and emergency medical technician (EMT) certifications. CTD facilitates apprenticeship opportunities in electrical and machining and is working with several regional industries to provide training and certification in production processing.

Western Wyoming Community College continues its work to support local industry by preparing a skilled workforce. Every program meets with local industry to determine exactly the necessary skills. The college continues to grow welding, machining, electricity and industrial maintenance, and Commercial Driver’s License programs. Western is building several programs in the public service arena in partnership with local governments. These include EMS/Paramedic, Fire Science, and Emergency Vehicle Repair. Western will share existing facilities for all of these programs with the cities and counties. Western also fully participates in the expansion of computer science from grade 7 throughout college and into the workplace. As the college moves forward, this program will continue to expand in courses for computer repair, programming, coding, network operations and security. These programs will expand in the face-to-face format as well as online to reach a wider audience.

For those who choose to continue their education, UW’s expansion of the Bachelor’s of Applied Science degree provides an alternate path to a four-year degree among students who received a technical Associate’s degree at a community college. Students employed in industry will find its completely online delivery compatible with full-time work and will prepare them for organizational leadership. A bachelor of general studies degree is under consideration, to provide yet another avenue for completion. These efforts will work in tandem to serve a much greater share of students than only those who take a more traditional path to a four-year degree, and have strong potential to attract students from outside the state. These will enrich offerings available statewide, including the Dental Hygiene program offering a 4-year degree at Sheridan College, and the variety of programs available at UW-Casper and the regional centers. Flexible degree programs such as these reflect UW’s continuing commitment to serving adult and non-traditional
students. Critically, UW is engaging in a review of its distance programs and intends to increase its depth and breadth of programmatic options for working adults. These efforts are achieving distinction nationally. The *Washington Monthly* ranked the University of Wyoming as one of the most innovative colleges in the nation for educating adult students in August 2017.  

5. **Build Pathways to Completion**

To ensure those who begin their education will complete it, UW and the community colleges will:

a) utilize data and national best practice to set aggressive student success goals; and

b) increase fall-to-fall retention rates and the number of students who earn post-secondary credentials through *Complete College Wyoming*.

c) Partner with ENDOW and others to establish programs and practices to retain college graduates and certificate completions in Wyoming.

Both experience and research\(^7\) shows that college completion results from a mutually-reinforcing mix of academic ability, financial capability, wellness, and a sense of belonging among students. We can use these principles to target the work we do to maximize educational and career outcomes and improve students’ lives. Educational thought leaders like the Educational Advisory Board provide a wealth of research that provides the groundwork for initiatives that are actionable, proven, and scalable.

The University of Wyoming is actively engaged in increasing fall-to-fall retention of first time freshmen and transfer to 80% and growing its 4-, 5-, and 6-year graduation rates. Similarly, the community colleges have set goals to improve student success and outcomes. Each college has committed to a goal of increasing the number of post-secondary credentials awarded by 5 percent per year through 2020. A focus on developmental advising utilizing newly-developed 4-year student success plans, using predictive analytics to deliver targeted support, and improving the first year and transfer year experiences are all key to this effort. Wyoming’s community colleges are currently developing similar tactical goals to increase the success of their students, and are developing the *Complete College Wyoming* initiative to focus on key metrics\(^8\) like the transfer-out rate to track their successes.

Wyoming and non-resident students of all backgrounds will be actively recruited as described, and thoughtful attention will be paid to their success in the classroom. Wyoming’s participation in *Complete College America* is already ensuring that students who begin their education are more likely than ever before to complete it, in alignment with national best practice tactics to ensure student success. Key among the recommendations will be a renewed focus on ensuring students complete 15 credit hours per semester, keeping them on pace to attain their bachelor’s degree in four years.

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\(^7\) [https://s3.amazonaws.com/diver_state/paycheck/Huron_Playbook_jun2017_Student_Success.pdf](https://s3.amazonaws.com/diver_state/paycheck/Huron_Playbook_jun2017_Student_Success.pdf)

\(^8\) [http://www.completecollegewyoming.org/metrics](http://www.completecollegewyoming.org/metrics)

10/30/17
Although increasing participation in Wyoming’s institutions of higher education is important, keeping more of the graduates in Wyoming after they complete is essential. Currently, an analysis completed by Economic Modelling Specialists, Inc. (EMSI) estimates that more than 80 percent of community college graduates stay in Wyoming, and the University of Wyoming is partnering with Equifax, Inc. to determine its graduates’ employment, salaries, and outmigration. However, UW and the community colleges can do better and are committed to establishing stronger systems and programs which focus on keeping graduates in Wyoming after they successfully complete college.

Timeline

**Present**

a. Set a statewide goal for post-secondary educational attainment via a joint resolution with the Wyoming Community College Commission and the UW Board of Trustees.

**Year 1**

a. Determine statewide enrollment goals and metrics to measure success, to include both the number of Wyoming and nonresident students served, the percent of high school graduates in the state pursing higher education, the FAFSA federal financial aid application completion rate, and the rate of transfer.

b. Partner with the Wyoming Department of Education to provide directory information for all high school students in the state to their regional community college and the University of Wyoming, form a statewide higher education marketing council, and co-produce a communication sequence to educate students and parents about higher education and financial aid.

c. Research opportunities for development of a statewide college application, including the budgetary impacts, and make a recommendation for implementation. Pilot the implementation.

d. Engage in institutional capacity evaluation, including student housing, and the types of programs, including degrees and certificates, necessary to meet future needs.

**Year 2**

a. Implement and jointly promote the statewide college application and completion of the Free Application for Federal Student Aid, or FAFSA.

b. Deepen partnerships with high schools to encourage the development of postsecondary transition plans for all high school students and provide training for counselors and superintendents on relevant topics.

c. Update and expand upon the communication sequence outlined in year one, developing a full marketing and media campaign.

10/30/17
d. Explore and expand regional pricing strategies to attract nonresident students to Wyoming for higher education.

e. Establish programs and practices to keep Wyoming’s college graduates in-state.

Year 3
a. Research opportunities for need-based aid models, including the budgetary impacts, and make a recommendation for implementation.

b. Develop a report including national benchmarking on the impact of Complete College Wyoming and other student success initiatives on progress towards improving retention and completion for traditional and nontraditional populations.

c. Explore a shared student information system and opportunities for data partnership.

d. Further develop the statewide communications and marketing plan to reach non-resident audiences.

Additionally, each college will affirm their commitment to these themes by developing institution-specific initiatives relevant to recruitment and retention of students. This will provide the framework to articulate the support and communication planning necessary for low-income, first generation, and at-risk students and the creation of meaningful services and programs for non-traditional and adult student populations in Wyoming.
AGENDA ITEM TITLE: Approval of Contracts and Grants Report, Synakowski

CHECK THE APPROPRIATE BOX(ES):
☐ Work Session
☐ Education Session
☐ Information Item
☒ Other Specify: Committee of the Whole (Items for Approval)

BACKGROUND AND POLICY CONTEXT OF ISSUE:
The Division of Research and Economic Development provides a list of all Contracts and Grants awarded to the University of Wyoming. This report provided data on a monthly basis. Attached is a list of all research grants and contracts awarded in the month of (insert month) 2017.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
At each meeting the Board approves or disapproves the Contract and Grants Report.

WHY THIS ITEM IS BEFORE THE BOARD:
UW Regulation 4-2 requires that all research grants, contracts and gifts be accepted or rejected by the Board.

ACTION REQUIRED AT THIS BOARD MEETING:
Board approval or disapproval of the Contract and Grants Report.

PROPOSED MOTION
I move to approve the Contract and Grants Report as presented to the Board.

PRESIDENT’S RECOMMENDATION:
The President recommends approval.
<table>
<thead>
<tr>
<th>Sponsor</th>
<th>Amount</th>
<th>Principal Investigator (PI)</th>
<th>Co-PI</th>
<th>Dept</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Casper Mountain Biathlon Club</td>
<td>$11,500</td>
<td>Harrington, Patrick R.</td>
<td>Residence Life &amp; Dining Services</td>
<td>Casper Biathlon Club Trail Improvements</td>
<td></td>
</tr>
<tr>
<td>Forest Service/Department of Agriculture</td>
<td>$30,000</td>
<td>Abernethy, Ian M.</td>
<td>Wyoming Natural Diversity Database (WYNND)</td>
<td>Monitoring of Songbirds on the Medicine Bow National Forest, Bighorn National Forest, and Thunder Basin National Grassland as part of the Integrated Monitoring in Bird Conservation Regions (IMBCR) Program</td>
<td></td>
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<tr>
<td>Forest Service/Department of Agriculture</td>
<td>$11,500</td>
<td>Harrington, Patrick R.</td>
<td>Residence Life &amp; Dining Services</td>
<td>2017 Bridger Teton Trail Project - Greys River Trail Work</td>
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<td>Foundation for Food and Agriculture Research</td>
<td>$149,136</td>
<td>Schumaker, Brant A.</td>
<td>Veterinary Science</td>
<td>The Validation of a Novel qPCR Assay for the Detection of Burcella suis</td>
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<td>Mosaic Network Inc.</td>
<td>$4,400</td>
<td>Feldman, Laura L</td>
<td>Wyoming Survey and Analysis Center (WYSAC)</td>
<td>Head Start State Report</td>
<td></td>
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<tr>
<td>National Park Service/Department of the Interior</td>
<td>$11,500</td>
<td>Harrington, Patrick R.</td>
<td>Residence Life &amp; Dining Services</td>
<td>Black Canyon Campsite Development and Repair in Bighorn Canyon National Recreation Area</td>
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<tr>
<td>National Science Foundation</td>
<td>$146,202</td>
<td>Chamberlain, Kevin R.</td>
<td>Geology &amp; Geophysics</td>
<td>Collaborative Research: A geomagnetic intensity time series from the Proterozoic Laramie anorthosite</td>
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<tr>
<td>National Science Foundation</td>
<td>$77,701</td>
<td>Chien, TeYu</td>
<td>Physics &amp; Astronomy</td>
<td>Collaborative Research: Concurrent Design of Quasi-Random Nanostructured Material Systems (NMS) and Nanofabrication Processes using Spectral Density Function</td>
<td></td>
</tr>
<tr>
<td>Sponsor</td>
<td>Amount</td>
<td>Principal Investigator (PI)</td>
<td>Co-PI</td>
<td>Dept</td>
<td>Description</td>
</tr>
<tr>
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<tr>
<td>National Science Foundation</td>
<td>$172,299</td>
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<td>Collaborative Research: Concurrent Design of Quasi-Random Nanostructured Material Systems (NMS) and Nanofabrication Processes using Spectral Density Function</td>
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<tr>
<td>National Science Foundation</td>
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<td>Douglas, Craig C.</td>
<td></td>
<td>Mathematics &amp; Statistics</td>
<td>Collaborative Research: Data-enabled Modeling, Numerical Method, and Data Assimilation for Coupling Dual Porosity Flow with Free Flow</td>
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<tr>
<td>National Science Foundation</td>
<td>$202,834</td>
<td>Kobulnicky, Henry A.</td>
<td></td>
<td>Physics &amp; Astronomy</td>
<td>Collaborative Research: Prediction of a Red Nova Outburst in KIC 9832227</td>
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<td>National Science Foundation</td>
<td>$242,466</td>
<td>Zhang, Ye</td>
<td></td>
<td>Geology &amp; Geophysics</td>
<td>Collaborative Research: A New Inverse Theory for Joint Parameter and Boundary Conditions Estimation to Improve Characterization of Deep Geologic Formations and Leakage Monitoring</td>
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<td>Siemens Wind Power, Inc.</td>
<td>$12,600</td>
<td>Naughton, Jonathan W.</td>
<td></td>
<td>Mechanical Engineering</td>
<td>Siemens Pressure System: Stand-Alone Pressure Measurement System</td>
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<tr>
<td>South Dakota State University</td>
<td>$15,000</td>
<td>Morton, Jay B.</td>
<td></td>
<td>Ecosystem Science &amp; Management</td>
<td>Enhancing Decision Making by Agricultural Producers in South Dakota and Weather Variability: Climate Resilient Irrigated Crop Rotations in Wyoming and Montana</td>
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<tr>
<td>Sublette County Conservation District</td>
<td>$9,456</td>
<td>Western, Jessica M.</td>
<td></td>
<td>Haub School of Environment and Natural Resources (ENR)</td>
<td>Facilitation of Meetings for the Sublette County Forest Collaborative</td>
</tr>
<tr>
<td>Sponsor</td>
<td>Amount</td>
<td>Principal Investigator (PI)</td>
<td>Co-PI</td>
<td>Dept</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------</td>
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<td>-------</td>
<td>-----------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
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<tr>
<td>U.S. Fish &amp; Wildlife Service/Department of the Interior</td>
<td>$43,713</td>
<td>Andersen, Mark D.</td>
<td></td>
<td>Wyoming Natural Diversity Database (WYNND)</td>
<td>Ute Ladies Tresses Data Compilation</td>
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<tr>
<td>U.S. Geological Survey/Department of the Interior</td>
<td>$74,000</td>
<td>Chalfoun, Anna Lisa D.</td>
<td></td>
<td>Zoology &amp; Physiology</td>
<td>RWO #201: Influence of Energy Development and Climatic Variability on Sagebrush Songbirds</td>
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<tr>
<td>University of Waikato</td>
<td>$8,875</td>
<td>Laughlin, Daniel Charles</td>
<td>Botany</td>
<td></td>
<td>People, Cities, Nature</td>
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<tr>
<td>WY Dept of Health</td>
<td>$1,000,000</td>
<td>Wambeam, Rodney A.</td>
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<td>Wyoming Survey and Analysis Center (WYSAC)</td>
<td>Evaluation of the Wyoming Prevention of Prescription Drug/Opioid Overdose-Related Deaths</td>
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<td>WY Dept of Transportation</td>
<td>$124,754</td>
<td>Ahmed, Mohamed M.</td>
<td>Civil/Arch Engineering</td>
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<td>Calibrating Crash Modification Factors for Wyoming-Specific Conditions-Application of the Highway Safety Manual, Part D: Phase 2 (Federal)</td>
</tr>
<tr>
<td>WY Dept of Transportation</td>
<td>$355,514</td>
<td>Ahmed, Mohamed M.</td>
<td>Civil/Arch Engineering</td>
<td></td>
<td>Implementation of the SHRP2 Naturalistic Driving Study Research Results into Connected Variable Speed Limit System (Federal)</td>
</tr>
<tr>
<td>WY Dept of Transportation</td>
<td>$50,000</td>
<td>Ksaibati, Khaled</td>
<td>Civil/Arch Engineering</td>
<td></td>
<td>Monitoring Program for Wyoming County Paved Roads 2017-18</td>
</tr>
</tbody>
</table>

Sponsor Programs

TOTAL 7/2017                       $ 3,003,450
AGENDA ITEM TITLE:
Capital Construction – Progress Report, Mai

CHECK THE APPROPRIATE BOX(ES):
☐ Work Session
☐ Education Session
☒ Information Item
☐ Other Specify: Committee of the Whole (Items for Approval)

BACKGROUND AND POLICY CONTEXT OF ISSUE:

Capital Construction
Progress Report as of October 27, 2017

The following is an accounting of the progress and activity of construction and design since the last Trustees meeting. Also reported are approved change orders.

PROJECTS IN CONSTRUCTION

1. Arena Auditorium Renovation
   Phase I
   Contractor: Haselden Wyoming Constructors
               Casper, WY
   Original Project Budget $12,850,000 (a)
   Adjusted Project Budget $12,982,109 (d)

   Guaranteed Maximum Price $ 7,056,730
   Contract Substantial Completion Date March 27, 2014

   Funding Sources:
<table>
<thead>
<tr>
<th></th>
<th>Original Anticipated:</th>
<th>Actual:</th>
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<tbody>
<tr>
<td>Foundation</td>
<td>5,000,000</td>
<td>3,149,951</td>
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<tr>
<td>State Match</td>
<td>5,000,000</td>
<td>3,900,049</td>
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<tr>
<td>State Appropriation</td>
<td>2,850,000</td>
<td>5,120,000</td>
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<tr>
<td>Athletics</td>
<td>-</td>
<td>812,109</td>
</tr>
<tr>
<td><strong>Total Funding</strong></td>
<td><strong>12,850,000</strong></td>
<td><strong>12,982,109</strong></td>
</tr>
</tbody>
</table>

   Construction: (In Thousands)
   - 10,000
   - 20,000
   - 30,000

   Total:
   - adj budget
   - expended
### Phase II

Contractor- pre construction: Haselden Wyoming Constructors, Casper, WY  
Contractor – Design/Bid/Build: Sletten Construction of Wyoming, Inc.

Original Budget for Phase I and Phase II was $30,000,000. Funding remaining from Phase I was applied to Phase II. See additional funding (b) below.

- Original Project Budget: $17,150,000  
- Adjusted Project Budget: $17,830,000

<table>
<thead>
<tr>
<th>Funding Sources:</th>
<th>Original Anticipated:</th>
<th>Actual:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>5,000,000</td>
<td>6,850,049</td>
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<tr>
<td>State Match</td>
<td>5,000,000</td>
<td>6,099,951</td>
</tr>
<tr>
<td>State Appropriation</td>
<td>7,150,000</td>
<td>4,880,000</td>
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<tr>
<td><strong>Total Funding</strong></td>
<td><strong>17,150,000</strong></td>
<td><strong>17,830,000</strong></td>
</tr>
</tbody>
</table>

- Contract Price: $13,282,982  
- Contract Substantial Completion Date: October 16, 2017

**Note:** Funds have been reallocated among the budget categories. The adjusted budget has not changed in total. Corresponding expenditures and obligations have also been reallocated. The project has changed from CMAR to Design/Bid/Build.

<table>
<thead>
<tr>
<th>(In Thousands)</th>
<th>Budget (a)</th>
<th>Additional Funding (b)</th>
<th>Use of Contingency (c)</th>
<th>Adj Budget (a+b+c)=(d)</th>
<th>Expenditures (e)</th>
<th>Obligations (f)</th>
<th>Remaining Balance (d+e+f)=(g)</th>
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</thead>
<tbody>
<tr>
<td>Construction</td>
<td>7,057</td>
<td>911</td>
<td>360</td>
<td>8,328</td>
<td>(8,328)</td>
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<tr>
<td>Contingency</td>
<td>360</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Design</td>
<td>1,065</td>
<td></td>
<td></td>
<td>1,065</td>
<td>(1,042)</td>
<td>(17)</td>
<td>6</td>
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<tr>
<td>FF&amp;E</td>
<td>3,663</td>
<td>(460)</td>
<td></td>
<td></td>
<td>(3,298)</td>
<td></td>
<td>(95)</td>
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<tr>
<td>Tech</td>
<td>250</td>
<td>(250)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Admin</td>
<td>455</td>
<td>(69)</td>
<td></td>
<td></td>
<td>(297)</td>
<td></td>
<td>89</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>12,850</strong></td>
<td><strong>132</strong></td>
<td></td>
<td><strong>12,982</strong></td>
<td><strong>(12,965)</strong></td>
<td>(17)</td>
<td></td>
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</table>
## Statement of Contract Amount

<table>
<thead>
<tr>
<th>Original contract</th>
<th>13,282,982</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change order #1</td>
<td>Drilled pier over run quantity</td>
</tr>
<tr>
<td>Change order #2</td>
<td>Changes to commissary foundation and statue base</td>
</tr>
<tr>
<td>Change order #3</td>
<td>Replacement of missing CMU bond beam above vestibule doors</td>
</tr>
<tr>
<td>Change order #4</td>
<td>Miscellaneous structural items: steel columns, modification to foundation pilaster</td>
</tr>
<tr>
<td>Change order #5</td>
<td>Changes to concession stands</td>
</tr>
<tr>
<td>Change order #6</td>
<td>Added dimming controls for concourse lights</td>
</tr>
<tr>
<td>Change order #7</td>
<td>Revised toilet partition specifications</td>
</tr>
<tr>
<td>Change order #8</td>
<td>Revised specification on temperature control system controller</td>
</tr>
<tr>
<td>Change order #9</td>
<td>Modifications to existing mechanical vent stacks</td>
</tr>
<tr>
<td>Change order #10</td>
<td>Added drywall soffit for mechanical diffusers at east entry vestibules</td>
</tr>
<tr>
<td>Change order #11</td>
<td>Revised sliding grille security to overhead coiling grille for new North &amp; South concessions</td>
</tr>
<tr>
<td>Change order #12</td>
<td>Revised location of recessed light fixture Z at the Sailors gallery</td>
</tr>
<tr>
<td>Change order #13</td>
<td>Additional fire alarm work related to smoke exhaust fan dampers</td>
</tr>
<tr>
<td>Change order #14</td>
<td>Delete relocation of fire hydrant, credit to owner</td>
</tr>
<tr>
<td>Change order #15</td>
<td>Repairs to existing damaged waste piping at East Concourse as requested by UW Operations</td>
</tr>
<tr>
<td>Change order #16</td>
<td>Change concrete subcontractors</td>
</tr>
<tr>
<td>Change order #17</td>
<td>Revisions to new emergency generator electrical feed for sub-concourse telecom room D-20</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Change order #18</td>
<td>Add stainless steel doors and entrance trim for the elevator</td>
</tr>
<tr>
<td>Change order #19</td>
<td>Add bar buckle sign supports</td>
</tr>
<tr>
<td>Change order #20</td>
<td>Wall tile upgrade for new concessions (more durable wall finish)</td>
</tr>
<tr>
<td>Change order #21</td>
<td>Revisions to interior panel signs, various modifications, addition of existing restroom signage</td>
</tr>
<tr>
<td>Change order #22</td>
<td>Revisions to roof flashings and roof parapet cap metal revision</td>
</tr>
<tr>
<td>Change order #23</td>
<td>Sod replacement</td>
</tr>
<tr>
<td>Change order #24</td>
<td>Polished concrete upgrades</td>
</tr>
<tr>
<td>Change order #25</td>
<td>Painting of existing truck tunnel</td>
</tr>
<tr>
<td>Change order #26</td>
<td>Walnut upgrade from veneer at entry addition</td>
</tr>
<tr>
<td>Change order #27</td>
<td>Mirror replacement at existing restrooms</td>
</tr>
<tr>
<td>Change order #28</td>
<td>Modifications to four concession counters for movable beer dispensing equipment</td>
</tr>
<tr>
<td>Change order #29</td>
<td>Addition of exterior signage</td>
</tr>
<tr>
<td>Adj Contract</td>
<td></td>
</tr>
</tbody>
</table>

**Work Completed/In Progress:**

- Interior electrical trim out.
- Final painting.
- Final cleaning.
- Commissioning.
- Authority Having Jurisdiction (AHJ) inspections.

**Issues Encountered with Proposed Resolution for Each:**

- None at this time.

**Work Planned for the Upcoming Month:**

- Punch list.
- Commissioning.

2. **High Bay Research Facility**
Contractor: Haselden Wyoming Constructors  
Casper, WY

Original Project Budget  
(not including donated equipment) $64,800,000 (a)  
Adjusted Project Budget  
(not including donated equipment) $67,883,458 (d)

Funding Sources:  

<table>
<thead>
<tr>
<th>Source</th>
<th>Original Anticipated:</th>
<th>Actual:</th>
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<tbody>
<tr>
<td>Foundation</td>
<td>16,300,000</td>
<td>16,300,000</td>
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<tr>
<td>Grants (AML sponsored programs)</td>
<td>15,000,000</td>
<td>15,000,000</td>
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<tr>
<td>State Appropriations</td>
<td>14,800,000</td>
<td>14,800,000</td>
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<tr>
<td>Foundation donor restricted for equipment</td>
<td>11,200,000</td>
<td>11,200,000</td>
</tr>
<tr>
<td>State Matching 2014</td>
<td>7,500,000</td>
<td>7,500,000</td>
</tr>
<tr>
<td>Loss of donor funding $1M/match $1M *</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Reserve for cost overrun</td>
<td>-</td>
<td>4,484,000</td>
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<tr>
<td>Reserve Account</td>
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<tr>
<td>Total Funding</td>
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<tr>
<td>Donation of Physical Equipment for State</td>
<td>2,500,000</td>
<td>2,500,000</td>
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<tr>
<td>Total Project</td>
<td>67,300,000</td>
<td>72,383,458</td>
</tr>
</tbody>
</table>

Guaranteed Maximum Price $42,925,724  
Budget includes amounts restricted for equipment purchase only under Tech.  
Contract Substantial Completion Date January 2017

Note: Change orders #3-8 have resulted in a decrease in the use of contingency and the reserve funding. Also, the amount of restricted donation funds has been moved out of Tech and represented as Restricted for Tech for clarification.
### Contingency

<table>
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<tr>
<th>Contingency</th>
<th>3,125</th>
<th>5,084</th>
<th>(6,192)</th>
<th>2,017</th>
<th>-</th>
<th>2,017</th>
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<tbody>
<tr>
<td>Design</td>
<td>4,741</td>
<td>-</td>
<td>121</td>
<td>4,862</td>
<td>(4,631)</td>
<td>38</td>
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<tr>
<td>FF&amp;E</td>
<td>1,288</td>
<td>-</td>
<td>9</td>
<td>1,297</td>
<td>(1,093)</td>
<td>144</td>
</tr>
<tr>
<td>Tech</td>
<td>644</td>
<td>-</td>
<td>-</td>
<td>644</td>
<td>(246)</td>
<td>86</td>
</tr>
<tr>
<td>Admin</td>
<td>876</td>
<td>-</td>
<td>1,833</td>
<td>2,709</td>
<td>(624)</td>
<td>1,510</td>
</tr>
<tr>
<td>Total</td>
<td>53,600</td>
<td>5,084</td>
<td>-</td>
<td>58,684</td>
<td>(53,749)</td>
<td>(1,778)</td>
</tr>
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### Statement of Contract Amount

<table>
<thead>
<tr>
<th>Original contract</th>
<th>42,925,724</th>
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</thead>
<tbody>
<tr>
<td>Change Order #1</td>
<td>Additional Concrete Work, Gas Meter, Manifold &amp; Piping, Equipment Relocation</td>
</tr>
<tr>
<td>Change Order #2</td>
<td>Additional Costs for Extended Contract Date and Mechanical Systems Changes</td>
</tr>
<tr>
<td>Change Order #3</td>
<td>Door and Exterior Detail Changes, Bike Racks</td>
</tr>
<tr>
<td>Change Order #4</td>
<td>Radiation Shielding at South Walls</td>
</tr>
<tr>
<td>Change Order #5</td>
<td>Credits: Door Card Reader, Roof Davit</td>
</tr>
<tr>
<td>Change Order #6</td>
<td>Deleted Casework, Truck Turning Layout, Floor Radiation Shielding</td>
</tr>
<tr>
<td>Change Order #7</td>
<td>Heat Recovery, Fume Hoods, Electrical Changes</td>
</tr>
<tr>
<td>Change Order #8</td>
<td>Chiller Vibration Isolation, Epoxy Flooring, Add End Switches to Control Valves</td>
</tr>
<tr>
<td>Change Order #9</td>
<td>Vibration Isolation for Pumps, Vertical Wire Management Sleeve</td>
</tr>
<tr>
<td>Change Order #10</td>
<td>Isolation valves, Additional ceramic tile, Elimination of tempered at lead glazing, Credit for UW personnel related to a hit conduit within steam tunnel, Destat fan, Electrical panel</td>
</tr>
<tr>
<td>Change Order #11</td>
<td>Balancing dampers, Catwalk guard, fire hydrant extensions, VPS power</td>
</tr>
<tr>
<td>Change Order #12</td>
<td>Mechanical: Circulation pump sequence</td>
</tr>
<tr>
<td>Change Order #13</td>
<td>Return of remaining construction contingency and buyout</td>
</tr>
<tr>
<td>Change Order #14</td>
<td>Return of GMP savings</td>
</tr>
<tr>
<td>Adj Contract</td>
<td>47,155,083</td>
</tr>
</tbody>
</table>
**Work Completed/In Progress:**

- Continue to monitor and resolve warranty items.
- Procurement process for oil barrel storage modular and third backup generator underway.
- Projects and equipment purchases related to approved contingency spending in progress.

**Issues Encountered with Proposed Resolution for Each:**

- None at this time.

**Work Planned for the Upcoming Month:**

- 11-month warranty walk-through.
- Request for Proposal for cell phone booster system.

---

### 3. Mick and Susie McMurry High Altitude Performance Center

**Contractor:** GE Johnson Construction Wyoming

Jackson, WY

- **Original Project Budget** $44,000,000 (a)
- **Adjusted Project Budget** $44,019,000 (d)

---

#### Funding Sources:

<table>
<thead>
<tr>
<th></th>
<th>Original Anticipated:</th>
<th>Actual:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>3,000,000.00</td>
<td>3,000,000.00</td>
</tr>
<tr>
<td>Foundation</td>
<td>21,000,000.00</td>
<td>21,000,000.00</td>
</tr>
<tr>
<td>State Match</td>
<td>20,000,000.00</td>
<td>20,000,000.00</td>
</tr>
<tr>
<td>Athletic Gifts</td>
<td>-</td>
<td>18,844.89</td>
</tr>
<tr>
<td><strong>Total Project</strong></td>
<td>44,000,000.00</td>
<td>44,018,844.89</td>
</tr>
</tbody>
</table>

**Guaranteed Maximum Price** $34,638,119

**Contract Substantial Completion Date** June 1, 2018

---

![Bar Chart for Funding Sources]

<table>
<thead>
<tr>
<th>(In Thousands)</th>
<th>Budget (a)</th>
<th>Additional Funding (b)</th>
<th>Use of Contingency (c)</th>
<th>Adj Budget (a+b+c)=(d)</th>
<th>Expenditures (e)</th>
<th>Obligations (f)</th>
<th>Remaining Balance (d+e+f)=(g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction</td>
<td>34,638</td>
<td>-</td>
<td>54</td>
<td>34,692</td>
<td>(20,007)</td>
<td>(14,685)</td>
<td>-</td>
</tr>
<tr>
<td>Contingency</td>
<td>1,363</td>
<td>-</td>
<td>(65)</td>
<td>1,298</td>
<td>-</td>
<td>-</td>
<td>1,298</td>
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<tr>
<td>Design</td>
<td>3,607</td>
<td>-</td>
<td></td>
<td>3,607</td>
<td>(2,638)</td>
<td>(313)</td>
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<td></td>
<td>1,961</td>
<td></td>
<td>1,961</td>
<td></td>
<td>(229)</td>
<td>(1,077)</td>
<td>655</td>
</tr>
<tr>
<td>------------------</td>
<td>-------</td>
<td>----</td>
<td>-------</td>
<td>----</td>
<td>-------</td>
<td>---------</td>
<td>-----</td>
</tr>
<tr>
<td>FF&amp;E</td>
<td>1,015</td>
<td></td>
<td>1,015</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tech</td>
<td>1,416</td>
<td>19</td>
<td>1,446</td>
<td>(316)</td>
<td>(186)</td>
<td>944</td>
<td></td>
</tr>
<tr>
<td>Admin</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>44,000</td>
<td>19</td>
<td></td>
<td></td>
<td>(23,190)</td>
<td>(16,261)</td>
<td>4,568</td>
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</tbody>
</table>

**Statement of Contract Amount**

<table>
<thead>
<tr>
<th>Original contract</th>
<th></th>
<th>$34,638,119</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change order #1</td>
<td>Add cement board in lieu of drywall - area S-2</td>
<td>8,389</td>
</tr>
<tr>
<td>Change order #2</td>
<td>Exploratory excavation to locate buried water lines</td>
<td>11,010</td>
</tr>
<tr>
<td>Change order #3</td>
<td>Pricing for ASI-100, civil plan updates</td>
<td>543</td>
</tr>
<tr>
<td>Change order #4</td>
<td>Increase grease interceptor size</td>
<td>4,547</td>
</tr>
<tr>
<td>Change order #5</td>
<td>Switch from aluminum to copper bussing at all panel boards &amp; switchboards</td>
<td>7,293</td>
</tr>
<tr>
<td>Change order #6</td>
<td>Labor &amp; material credit for elimination of manhole #3 due to resizing the grease interceptor</td>
<td>(8,659)</td>
</tr>
<tr>
<td>Change order #7</td>
<td>Provide power to floor box 6 at the squad room and training table</td>
<td>1,240</td>
</tr>
<tr>
<td>Change order #8</td>
<td>Prep, prime and paint exposed HSS columns in the recovery pool room with epoxy based paint</td>
<td>3,280</td>
</tr>
<tr>
<td>Change order #9</td>
<td>Remove and replace door, frame and hardware at opening L204</td>
<td>4,166</td>
</tr>
<tr>
<td>Change order #10</td>
<td>Sink discrepancies at both sports med exam rooms</td>
<td>6,220</td>
</tr>
<tr>
<td>Change order #11</td>
<td>Furnish and install 3 exit signs</td>
<td>1,341</td>
</tr>
<tr>
<td>Change order #12</td>
<td>Furnish and install fixtures and occupancy sensor</td>
<td>1,166</td>
</tr>
<tr>
<td>Change order #13</td>
<td>Parts and labor to provide power to SP-1, sump pump for new elevator</td>
<td>1,969</td>
</tr>
<tr>
<td>Change order #14</td>
<td>Parts and labor for elevator tube steel</td>
<td>7,225</td>
</tr>
<tr>
<td>Change order #15</td>
<td>Parts and labor for rubber flooring at landings on S7</td>
<td>3,630</td>
</tr>
<tr>
<td>Change order #16</td>
<td>Parts and labor credit for static control tile</td>
<td>(8,264)</td>
</tr>
<tr>
<td>Change order #17</td>
<td>Materials and labor for epoxy paint at all wet areas</td>
<td>8,741</td>
</tr>
<tr>
<td>Adj Contract</td>
<td></td>
<td>$34,691,956</td>
</tr>
</tbody>
</table>
Work Completed/In Progress:

- Drywall finish complete in the weight room and fueling station area.
- Prime and paint complete in the weight room and fueling station area.
- Tile and finish flooring in progress in the weight room and fueling station area.
- Ceiling grid and final lighting are being installed in the weight room and fueling station area.

Issues Encountered with Proposed Resolution for Each:

- None at this time.

Work Planned for Following Month:

- Finish drywall install, tape, and texture in the east half of the addition.
- Prime and paint throughout the addition.
- Install flooring and all finishes throughout the addition.
- Electrical trim out and finish throughout the addition.
- Plumbing and mechanical finish and trim out throughout the addition.
- Air Handler startup for units 1 and 5.

4. Engineering Education and Research Building (EERB)

Contractor: GE Johnson Construction Wyoming Jackson, WY

Original Project Budget $ 105,358,910 (a)

<table>
<thead>
<tr>
<th>Funding Sources</th>
<th>Original Anticipated</th>
<th>Actual:</th>
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<tbody>
<tr>
<td>Grant – AML funds</td>
<td>350,000.00</td>
<td>350,000.00</td>
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<tr>
<td>Grant 2 – AML funds</td>
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<td>750,154.00</td>
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<td>State appropriation</td>
<td>55,000,000.00</td>
<td>55,000,000.00</td>
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<tr>
<td>Reduced by 2015 legislative action</td>
<td>(8,570,000.00)</td>
<td>(8,570,000.00)</td>
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<tr>
<td>Reduced by 2015 legislative action</td>
<td>(3,475,737)</td>
<td>(3,475,737)</td>
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<tr>
<td>State gen fun from AML – held until match</td>
<td>15,800,000.00</td>
<td>15,800,000.00</td>
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<tr>
<td>State matching funds</td>
<td>14,200,000.00</td>
<td>14,200,000.00</td>
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<tr>
<td>State Sec I swap for cap construction</td>
<td>10,000,000.00</td>
<td>10,000,000.00</td>
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<tr>
<td>2016 Appropriation</td>
<td>14,500,000.00</td>
<td>14,500,000.00</td>
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<tr>
<td>2015 DEQ redirected funds</td>
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<td>3,475,737</td>
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<tr>
<td>Foundation donation</td>
<td>3,328,756</td>
<td>3,328,756</td>
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<tr>
<td><strong>Total Project</strong></td>
<td><strong>105,358,910.00</strong></td>
<td><strong>105,358,910.00</strong></td>
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</table>
Guaranteed Maximum Price $69,014,882
Contract Substantial Completion Date February 13, 2019

Note: Funds have been reallocated among the budget categories. The adjusted budget has not changed in total.

<table>
<thead>
<tr>
<th>(In Thousands)</th>
<th>Budget (a)</th>
<th>Additional Funding (b)</th>
<th>Use of Contingency (c)</th>
<th>Adj Budget (a+b+c)=(d)</th>
<th>Expenditures (e)</th>
<th>Obligations (f)</th>
<th>Remaining Balance (d+e+f)=(g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction</td>
<td>72,491</td>
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<td>-</td>
<td>69,015</td>
<td>(12,160)</td>
<td>(56,855)</td>
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<tr>
<td>Contingency</td>
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<td>-</td>
<td>-</td>
<td>8,205</td>
<td>-</td>
<td>-</td>
<td>8,205</td>
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<tr>
<td>Reserve</td>
<td>5,243</td>
<td>3,369</td>
<td>-</td>
<td>8,612</td>
<td>-</td>
<td>-</td>
<td>8,612</td>
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<tr>
<td>Design</td>
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<td>(129)</td>
<td>-</td>
<td>7,814</td>
<td>(6,417)</td>
<td>(1,396)</td>
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<tr>
<td>FF&amp;E</td>
<td>3,993</td>
<td>(75)</td>
<td>-</td>
<td>3,918</td>
<td>-</td>
<td>-</td>
<td>3,918</td>
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<tr>
<td>Tech</td>
<td>3,474</td>
<td>(75)</td>
<td>-</td>
<td>3,399</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Admin</td>
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<td>386</td>
<td>-</td>
<td>4,396</td>
<td>(1,799)</td>
<td>(798)</td>
<td>1,799</td>
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<tr>
<td>Total</td>
<td>105,359</td>
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<td>105,359</td>
<td>(20,376)</td>
<td>(59,049)</td>
<td>25,934</td>
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Statement of Contract Amount

<table>
<thead>
<tr>
<th>Original contract</th>
<th>$69,014,882</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Change Orders</td>
<td>-</td>
</tr>
<tr>
<td>Adj Contract</td>
<td>$69,014,882</td>
</tr>
</tbody>
</table>

Work Completed/In Progress:
- Steel erection is complete.
- Concrete on metal deck (COMD) is complete and associated topping slabs are 80% complete.
- Exterior metal stud framing is underway.
- Pilaster Concrete Masonry Units (CMUs) are being placed and complete on the west elevation.
- Fireproofing of structural steel is 75% complete.
- Shotcrete shear cores 50% complete.
- Mechanical, electrical and plumbing (MEP) rough-ins are underway.

Issues Encountered with Proposed Resolution for Each:
- None at this time.
Work Planned for the Upcoming Month:

- Complete shotcrete shear walls.
- Exterior envelope work.
- Erect feature stairs.
- Atrium seating form, pour and place.
- Roofing will commence late in November.

5. BSL3 – State Vet Lab
Contractor: Sampson Construction Co, Inc.

Original Project Budget $8,372,000 (a)
Adjusted Project Budget $10,572,065

Funding Sources:

<table>
<thead>
<tr>
<th></th>
<th>Original Anticipated:</th>
<th>Actual:</th>
</tr>
</thead>
<tbody>
<tr>
<td>State of Wyoming Reimbursement</td>
<td>8,372,000.00</td>
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<tr>
<td><strong>Total Project</strong></td>
<td><strong>8,372,000.00</strong></td>
<td><strong>10,572,065</strong></td>
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</table>

Contract Substantial Completion Date June 26, 2017

<table>
<thead>
<tr>
<th>(In Thousands)</th>
<th>Budget (a)</th>
<th>Additional Funding (b)</th>
<th>Use of Contingency (c)</th>
<th>Adj Budget (a+b+c)=(d)</th>
<th>Expenditures (e)</th>
<th>Obligations (f)</th>
<th>Remaining Balance (d+e+f)=(g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction</td>
<td>6,512</td>
<td>304</td>
<td>6,816</td>
<td>(5,952)</td>
<td>(864)</td>
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<td>-</td>
</tr>
<tr>
<td>Specialized Equipment</td>
<td>253</td>
<td>2,200</td>
<td>2,453</td>
<td>(277)</td>
<td>(927)</td>
<td>1,249</td>
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</tr>
<tr>
<td>Contingency</td>
<td>496</td>
<td>(382)</td>
<td>114</td>
<td>-</td>
<td>-</td>
<td>114</td>
<td></td>
</tr>
<tr>
<td>Design</td>
<td>766</td>
<td>67</td>
<td>833</td>
<td>(585)</td>
<td>(248)</td>
<td>-</td>
<td></td>
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<tr>
<td>Admin</td>
<td>345</td>
<td>11</td>
<td>356</td>
<td>(94)</td>
<td>(96)</td>
<td>166</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8,372</strong></td>
<td><strong>2,200</strong></td>
<td><strong>-</strong></td>
<td><strong>10,572</strong></td>
<td><strong>(6,908)</strong></td>
<td><strong>(2,135)</strong></td>
<td><strong>1,529</strong></td>
</tr>
</tbody>
</table>

Statement of Contract Amount

<p>| Original contract                          | 6,512,000 |
| Change Order #1 Re-feed supply &amp; exhaust air to corridor, storage &amp; incinerator rooms | 8,780     |
| Change Order #2 Provide/install floor sink for new autoclaves | 1,289     |</p>
<table>
<thead>
<tr>
<th>Change Order #</th>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>#3</td>
<td>Remove existing floor drain</td>
<td>699</td>
</tr>
<tr>
<td>#4</td>
<td>Repair stated existing problems (Wazee crane report)</td>
<td>5,067</td>
</tr>
<tr>
<td>#5</td>
<td>Delete 42 door guards</td>
<td>(4,620)</td>
</tr>
<tr>
<td>#6</td>
<td>Eliminate demo of existing Clayton steam boiler</td>
<td>(2,625)</td>
</tr>
<tr>
<td>#7</td>
<td>Eliminate installation of floor sink &amp; cold water drop in cagewash</td>
<td>(888)</td>
</tr>
<tr>
<td>#8</td>
<td>Add new 2” floor drain for emergency shower/eyewash</td>
<td>1,503</td>
</tr>
<tr>
<td>#9</td>
<td>Add 10 new 3/4” valves for emergency shower/eyewash</td>
<td>2,486</td>
</tr>
<tr>
<td>#10</td>
<td>Change 1000 AMP breaker to free standing disconnect</td>
<td>(1,873)</td>
</tr>
<tr>
<td>#11</td>
<td>Add 6 new ¾” isolation valves for emergency eyewashes</td>
<td>2,178</td>
</tr>
<tr>
<td>#12</td>
<td>Existing floor sink drain to be relocated to meet code, revise outlet size for combination waste &amp; vent</td>
<td>614</td>
</tr>
<tr>
<td>#13</td>
<td>Add new floor drain in necropsy storage</td>
<td>2,725</td>
</tr>
<tr>
<td>#14</td>
<td>Add new stainless steel supply diffuser in necropsy; modify duct to avoid crane</td>
<td>3,724</td>
</tr>
<tr>
<td>#15</td>
<td>Remove excess concrete floor grout to structural concrete in necropsy room</td>
<td>6,000</td>
</tr>
<tr>
<td>#16</td>
<td>Delete perimeter drain around exterior entrance addition foundation</td>
<td>(199)</td>
</tr>
<tr>
<td>#17</td>
<td>Flash in mechanical curb to maintain water-tight integrity</td>
<td>906</td>
</tr>
<tr>
<td>#18</td>
<td>Relocate existing boiler feed water equipment, along with electrical relocation</td>
<td>7,340</td>
</tr>
<tr>
<td>#19</td>
<td>Revise exterior transformer</td>
<td>(1,552)</td>
</tr>
<tr>
<td>#20</td>
<td>Demo/replace CO2 lines &amp; hangers/isolation valve for CO2 system; test when complete</td>
<td>7,132</td>
</tr>
<tr>
<td>#21</td>
<td>Demo/re-install secondary containment system</td>
<td>16,791</td>
</tr>
<tr>
<td>#22</td>
<td>Relocate existing piping into new walls</td>
<td>11,260</td>
</tr>
<tr>
<td>#23</td>
<td>Provide/install new data cabling</td>
<td>14,639</td>
</tr>
<tr>
<td>#24</td>
<td>Change specified LR25D model pass-thru refrigerator to a LR55D model</td>
<td>3,282</td>
</tr>
<tr>
<td>#25</td>
<td>Provide &amp; install a weather-resistant fire alarm horn/strobe devise on north wall of necropsy, caulk accordingly</td>
<td>174</td>
</tr>
<tr>
<td>#26</td>
<td>Provide new floor sink, FS-1, with waste &amp; vent lines</td>
<td>2,469</td>
</tr>
<tr>
<td>#27</td>
<td>Fabricate enclosures for existing blower equipment for exterior usage (manufacturer defect)</td>
<td>958</td>
</tr>
<tr>
<td>#28</td>
<td>Cut, remove, replace existing concrete slab; install new 3” floor sink w/ pipe &amp; fittings to tie into existing 4” drain line</td>
<td>1,738</td>
</tr>
<tr>
<td>Change Order #</td>
<td>Description</td>
<td>Amount</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>#29</td>
<td>Provide &amp; install 2-3” swing check valves, new feed water pipe &amp; fittings, hangers &amp; supports; controls work to modify BFU control panel &amp; reconfigure boiler controls</td>
<td>16,413</td>
</tr>
<tr>
<td>#30</td>
<td>Prep/re-surface floor with shock-crete and topcoat to build up floor slope</td>
<td>46,358</td>
</tr>
<tr>
<td>#31</td>
<td>Delete work in incinerator room 1138</td>
<td>(7,401)</td>
</tr>
<tr>
<td>#32</td>
<td>Fabricate (5) stainless steel enclosures for CO2 panels</td>
<td>1,581</td>
</tr>
<tr>
<td>#33</td>
<td>Credit 10% overhead and profit of prior owner approved change orders (#5,6,7,10,16,19) – per article 39 of specifications</td>
<td>(1,176)</td>
</tr>
<tr>
<td>#34</td>
<td>Delete re-install of autoclaves, owner will complete and credit 10% overhead and profit</td>
<td>(17,091)</td>
</tr>
<tr>
<td>#35</td>
<td>Add porcelain tile and epoxy paint finishes; delete FRP finishes</td>
<td>11,565</td>
</tr>
<tr>
<td>#36</td>
<td>Provide and install PT-2; credit resign tops and sinks</td>
<td>6,565</td>
</tr>
<tr>
<td>#37</td>
<td>Credit 3 door cylinders</td>
<td>(262)</td>
</tr>
<tr>
<td>#38</td>
<td>Install water lines for (3) purified water units, provide and install supports for additional lines</td>
<td>867</td>
</tr>
<tr>
<td>#39</td>
<td>Relocate steam and condensate lines; provide additional hangers and supports</td>
<td>3,941</td>
</tr>
<tr>
<td>#40</td>
<td>Provide power and lighting to roof top fan housing enclosure</td>
<td>1,081</td>
</tr>
<tr>
<td>#41</td>
<td>Reconfigure existing EDS waste lines and add two clean-outs</td>
<td>20,599</td>
</tr>
<tr>
<td>#42</td>
<td>Provide new circuit for (4) jacket heaters</td>
<td>731</td>
</tr>
<tr>
<td>#43</td>
<td>Tie onto existing dry pipe sprinkler system</td>
<td>1,279</td>
</tr>
<tr>
<td>#44</td>
<td>Supply and install cabinet back panels and bottoms</td>
<td>4,146</td>
</tr>
<tr>
<td>#45</td>
<td>Purchase single door sterilizer in lieu of renting temporary sterilizer</td>
<td>9,367</td>
</tr>
<tr>
<td>#46</td>
<td>Add VHP piping and ports to decon room 1122; install VHP lines utilizing 1-1/2” PVC pipe; provide &amp; install isolation valves &amp; quick connects</td>
<td>4,752</td>
</tr>
<tr>
<td>#47</td>
<td>Fabricate &amp; install 10” stainless steel duct for exhaust air into decon room 1122; provide new 24”x12” stainless steel exhaust grill; provide &amp; install new bubble tight damper; additional balancing</td>
<td>12,625</td>
</tr>
<tr>
<td>#48</td>
<td>Remove demolition of floor, cove base in corridor</td>
<td>(3,328)</td>
</tr>
<tr>
<td>#49</td>
<td>Provide compressed air to new cage wash equipment</td>
<td>1,124</td>
</tr>
<tr>
<td>#50</td>
<td>Remove and replace existing electrical conduit in Necropsy CMU walls</td>
<td>69,365</td>
</tr>
<tr>
<td>#51</td>
<td>Fix and repair 2nd floor mechanical room door leak</td>
<td>821</td>
</tr>
<tr>
<td>#52</td>
<td>Install new light fixtures by autoclaves</td>
<td>1,675</td>
</tr>
<tr>
<td>Change Order #</td>
<td>Description</td>
<td>Cost</td>
</tr>
<tr>
<td>---------------</td>
<td>------------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>#53</td>
<td>Replace eyewash fixtures with hoses; install stainless steel caps to infill existing counter tops</td>
<td>3,893</td>
</tr>
<tr>
<td>#54</td>
<td>Demolish concrete/asphalt; provide new curb and slab; add fencing and gates, including utilities for exterior temporary incinerator</td>
<td>27,509</td>
</tr>
<tr>
<td>#55</td>
<td>Remove and replace (25) HEPA filters and pre-filters</td>
<td>16,255</td>
</tr>
<tr>
<td>#56</td>
<td>Provide reimbursable cost for Rocky Mountain Power utility work paid by UW</td>
<td>(1,750)</td>
</tr>
<tr>
<td>#57</td>
<td>Run additional conduit from Panel UPS to BSL3 mezzanine for back-up power to Johnson Controls controllers</td>
<td>1,865</td>
</tr>
<tr>
<td>#58</td>
<td>Provide and install (6) door closure kits</td>
<td>590</td>
</tr>
<tr>
<td>#59</td>
<td>Extend substantial completion date</td>
<td>-</td>
</tr>
<tr>
<td>#60</td>
<td>Provide and install new door hardware for door 1151A</td>
<td>741</td>
</tr>
<tr>
<td>#61</td>
<td>Cut hole in floor and install a 2” floor drain in corridor C1140 to help with existing drainage</td>
<td>6,714</td>
</tr>
<tr>
<td>#62</td>
<td>Patch open drywall holes; firestop multiple openings; take down and replace existing electrical and security wiring and conduit not installed per code</td>
<td>18,380</td>
</tr>
<tr>
<td>#63</td>
<td>Re-coat and re-texture flooring in corridor C1140 &amp; C1140A</td>
<td>2,259</td>
</tr>
<tr>
<td>#64</td>
<td>Supply and install three (3) additional egress buttons</td>
<td>1,413</td>
</tr>
<tr>
<td>#65</td>
<td>Fix multiple construction discrepancy items as detailed in log</td>
<td>56,657</td>
</tr>
<tr>
<td>#66</td>
<td>Credit back allowance not needed for installation</td>
<td>(108,583)</td>
</tr>
<tr>
<td>#67</td>
<td>Remove and re-install HEPA filter housing unit EE-12 to correct orientation for proper air flow; re-work hangers and supports as required for re-installation</td>
<td>1,996</td>
</tr>
<tr>
<td>#68</td>
<td>Provide and install additional shelving for DI water system equipment</td>
<td>543</td>
</tr>
<tr>
<td>Adj Contract</td>
<td></td>
<td>6,816,076</td>
</tr>
</tbody>
</table>

**Work Completed/In Progress:**

- Final cleaning is complete.
- Continue design of new permanent incinerator.
- Commissioning activities are ongoing.

**Issues Encountered with Proposed Resolution for Each:**

- None at this time.
<table>
<thead>
<tr>
<th>Work Planned for the Upcoming Month:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Punch list items.</td>
</tr>
<tr>
<td>• Commissioning activities.</td>
</tr>
<tr>
<td>• Continue process for standard operating procedures (SOP’s) for BSL3.</td>
</tr>
</tbody>
</table>