THE UNIVERSITY OF WYOMING

BOARD OF TRUSTEES’ REPORT

March 27-29, 2019

The final report can be found on the University of Wyoming Board of Trustees Website at http://www.uwyo.edu/trustees/
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.
Note: Only topics that have support materials provided in advance of the meeting are contained within this report. Topics that will be discussed with only a verbal report do not have information included.

**WORK SESSIONS**

Academic School Year Calendar Update – Sullivan/Kate Miller ...................................................1
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Academic and Student Affairs Committee – Sullivan

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Biennium Budget Committee – McKinley

- Discussion: Initial Discussion of the Upcoming Fiscal Year Operating Budget Assumptions being proposed by the Administration – Jewell [verbal report, no materials provided] 
- Final Annual Budget Timeline – Jewell ..............................................................................8

Facilities Contracting Committee – McKinley

- Consideration and Action: Gas Line Easement to Black Hills Energy for Harney Regulation Station – McKinley/Theobald/Decker ..................................................................................12
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Financial Management and Reporting Committee – Scarlett

- Information: WyoCloud HCM Update – Scarlett/Durr [verbal report, no materials provided]

Trustees Legislative Relations Committee – Brown

- Legislative Session Update – Brown/Asay [verbal report, no materials provided]

UW Regulation Review Committee (ad hoc committee) – Brown

- Consideration and Action: Modifications to UW Regulations – Evans ...................................17
  - UW Regulation 12-1 (Regulations Relating to Private Fund Raising Activities within the University)
  - UW Regulation 12-3 (University of Wyoming Motor Vehicle License Plate Program)
  - UW Regulation 12-4 (Government Relations)

Consideration and Action: Trustees Annual Schedule of Topics – True [Materials will be posted to the trustee secure site the week of the meeting.] 
Consideration and Action: Support for Downey Resolution – Brown/True..................................19
BUSINESS MEETING

Roll Call

Approval of Board of Trustees Meeting Minutes
- February 20, 2019 Board of Trustees Conference Call
- March 11, 2019 Board of Trustees “Special” Meeting
- March 13, 2019 Board of Trustees “Special” Meeting

Approval of Executive Session Meeting Minutes
- February 20, 2019 Board of Trustees Conference Call
- March 11, 2019 Board of Trustees “Special” Meeting
- March 13, 2019 Board of Trustees “Special” Meeting

Reports
- ASUW
- Staff Senate
- Faculty Senate

Public Testimony

Committee of the Whole
Regular Business
Board Committee Reports

Trustee Committees
[Note: Committees of the Board will provide reports during the regular work sessions and will not have a formal report to provide during the Business Meeting. Liaisons will provide a report during the regular Business Meeting.]

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

Proposed Items for Action:
I. Consideration and Action: Approval of Agreements, Contracts, and Procurements – Evans
II. Consideration and Action: Contracts and Grants – Jewell/Synakowski
III. Consideration and Action: Personnel – Academic Report and Non-Academic Report – Kate Miller/Benham-Deal [No materials provided in advance]

New Business

Date of Next Meeting – April 10, 2019 (conference call)

Adjournment
Information Only Items

There is not action, discussion or work session for these items, but a narrative is still required for the Board Report.

- Contracts and Procurement Report (per Signature Authority Regulation) – Evans ............ 22
  President’s report identifying each contract, agreement or procurement valued at $50,000.00 or above (one time or in aggregate) signed by the President or designee since the last report (signature authority regulation) and post to the website. (Each face-to-face meeting)

- Capital Construction Report – McKinley/Theobald [see supplemental materials report]

- Foundation Monthly Giving Report – Blalock ................................................................. 24
AGENDA ITEM TITLE: **Academic School Year Calendar Update**, Sullivan/Kate Miller

SESSION TYPE: ☐ Work Session ☒ Education Session ☒ Information Item ☐ Other: [Committee of the Whole – Items for Approval]  ☐ No [Regular Business]

APPLIES TO STRATEGIC PLAN: ☒ Yes (select below):
☐ Driving Excellence ☐ Inspiring Students ☐ Impacting Communities ☐ High-Performing University

EXECUTIVE SUMMARY:
Update on Calendar Committee activities including survey sent to students, faculty and staff regarding J Term activities.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
The Board has received updates regarding the calendar committee’s activities at previous meetings and at the Academic and Student Affairs subcommittee.

WHY THIS ITEM IS BEFORE THE BOARD:
University Regulations require that new academic calendars are approved by the Board of Trustees. This committee is the designated committee for consideration.

ACTION REQUIRED AT THIS BOARD MEETING:
None.

PROPOSED MOTION:
None.

PRESIDENT’S RECOMMENDATION:
None.
AGENDA ITEM TITLE: HLC Update, Alexander

SESSION TYPE: Work Session ☐ Education Session ☐ Information Item ☒ Other: [Committee of the Whole – Items for Approval]

APPLIES TO STRATEGIC PLAN: ☒ Yes (select below):
☐ Driving Excellence ☒ Inspiring Students ☐ Impacting Communities ☐ High-Performing University ☐ No [Regular Business]

Attachments are provided with the narrative—refer to Supplemental Materials Report.

EXECUTIVE SUMMARY:
The Board will receive a report on the status of UW’s accreditation preparation, process, student opinion survey, and third party comment periods.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
The Board has received numerous updates over the Academic 2018-2019 year.

WHY THIS ITEM IS BEFORE THE BOARD:
The Board of Trustees has several criteria for accreditation for which they are directly responsible.

ACTION REQUIRED AT THIS BOARD MEETING:
N/A

PROPOSED MOTION:
N/A

PRESIDENT’S RECOMMENDATION:
N/A
AGENDA ITEM TITLE: Report: Spring 15th Day Enrollment Report, Kyle Moore

SESSION TYPE:  ☑️ Work Session  ☐ Education Session  ☑️ Information Item  ☐ Other:
[Committee of the Whole – Items for Approval]

APPLIES TO STRATEGIC PLAN:  ☑️ Yes (select below):
☐ Driving Excellence  ☑️ Inspiring Students  ☑️ Impacting Communities  ☐ No [Regular Business]

Attachments are provided with the narrative—refer to Supplemental Materials Report.

EXECUTIVE SUMMARY:
Enrollment numbers are considered final as of the 15th class day of each Fall and Spring semester. The 15th class day of Fall and Spring semesters, also known as the “Census” date, is used to report final enrollments to federal and state agencies and considered the official figures on enrollment for the term.

Numbers reported are final and reflect the enrollments as of January 2nd 2019. Numbers reported will include:

- Total Headcount
- Transfer Headcount
- Student Credit Hours (SCHs)
- First-Time Headcount
- Headcount by Classification
- First-Time In/Out of State
- Transfer Student In/Out of State
- Graduate/Professional

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

WHY THIS ITEM IS BEFORE THE BOARD:
To keep the UW Board of Trustees up to date on enrollment figures.

ACTION REQUIRED AT THIS BOARD MEETING:
N/A

PROPOSED MOTION:
N/A

PRESIDENT’S RECOMMENDATION:
N/A
AGENDA ITEM TITLE:
Salary Distribution Policy and Salary for FY20, Jeanne Durr/Alex Kean

SESSION TYPE:  
☐ Work Session  ☒ Education Session  ☐ Information Item  ☒ Other:  
[Committee of the Whole – Items for Approval]  ☒ High-Performing University  
☐ No [Regular Business]

APPLIES TO STRATEGIC PLAN:  
☒ Yes (select below):  ☐ Driving Excellence  ☐ Inspiring Students  ☐ Impacting Communities

Attachments are provided with the narrative—refer to Supplemental Materials Report.

EXECUTIVE SUMMARY:
In 2018, the Board of Trustees approved the University of Wyoming Annual Salary Distribution Policy SAPP. The policy directed the provision of market and merit increases to all eligible faculty and staff. With the policy implementation we became aware that there were portions of the policy which required clarification, and other areas that required changes or additional provisions. We are providing the Board with the updated SAPP, marked with tracked changes, for its review and approval. We would also request that the Board provide instruction regarding whether they want to approve any future changes, or follow the process in place for other SAPPs.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
The initial Salary Policy Task Force Report was presented to the Board of Trustees on March 22, 2018 and the Annual Salary Distribution Policy SAPP was approved by the Board.

WHY THIS ITEM IS BEFORE THE BOARD:
This item is before the Board pursuant to UW Regulation 2-3 (formerly 5-173); UW Regulation 5-2 (formerly 4-2); History; Approved 3/22/2018 Board of Trustees meeting

ACTION REQUIRED AT THIS BOARD MEETING:
The Board is asked to approve the changes to the Annual Salary Distribution Policy SAPP and direct the President’s office regarding review and approval of future SAPPs addressing salary increases.

PROPOSED MOTION:
“I move to authorize approval of the changes to the Annual Salary Distribution Policy SAPP as distributed to the Board.”

PRESIDENT’S RECOMMENDATION:
The President recommends approval.
AGENDA ITEM TITLE:
Consideration and Action: Bachelor of General Studies Degree, Anne Alexander

SESSION TYPE: ☐ Work Session
☐ Education Session
☐ Information Item
☒ Other:
[Committee of the Whole – Items for Approval]

APPLIES TO STRATEGIC PLAN:
☒ Yes (select below):
☐ Driving Excellence
☒ Inspiring Students
☐ Impacting Communities
☐ High-Performing University
☐ No [Regular Business]

EXECUTIVE SUMMARY:
The proposed Bachelor of General Studies (BGS) is a multidisciplinary degree that bridges academic disciplines and colleges to facilitate degree completion. This degree offers students the opportunity to select two focus areas of study (a primary and a secondary) from a total of 16 focus areas offered across the University. Each student will be assigned an advisor in the college that fields their primary focus area. This degree is designed for non-traditional students, returning students, students who arrive at UW with significant college credit, and students with complex curricular interests. The proposers have consulted with the Board, Faculty Senate, Staff Senate, ASUW, Deans and Directors, and Executive Council on its Notice of Intent and Feasibility Study, and now brings forward its Request for Authorization for this new degree program.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
The Board’s Academic and Student Affairs Committee has considered and reported to the Board on the Notice of Intent (May 2018) and feasibility study (October 2018).

WHY THIS ITEM IS BEFORE THE BOARD:
University of Wyoming Regulation 2-119 requires that the Board approve all new degree programs, and lays out the process for that approval.

ACTION REQUIRED AT THIS BOARD MEETING:
Consideration for approval of new academic program Bachelor of General Studies.

PROPOSED MOTION: [Trustee Sullivan to provide motion.]
“I move that the Request for Authorization for the new program, the Bachelor of General Studies, be approved.”

PRESIDENT’S RECOMMENDATION:
The President recommends approval of the program and adherence to the guidelines laid out in the Request for Authorization.
AGENDA ITEM TITLE: 
Consideration and Action: Undergraduate Elementary and Special Education Degree, Anne Alexander

SESSION TYPE:                          APPLIES TO STRATEGIC PLAN:
☐ Work Session                       ☒ Yes (select below):
☐ Education Session                  ☐ Driving Excellence
☐ Information Item                   ☒ Inspiring Students
☒ Other:                             ☐ Impacting Communities
[Committee of the Whole – Items for Approval] ☐ High-Performing University
☐ No [Regular Business]

☒ Attachments are provided with the narrative—refer to Supplemental Materials Report.

EXECUTIVE SUMMARY:
The proposed BA in Elementary and Special Education provides dual majors in both Elementary and Special Education. Students exiting this program will be equipped to teach both elementary students (K-6), as well as students with disabilities (K-12). This range of expertise positions graduates to better serve all students within multiple educational settings and provides flexibility within districts to shift teaching roles when demand necessitates. It is important to note that the funding and personnel resources required to develop and support this proposed program have already been secured. Additionally, we anticipate that the existing number of faculty lines in Special Education (five) will be sufficient to deliver this program. No additional faculty lines will be required. The proposers have consulted with the Board, Faculty Senate, Staff Senate, ASUW, Deans and Directors, and Executive Council on its Notice of Intent and Feasibility Study, and now brings forward its Request for Authorization for this new degree program.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
The Board’s Academic and Student Affairs Committee has considered and reported to the Board on the Notice of Intent (March 2018) for this program.

WHY THIS ITEM IS BEFORE THE BOARD:
University of Wyoming Regulation 2-119 requires that the Board approve all new degree programs, and lays out the process for that approval.

ACTION REQUIRED AT THIS BOARD MEETING:
Consideration for approval of new academic program BA in Elementary (K-6) and Special Education.

PROPOSED MOTION: [Trustee Sullivan to provide motion.]
“I move that Request for Authorization for the new program, the BA in Elementary (K-6) and Special Education, be approved.”

PRESIDENT’S RECOMMENDATION:
The President recommends approval of the program and adherence to the guidelines laid out in the Request for Authorization.
AGENDA ITEM TITLE: Proposal to Reorganize, Consolidate, and Reduce Academic Degree Programs in Geography, Sullivan/Miller

SESSION TYPE: ☒ Work Session
☐ Education Session
☐ Information Item
☐ Other:

APPLIES TO STRATEGIC PLAN:
☒ Yes (select below):
☐ Driving Excellence
☐ Inspiring Students
☐ Impacting Communities
☐ High-Performing University
☐ No [Regular Business]

☐ [Committee of the Whole – Items for Approval]

Attachments are provided with the narrative—refer to Supplemental Materials Report.

EXECUTIVE SUMMARY:
In Fall of 2018, the Provost put forward a proposal to reorganize, consolidate, reduce, or discontinue the Department of Geography and reimagine the future of geography education at UW. The proposal has been reviewed by the Faculty Senate, Staff Senate, and ASUW. Feedback was solicited from currently-enrolled students and constituents statewide via a survey mechanism that accompanied the proposal. Some feedback was integrated into the updated proposal, including retention and review of the curriculum of the B.S. in Geography, which was originally proposed for discontinuance. The committee will receive an update the proposal and be asked to bring the proposal forward to the Board for approval of recommendations.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
Previously discussed by committee.

WHY THIS ITEM IS BEFORE THE BOARD:
University Regulations require that the President makes a recommendation to the Board on proposals for academic program reorganization, consolidation, reduction, or discontinuance.

ACTION REQUIRED AT THIS BOARD MEETING:
Approval of the proposal for reorganization, consolidation, reduction, or discontinuance of Geography, as submitted.

PROPOSED MOTION:
“I move approval of the proposal for reorganization, consolidation, reduction, or discontinuance of Geography.”

PRESIDENT’S RECOMMENDATION:
The President recommends approval.
EXECUTIVE SUMMARY:
The Administration is currently in the process of developing the University’s FY 2020 Operating Budget which is due to the full board of trustees (BOT) on April 15, 2019. The BOT Budget Committee is scheduled to hold budget hearings with the Leadership of the University’s Divisions and Colleges on May 13th - 14th 2019, and deliver an update on the FY 2020 budget to the full BOT on May 15th – 17th 2019, conduct follow-up hearings (if necessary) in late May through early June, and then when prepared, recommend to the full BOT a final FY 2020 Operating Budget for approval and adoption prior to the start of FY 2020 on July 1, 2019.

The 2019 Wyoming Legislative Session has concluded and multiple bills impacting the UW Operating Budget have been enacted into law. Additional state funding has been appropriated and will directly impact the College of Engineering, Athletics, Science Initiative Programs, School of Energy Resources and all employees of the University through a compensation increase.

The Administration is also using the FY2020 budget development process to initiate the early stages of an incentivized budget model. Specifically, the Administration is changing the distribution of distance/on-line, J-term, and summer school tuition to 70% to the college and 30% to the Provost (the current distribution is 50% to the college and 50% to the Provost) to incentivize the growth of student credit hours and enrollment.

Some preliminary budget assumptions being modeled by the Administration in the FY2020 budget are:

<table>
<thead>
<tr>
<th>Budget Assumption</th>
<th>Assumption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross Tuition Increase</td>
<td>4%</td>
</tr>
<tr>
<td>Net Tuition Revenue (net of financial aid)</td>
<td>Flat</td>
</tr>
<tr>
<td>Fringe Benefit Rates</td>
<td>38.9% Faculty, 49.1% Staff, 3.4% Non-Benefited</td>
</tr>
<tr>
<td>Salary Increase</td>
<td>2%</td>
</tr>
<tr>
<td>Distance Education Revenue Split</td>
<td>70% College / 30% Provost</td>
</tr>
<tr>
<td>Academic Affairs Tax</td>
<td>2% of Unrestricted Operating Budget Total Exp.</td>
</tr>
</tbody>
</table>

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
A draft budget timeline was presented at the January 2019 meeting.

WHY THIS ITEM IS BEFORE THE BOARD:
The President of the University shall develop an annual Operating Budget for the University each fiscal year. On or before April 15, the President shall submit her proposed Operating Budget for
the fiscal year beginning on the following July 1 to the University’s Board of Trustees. The Budget Committee of the Board of Trustees shall hold hearings where each of the University’s Administrative Officers shall present the proposed budget for their Division/Unit (Organization) for the upcoming fiscal year. The final approval of the Operating Budget rests with the Board prior to the beginning of the fiscal year.

ACTION REQUIRED AT THIS BOARD MEETING:
N/A

PROPOSED MOTION:
N/A

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

SESSION TYPE: 
☐ Work Session 
☐ Education Session 
☐ Information Item 
☒ Other: [Committee of the Whole – Item for Approval]

APPLIES TO STRATEGIC PLAN: 
☐ Yes (select below): 
☐ Driving Excellence 
☐ Inspiring Students 
☐ Impacting Communities 
☐ High-Performing University 
☒ No [Regular Business]

Attachments are provided with the narrative—refer to Supplemental Materials Report.

EXECUTIVE SUMMARY: 
This agenda item is to request approval of an underground gas line easement request from Black Hills Energy under University land in Laramie. Black Hills Energy is the City of Laramie franchise utility natural gas service provider. Black Hills Energy is requesting a gas line easement as part of an integrity upgrade project being referred to as the “Snowy Range Loop” to improve gas service and increase capacity to north Laramie, including west campus, and also benefiting the University’s West Campus Satellite Energy Plant project.

Black Hills Energy plans to construct an underground 12” gas transmission line, including necessary regulation stations, from Harney Street and 30th to their main station on W. Lyons Street in Laramie. The proposed line will loop around the north end of the community and through the Cirrus Sky Technology Park (see attached vicinity map). The City of Laramie and Laramie Chamber Business Alliance own lots in the Cirrus Sky Technology Park and tracts along the project route. Both entities have approved the necessary easements to Black Hills Energy.

The requested gas line easement crosses the University’s lot in Cirrus Sky and is located along the edge of the north boundary of the lot on an east-west alignment. The requested easement area measures 15 feet wide and approximately 496 feet long. The easement area will contain an underground 12” gas transmission line that will provide gas service to Cirrus Sky for future development. Black Hills Energy has worked with the University to locate the easement along the least obtrusive and most direct route possible.

The easement terms will provide reasonable access and the right for Black Hills Energy to construct, operate, inspect, maintain and repair the line, and associated appurtenances so long as the line remains in use. A building cannot be constructed on the easement without consent of Black Hills Energy, and the line must be buried at a depth that allows the University the right to cultivate, landscape, and irrigate the land.

The University has evaluated comparable assessed land values in the area, used a percentage of the $ per acre fee simple value to determine possible easement values, considered any potential impacts to the University’s use of the land, and determined that a fee of $2,480 is consistent with market rates for this type and size of easement. The University proposes the fee of $2,480 for the easement if approved by this Board.
At the direction of the Facilities Contracting Committee, the administration has finalized the gas line easement, including survey and legal description documents. The easement agreement has been signed by Black Hills Energy and follows the guidelines of the most recent utility easement approved by the Board.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS: None.

WHY THIS ITEM IS BEFORE THE BOARD: Per UW Regulation 7-2, the Board of Trustees reserves authority to approve and/or sign contracts for “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”.

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 execute the gas line easement to Black Hills Energy on University land at Cirrus Sky for the gas line as presented to the Board.”

PRESIDENT’S RECOMMENDATION: The President recommends approval.
AGENDA ITEM TITLE:
Consideration and Action: Gas Line Easement to Black Hills Energy for Harney Regulation Station, McKinley/Theobald/Decker

SESSION TYPE:     ☐ Work Session
☐ Education Session
☐ Information Item
☒ Other:
[Committee of the Whole – Item for Approval]

APPLIES TO STRATEGIC PLAN:
☐ Yes (select below):
☐ Driving Excellence
☐ Inspiring Students
☐ Impacting Communities
☒ No [Regular Business]

Attachments are provided with the narrative—refer to Supplemental Materials Report.

EXECUTIVE SUMMARY:
This agenda item is to request approval of a gas line easement request from Black Hills Energy across University land in Laramie. Black Hills Energy is the City of Laramie franchise utility natural gas service provider. Black Hills Energy is requesting a gas line easement as part of an integrity upgrade project being referred to as the “Snowy Range Loop” to improve gas service and increase capacity to north Laramie, including west campus, and also benefiting the University’s West Campus Satellite Energy Plant project.

Black Hills Energy plans to construct an underground 12” gas transmission line, including necessary regulation stations, from the intersection of Harney Street and 30th to their main station on W. Lyons Street in Laramie. The proposed line will loop around the north end of the community and through the Cirrus Sky Technology Park (see attached vicinity map). The City of Laramie and Laramie Chamber Business Alliance own lots in the Cirrus Sky Technology Park and tracts along the project route. Both entities have approved the necessary easements to Black Hills Energy for the project.

This gas line easement consists of an underground gas pipeline and a regulation station. The gas pipeline and regulation station are proposed to be located along the north boundary of University land west of Harney Street and east of 22nd Street (See attached map). The new 12” gas pipeline will run west in Harney Street from 30th Street and enter the new regulation station from the east, connecting to an existing 6” gas line that continues west towards 15th Street. The requested regulation station easement area measures 25 feet wide by 80 feet long and the requested gas line easement area measures 15 feet wide by approximately 314 feet long. Multiple locations for this easement were reviewed to the east and west of the proposed location, but it was determined this proposed location is the most feasible with minimal impact to the University’s future land development.

The easement terms will provide reasonable access and the right for Black Hills Energy to construct, operate, inspect, maintain and repair the line, regulation station, and associated appurtenances so long as the line remains in use. A building cannot be constructed on the easement without consent of Black Hills Energy, and the line must be buried at a depth that allows the University the right to cultivate, landscape, and irrigate the land. Black Hills Energy has agreed to visually screen the aboveground improvements with landscaping and a natural color or earth-
tone block wall to dampen noise, including submitting plans in advance of construction to the University for approval.

The University has evaluated comparable assessed land values in the area, used a percentage of the $ per acre fee simple value to determine possible easement values, considered any potential impacts to the University’s use of the land, and determined that a fee of $6,300 is consistent with market rates for this type and size of easement. The University proposes the fee of $6,300 for the easement if approved by this Board.

At the direction of the Facilities Contracting Committee, the administration has revised and finalized the gas line easement agreement including incorporating additional requirements. Black Hills Energy has agreed to the additional requirements and has signed the easement agreement. The easement agreement is ready for University signature.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
None.

WHY THIS ITEM IS BEFORE THE BOARD:
Per UW Regulation 7-2, the Board of Trustees reserves authority to approve and/or sign contracts for “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”.

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 execute the gas line easement to Black Hills Energy on University land near Harney Street for the gas line as presented to the Board.”

PRESIDENT’S RECOMMENDATION:
The President recommends approval.
AGENDA ITEM TITLE:  
Consideration and Action: Engineering Roof Replacement, McKinley/Kibbon

SESSION TYPE:  
☐ Work Session  ☐ Education Session  ☐ Information Item  ☒ Other:  
[Committee of the Whole – Items for Approval]

APPLIES TO STRATEGIC PLAN:  
☐ Yes (select below):  ☐ Driving Excellence  ☐ Inspiring Students  ☐ Impacting Communities  ☒ High-Performing University

☒ No [Regular Business]

Attachments are provided with the narrative—refer to Supplemental Materials Report.

EXECUTIVE SUMMARY:  
The roof on the engineering building, addition, was installed in 1984 and is beyond its useful life and the warranty has expired.

University of Wyoming Operations publically advertised for the project and bids will be received on March 15, 2019.

Major maintenance funds will be used to complete the project.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:  
None.

WHY THIS ITEM IS BEFORE THE BOARD:  
UW Regulation 6-9 states any project over $500,000.00 is a capital construction project and requires authorization by the full Board prior to entering into contract with a constructor.

ACTION REQUIRED AT THIS BOARD MEETING:  
Board to authorize administration to enter into contract with the lowest responsible bidder.

PROPOSED MOTION:  
“I move to authorize administration to enter into contract with the lowest responsible bidder for the roof replacement on the engineering building.”

PRESIDENT’S RECOMMENDATION:  
The President recommends approval.
AGENDA ITEM TITLE:
Consideration and Action: College of Law Expansion and Renovation Consultant Selection, McKinley/Kibbon

SESSION TYPE:         APPLIES TO STRATEGIC PLAN:
☐ Work Session       ☐ Yes (select below):
☐ Education Session   ☐ Driving Excellence
☐ Information Item    ☐ Inspiring Students
☒ Other:              ☐ Impacting Communities
[Committee of the Whole – Items for Approval]     ☐ High-Performing University
☒ No [Regular Business]

☐ Attachments are provided with the narrative—refer to Supplemental Materials Report.

EXECUTIVE SUMMARY:
The College of Law is moving forward with Level II planning efforts for the expansion/renovation of the existing building.

Administration publically advertised a request for qualifications (RFQ) for design consultants and received five responses. The planning team scored each response, and based upon the qualifications of the personnel, the firm’s experience and capabilities with projects similar to this one, and the best value to the University. Pending Board of Trustees approval, we will begin negotiations with the top ranked firm.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
January 2019 – Board subcommittee required administration to re-advertise the request for qualifications/request for proposal.

WHY THIS ITEM IS BEFORE THE BOARD:
Pursuant to UW Regulation 6-9(III)(A), the Board of Trustees shall approve consultant selection for projects over $500,000.00.

ACTION REQUIRED AT THIS BOARD MEETING:
Board authorization to enter into contract negotiation with the most qualified and highest ranking firm.

PROPOSED MOTION:
“I move to authorize administration to enter into contract negotiations with the highest ranking firm for the Law school expansion/renovation.”

PRESIDENT’S RECOMMENDATION:
The President recommends approval.
AGENDA ITEM TITLE: 
Consideration and Action: UW-NPS and NPS Partnership Agreement, McKinley/Kibbon

SESSION TYPE:       APPLY TO STRATEGIC PLAN: 
☐ Work Session       ☐ Yes (select below): 
☐ Education Session  ☐ Driving Excellence 
☐ Information Item  ☐ Inspiring Students 
☒ Other:             ☐ Impacting Communities 
[Committee of the Whole – Items for Approval] ☒ No [Regular Business] 

Attachments are provided with the narrative—refer to Supplemental Materials Report.

EXECUTIVE SUMMARY: 
The University and the National Park Service are partnering on the replacement of the sanitary waste and domestic water systems at the AMK Ranch with Grand Teton National Park.

The National Park Services requires a Partner Design and Construction Agreement Between the United States Department of the Interior National Park Service and the University of Wyoming for Replacement of Water and Wastewater Utility Systems at the UW-NPS Research Station at the historic AMK Ranch Property to be executed between the two parties, please see attached materials.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS: 
None

WHY THIS ITEM IS BEFORE THE BOARD: 
Pursuant to UW Regulation 6-9 all construction contract agreements require Board approval.

ACTION REQUIRED AT THIS BOARD MEETING: 
Board authorization to allow administration to enter into the Partner Design and Construction Agreement Between the United States Department of the Interior National Park Service and the University of Wyoming for Replacement of Water and Wastewater Utility Systems at the UW-NPS Research Station at the historic AMK Ranch Property with the National Park Service.

PROPOSED MOTION: 
“I move to authorize administration to enter into the Partner Design and Construction Agreement Between the United States Department of the Interior National Park Service and the University of Wyoming for Replacement of Water and Wastewater Utility Systems at the UW-NPS Research Station at the historic AMK Ranch Property as presented in the materials.”

PRESIDENT’S RECOMMENDATION: 
The President recommends approval.
AGENDA ITEM TITLE: Consideration and Action: Modifications to UW Regulations, Evans

SESSION TYPE: ☐ Work Session ☒ Education Session ☐ Information Item ☒ Other: [Committee of the Whole – Items for Approval]

APPLIES TO STRATEGIC PLAN: ☒ Yes (select below):
☐ Driving Excellence ☐ Inspiring Students ☐ Impacting Communities ☒ High-Performing University ☐ No [Regular Business]

EXECUTIVE SUMMARY:
At the September 2016 Board of Trustees meeting, the Board approved review by UW Administration of UW’s current regulatory structure, to include the following:

1) Phasing out presidential directives;
2) Defining regulation versus policy/procedure;
3) Creating a new “look” and format for the regulations; and
4) Updating the substance of the regulations, policies, and procedures as needed, including determining whether there are any substantive gaps.

At the January 2017 Board of Trustees meeting, the University proposed 12 sections for the new Governing Regulations and Standard Administrative Policies and Procedures Manual.

Section 1: Governance and Structure
Section 2: Academic Affairs
Section 3: Athletics
Section 4: Diversity and Equal Opportunity
Section 5: Employment and Ethics
Section 6: Facilities
Section 7: Finance and Business
Section 8: Information Technology
Section 9: Research and Economic Development
Section 10: Safety and Security
Section 11: Student Affairs
Section 12: University Relations

The new structure will involve three levels of policies:

1) Governing Regulations (Level A)
2) Standard Administrative Policies and Procedures (Level B)
3) Department/Unit Administrative Policies and Procedures (Level C)

Attached are proposed revisions to several of the new Section 12 Regulations (University Relations). Some specifics:
• **UW Regulation 12-1 (Regulations Relating to Private Fundraising Activities within the University):** Clarified that the University and the UW Foundation shall maintain a Memorandum of Agreement addressing fundraising efforts. Housekeeping edits.

• **UW Regulation 12-3 (University of Wyoming Motor Vehicle License Plate Programs):** Added the tribal license plate program. Clarified processes and use of excess revenue. Increased number of scholarships.

• **UW Regulation 12-4 (Government Relations):** Formerly a presidential directive, converted to a UW Regulation. Housekeeping edits.

Per the routing process for UW Regulations, the draft modifications were provided to Executive Council, Deans and Directors, Faculty Senate, Staff Senate, ASUW, and the Internal Auditor. Campus feedback was incorporated.

The Trustees Regulation Committee will discuss this item at the March 2019 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 the Board approve modifications to UW Regulations.

ACTION REQUIRED AT THIS BOARD MEETING:
Board approval, modification, or disapproval of the recommended modifications to the Regulations.

PROPOSED MOTION: [Trustee Brown to provide motion.]
“As part of the University’s regulatory structure review, I move to authorize modification of several of the new Section 12 University Relations Regulations, specifically UW Regulations 12-1, 12-3, and 12-4, as presented to the Board.”

PRESIDENT’S RECOMMENDATION:
The President recommends approval.
AGENDA ITEM TITLE:  
Consideration and Action: Support for Downey Resolution, Brown/True

SESSION TYPE:  
☐ Work Session  
☐ Education Session  
☐ Information Item  
☒ Other: Committee of the Whole – Items for Approval

APPLIES TO STRATEGIC PLAN:  
☐ Yes (select below):  
☐ Driving Excellence  
☐ Inspiring Students  
☐ Impacting Communities  
☒ No [Regular Business]  
☐ High-Performing University

☒ Attachments are provided with the narrative—refer to Supplemental Materials Report.

EXECUTIVE SUMMARY:  
The Albany County Board of Commissioners recently signed a proclamation declaring July 28, 2019 “Stephen and Eva Downey Day.” In preparation for events to be held on that date, the Albany County Historical Society has requested that the Board of Trustees prepare a resolution honoring Stephen Wheeler Downey for his contributions to the University, to accompany resolutions from other entities. The attached resolution recognizes Mr. Downey’s leadership in establishing the University of Wyoming in Laramie, service on the University’s Board of Trustees, and his role in the planning for the first science facilities on campus. During his service on the Board of Trustees, Mr. Downey served as Board President.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:  
No prior Board discussion or action.

WHY THIS ITEM IS BEFORE THE BOARD:  
The Board of Trustees will be asked to approve a resolution drafted by the Office of the President to honor Stephen Wheeler Downey and his contributions to the establishment of the University of Wyoming and leadership during its earliest years.

ACTION REQUIRED AT THIS BOARD MEETING:  
Board approval of the resolution honoring Stephen Wheeler Downey.

PROPOSED MOTION:  
“I move to approve the resolution honoring Stephen Wheeler Downey, as presented.”

PRESIDENT’S RECOMMENDATION:  
The President recommends approval.
AGENDA ITEM TITLE:  
Consideration and Action: Approval of Agreements, Contracts, and Procurements, Evans

SESSION TYPE:  
☐ Work Session  
☐ Education Session  
☐ Information Item  
☒ Other:  
[Committee of the Whole – Items for Approval]

APPLIES TO STRATEGIC PLAN:  
☐ Yes (select below):  
☐ Driving Excellence  
☐ Inspiring Students  
☐ Impacting Communities  
☐ High-Performing University  
☒ No [Regular Business]

Attachments are provided with the narrative—refer to Supplemental Materials Report.

EXECUTIVE SUMMARY:  
UW Regulation 7-2 (Signature Authority) requires Board approval for University contracts, federal contracts, agreements, memorandums of understanding, and procurements that involve an external party, require consideration (paid or received) valued more than $1,000,000 (one-time or in aggregate), or for which the term is more than five years.

A list of contracts, agreements, and procurements that the University is seeking approval to execute will be provided.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:  
Standing item at each Board meeting, as needed.

WHY THIS ITEM IS BEFORE THE BOARD:  
UW Regulation 7-2 (Signature Authority) requires Board approval for University contracts, federal contracts, agreements, memorandums of understanding, and procurements that involve an external party, require consideration (paid or received) valued more than $1,000,000 (one-time or in aggregate), or for which the term is more than five years.

ACTION REQUIRED AT THIS BOARD MEETING:  
Board approval or disapproval for Administration to execute the contracts, agreements, and procurements as provided to the Board.

PROPOSED MOTION:  
“I move to approve Administration to execute the list of contracts, agreements, and procurements as provided to the Board.”

PRESIDENT’S RECOMMENDATION:  
The President recommends approval.
AGENDA ITEM TITLE:  
Consideration and Action: Contracts and Grants, Jewell/Synakowski

SESSION TYPE: 
☐ Work Session
☐ Education Session
☐ Information Item
☒ Other: [Committee of the Whole – Items for Approval]

APPLIES TO STRATEGIC PLAN: 
☐ Yes (select below): ☐ Driving Excellence
☐ Inspiring Students
☐ Impacting Communities
☒ No [Regular Business]
☒ High-Performing University

☑ Attachments are provided with the narrative—refer to Supplemental Materials Report.

EXECUTIVE SUMMARY:
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 months of December 2018 and January 2019.

PRIOR RELATED BOARD DISCUSSION/ACTIONS:
At each meeting the Board approves or disapproves the Contracts and Grants report.

WHY THIS ITEM IS BEFORE THE BOARD:
UW Regulation 5-2 required 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 Contracts and Grants Report.

PROPOSED MOTION:
“I move to approve the Contracts and Grants Report as presented to the Board.”

PRESIDENT’S RECOMMENDATION:
The President recommends approval.
AGENDA ITEM TITLE:  
Contracts and Procurement Report (per Signature Authority Regulation), Evans

SESSION TYPE:  
☐ Work Session  
☐ Education Session  
☒ Information Item  
☐ Other:  

[Committee of the Whole – Items for Approval]  
☐ Yes (select below):  
☐ Driving Excellence  
☐ Inspiring Students  
☐ Impacting Communities  
☒ High-Performing University

☒ No [Regular Business]  

☒ Attachments are provided with the narrative—refer to Supplemental Materials Report.

EXECUTIVE SUMMARY:  
Per UW Regulation 7-2 (Signature Authority), 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. 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.

As required by the Regulation, attached are the following reports:

1) Service Contracts (including contracts, federal contracts, agreements, and memorandums of understanding) valued at $50,000 or above (one-time or in aggregate) from December 16, 2018 – February 15, 2019

2) Procurements valued at $50,000 or above (one-time or in aggregate) from December 16, 2018 – February 15, 2019

Service contract workflow
Per Presidential Directive 3-2014-1 (Signature Authority), the President can delegate signature authority to University officers for service contracts valued less than $500,000 (one-time or in aggregate) and for which the term is less than five years.

Procurement workflow
Cost Center Managers (business manager level) approve all purchases, and are the final approvers for purchases of $99,999 or less.

Deans/Associate Vice Presidents are included in the approval workflow if the purchase is $100,000 or above. They are the final approvers for purchases between $100,000 and $249,999.

Vice Presidents are added to the approval workflow if the purchase is $250,000 or above. They are the final approvers for purchases between $250,000 and $499,999.
The President is added to the approval workflow if the purchase is $500,000 or above. She is the final approver for purchases between $500,000 and $999,999.

The Board of Trustees approves purchases of $1,000,000 and above.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
Standing information item at each in-person Board of Trustees meeting.

WHY THIS ITEM IS BEFORE THE BOARD:
Per UW Regulation 7-2 (Signature Authority), at each regular meeting of the 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.

ACTION REQUIRED AT THIS BOARD MEETING:
N/A. Information Only.

PROPOSED MOTION:
N/A. Information Only.

PRESIDENT’S RECOMMENDATION:
N/A. Information Only.
AGENDA ITEM TITLE: Foundation Monthly Giving Report, Blalock

SESSON TYPE: ☒ Work Session
☐ Education Session
☒ Information Item
☐ Other:
[Committee of the Whole – Items for Approval]

APPLIES TO STRATEGIC PLAN:
☒ Yes (select below):
☒ Driving Excellence
☒ Inspiring Students
☒ Impacting Communities
☒ High-Performing University
☐ No [Regular Business]

Attachments are provided with the narrative—refer to Supplemental Materials Report.

EXECUTIVE SUMMARY:
As part of the reporting process to the UW BOT on philanthropy, a monthly giving report is presented for informational purposes to the BOT at each meeting. This report summarizes private support overall as well as a breakdown by units on campus for the reported period. As of February 28, 2019, private giving totals $31,636,304.00.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
N/A

WHY THIS ITEM IS BEFORE THE BOARD:
Item presented to board at each meeting.

ACTION REQUIRED AT THIS BOARD MEETING:
None

PROPOSED MOTION:
None

PRESIDENT’S RECOMMENDATION:
None
THE UNIVERSITY OF WYOMING

BOARD OF TRUSTEES’ REPORT
SUPPLEMENTAL MATERIALS

March 27-29, 2019

The final supplemental report can be found on the University of Wyoming Board of Trustees Website at http://www.uwyo.edu/trustees/
WORK SESSIONS

Academic School Year Calendar Update – Sullivan/Kate Miller [Narrative in Report – no supplemental materials provided]

HLC Update – Anne Alexander [Narrative in Report – no supplemental materials provided]

Report: Spring 15th Day Enrollment Report – Kyle Moore.............................................................1

Discussion: Tuition Proposal for 2020-2021 – Nichols/Kyle Moore/Jewell [Materials to be uploaded to the secure site]
  - Salary Distribution Policy and Salary for FY20 – Jeanne Durr/Alex Kean .......................3

Academic and Student Affairs Committee – Sullivan
  - Consideration and Action: Bachelor of General Studies Degree – Anne Alexander ........11
  - Consideration and Action: Undergraduate Elementary and Special Education Degree – Anne Alexander ..............................................................29
  - Proposal to Reorganize, Consolidate, and Reduce Academic Degree Programs in Geography – Sullivan/Miller ..........................................................53

Biennium Budget Committee – McKinley
  - Discussion: Initial Discussion of the Upcoming Fiscal Year Operating Budget Assumptions being proposed by the Administration – Jewell [verbal report, no materials provided]
  - Final Annual Budget Timeline – Jewell [Narrative in Report – no supplemental materials provided]

Facilities Contracting Committee – McKinley
  - Consideration and Action: Gas Line Easement to Black Hills Energy for Harney Regulation Station – McKinley/Theobald/Decker..............................................................84
  - Consideration and Action: Engineering Roof Replacement – McKinley/Kibbon [Narrative in Report – no supplemental materials provided]
  - Consideration and Action: College of Law Expansion and Renovation Consultant Selection – McKinley/Kibbon [Narrative in Report – no supplemental materials provided]
  - Consideration and Action: UW-NPS and NPS Partnership Agreement – McKinley/Kibbon [Narrative in Report – no supplemental materials provided]

Financial Management and Reporting Committee – Scarlett
  - Information: WyoCloud HCM Update – Scarlett/Durr [verbal report, no materials provided]

Trustees Legislative Relations Committee – Brown
  - Legislative Session Update – Brown/Asay [verbal report, no materials provided]

UW Regulation Review Committee (ad hoc committee) – Brown
  - Consideration and Action: Modifications to UW Regulations – Evans
    - UW Regulation 12-1 (Regulations Relating to Private Fund Raising Activities within the University) .................................................................92
    - UW Regulation 12-3 (University of Wyoming Motor Vehicle License Plate Program) .................................................................96
    - UW Regulation 12-4 (Government Relations) .................................................................101

Consideration and Action: Trustees Annual Schedule of Topics – True [Materials will be posted to the trustee secure site the week of the meeting.]
Consideration and Action: Support for Downey Resolution – Brown/True...............................105

Proposed Items for Action:
I. Consideration and Action: Approval of Agreements, Contracts, and Procurements – Evans ..........................................................................................................................................................110
II. Consideration and Action: Contracts and Grants – Jewell/Synakowski.........................110
III. Consideration and Action: Personnel – Academic Report and Non-Academic Report – Kate Miller/Benham-Deal [No materials provided in advance]

Information Only Items
✓ Contracts and Procurement Report (per Signature Authority Regulation) – Evans ........121
President’s report identifying each contract, agreement or procurement valued at
$50,000.00 or above (one time or in aggregate) signed by the President or designee
since the last report (signature authority regulation) and post to the website. (Each face-
to-face meeting)
✓ Capital Construction Report – McKinley/Theobald .....................................................124
✓ Foundation Monthly Giving Report – Blalock ...............................................................141
AGENDA ITEM TITLE: Report: Spring 15th Day Enrollment Report, Kyle Moore
Day 15 Spring 2019 Enrollment as of February 15th, 2019


- **Transfer Headcount**
  - As of Spring ’19
    - 330
  - As of February 15th
    - 302

- **Total Headcount**
  - Spring ’19
    - 11,805
  - Spring 2018
    - 11,738
  - Spring ’19 February 15th
    - -0.6% overall
    - -0.6% overall
    - +0.1% for Laramie campus

- **First-Time Headcount**
  - As of Spring ’19
    - 52
  - As of February 15th
    - 40

- **Student Credit Hours (SCHs)**
  - As of Spring ’19
    - 143,737
  - As of February 15th
    - 143,319
  - Spring ’19 February 15th
    - -419 SCH overall
    - -0.3% overall

- **Transfer Students**
  - In State
    - Spring ’19
      - 247
      - Spring 2018
        - 229
      - Spring ’19 February 15th
        - -18 Resident
      - -18 Non-Resident
    - Out of State
      - Spring ’19
        - 83
      - Spring 2018
        - 73

- **Headcount by Classification**
  - Freshman
    - Spring ’19
      - 1,431
      - Spring 2018
        - 1,487
      - Spring ’19 February 15th
        - +4.6%
      - Sophomore
        - Spring ’19
          - 1,607
          - Spring 2018
            - 1,652
          - Spring ’19 February 15th
            - -2.7%
      - Junior
        - Spring ’19
          - 2,127
          - Spring 2018
            - 2,304
          - Spring ’19 February 15th
            - -7.9%
      - Senior
        - Spring ’19
          - 3,564
          - Spring 2018
            - 3,400
          - Spring ’19 February 15th
            - +4.8%
      - 2nd Bachelor
        - Spring ’19
          - 974
          - Spring 2018
            - 855
          - Spring ’19 February 15th
            - +13.8%

- **Headcount by Level**
  - Undergrad
    - Spring ’19
      - 9,273
      - Spring 2018
        - 9,316
        - Spring ’19 February 15th
          - +0.4% overall
      - Grad/Prof
        - Spring ’19
          - 2,533
          - Spring 2018
            - 2,422
          - Spring ’19 February 15th
            - -4.6%

- **Graduate/Professional**
  - Spring ’19
    - 2,333
  - Spring 2018
    - 2,474
  - Spring ’19 February 15th
    - -5.9% overall

AGENDA ITEM TITLE:
Salary Distribution Policy and Salary for FY20, Jeanne Durr/Alex Kean
Standard Administrative Policy and Procedure

Subject: Annual Salary Distribution Policy

I. 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

II. 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. Those faculty and staff who receive this Policy do not apply to salary adjustments related to tenure, and promotion or job reclassification are eligible to participate in the annual salary distribution exercise. 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.²

If an employee does receive a salary adjustment for retention purposes, that employee will not be eligible for additional market or merit raises in the year the employee received the retention adjustment.

III. INITIAL SALARY DECISIONS

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 applicants, 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 to enable successful recruitment, should a new hire be required.

²If an employee does receive a salary adjustment for retention purposes, that employee will not be eligible for additional market or merit raises in the year the employee received the retention adjustment.
The process for recommending a market distribution/raise will include the same process the University uses to establish a starting salary. This approach provides both transparency and consistency. In addition to salaries at peer institutions, the University will incorporate information about total compensation into both job offers and annual total compensation statements to existing faculty and staff.

The University will strive to achieve and maintain a superior, high-performing workforce by using the average market salary, both for starting salaries and market-based raises for all University employees (market defined below for each category). This will help the University recruit and maintain excellent faculty and staff.

**Classified staff**

For classified staff positions, each job is placed into a salary grade based on the market rate and internal equity. The initial offer is set at an established point within the first quartile of the pay range. If the candidate declines the offer, the hiring manager can request to pay at a higher rate, supported by evidence that the candidate has demonstrated more than the minimum required skills and experience. The request is reviewed by classification/compensation to see if (1) it is within market, and (2) it does not greatly impact internal equity.

Market is defined using five different figures: (1) average of near peers (CUPA data); if no comparable salary information is available, additional salary information can be gathered from (2) average of near and stretch peers (CUPA data); (3) average of public doctoral (CUPA data); (4) comparable state positions; and (5) regional salary surveys, including Mountain States (Employers Council) and ERI (Economic Research Institute).

The salary grade matrix will be updated every two years.

**Administrative at-will employees (including executive level)**

Appropriate Vice President (or President if executive level) recommends a starting salary based on three different figures: (1) average of near peers (CUPA data); if no comparable salary data is available, the Vice President may seek data from (2) average of near and stretch peers (CUPA data); and (3) average of public doctoral (CUPA data). If appropriate data in the previous three areas does not exist, the CUPA database may be appropriately expanded and/or data may be gathered from other reliable and valid salary surveys.

**Faculty and Academic Professionals**

Deans recommend a starting salary for faculty based on five different figures: (1) average of near peers (CUPA data) specific to the discipline and level of the position. If a particular position cannot be determined in this category, the Dean may then seek data from the following: (2) average of
For academic professionals and non-tenure track faculty, Deans may use the CUPA non-tenure track teaching, non-tenure track research or OSU “Other Faculty” and/or “Non-tenure Track Faculty” categories where appropriate. If an appropriate CUPA or OSU category in the discipline does not exist, Deans may use salary information from other discipline specific comparators including, but not limited to, national professional organizations, government agencies, and other peer institutions.

Athletic employees

Athletic Director recommends a starting salary based on three different figures: (1) average of Mountain West institutions; if there are no comparable salaries, then additional salary information can be gathered from (2) average of stretch peers and (3) average of Group of 5 Conference Institutions (American Athletic Conference, Conference USA, Mid American Conference, Sun Belt Conference, Mountain West Conference). If there are no comparable salaries, then additional regional salary surveys are used, including CUPA, ERI (Economic Research Institute), and EduComp.

IV. 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.¹ The salary pool may be distributed based on market, merit, compression, inversion, equity, contribution towards mission or strategic plan, or a combination thereof. The initial distribution of components for 2018 shall be 60% for market and 40% for merit (as described below). In future years, the President of the University shall annually determine the distribution and weight of the Board-approved salary pool towards each salary adjustment, taking input from a salary review committee as appointed by the President. The President of the University shall annually determine the distribution and weight of the Board-approved salary pool towards each salary adjustment, taking input from a salary review committee as appointed by the President. This committee shall solicit information from the Vice Presidential Divisions, Colleges, Departments, Faculty and Staff Senates.

This annual distribution process is wholly dependent on the Board of Trustees identifying and approving funding for the process.

V. SALARY ADJUSTMENTS

1. Merit Increases

¹ If the employee is graduate medical education faculty, clinic staff, or residency staff, additional salary surveys will be used, including WWAMI Family Medicine Residency Network salary surveys and MIGMA (Medical Group Management Association) community and regional salaries.

² Increases in salaries for promotions shall be in accordance with university regulations.
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. 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 employee. Similarly, any employee who has not completed and signed the applicable portion of their annual evaluation or signed their job description/ODQ will not be eligible to receive a merit adjustment.

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 for scholarship at the discretion of the College and as approved by the Provost. To use the three-year rating, the employee must have received an annual evaluation for at least three years, and the rating may only include the most recent consecutive three years.

Currently, classified staff, administrative at-will, and athletic employees are evaluated on a 5 point scale: (1) unacceptable; (2) needs improvement; (3) meets expectations; (4) exceeds expectations; and (5) far exceeds expectations, or some similar combination of terms.

For classified staff, administrative at-will, and athletic employees (those on a 5-point scale), there shall be a minimum raise for employees who are rated as satisfactorily performing their job duties and two levels of merit raises:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0-3.49</td>
<td>Satisfactory performance raise</td>
</tr>
<tr>
<td>3.50-4.49</td>
<td>Exceeds expectations raise</td>
</tr>
<tr>
<td>4.50-5.0</td>
<td>Outstanding raise</td>
</tr>
</tbody>
</table>

Faculty and academic professionals are evaluated on a 4-point scale: (1) unsatisfactory; (2) performing below expectations; (3) meets expectations; and (4) exceeds expectations; (5) exceptional. Overall performance will be calculated using a weighted average that reflects workload distribution.

For faculty and academic professionals (those on a 4-point scale), there shall be a minimum raise for employees who are rated as satisfactorily performing their job duties (i.e., meeting expectations) and two levels of merit raises.
Meets expectations in all categories 5  Satisfactory performance raise  
Exceeds expectations in at least one category  Exceeds expectations raise  
Exceeds expectations in two or more categories  Outstanding raise  

3.0-3.49  Satisfactory performance raise  
3.50-4.49  Exceeds expectations raise  
4.50-5.0  Outstanding raise  

In accordance with UW Regulation § 8082-10, which addresses post-tenure reviews, specifically states that: “Proceeding according to expectations is considered meritorious for salary raise purposes.” In the event that a faculty or academic professional employee receives a “performing below expectations” in any category, they will not be eligible for a merit raise. Additionally, per UW Regulation § 8082-10, salary increases are not available to any faculty member working under a performance improvement plan.

2. Market Adjustments

Total compensation

A salary review committee as appointed by the President will also look into the total compensation package when determining market. In anticipation of this approach the University will define the components to be included in a total compensation calculation, including participating in the CUPA Annual Benefits Survey. For fiscal year 2020, Total Compensation will be used to determine market as approved by the Board of Trustees.

Market based on merit

The Task Force proposes that to receive a market raise, the employee must receive at least a meets expectations on the performance evaluation.

See above under section titled “Initial Salary Decisions” for how market will be determined. 6

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

5 Academic job descriptions include some combination of the following categories: research and creative activities, teaching, service, advising, and extension.

6 The actual percent raise would be calculated based on the set raise pool for the particular year (e.g., $3.5 million market raise pool) and the number of employees below market. HR would run this data for every single employee eligible for a market raise (i.e., meets the merit component) and provide the calculated % raise.
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.

VI. ELIGIBILITY, DISTRIBUTION, AND NOTIFICATION

Faculty and staff who, during the applicable annual performance evaluation period received salary adjustments related to tenure, promotion or job reclassification will also be eligible for a salary adjustment during the annual salary distribution process, so long as they meet the merit criteria. The promotional increase shall be applied first, followed by the application of any increases under the salary policy.

Faculty and staff who received salary adjustments for retention purposes prior to July 1 or September 1 of the preceding year (depending on a fiscal year or academic year appointment) will also be eligible for a salary adjustment during the annual salary distribution process, so long as they meet the merit criteria.

All full time and part time fiscal year benefited employees, regardless of funding source, hired into a position before July 1 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. Exceptions may be granted by the President in cases where there are insufficient grant and/or contract funds to accommodate the market and merit adjustments for employees in grant or contract-funded positions.

For employees in grant or contract funded positions, exceptions to salary increases under this policy may be granted only by the President, with the recommendation from the Vice President of Research and Economic Development.

during the annual salary distribution process. All full time and part time academic year benefited employees hired into a position before September 1 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.

For employees in grant or contract funded positions, exceptions to salary increases under this policy may be granted only by the President, with the recommendation from the Vice President of Research and Economic Development.

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. Similarly, any employee who has not completed and signed the applicable portions of their annual evaluation or signed their job description/PDQ will not be eligible to receive a merit adjustment.

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.

Responsible Division/Unit: Human Resources Department, Division of Administration
Source: None
Links: http://www.uwyo.edu/rege-policies
Associated Regulations, Policies, and Forms: UW Regulation 2-3; UW Regulation 2-10
History: Approved 3/22/2018 (Board of Trustees meeting)
AGENDA ITEM TITLE:  
Consideration and Action: Bachelor of General Studies Degree, Anne Alexander
Feasibility Study for Bachelor of General Studies

Executive Summary

Degree or Certificate Title: Bachelor of General Studies

Level of Degree or Certificate: Bachelor's Degree

Delivery Mode(s): Degree will be comprised of focus areas. Some focus areas will be available only on campus, some will be available through distance education, and some will be available through both modes.

Startup Cost of Degree: Approximately $60,000, with additional annual costs of roughly $5,000-10,000

Anticipated Launch Date: Fall 2019

Description: The University of Wyoming’s Bachelor of General Studies (BGS) is a multidisciplinary degree that bridges academic disciplines and colleges to facilitate degree completion. This degree offers students the opportunity to select two focus areas of study (a primary and a secondary) from a total of 16 focus areas offered across the University. Each student will be assigned an advisor in the college that fields their primary focus area. This degree is designed for non-traditional students, returning students, students who arrive at UW with significant college credit, and students with complex curricular interests.

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| Overview and Description of Degree or Certificate, Purpose, Strategic Plan Overlay | 2 |
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Overview and Description of Degree or Certificate, Purpose, Strategic Plan Overlay

**Purpose of the Degree:** The primary objective of the Bachelor of General Studies degree is to facilitate degree completion for non-traditional students, transfer students with high credit hours, and students with complex curricular interests. This degree program resolves assessment, advising, and course accessibility issues with several current degree programs (planned for sun-setting) while providing a high-quality, University-wide degree program accessible to students on the Laramie and Casper campuses as well as through distance education.

The Bachelor of General Studies will assist our efforts in meeting Governor Mead’s educational attainment goal of 67% by 2025, established in Executive Order 2018-1, by providing a flexible degree option for our roughly 80,000 adult Wyomingites with some college credits but no degree. It will allow those students who transfer to UW with excess hours to complete a bachelor’s degree prior to exhausting their federal student financial aid availability and will be available to students who, for various reasons, may be unable to complete their originally intended major. Finally, the degree will provide a viable option to attract students with an associate’s degree in General Studies from our Wyoming community college partners who might not otherwise continue their education and will provide a clear pathway for our men and women in uniform at FE Warren through the Community College of the Air Force’s partnership program, the AU-ABC.

Completion degrees are an important part of the degree portfolio for land-grant institutions, which serve diverse populations of students. However, this degree is not appropriate for all students. This major requires interested students to meet with a professional advisor and complete 60 credit hours of coursework before the major can be declared. Our work on the Bachelor of General Studies began with a review of the completion degrees offered by several of our peer institutions. We also reviewed a few Bachelor of Interdisciplinary Studies programs for contrast.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Nebraska, Lincoln</td>
<td>Bachelor of Interdisciplinary Studies</td>
<td>Separate degree completion programs offered in each college; intensive advising</td>
</tr>
<tr>
<td>North Dakota State University</td>
<td>BA University Studies, Self-Designed Major</td>
<td>One or more areas of emphasis of 12 credits each with at least 6 credits upper division</td>
</tr>
<tr>
<td>New Mexico State University</td>
<td>BA Applied Studies, Self-Designed Major</td>
<td>Intensive advising</td>
</tr>
<tr>
<td>Utah State University</td>
<td>BA/BS in General Studies</td>
<td>Separate degrees offered in each college; intensive advising</td>
</tr>
<tr>
<td>Montana State University</td>
<td>Associate of Arts, Associate of Science</td>
<td></td>
</tr>
<tr>
<td>University of Idaho</td>
<td>BA General Studies</td>
<td>Self-Designed Major aligned with Exploratory Studies</td>
</tr>
<tr>
<td>University of Montana</td>
<td>Associate Degree, Applied Arts and Sciences</td>
<td></td>
</tr>
<tr>
<td>University of Nevada, Reno</td>
<td>BA General Studies</td>
<td>30 credits across three departments in one or two</td>
</tr>
<tr>
<td>University of Maine</td>
<td>BA University Studies</td>
<td>30 credit hours, choice of 5 tracks or self-designed</td>
</tr>
<tr>
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</tr>
<tr>
<td>South Dakota State University</td>
<td>BA General Studies</td>
<td>45 credits with 15 credits in 3 focus areas out of a possible 11 focus areas; 20 credits upper division</td>
</tr>
<tr>
<td>University of Rhode Island</td>
<td>BA of Interdisciplinary Studies</td>
<td>45-48 credit major with 25-credit core of courses in interdisciplinary work. Limited to four content areas.</td>
</tr>
<tr>
<td>Arizona State University</td>
<td>BA of Interdisciplinary Studies</td>
<td>2 area concentrations of 18-23 credits and a 12-credit core of interdisciplinary coursework</td>
</tr>
</tbody>
</table>

This review of programs informed many of our choices in creating the structure of the degree for UW. The specifics of the degree are explained below. In short, it is a 39 credit degree comprised of two focus areas of at least 18 credits each, a capstone course, and a total of 21 upper division credits with at least 6 upper division credits in each of the focus areas.

**Alignment with other UW Degrees:** The Bachelor of General Studies is designed, in part, to replace three “distributed majors” currently offered by the College of Arts and Sciences. While the A&S distributed majors have met student needs in the past, several problems now exist. Course offerings are largely limited to A&S, the degrees require complex advising and course scheduling which often delay graduation, and they do not meet the learning outcome assessment standards of the Higher Learning Commission. With approval of the Bachelor of General Studies, A&S will move to discontinue these degrees and teach out the students currently enrolled in them.

Outside of the distributed majors offered by A&S and intended for sun-setting, there are few UW degrees designed for the specific needs of the student populations identified. The Bachelor of Applied Science-Organizational Leadership offered by the College of Agriculture and Natural Resources offers students a flexible degree program that includes choice within a limited set of required courses, but is only offered online. Similarly, the College of Business offers an online-only Bachelor of Business Administration particularly suited for site-bound students with an interest in business. There are a number of Interdisciplinary degree programs at UW including the Bachelor of Science in Environmental Systems Science and the Bachelor of Science in Environment and Natural Resources (a secondary major/concurrent degree only), American Studies, and International Studies. While interdisciplinary, each of these degrees is tailored to students with particular and defined substantive interests. The proposed Bachelor of General Studies allows much more flexibility and is supported by units across the University. There is no similar University-wide degree offered at UW.

**Alignment with UW’s Mission and Strategic Plan:** The proposed Bachelor of General Studies aligns with UW’s stated mission in “Breaking Through: 2017-2022” as it provides students increased opportunities to graduate, with a focus on academic opportunities from many different units across UW’s academic frontiers. The unique ability to combine foci from different Colleges and disciplinary units across campus helps to ensure that students have opportunities to engage in scholarship and creative activity in a broad range of fields, with variation that can emerge from such a multidisciplinary degree. Students in the Bachelor of General Studies will have the opportunity to pursue their own
goals within a flexible plan that is purposefully designed to meet the needs of the burgeoning adult student population. This degree program will also serve to assist in increasing the number of bachelor's degree holders in the state.

This degree is most closely aligned with Goals 2 and 3 in the University's 2017-2022 strategic plan. Goal 2 is to "Inspire students to pursue a productive, engaged and fulfilling life and prepare them to succeed in a sustainable global economy." With a focus on providing a bachelor's degree, particularly for students who may have accrued significant numbers of credit in multiple areas, but have not met specific degree course requirements, this program is designed to ensure that more students complete bachelor's degrees, which will allow these graduates to obtain employment that requires at least a bachelor's degree more readily and thus to become a more productive part of the global economy. Goal 3 is to "Improve and enhance the health and well-being of our communities and environments through outreach programs and in collaboration with our constituents and partners." One aspect of the potential audience for this degree program is students who have left UW without a degree but have amassed significant amounts of course credit. With this audience in mind, this degree is sure to improve the health and well-being of our communities.

Learning Outcomes

Students completing the Bachelor of General Studies will:

1. Demonstrate knowledge in focus areas
2. Demonstrate the capacity to integrate knowledge and modes of thinking from two or more disciplines
3. Demonstrate an ability to think creatively about complex problems in order to construct, evaluate, and implement innovative possible solutions
4. Demonstrate an ability to communicate to academic or professional audiences in written, oral, and digital form as appropriate to specific disciplines and interdisciplinary fields
5. Demonstrate higher-order thinking skills such as interpretation, analysis, evaluation, synthesis, creative generation, and innovation

Curriculum Map and Program Structure

Degree Structure: The Bachelor of General Studies is comprised of two curricular focus areas and one 3 credit capstone that fulfills the University Studies Program (USP) "Communications Skills 3" (C3) requirement. Each focus area is defined by subject area, fielded by a specific college, and comprised of at least 18 credit hours. Students can choose from a menu of 16 focus areas across the University. Of the 39 credits required for the major, 21 credits must be upper division with a minimum of 6 upper division credits in each focus area. As a University-wide degree, all USP and University-wide requirements must be met.

No course can count toward more than one area of focus. Students must earn a C or better for all credits counting toward the major. One USP "Human Culture" (H) course and one "Physical & Natural World" (PN) course may also count toward the major. No college core applies to the degree. To declare this major, students must have earned 60 credit hours and received intensive advising from the college fielding their primary focus area.

Focus Areas: Each of the focus areas identifies a knowledge domain that includes courses from a range of disciplines within a particular college. Focus areas include all courses from each of the disciplinary prefixes/subject areas or programs specified as belonging to the focus area (no course exceptions or course lists will be maintained). This will make advising for the degree manageable and will ensure access to needed coursework. Students should choose
courses from within the focus area *thematically* to gain a breadth and depth of knowledge appropriate to the curricular or professional interest that ties together the two focus areas of the student’s major. Students should work with their advisor to ensure that their coursework includes the skills and methods necessary for expertise in the substantive area of interest. Proposed focus areas are listed below by college.

**Focus Areas Listed by College**

**College of Agriculture and Natural Resources**

**Biomedical Sciences:** Microbiology (MICR), Molecular Biology (MOLB), Pathobiology (PATB), Family and Consumer Science (FCSC), Animal Science (ANSC), Food Science (FDSG)

**Agricultural and Natural Resources Sciences:** Animal Science (ANSC), Ecosystem Science and Management (ESM), Renewable Resources (RNEW), Entomology (ENTO), Soil Science (SOIL), Agroecology (AECL), Plant Sciences (PLNT), Agricultural Economics (AGEC)

**Human Sciences and Public Policy:** Family and Consumer Sciences (FCSC), Agriculture (AGRI), Agricultural Economics (AGEC), Food Science (FDSG)

**College of Arts and Sciences:**

**Humanities:** Art History (ART), English (ENGL), Modern and Classical Languages (LANG), Philosophy (PHIL), Religious Studies (RELI), American Studies (AMST), History (HIST), Anthropology (ANTH), African American Diaspora Studies (AADS), American Indian Studies (AIST), Latina/o Studies (LST), Gender and Women’s Studies (WMST), International Studies (INST), Theatre and Dance (THEA)

**Fine Arts:** Theatre and Dance (THEA), Music (MUSC), Art and Art History (ART), African American Diaspora Studies (AADS), American Indian Studies (AIST), Latina/o Studies (LST), Gender and Women’s Studies (WMST), Creative Writing (CW), English (ENGL)

**Social Sciences:** Communications and Journalism (COJO), History (HIST), Anthropology (ANTH), Criminal Justice (CJ), Geography (GEOG), Religious Studies, (RELI), Sociology (SOC), Political Science (POLI), International Studies (INST), American Studies (AMST), Psychology (PSYCH), Statistics (STAT), African American Diaspora Studies (AADS), American Indian Studies (AIST), Latina/o Studies (LST), Gender and Women’s Studies (WMST)

**Math & Sciences:** Math (MATH), Statistics (STAT), Botany (BOT), LIFE Program (LIFE), Psychology (PSYCH), Zoology (ZOO), Chemistry (CHEM), Geology and Geophysics (GEOL), Physics and Astronomy (PHYS), Anthropology (ANTH), Geography (GEOG)

**College of Business**

*Management, Marketing, and Decision Science:* Management (MGT), Marketing (MKT), Decision Science (DSCI)

*Accounting and Finance:* Accounting (ACCT), Finance (FIN)

**Economics:** Economics (ECON)

*Due to accreditation requirements, a student may not choose both the “Management, Marketing, and Decision Science” and the “Accounting and Finance” focus areas to comprise their Bachelor of General Studies major.*
Elementary Education: Early Childhood (EDEC), Elementary Education (ELED), Curriculum and Instruction (EDCI)

Education and Society: Educational Studies (EDST), Exceptional Children (EDEX), Instructional Technology (ITEC), Curriculum and Instruction (EDCI)

The Bachelor of General Studies does not satisfy the requirements for teacher licensure through the Wyoming Professional Teaching Standards Board.

College of Engineering:
Engineering Studies: Engineering Science (ES), Architectural Engineering (ARE), Civil Engineering (CE), Chemical Engineering (CHE), Electrical Engineering (EE), Energy Systems Engineering (ESE), Mechanical Engineering (ME), Petroleum Engineering (PETE)

Applied Science Studies: Atmospheric Science (ATSC), Computer Science (COSC)

The Bachelor of General Studies does not satisfy the requirements for an ABET/EAC accredited engineering degree or an ABET/CAC accredited computer science degree.

College of Health Sciences:
Community and Public Health: Health Education (HLED), Wyoming Institute for Disabilities (WIND)

Haub School of Environment and Natural Resources:
Environment and Natural Resources: Environment and Natural Resources (ENR), Environmental Systems Science (ESS)


**BACHELOR OF GENERAL STUDIES FOUR YEAR DEGREE PLAN**

The Four Year Degree Plan below demonstrates the flexibility of the Bachelor of General Studies; which is particularly valuable for transfer students with high student credit hours. However, *this degree is not designed for first year students*. The degree requires 60 credit hours and intensive advising before it can be declared as a major. Addendum I includes a degree check-list which may be more useful for degree planning.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Year Seminar</td>
<td>3</td>
<td>Physical and Natural World (USP)</td>
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</tr>
<tr>
<td>Communication Skills 1 (USP, C1)</td>
<td>3</td>
<td>Human Culture (USP)</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Reasoning (USP)</td>
<td>3</td>
<td>US and Wyo Government (USP)</td>
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<tr>
<td>Lower Division Elective</td>
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<td>Lower Division Elective</td>
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<td>Lower Division Elective</td>
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<td><strong>Total</strong></td>
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<table>
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<tr>
<th>Third Semester</th>
<th>Credit Hours</th>
<th>Fourth Semester</th>
<th>Credit Hours</th>
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<td>Human Culture</td>
<td>3</td>
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<tr>
<td>Communication Skills 2 (USP C2)</td>
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<td>Lower Division Focus Area 1</td>
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<tr>
<td>Lower Division Elective</td>
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<td>Lower Division Focus Area 2</td>
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<tr>
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<td><strong>Total</strong></td>
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</table>

*After 60 credit hours the student must receive intensive academic advising and determine the two focus areas that they will pursue for the degree.*

<table>
<thead>
<tr>
<th>Fifth Semester</th>
<th>Credit Hours</th>
<th>Sixth Semester</th>
<th>Credit Hours</th>
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<td>Lower Division Focus Area 1</td>
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<td>Lower Division Focus Area 1</td>
<td>3</td>
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<tr>
<td>Lower Division Focus Area 1</td>
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<td>Upper Division Outside Major</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>Total</strong></td>
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<table>
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<tr>
<th>Seventh Semester</th>
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<th>Eighth Semester</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>Upper Division Focus Area 2</td>
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<td>Upper Division Capstone (USP, C3)</td>
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<tr>
<td>Lower Division Focus Area 2</td>
<td>3</td>
<td>Upper Division Outside Major</td>
<td>3</td>
</tr>
<tr>
<td>Lower Division Focus Area 1</td>
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<td>Upper Division Outside Major</td>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Degree Total</td>
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</tr>
</tbody>
</table>

**Course Descriptions:**

The Bachelor of General Studies requires the creation of only one new course: the degree Capstone which will also fulfill the requirements for the Communication Skills 3 (USP, C3). The Capstone is designed to be taken at the very end of a student’s study as they synthesize their work in the focus areas and anticipate the value of this work to future career paths.

Initially, the Capstone will be offered only through distance education to ensure availability to all students in the major. As enrollment in the degree increases, more sections and an on-campus option may be added.

**University Catalog Description:**

*Bachelor of General Studies Capstone:* The Capstone is designed to foster self-analysis of career and intellectual interests based upon the student’s focus areas. Assignments will emphasize interdisciplinary thinking, problem solving from multiple perspectives, and written, oral, and digital communication. Course restricted to Bachelor of General Studies majors.

**Assessment Plan**

Academic Affairs will maintain primary responsibility for assessing the student learning outcomes of the Bachelor of General Studies degree. Upon Board of Trustee approval of the Bachelor of General Studies degree, Academic Affairs will convene a small task-force of faculty to determine the initial structure and assignments for the Capstone and to develop the initial rubrics required for assessment of student learning outcomes. The assessment process will be based upon the already successful method used for First Year Seminars. Student work submitted in the Capstone course will be made available to a committee of faculty for the assessment of student learning outcomes through the WyCoCourses learning management platform. The process for assessing student learning outcomes and all data collected will be included in an annual report on the degree program and submitted to the University Assessment Coordinators Committee for review and assignment of tier status. Curriculum and course design will be reviewed in light of assessment results.

**Learning Outcome #1:** Demonstrate knowledge in focus areas.

Each student will take 18 credit hours in two different focus areas in consultation with a professional academic advisor. Only those courses in which a student earns a “C” or better will count toward the degree program. In addition, students are required to take at least 6 credit hours of upper division coursework in each focus area, 21 total upper division credit hours for the major, and 42 upper division credit hours for the BA or BS degree, ensuring the opportunity to engage in more sophisticated analysis, interpretation, and evaluation of course content.

**Learning Outcome #2:** Demonstrate the capacity to integrate knowledge and modes of thinking from two or more disciplines.

Assignments in the Capstone course will offer the opportunity for students to integrate and synthesize what they have learned in their two focus areas providing a direct assessment measure of the learning outcome. Students will also be asked to complete an exit interview/survey upon completion of the degree which will allow students to provide feedback on their experience and provide us with an indirect assessment measure of the learning outcome.
Learning Outcome #3: Demonstrate an ability to think creatively about complex problems in order to construct, evaluate, and implement innovative possible solutions.

Individual coursework within each of the focus areas will offer different methods for understanding and evaluating disciplinary specific problems. Assignments in the Capstone course will allow students the opportunity to collaborate with one another as they consider specific problems from a variety of perspectives and work together to evaluate potential solutions. Student work will provide a direct assessment measure of the learning outcome. Students will also be asked to complete an exit interview/survey upon completion of the degree which will allow students to provide feedback on their experience and provide us with an indirect assessment measure of the learning outcome.

Learning Outcome #4: Demonstrate an ability to communicate to academic or professional audiences in written, oral, and digital form as appropriate to specific disciplines and interdisciplinary fields.

All students must complete the University Studies Program Communication series (C1, C2, and C3) which emphasizes the ability to communicate in written, oral, and digital form. The Capstone course will meet the learning outcomes for the USP C3 designation. Student work from the Capstone may be assessed within both the University Studies Program and separately as a component of the major. Students will also be asked to complete an exit interview/survey upon completion of the degree which will allow students to provide feedback on their experience and provide us with an indirect assessment measure of the learning outcome.

Learning Outcome #5: Demonstrate higher-order thinking skills such as interpretation, analysis, evaluation, synthesis, creative generation, and innovation.

Upper division coursework within the major will develop these skills through specific assignments. Assignments in the Capstone course will emphasize these skills in the production of a larger scale project appropriate for the content and methods of the students’ focus areas. Student work will provide a direct assessment measure of the learning outcome. Students will also be asked to complete an exit interview/survey upon completion of the degree which will allow students to provide feedback on their experience and provide us with an indirect assessment measure of the learning outcome.

Degree Program Evaluation

Program evaluation for the Bachelor of General Studies will include three major components:

First, Academic Affairs, in consultation with the professional advising centers, will collect detailed demographic and academic data on each student who declares the major. Analyzing these data will allow us to better understand the specific student populations drawn to the degree and, through course mapping of student transcripts, the specific academic trajectories that bring students to the Bachelor of General Studies. This knowledge will inform potential curricular changes to the degree, assist in the projection of degree enrollment, and may also identify larger structural obstacles to student success across campus such as bottleneck courses or the need for more distance education options.

Second, as described above, Academic Affairs will assess student learning outcomes, primarily through the Bachelor of General Studies Capstone course.

Third, a pre/post assessment of student academic interest and satisfaction will be administered. As part of the initial advising session before declaring the degree, students will complete a short survey designed to identify their academic interests, relate these to their future career goals, and assess their satisfaction with different elements of their post-secondary education. At the conclusion of the Capstone course, an exit interview/survey will address these same points.
Student reflections will be analyzed to address degree structure, learning outcomes, and Capstone assignments and to improve student performance and satisfaction.

New Resources Required

Program Administration and Staff Support: The Office of Academic Affairs Undergraduate Education group will oversee the degree as a whole including the fielding of instructors for the Capstone, maintaining degree metrics, assessing learning outcomes, and conducting program evaluation. Existing staff within Academic Affairs will collaborate with professional advisors within the Colleges to organize work flow for these responsibilities. Existing professional advisors in the colleges, in consultation with Advising, Career, Exploratory Studies Center, will advise students in this degree.

Faculty and Instructional Staffing: Faculty supplemental salary of roughly $10,000 will fund the creation of the Capstone and development of the rubrics for assessment of student learning outcomes. Initially, only one-two distance education section of the Capstone will be offered per year at an annual cost of roughly $5,000-10,000. A set of modules for professional advisors will be integrated into the existing Advisor Training system, likely at level 3 or 4 given the complexity of the situations of the students that will declare this major. No new resources are required, but time will need to be dedicated to this training development.

Marketing: Marketing of the degree will be coordinated by the Office of Academic Affairs, in collaboration with Institutional Marketing, college advising centers, and the Office of the Registrar. Focus audiences for marketing will include a) former UW students who left without a bachelor's degree and b) current UW students who have high numbers of credit hours accumulated but are still not close to meeting specific program requirements. Subsequent to receiving recommendations from Institutional Marketing, methods of marketing will include development of contact list, four print mailings, six electronic contacts, and five to ten digital impressions as well as inbound marketing through HubSpot. We expect marketing expenses of roughly $50,000 to launch the degree.
Substantive Change Determination: Not Applicable

Higher Learning Commission (HLC), UW's regional accrediting agency, must approve all substantive changes to UW’s offering. HLC considers substantive change as the addition of a program (degree or certificate/credential level) not previously included in the institution’s accreditation, usually judged to be a program that is a significant departure from normal offerings, the addition of a program with 50%+ new coursework required, or the addition or change to an existing program which will be delivered 50%+ through alternative (hybrid, online) delivery. Substantive change may also be defined as a new program which does not meet the above guidelines, but which requires a significant amount of financial investment to be made. Please contact the HLC Accreditation Liaison Officer (currently Anne Alexander, aalex@uwyo.edu) to make this determination. Not applicable for this program.

Executive Summary of Demand Statistics*

Based on data from Gray Associates, several different program description (CIP) codes are available to determine student demand and employment trends for the Bachelor of General Studies program. Below is a summary of information from the following program categories in order of best fit: General Studies; Liberal Arts/Sciences/Studies; Humanities/Humanistic Studies; Natural Sciences; and Social Sciences, General. For each of these program codes, the following markets for both on-campus and online programs were considered: Laramie 360, Casper 60, and National.

The analysis of Gray Associates data below suggests the following key takeaways:

1. The Bachelor of General Studies program scores higher overall when compared to all three UW distributed majors, therefore is the stronger alternative for a degree completion program.
2. In the Laramie 360 market the program completions for General Studies have been increasing while program completions have been decreasing for Liberal Arts/Sciences/Studies.
3. There is a trajectory of increased student demand for online programs in General Studies and Liberal Arts/Sciences/Studies.
4. For General Studies the share of generalist employment opportunities in the region is above the 90th percentile marker for both online and on-campus programs.
5. There is little reason to retain UW’s current Distributed Majors in the Humanities and Fine Arts and Natural Sciences. There are few student completions, low student demand and low employment opportunity for these programs in all markets considered.
6. Completions in UW’s Distributed Major in Social Sciences is driving the data in the Laramie 360 market. There are stronger employment opportunities for those with this degree than the other two distributed majors.
General Studies

The program description for General Studies states that programs in this category offer an “undifferentiated program that includes instruction in the general arts, general science, or unstructured studies.” Of the program categories included in Gray Associates data, “General Studies” is closest to our Bachelor of General Studies program because it captures the flexibility and variety of subject areas available in our degree.

For the General Studies program, data indicate that there are significant student inquiries for an online program, but low completions and only one competitor institution in the Laramie 360 market. There may be a significant market for those focus areas within our degree program that are available online. The on-campus program data shows student inquiries are still significant, but completions are also robust with four competitor institutions capturing nearly the entire market and showing increased completions since 2013. The share of generalist employment opportunities in the region is above the 90th percentile marker for both online and on-campus programs. Student demand, completions, and employment opportunities for both online and on-campus programs are significantly lower for the Casper 60 market. The national data show a growing preference for online programs.

Liberal Arts/Sciences/Studies

The program description for Liberal Arts/Sciences/Studies states that programs in this category offer a “structured combination of the arts, biological and physical sciences, social sciences and humanities, emphasizing breadth of study.” The proposed Bachelor of General Studies degree allows students to tailor their curricular emphases into two different tracks and when combined with the University Studies Program, some students’ course of study may be similar to the Liberal Arts/Sciences/Studies program described here.

For the Laramie 360 market, data indicate high student inquiries and decreasing student completions for both the online and on-campus programs. Only ten other institutions offer the degree program on-campus with two securing the vast majority of student completions. Seven institutions offer the degree online with declining participations in aggregate. The share of generalist employment ranks at the 98th percentile and Burning Glass shows increasing year-over-year job postings. Nationally, student completions have held steady in on-campus programs and increased with online programs.

Humanities and Humanistic Studies, Natural Sciences, Social Sciences

The program descriptions for the Humanities and Humanistic Studies, Natural Sciences, and Social Sciences program areas emphasize general study within the broad knowledge domain. The current A&S Distributed Majors in Humanities and Fine Arts, Math and Sciences, and Social Studies fit well within these descriptions.

Within the Laramie 360 and Casper 60 markets, both on-campus and online Humanities programs have low student inquiries, low student completions, and very low employment demand. Nationally, there is slightly stronger student interest but declining completions both on-campus and online since 2012. For the Natural Sciences programs, there is strong competitive potential in the region but low student demand, completions, and employment
opportunities. The national market shows few institutions offer this degree. Within the Laramie 360 market for both on-campus and online programs, the Social Sciences have stronger employment opportunity than the Humanities and Natural Sciences, and show a significant increase in year-over-year job listings, a five-year growth rate of 14.2%, and a 95th percentile score for share of generalist employment opportunities. Of note is the fact that UW produces the vast majority of on-campus degree completions for this program area in the Laramie 360 market. This accounting does not accurately reflect the extent to which many students completing the degree at UW are doing so through distance education given the strict IPEDS definition of distance education. Gray Associates show increasing completions among those institutions offering a strictly online degree. National data show a slight decline in completions in both on-campus and online programs since 2012.

### Bachelor of General Studies Check Sheet

#### 2015 University Studies

<table>
<thead>
<tr>
<th>Freshman Year Seminar</th>
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<tbody>
<tr>
<td>Com1</td>
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<td>Com2</td>
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|                       | or CJJS 1010 and W2
| Com3 (Capstone Course)|
| Quantitative Reasoning|
| Physical and Natural World |
| Physical and Natural World |

#### General Studies Courses

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<th>Human Culture</th>
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#### Focus Area 1:

1. 
2. 
3. 
4. 
5. (upper division) 
6. (upper division)

#### Focus Area 2: 

1. 
2. 
3. 
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#### Major Upper Division

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<th>Capstone Course</th>
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<tr>
<td>Upper Division (21 in major/42 total)</td>
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<td>Outside Major Upper Division</td>
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March 12, 2019

Board of Trustees:
This letter serves as a Letter of Commitment for a new Academic Program, the Bachelor of General Studies. This multidisciplinary completion degree will offer students the opportunity to select two focus areas of study from a total of sixteen offered across the University. Academic Affairs will administer the degree. Completion degrees are an important part of the program portfolio for land-grant institutions as they serve specific student populations. This program will advance our statewide educational attainment goal and will better serve students than the three “distributed” majors offered by the College of Arts and Sciences, which it will replace.

Needs
The Bachelor of General Studies will assist our efforts in meeting the state’s educational attainment goal of 67% by 2025 by providing a high quality and flexible degree option for non-traditional students, transfer students with high credit hours, and students with complex curricular interests. It will make a college degree more accessible to our roughly 80,000 adult Wyomingites with some college credits but no degree. It will allow those students who transfer to UW with excess hours to complete a bachelor’s degree prior to exhausting their federal student financial aid availability and will be available to students who, for various reasons, may be unable to complete their originally intended major. Finally, the degree will provide a viable option to attract students with an associate’s degree in General Studies from our Wyoming community college partners who might not otherwise continue their education and will provide another opportunity for our men and women in uniform at FE Warren.

Compared to other completion degrees such as a Bachelor in Liberal Studies or our current “distributed” majors offered through the College of Arts and Sciences, market analyses show the Bachelor of General Studies to be a regionally and nationally recognized degree program with increasing student demand, strong student completions, and a 90th percentile ranking in generalist employment opportunities in the region. Adopting this degree will resolve the following problems identified with the “distributed” majors in A&S (proposed for sun-setting): a curriculum limited to A&S, complex advising and course scheduling which often delay graduation, and an inability to meet the learning outcome assessment standards of the Higher Learning Commission.
Requirements

After consulting peer institution programs, a committee with broad representation from across campus created the curriculum for the Bachelor of General Studies. The review process ensured vetting at the Department, College, and University level. The degree requires 120 credit hours; it is comprised of two curricular focus areas and one 3-credit capstone that fulfills the University Studies Program (USP) “Communications Skills 3” (C3) requirement. Each focus area is defined by subject area, fielded by a specific college, and comprised of at least 18 credit hours. Students can choose from a menu of 16 focus areas across the University. Of the 39 credits required for the major, 21 credits must be upper division with a minimum of 6 upper division credits in each focus area. Assessment of the degree’s five learning outcomes will occur in the capstone course. As a University-wide degree, all USP and University-wide requirements must be met. Because this is a completion degree, students must have earned 60 credit hours and received advising from the college fielding their primary focus area prior to declaring the major. Only one new course will be required for this degree: the Bachelor of General Studies Capstone.

Resources

The program requires few new resources. The curriculum is composed nearly entirely of existing courses and student advising will occur in the existing professional advising centers in each of the colleges. Faculty supplemental salary of roughly $10,000 is required to fund the creation of the Capstone and to develop the rubrics for assessment of student learning outcomes. Initially, we will offer one to two distance education sections of the Capstone course per year at an annual cost of roughly $5-10,000. We will dedicate $50,000 for a marketing plan to launch and publicize the degree.

Four-Year Budget

The pro forma budget is attached. It includes the direct costs associated with the establishment of this program. Positive revenue is feasible within four years.

Timeline

Upon board approval, UW students may declare a major in General Studies immediately. We will offer the first section of the Capstone course as early as Fall 2019 and could graduate our first students on or before December 2019.
In conclusion, I support the creation of the Bachelor of General Studies. This program is well-conceived and will serve a critical need for our students and the state.

Best,

Kate C. Miller
Provost and Vice President, Academic Affairs
AGENDA ITEM TITLE:
Consideration and Action: Undergraduate Elementary and Special Education Degree, Anne Alexander
Feasibility Study for BA in Elementary (K-6) and Special Education

Executive Summary

Degree or Certificate Title: Bachelor of Arts Degree in Elementary (K-6) and Special Education (K-12)

Level of Degree or Certificate: Undergraduate

Delivery Mode(s): This proposed degree program will be delivered through a combination of face-to-face on campus course work, hybrid distance course work and online coursework.

Program Development Budget: See attached budget

Anticipated Launch Date: Fall 2019

Introduction

We are excited to present the proposed BA in Elementary and Special Education, which provides dual majors in both Elementary and Special Education. This program is efficient, cost effective and driven by state needs and stakeholder feedback. Students exiting this program will be equipped to teach both elementary students (K-6), as well as students with disabilities (K-12). This range of expertise positions graduates to better serve all students within multiple educational settings and provides flexibility within districts to shift teaching roles when demand necessitates. With the rural nature of Wyoming’s school districts, some areas have access to many teacher candidates; however, most are continually searching for quality educators to serve their students. Nowhere is this more apparent than the need for teachers that are qualified to educate students with disabilities (WASEA Survey, 2018). Not only is this an issue in Wyoming, but this is a regional and national issue as well. Currently, nearly 50% of our candidates in College of Education undergraduate programs stay in the state upon graduation. In our most recent survey of graduates from our bachelor’s degree programs in the College of Education (all of which lead to initial teacher licensure in elementary or secondary school settings) about half of the respondents who were currently teaching were teaching in Wyoming schools. This is often due to the above-average salaries that teachers in Wyoming make. Additionally, many districts offer signing bonuses to fill special education positions. Given this tendency for graduates to remain in Wyoming, we have a unique opportunity to positively impact this statewide challenge.

It is important to note that the funding and personnel resources required to develop and support this proposed program have already been secured. In the fall semester, the College of Education procured funds for the development of special education programming. Additionally, we anticipate that the existing number of faculty lines in Special Education (five) will be sufficient to deliver this program. No additional faculty lines will be required.

Description

The proposed BA in Elementary and Special Education will be a dual major, taking 4-years to complete and will be designed to support pre-service teachers in earning their Elementary (K-6) license and Special Education (K-12) endorsement. This professional program is intended to support local
school districts through producing qualified educators able to serve in high need teacher positions (i.e. special education). Additional highlights:

- Expected 4-year enrollment: 60 or more
- Expect to begin admitting new freshmen and transfer students in Fall 2019
- Graduating candidates eligible for Wyoming Elementary Education Teaching License with Special Education Endorsement
- Accredited by CAEP (Council for the Accreditation of Educator Preparation) and CEC (Council for Exceptional Children)
- Curriculum will utilize existing Special Education and Elementary Education courses
- Program will require 9 new courses of which 6 will be dual listed with current special education graduate courses.
- Program will require 5 full-time faculty and a .25 administrative assistant (positions already in place)
- Supported by:
  - College of Education Dean
  - UW Board of Trustees
  - Wyoming Professional Teaching Standards Board (PTSB)
  - Wyoming Department of Education
  - Wyoming Association of Special Education Administrators (WASEA)
  - School of Counseling, Leadership, Advocacy, & Design (CLAD)
  - School of Teacher Education

This proposal will further detail state, regional, and national needs, explore our proposed budget, and review the program plan of study.
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Pro Forma Budget Narrative

Revenue: Information about tuition and fee revenue can be found in the Budget (see Appendix A).

New Program Expense Assumptions: The start-up costs for this program are estimated at $138,027 in FFY 1 and $58,924 in FFY 2. The major expenses of this program will go toward generating courses, designing instruction for distance delivery, supporting staff in traveling for initial student-teacher placements, hiring Graduate Assistants, and building the infrastructure to provide a program that may be accessed from a distance. We project utilizing a total of $306,750 over the course of 4 years to accomplish these goals. Course developers will be hired to create new content, while Instructional designers will be utilized to convert existing content into modules and online learning platforms. Course developers will be paid $3,750 per course, while Instructional designers will earn a total of $126,000 for 150 hours of work (21 classes at 150 hours each x $40 an hour). This is a liberal estimate of the time needed to develop each course. We anticipate that some courses may take fewer hours of development time. That said, we wanted to set aside these funds to ensure that we have enough to complete this part of the project. It is important to note that this funding (i.e. the $306,750) has already been secured and is in place. Additionally, we project needing a total of $20,000 over 4 years for marketing. The proposed BA in Elementary and Special Education will not require additional faculty or support staff, as we already have these individuals in place.

We are expecting a total of 9 new special education courses to be offered in the proposed undergraduate program. Although this program will be a dual major in elementary and special education, no new courses will need to be developed for the elementary education major, as this program is already in existence and all courses utilized for the proposed program will come directly from this existing bank of elementary education courses. One section of each elementary education course will be developed online, however, to provide a distance option to students throughout the state or elsewhere.

Though 9 new courses will be offered for the special education side of this program, 6 of these courses will ultimately be dual listed with our existing Special Education Master’s Degree. Dual-listing serves dual purposes. First, the development of new course content will be greatly reduced and most importantly, as mentioned above, we will be able to provide the undergraduate dual major and special education master’s degree with the same number of faculty members currently in place. So essentially, by dual-listing courses, we prevent the need to create a new faculty line. The budget, therefore, does not include funds for a new position, as faculty lines are already budgeted within our current program.

* Finally, we want to note that we intend to keep our current master’s program running simultaneously with the undergraduate dual major for a minimum of four years. That said, we are aware that with the implementation of this proposed program, which relies heavily on courses already taught at the master’s level, our graduate program will need reevaluation and substantial change. While, we will maintain this program until our graduate students have completed their course requirements and our undergraduate program is graduating special education teachers, we will eventually look to innovate our master’s program to better align with our undergraduate work and best meet the needs of our students, stakeholders, local school districts, and the state. We anticipate the process of innovating the master’s program to begin within two years of the launch of the undergraduate program.
Overview and Description of Degree or Certificate, Purpose, Strategic Play Overlay

Degree Objective

The objectives of the proposed BA in Elementary and Special Education are as follows:

- To generate highly qualified multi-disciplinary educators to meet the historic shortage of teachers in Wyoming.
  - UW graduates are highly likely to recommend teaching as a profession
  - Retention in the profession is increased after 3 years of teaching

Fit with Unit’s Current Offerings

The team developing this proposed bachelor’s degree program includes experts in Elementary and Special Education. In this interdisciplinary team, we have consulted with representatives from the following groups: Educational Foundations, Early Childhood Education, Disability Studies, Literacy, Communication Disorders, and Wyoming Institute for Individuals with Disabilities (WIND). Where possible, we have aligned curriculum to support other programs within the university. For example, within our proposed program, we will require students to take a Disability Studies course. This requirement supports the Disability Studies Minor and potentially generates additional applicants to the Disability Studies program.

The proposed professional program will necessarily overlap with the current Elementary Education Bachelor’s degree. However, this overlap is beneficial in that it will support potential students in acquiring dual licensure in elementary (K-6) and special education (K-12). Additionally, there will be some overlap between the proposed program and the current Special Education Master’s Degree curriculum. This overlap will support the development of the proposed program, through sharing course content among degrees, and will foster the later revision of an aligned, yet innovative master’s Program in Special Education.

Rationale

According to the Wyoming Department of Education’s Equity Plan, Wyoming Plan to Ensure Equitable Access to Excellent Educators, survey data from Wyoming stakeholders indicated the difficulty districts face in hiring and retaining highly qualified special education teachers. The plan emphasizes this need by identifying the lack of highly qualified special education teachers as one of their equity gaps as reported to the US Department of Education. Nationally, 12.3% of special education teachers leave the profession, which is nearly twice the rate of their general education counterparts. Additionally, 49 states report a special education teacher shortage (National Collation on Personnel Shortages in Special Education and Related Services, 2013/14).

In response to this state-level (and national) need, President Nichols has made it a university goal to develop an undergraduate program in special education. With her encouragement and guidance, we have made all efforts to develop a robust program that reflects state needs and stakeholder feedback. To this end, in the fall of 2016 the UW Special Education Programming Feedback Survey was distributed to Wyoming district superintendents, special education directors, HR directors, principals, and other district level stakeholders (n=64). Survey questions sought to obtain feedback from
local school districts on the development of an undergraduate program in special education at the University of Wyoming. Survey results indicated overwhelming support for the development of a dual certificate special education program. District administrators stressed the importance of hiring qualified staff who are flexible within roles and can meet unique district needs as shifting landscapes dictate. Hiring staff licensed both in elementary education (K-6) and special education (K-12) allows for this flexibility. Additionally, district administrators emphasized the importance of providing a distance education option, as rural Wyoming districts often find hiring qualified staff not already tied to the community largely unsuccessful due to high turnover rates and vacancies. Administrators, therefore, pushed the need to "grow their own" special education teachers and allow for an option that would allow community members and in-house employees (often para-professionals) to earn their degree while maintaining their connections to the community, their families and their jobs.

Undergraduate students enrolled in the College of Education Intro to Special Education courses were also asked about their interest in a potential dual certificate program. Again, the majority of student responses were positive, and a large portion of students surveyed indicated they would join a dual certificate program if it was made available. Finally, many districts in Wyoming offer incentives to potential and current special education teachers, including signing bonuses, and assistance with continuing education leading to certification in special education.

The proposed BA in Elementary and Special Education will be designed to increase the flexibility of educators and the students they can serve. Currently, when students graduate from the College of Education in Elementary Education, they can only serve in the elementary education environment. This dual certification program will allow graduates to assume roles in multiple classrooms and educational environments that meet the unique needs of diverse students in and beyond the state of Wyoming.

Currently, the College of Education offers a master's degree in special education. It is important to note that this program focuses solely on special education and does not include elementary education instruction. Our graduate program is marketed to licensed educators seeking to advance their skills, better understand the field of special education, and/or to become special education teachers. We often accept candidates working within their district as provisionally licensed special education teachers. In order to work under a provisional license in the state of Wyoming, these teachers are required to join a special education program and demonstrate progress toward earning their degree. Ultimately, they have three years to complete a special education program and to become fully licensed special education teachers before their provisional license expires.

Unlike the current master's program, the proposed dual major in elementary and special education is marketed to undergraduate students, who have not yet earned a teaching license and are not practicing (or licensed to practice) in the field. Implementing the proposed program provides an avenue for students seeking to become special education teachers to earn their degree within an undergraduate four-year program. This is particularly beneficial for those students receiving Hathaway funding, which does not extend to the graduate level. Additionally, this program encourages those students desiring to work as elementary education teachers to advance their skills in special education so they may better serve all students within their future classrooms. These graduates also become more marketable to hiring districts, as they have the knowledge and skills necessary to meet a variety of student needs and may be utilized in different roles throughout the school district as demand requires.
Additionally, the proposed program meets a market demand for districts striving to "grow their own" qualified special education teachers. Often, our rural and remote Wyoming districts struggle not only to hire special education teachers, but to retain them as well. New special education teachers are often not connected to the community and, as a result, leave within a few years of hire. By providing a program that may be accessed from a distance, we provide an avenue for districts to select vested community members, who have shown promise of becoming effective special education teachers. These individuals are most often serving as paraprofessionals and have demonstrated their ability and skill in working with students with disabilities. Advantageously, while completing course requirements, these district employees may remain in their current roles, continuing to serve their assigned students with disabilities, while harnessing their work to better prepare them as special education teachers. These professionals sit uniquely within the system, as they are far better stationed than our typical teacher candidates to complete practicum hours and utilize practical experience to further their skills. It is important to note that stakeholders have not only advocated for this undergraduate programming option for their staff, but have also committed to supporting them while in the program, both with scheduling and financial assistance.

Alignment to College’s Strategic Plan

The proposed BA in Elementary and Special Education most closely aligns with Goal 8 of the College of Education strategic plan, which is part of Theme 3: Impacting the Profession and the Schools of the State. Goal 8 specifically calls for the development of a new undergraduate program in Special Education, "...to meet the needs of an increasingly technologically-based and diversified economy." The proposed program also aligns with Goal 6 of the College of Education’s Strategic Plan, which is part of Theme 2: Connected to Community. Goal 6 is as follows: "The College of Education will engage with Wyoming community colleges to make select educator preparation programs accessible throughout all geographic regions of the state to place bound students." As plans are in place to ensure that the BA in Elementary and Special Education will be accessible by distance, this program will allow for accessibility across Wyoming to place-bound students.

Alignment to UW’s Strategic Plan

The proposed program aligns with the University mission by preparing individuals to serve students, families, and communities, throughout Wyoming, other states within the US, and the globe. We will promote personal growth, positive interactions between peers and faculty, and an appreciation for local, national, and international diversity, especially as pertaining to the treatment and education of children and youth with exceptionalities.

We believe this program is designed to incorporate all facets of the University of Wyoming’s Five Year Strategic Plan (Breaking Through). Here, we will highlight the goals that most closely align to our proposed program.

Goal 1 emphasizes the promotion of academic programs that meet workforce needs within the state and region. Stakeholders throughout Wyoming have been vocal about the need for qualified special education teachers. While there are multiple avenues in the development of qualified special education teachers, Wyoming specific needs are to produce teachers that are certified to work with varying populations of students and within a variety of educational environments. The development of this program meets that need by graduating dually certified elementary education and special education
teachers. This will provide school districts maximum flexibility to shift teaching assignments between the elementary education (K-6) and special education settings (K-12).

Goal 2 emphasizes the need to engage and graduate well-rounded and creative thinkers, capable of meeting unpredictable and complex challenges. The proposed program will provide opportunities for students to engage in internships and practicum placements. By providing multiple and diverse experiences in Wyoming classrooms—to include working in elementary and secondary settings, working with a variety of students with unique and varying needs, and working within different placements for students with disabilities—we will better prepare students to meet the complexities of the modern-day school environment.

Goal 3 encourages programs to build a statewide community of learners by collaborating with schools, community colleges and tribal nations to connect students and citizens. The proposed BA in Elementary and Special Education supports these efforts through the expansion of student teaching placements and the ability to better collaborate with community colleges throughout the state. Currently, the College of Education is partnering with 26 local school districts. These institutions will support student placements throughout the state. Several of these locations include American Indian and low-income schools. We hope to partner with these schools in an effort to better prepare our students to provide instruction to diverse learners.

Learning Outcomes

Upon graduation with a BA in Elementary and Special Education, a graduate shall be able to:

- Use multiple assessments to determine special education eligibility and educational need;
- Write an IEP (Individualized Education Program);
- Conduct a functional behavior assessment;
- Write and implement a behavior intervention plan;
- Provide instruction based on learner needs as determined through performance data;
- Progress monitor student performance using formative and summative assessments, as well as observations, skill specific assessments, and other formats;
- Create culturally responsive and inclusive learning environments;
- Identify and employ evidence-based practices and specialized instruction;
- Provide ethical instruction to students with disabilities;
- Collaborate with educators, administrators, parents, para-professionals, and service providers throughout the school system;
- Develop compliant Individualized Education Programs that clearly identify student needs and address these through services and appropriate programming;
- Understand and work within special education law;
- Understand and address each child’s developmental and learning needs;
- Understand and apply content and curricular knowledge for teaching;
- Assess, plan, and design contexts for learning;
- Support each child’s learning using effective instruction; and
- Develop as a professional.
Special Education

The Special Education portion of this program will be required to meet the CEC 2015 K-12 Special Education Teacher Education Standards, as follows:

STANDARD 1: Learner Development and Individual Learning Differences. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

STANDARD 2: Learning Environments. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

STANDARD 3: Curriculum Content Knowledge. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

STANDARD 4: Assessment. Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

STANDARD 5: Instructional Planning and Strategies. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

STANDARD 6: Professional Learning and Ethical Practice. Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

STANDARD 7: Collaboration. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Elementary Education

The Elementary Education portion of this program will be required to meet the CAEP 2018 K-6 Elementary Teacher Preparation Standards, as follows:

STANDARD 1 – Understanding and Addressing Each Child’s Developmental and Learning Needs. Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning.
STANDARD 2 – Understanding and Applying Content and Curricular Knowledge for Teaching. Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.

STANDARD 3 – Assessing, Planning, and Designing Contexts for Learning. Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students’ learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners’ diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation and promote students social and emotional development.

STANDARD 4 – Supporting Each Child’s Learning Using Effective Instruction. Candidates make informed decisions about instruction guided by knowledge of children and assessment of children’s learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate and use whole class discussions to support and enhance children’s learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.

STANDARD 5 – Developing as a Professional. Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.

Curriculum Map and Program Structure

The proposed program of study will require:

a. Completion of University Studies Program course requirements;

b. Mastery of Special Education curriculum based on the CEC Standards;

c. Mastery of Elementary Education curriculum based on CAEP Standards;

d. Clinical experiences in both Special Education (K-12) and Elementary Education (K-6) to include both practicum placements and student teaching placement (8 weeks in Special Education, 8 weeks in general education)

Program of Study

The number of hours required in this dual major program (125 credit hours) is strongly aligned with all of the bachelor’s degree programs in the College of Education. Our degree programs range from 120 to 128 credit hours, and many include an Area of Concentration, minor, or concurrent major. Through completion of the proposed coursework students will be prepared for licensure in elementary education (K-6) and special education (K-12). Courses have been carefully selected to provide a comprehensive teacher education program while maintaining the ability to complete requirements in four years. This is a testament to the collaboration of our College faculty, as the previous undergraduate dual elementary
and special education major ran at 159 credit hours. It is also important to note that the proposed program aligns with community college coursework and assessments. This provides an avenue for community college students to transition to a dual elementary and special education major upon entering the UW College of Education. For example, Introduction to Special Education (EDEX 2484) can be taken at Wyoming community colleges. This holds true for several courses within the proposed program. Finally, all courses within the proposed program will have a distance education option (i.e. hybrid distance or online) or be offered through the community colleges.

<table>
<thead>
<tr>
<th>University Studies Program Requirements</th>
<th>Professional Education Requirements</th>
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<tbody>
<tr>
<td><strong>First year seminar (3)</strong></td>
<td><strong>Phase Prerequisites</strong></td>
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<tr>
<td>Communication 1 (3)</td>
<td>EDST 2450: Foundations of Dev &amp; Learning (3)</td>
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<td>Quantitative Reasoning (3)</td>
<td>ITEC 2360: Teaching w/Technology (3)</td>
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<tr>
<td><strong>Additional USP</strong></td>
<td><strong>Phase I:</strong></td>
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<tr>
<td>COM2: EDST 3000: Teacher as Practitioner (6)</td>
<td>EDST 2480: Diversity &amp; Politics of Schooling (4)</td>
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<td>COM3: Elementary Methods (3 courses)</td>
<td>EDEX 2484: Intro. to Special Education (3)</td>
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<td><strong>Knowledge of Human Culture (H), Physical &amp; Natural World (P), UW/WY Constitution (V)</strong></td>
<td><strong>Phase II:</strong></td>
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<tr>
<td>Human Culture (EDST 2450) (3)</td>
<td>EDST 3000: Teacher as Practitioner (6)</td>
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<tr>
<td>Human Culture (EDST 2480) (4)</td>
<td>EDEX 3000 Sped Assessment (5)</td>
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<td>Physical &amp; Natural World</td>
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<tr>
<td>Physical &amp; Natural World</td>
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<tr>
<td>US/WY Constitution (3)</td>
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<td><strong>Phase III:</strong></td>
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<tr>
<td></td>
<td>EDEL 4109: Elem. Humanities Methods (5)</td>
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<tr>
<td></td>
<td>EDEL 4309: Elem. Literacy Methods (5)</td>
</tr>
<tr>
<td></td>
<td>EDEL 4405: Elem. Math/Sci Methods (5)</td>
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<tr>
<td></td>
<td>EDEL 4500: Residency in Teaching (EDEL 8 credits)</td>
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<td></td>
<td>EDEL, EDEX 4 credits</td>
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<table>
<thead>
<tr>
<th>Literacy</th>
<th>Art</th>
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<tr>
<td>EDEL 2280: Lit for Children (3)</td>
<td>EDEL 2170: Art in Elem School (3)</td>
</tr>
<tr>
<td>EDEC 4320: Oral &amp; Written Lang. Act. (3)</td>
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<table>
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<tr>
<th>Mathematics</th>
<th>Geography</th>
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<tr>
<td>MATH 1100: Numbers &amp; Operations (3)</td>
<td>Choose one:</td>
</tr>
<tr>
<td>MATH 1105: Data, Probability &amp; Algebra (3)</td>
<td>GEOS 1000: World Regional Geography (3)</td>
</tr>
<tr>
<td>MATH 2120: Geometry &amp; Measurement (3)</td>
<td>GEOS 1020: Introduction to Human Geography (3)</td>
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<th>Special Education</th>
<th>Science</th>
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<tr>
<td>EDEX 3XXX Mild/Mod I (3)</td>
<td>LIFE 1020: Life Science (4)</td>
</tr>
<tr>
<td>EDEX 4XXX Sped Law (3)</td>
<td>ASTR/GEOL 1070: Earth, Physical Environ. (4)</td>
</tr>
<tr>
<td>EDEX 3XXX Severe I (3)</td>
<td>CHEM/PHYS 1090: Fundmtls Physical Universe (4)</td>
</tr>
</tbody>
</table>
| Semester 1 | First-Year Seminar (3)  
| EDEST 2450 Foundations of Development and Learning (3)  
| MATH 1100 Numbers and Operations (3)  
| POLS 1000 or HIST 1XXX (V requirement) (3)  
| LIFE 1020 Life Science (4) | Total: 16 |

| Semester 2 | ITEC 2360 Teaching with Technology (3)  
| MATH 1105 Data, Probability and Algebra (3)  
| ASTR/GEOL 1070 Earth and Physical Environment (4)  
| EDEST 2484 Intro to Special Education (3)  
| EDEST 3XXX Collaboration and Co-Teaching (3) | Total: 16 |

| Semester 3 | MATH 2120 Geometry and Measurement (3)  
| EDEST 2280 Literature for Children (3)  
| EDEST 2480 Diversity and Politics of Schooling (4)  
| EDEST 3170 Art in the Elementary School (3)  
| EDEST 3XXX Mild Moderate I (3) | Total: 16 |

| Semester 4 | GEOG 1000 World Regional Geography (3)  
| GEOG 1020 Introduction to Human Geography (3)  
| CHEM/PHYS 1090 Fundamentals of Physical Universe (4)  
| EDEST 3XXX Severe Disabilities I (3)  
| WIND 4020 Disability Studies Theory and Practice (3)  
| EDEST 3720 Literacy Difficulties: Assessment and Instruction (3) | Total: 16 |

| Semester 5 | EDEST 3000 Teacher as Practitioner (6)  
| EDEST 4XXX Mild Moderate II (3) |
| Semester 6 | EDEX 4320 Oral and Written Language Acquisition (3)  
|           | EDEX 4XXX Special Education Law (3)  
|           | EDEX 3560 PRIS (3)  
|           | EDEX 4XXX Data Analysis & IEP Development/Implementation (3)  
|           | Special Education Elective (3)  
|           | Total: 15 |
| Semester 7 | EDEL 4109 Elementary Humanity Methods (5)  
|           | EDEL 4309 Elementary Literacy Methods (5)  
|           | EDEL 4409 Elementary Math/Science Methods (5)  
|           | Total: 15 |
| Semester 8 | EDEL 4500 Residency in Teaching Elementary Education (8)  
|           | EDEL 4500 Residency in Teaching Special Education (8)  
|           | Total: 16 |
|           | Program Total: 125 |

**New Course Descriptions**

**Special Education New Courses**

EDEX 3XXX Teaching Students with Mild Moderate Disabilities I (3): Relates the theoretical, research, and practical aspects of mild-moderate disabilities to the student, teacher, classroom, parents, paraprofessionals, and other school personnel and community agencies, all in an effort to help understand and remediate student instructional and behavioral presenting problems.

EDEX 4XXX Sped Law (3): Provides prospective special education teachers and support personnel with overview of important case and statutory law in special education. This course will be dual listed with EDEX 5720 Special Education Law.

EDEX 3XXX Teaching Students with Severe Disabilities I (3): Relates the theoretical, research, and practical aspects of severe disabilities to the student, teacher, classroom, parents, paraprofessionals, and other school personnel and community agencies to provide an understanding of these disabilities and promote inclusive education. This course will be dual listed with EDEX 5080, Teaching Students with Severe Disabilities. *Subject to instructor design.

EDEX 4XXX Teaching Students with Severe Disabilities II (3): Designed to provide teachers with the repertoire of instructional, curricular, and behavior analytic skills needed to effectively serve students with severe and low-incidence disabilities. An emphasis on inclusive education and promoting access to the general curriculum will be stressed. Additionally, a focus on transition will prepare teachers to support their students’ post-secondary outcomes. *Subject to instructor design.
EDEX 4XXX Teaching Students with Mild Moderate Disabilities II (3): Addresses procedures and strategies for teaching core content to students with mild/moderate disabilities, using data from formative and summative assessments to guide academic decision making.

EDEX 3560 Positive Behavior Support Management (3): Relates the theoretical, research, and practical strategies of behavior change models to students, teachers, parents, and paraprofessionals, in order to understand and remediate student behavior presenting problems, to include the application of systematic Behavior Management plans, BIPs, FBAs, BSPs, and school wide PBIS. This course will be dual listed with EDEX 5110 Positive Behavior Support Management.

EDEX 3XXX Collaboration and Professional Relationships (3): Represents an opportunity for students to examine and explore a range of consultant concepts in the field of Special Education. Prerequisite: Admission to program or consent of instructor. This course will be dual listed with EDEX 5000 Collaboration and Professional Relationships.

EDEX 4XXX Data Analysis, IEP Development/Implementation (3): Teachers analyze assessment data to develop student driven Individualized Education Program (IEP), selecting LRE, services and accommodations to reflect and meet student needs. Teachers will also understand progress monitoring requirements and strategies to respond to student progress or lack thereof.

EDEX 4XXX Assessment (3): Involves the history, ethics, data collection procedures, psychometric understanding, and interpretation of selected formal and informal psychoeducational tests; the relationship to a comprehensive evaluation and IDEA eligibility requirements; and the application of assessment results to the practical remediation of student instructional and behavioral presenting problems. This course will be dual listed with EDEX 5355 Assessment.

*All special education courses will be taught as hybrid distance or online courses.

Assessment Plan

Existing undergraduate programs in the College of Education, all of which lead to initial teacher licensure, are evaluated on specific teacher education standards through common assessments that are embedded in courses and aligned to those standards. For the Special Education portion of the program, assessments will be aligned to CEC standards; for the Elementary Education portion of the program, assessments will be aligned to both InTASC and CAEP Elementary Program Standards. Data from course-based assessments are regularly collected through LiveText, an online data/assessment system. In addition, standards-based assessments will be used during the student teaching/practicum periods, including edTPA, a nationally recognized performance assessment for novice teachers.

Degree Program Evaluation

In addition to collecting and reviewing data from the assessment system described above, the Special Education/Elementary Education program will be part of the program review and accreditation system that is regularly undertaken by the College of Education and other units at UW that have programs leading to teacher licensure or endorsement. The program review process will take place in a timeline that is aligned with unit accreditation through CAEP. This program will be reviewed both by CEC
trained reviewers and by CAEP Elementary program reviewers, resulting in a determination of a) Nationally Recognized; b) Recognized with Conditions; or c) Not Recognized. This is a similar review process to all other licensure or endorsement programs in the College of Education.

Substantive Change Determination

There is not a substantive change with this proposed professional program.

Resources Required

As noted above, the resources required to design and implement this proposed program, have already been secured. These resources include:

- Funding to support course and instruction development;
- Distance learning infrastructure;
- Faculty travel funds for student teaching supervision; and
- Funds for marketing.

Executive Summary of Demand Statistics

Overview of the Field

Nationally, as of 2016 the US serves 56.6 million students, kindergarten through 12th grade (National Center for Educational Statistics). Of these, 6.7 million students receive special education services under the Individuals with Disabilities Education Act (IDEA) (NCES, 2018). In 2016, US schools employed 6.6 million elementary and secondary teachers (NCES). According to a report from the Bureau of Labor Statistics, in 2016, 439,300 special education teachers were actively employed in US schools. In accordance with the IDEA (2004), children and youth with disabilities are to be educated in the least restrictive environment. As of 2014, 95% of youth with disabilities ages 6 through 21 received services in the general education classroom alongside peers without disabilities. Three percent of this population were served in separate schools for students with disabilities. One percent were placed by parents in private schools, while an additional 1% received services in residential facilities, home, in a hospital, in a correctional facility (NCES, 2014). A decade ago, researchers, employers, and the labor market anticipated a significant rise in the demand of special education teachers to serve the most at risk youth, students with disabilities, estimating a 17% increase (Bureau of Labor Statistics, US Department of Labor, 2009). These concerns remain, leaving certification programs a critical component in addressing this problem.

Demand

Below, we will review data generated by Gray and Associates. Additionally, we will explore state specific needs as it relates to special education and qualified educators.

Gray Associates data.

According to Gray Associates data, the overall score in the Laramie 360 market for CIP code 13.1017 – Special Education – Elementary is 9. For the same CIP code, in the national market, it increases to 12. In terms of student demand in the Laramie 360 market there is a high value for inquiries into the bachelor’s degree, with 268 inquiries in the last 12 months. One hundred percent of inquiries
into this program in the Laramie 360 market are at the bachelor’s level. At the national level, the percentage of inquiries into the bachelor’s degree is 9.7%. In terms of employment data, there has been a 140% increase in job postings according to Burning Glass in the Laramie 360 market over the previous 12-month period.

State need.

The total number of students enrolled in Wyoming public school districts as of 2017-18 was 92,976. Of these, 15,914 students were provided services under the IDEA. Currently, Wyoming school districts employ approximately 7,250 general education teachers, pre-K through secondary. A total of 1,032 special education teachers serve students with disabilities in Wyoming. Of these, 46 teachers are working under an exception authorization license, meaning many students with disabilities in Wyoming are being provided special education services by teachers who are not yet qualified to do so. This issue additionally highlights the need for fully licensed special education teachers in the state. Rather than individuals working on a provisional license as a result of Wyoming districts lacking an adequate candidate pool, districts need highly qualified and fully licensed special education teachers.

Wyoming district administrators have voiced their concerns, sharing their difficulties in not only finding qualified special education teachers, but retaining these professionals within their districts. Nationally, special education teachers experience a 12.3% attrition rate. This is nearly double the attrition rate of general educators (National Coalition on Personnel Shortages in Special Education and Related Services). Over a five-year period, nearly 40% of Wyoming School Districts experienced a 10% teacher turnover rate (WDE, Equity Plan, 2015). It was determined that those teachers who were not qualified were more likely to leave the field. Additionally, teachers who were certified through alternative licensure routes (non-four-year university programs) were at more risk of attrition (National Coalition on Personnel Shortages in Special Education and Related Services). This turnover may also hold particularly true in rural school districts, where communities experience a limited local teacher supply, lack access to high quality teacher preparation programs, and remote locations create isolation (Education Commission of the States, 2016). To ameliorate this issue, districts are working toward growing their own special education teachers. Stakeholders input from the Wyoming Equity Plan have already identified the need to create a plan for recruiting, supporting, and incentivizing paraprofessionals to become licensed teachers. In August of 2017, the WDE promoted a Special Education Personnel Tuition Reimbursement program. This initiative also aligns with the focus of the College of Education’s Teacher Education Initiative, E4, which provides unique avenues towards teacher licensure.

Current Potential: Target Market

In 2013, the University of Wyoming ranked as the most affordable college in the country (The College Board, 2013). Recent studies place Wyoming at number 3, continuing the trend of the University of Wyoming providing remarkable value to students (Loan Hero, 2017). Despite Wyoming tuition incentives, the University of Wyoming is losing undergraduate students to special education programs offered at Chadron State College, Black Hills State, Utah State, University of Utah, Western Governors, and others. As a direct result of the University of Wyoming not currently offering an undergraduate special education option, students have committed to these more expensive programs.
and forfeited Hathaway Scholarship opportunities. Corroborating this issue, district stakeholders report hiring special education teachers from surrounding colleges and universities, as well as online programs. Many of these teachers are Wyoming high school graduates, who have sought undergraduate programs in special education outside the state.

If the University of Wyoming were to offer an option for undergraduate students desiring to join the field of special education, this population of Wyoming high school graduates would be available for recruitment. With the tuition incentives offered by the University of Wyoming, district level support, and a connection to Wyoming students, the majority of these students would likely choose to attend the University of Wyoming as opposed to leaving the state to surrounding institutions. Additionally, because the proposed program is a dual major, those pre-service elementary education teachers wanting to better serve all of their students and/or better their employment options, will have the opportunity to join this program as well. Also, our local school districts are working to “grow their own” special education teachers by supporting and often paying for special education paraprofessionals within their schools to become certified special education teachers. Because students may access the proposed program from a distance, we are well positioned to provide education for these potential teacher candidates as well.

As mentioned above, graduates from programs within the College of Education are likely to remain in Wyoming. Again, about half of our graduates are currently teaching in Wyoming school districts. Due to higher than average teaching salaries and hiring bonuses for hard to fill positions (such as special education teachers), UW students are incentivized to remain in the state. These incentives additionally encourage students to join our UW teaching preparation programs. With additional monies for special education positions, potential students would further be urged to join the proposed dual major. Additionally, those district employees (i.e. paraprofessionals) joining the program will further support our Wyoming retention numbers, as these individuals will be working to fill special education positions within their local Wyoming communities.

Finally, in order to generate a potential anticipated enrollment number, we reviewed the previously offered and discontinued undergraduate bachelor’s special education program’s admission numbers. This program ran from 1987 to 2009 but the average enrollment peaked in the years of fall 2000 to spring 2005. This peak average of 79 enrolled students per year is what we may eventually anticipate in the proposed program. We recognize that it will take time to build to this number and therefore are projecting 60 students enrolled in the program within about four years.
**Universities at a Glance**

Below is the public information on program costs for special education programs in the region. It is clear that the University of Wyoming presents in-state students with the best fiscal option. With Hathaway scholarship awards, Wyoming high school graduates would have access to a high-quality program at minimal expense. Looking at the University of Wyoming's out-of-state tuition, it remains a competitive value as compared to tuitions (both in and out of state) in other universities.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program</th>
<th>Modality</th>
<th>In-State Tuition and Fees (15 credits)</th>
<th>Out-of-State Tuition and Fees (15 credits)</th>
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</thead>
<tbody>
<tr>
<td>Western Governors</td>
<td>Dual license in elementary and special education program</td>
<td>Distance</td>
<td>$3,485</td>
<td>$3,485</td>
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<tr>
<td>Chadron State College</td>
<td>Cross categorical, mild moderate special education program</td>
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<td>$3,515.55</td>
<td>$3,530.55</td>
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<tr>
<td></td>
<td></td>
<td>Distance</td>
<td>$4,335</td>
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<tr>
<td>Black Hills State</td>
<td>Generalists special education program</td>
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<td>University of Utah</td>
<td>Special education degree program with emphasis in vision, severe disabilities, mild moderate, deaf/hard of hearing, and preschool/early intervention</td>
<td>On-Campus</td>
<td>$8,824</td>
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<td>Utah State University</td>
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<td>On-Campus</td>
<td>$3,712.22</td>
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<td>Institution</td>
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<td>Master's Degree program in Special Education</td>
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<td>Generalist Special Education Program</td>
<td>On-campus</td>
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<td>University of Wyoming</td>
<td>Generalist degree program in special education Early Childhood Special Education Program</td>
<td>On-campus and Distance</td>
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</table>

**On-Going Program Feedback**

We will utilize the CEC and CAEP Elementary Standards to maintain field curriculum expectations and quality. Additionally, the College of Education will routinely evaluate this proposed professional program for effectiveness, efficiency and positive student outcomes. Finally, we will seek stakeholder feedback regarding graduate preparedness and quality. Feedback will be used for program improvement.
March 12, 2019

Board of Trustees:

This letter serves as a Letter of Commitment for a new Academic Program, the BA in Special Education/Elementary Education to be housed in the School of Teacher Education and Counseling Leadership Advocacy and Design, within the College of Education. The program not only aligns with our UW Strategic Plan, but it meets the employment needs of our local Wyoming School districts as well.

Needs

Market analysis and state-level data indicate a substantial need for highly qualified special education teachers. Forty-nine states report a special education teacher shortage and local school districts continue to share their difficulties in hiring and retaining these qualified professionals. According to Burning Glass in the Laramie 360 market, over the past 12 months there has been a 140% increase in job postings specific to this field. Feedback surveys distributed to local school district administrators and hiring directors not only indicate a need for special education teachers, but also clearly specified a desire to hire qualified educators who are flexible within their roles and may shift responsibilities as changing landscapes necessitate. As a result, the proposed program includes a dual major between elementary and special education. Not only does this dual licensure program support local school district demand, it better prepares pre-service teachers to meet the unique needs of a diverse population of students. It additionally increases marketability, as graduates from this program are not only certified to teach elementary students (K-6), but are also certified to provide services to students with disabilities (K-12).

Additional feedback made it clear that a distance program would be required to meet local district and state needs. Remote, rural school districts often struggle to retain new teachers. Rather than hire from outside their communities, administrators have advocated for “growing their own” educators, focusing on individuals who already have connections to the community and local school district. Often, these potential new educators are para-professionals, working within local schools and showing potential as special education teachers. Districts have shared their willingness to provide financial support or incentives to these individuals. It is with these needs in mind that the proposed program will be
accessible via distance. This not only meets our state’s unique district needs, but potentially opens the program to non-Wyoming students as well.

Requirements

This program requires the completion of 125 credits of elementary and special education curriculum. This number of credits align closely with all undergraduate programs in the School of Teacher Education. Degree programs range from 120 to 128 credit hours and many include an area of concentration, minor or concurrent major. Through collaboration and careful design, coursework within this program may be completed within a four-year timeframe. Program courses also align with community college curriculum and assessments, so students may smoothly transition from the community college setting to the University of Wyoming program. Graduates of the program will be prepared for licensure in elementary education (K-6) and special education (K-21).

Resources

While the bulk of this new program’s resources will go toward creating courses, designing instruction for distance delivery, and building the infrastructure to provide a program that may be accessed from a distance, the resources for these initiatives have already been secured (i.e. $306,750). Additionally, the program projects requiring 5 full-time faculty members. These faculty lines are also already in place, and therefore, no additional funding is needed in this area.

Four Year Budget

The pro forma budget is attached. It includes the direct costs associated with the establishment of this program. Positive revenue is feasible by the 3rd year of the program.

Timeline

Upon board approval, UW students may declare a dual major in Elementary and Special Education immediately. The rollout plan would allow 2019-20 freshmen to take sophomore-level courses in Special Education in 2020-21, junior-level courses in 2021-22, and so on. The first graduating class would occur in May 2023.
In conclusion, I support the creation of the Dual Major in Elementary and Special Education. This program is well-designed and will meet a critical need of Wyoming local school districts.

Best,

Kate C. Miller
Provost and Vice President, Academic Affairs
AGENDA ITEM TITLE:

Proposal to Reorganize, Consolidate, and Reduce Academic Degree Programs in Geography
Sullivan/Miller
Proposal to Reorganize, Consolidate, and Reduce Academic Degree Programs in Geography at the University of Wyoming

Proposal first released: November 1, 2018
Revisions released: January 20, 2019
Final Version: March 8, 2019

Under the auspices of University Regulation 2-13, the Division of Academic Affairs here presents a proposal to reorganize, consolidate, and reduce degree programs in Geography. This proposal has as its heart, two guiding principles: first, that Geography as a field of research and knowledge is and should remain an important and vibrant option at UW. Second that, at this time, it is not in the University’s interest to serve that need through a stand-alone academic department. Instead, this proposal lays out an alternative structure for teaching, research, and service in Geography. Consistent with its first guiding principle, the proposal recommends re-homing all faculty members in the department to other academic units. No staff members are affected.

Major reasons for this recommendation are: a) enrollments are low in most programs; b) there are now insufficient financial resources to deliver the existing curriculum and degree programs in Geography, and c) the current offerings at the undergraduate level are replicable within other existing or proposed degree programs. These include existing programs housed in the Haub School of the Environment and Natural Resources, course work provided by faculty members with expertise in Geography and GIScience with homes in other units, and interdisciplinary multimodal curricula and programs in geospatial information science and technology that are being prepared for approval by the Board of Trustees. This situation qualifies these degrees for review under section III of the Regulation.

In accordance with University Regulation 2-13, an initial version of this proposal was subject to review and comment by: students currently enrolled in the academic program, the academic degree program’s staff and faculty, the academic degree program’s school/college, the Associate Vice Provost for Undergraduate Education and the Associate Vice Provost for Graduate Education.

After evaluating submitted comments and review from the Faculty Senate, ASUW Senate, Staff Senate, and Deans and Directors, as well as feedback from the public, the Division of Academic Affairs has amended the original proposal and submits this document with its final recommendations to the President.

As required by University Regulation 2-13, the President shall make a final recommendation to the Board of Trustees within a maximum period of 120 days from the date of the release of this document, in this case, March 1, 2019. In consultation with the Board of Trustees, this date was extended to the regular business meeting of the Board of Trustees, March 27-29, 2019.
Background

UW’s Geography programs provide an education focused on spatial thinking and techniques, as well as human interactions with the physical environment. The interdisciplinary skills and knowledge provided to students in these programs are important to UW in the ways that they support environmental studies, Geography teachers for K-12 schools, and the exploding field of Geographic Information Science and Technology.

Coursework in geography was offered at UW as early as 1945 through the Department of Economics, Sociology, and Anthropology. A Geography Department was established in 1966, offering both bachelor’s and master’s level degrees. In the early 1980s, the department was renamed the Department of Geography & Recreation, as it hosted a program in outdoor recreation planning and management. By the late 1990s, the recreation and tourism faculty had dissolved, and the academic program was officially ended by 2005 due to perceived issues with academic quality.

In response to requirements laid out in the No Child Left Behind (NCLB) Act (2002), the Colleges of Education and Arts and Sciences did collaborate to establish three concurrent majors for students in the Secondary Social Studies Education degree: Geography, History, and Political Science. This move allowed the Secondary Social Studies Education degree to meet the NCLB criteria of “highly qualified teacher”.

Concerned about its direction, Dean Paula Lutz and then Vice President for Academic Affairs David Jones engaged a team of external experts to visit the department and provide a report of their findings in the fall of 2015. The report assumed that the only option for supporting Geography at UW was as its own administrative unit. Nevertheless, the report’s conclusions and recommendations are well aligned with this proposal’s guiding principle that Geography as a field of research and knowledge is and should remain an important and vibrant option at UW. In fact, the closing paragraph of the report states:

“This is a time when the importance of geography is being increasingly recognized, when the university is tying its core mission to issues that are central to geography, and when geographic expertise is much needed to address the socioeconomic and environmental changes buffeting the State of Wyoming. At the same time, it is also a moment when the UW geography department is facing unprecedented challenges. It is clearly in the long-term interests of the institution to have a strong, vibrant geography program on campus.”

Since 1990, the Geography Department has hosted the Wyoming Geographic Alliance (WGA), Wyoming’s chapter of the National Geographic Society’s National Geographic Alliance. According to its bylaws, the WGA is dedicated to facilitating geographic knowledge and literacy by providing professional development opportunities for educators, quality materials and experiences for students, and general information for the community at large. Over the last 25 years, it has hosted numerous summer institutes for teachers and annually hosts the State Geography Bee.

The department identifies faculty expertise in cultural geography, political geography, climatology, geovisualization, geospatial analysis, big data science, GIS, planning, environmental
change, biogeography, and conservation. The department sees its interdisciplinary connections across campus as a particular strength and its intellectual niche on campus as being “at the intersection of Environment and Society,” although other units also identify this domain as their primary area of focus, such as the Haub School.

The department has long cultivated interdisciplinary inquiry with cross-university collaboration with units such as American Studies, American Indian Studies, Global and Area Studies, and the Haub School of Environmental and Natural Resources. Collaboration across campus has been intellectual and academic as many of the units affiliated with UW Geography have faculty trained in geography. Examples include Botany, Geology and Geophysics, the School of Politics, Public Affairs, and International Studies, Ecosystem Science and Management, and the Wyoming Geographic Information Science Center (WyGISC).

Founded in 1996, WyGISC is an interdisciplinary research center focused on the development of geospatial information and technologies and their applications in science, education, government and business. Whereas three WyGISC faculty are also currently affiliated with the Geography Department, this unit has long reported directly to the Provost’s office.

Since its beginning, WyGISC has led the establishment of geographic information science as a critical area of science and technology related to energy, earth and computational science, and made significant contributions to place-based planning, management, and problem-solving in the environment and natural resources arena. In December 2017, the Provost’s Spatial Sciences Initiative Task Force recommended that WyGISC lead the development of a new cross-college interdisciplinary Geospatial Information Science & Technology (GIST) program focused on multi-mode delivery of innovative, undergraduate, graduate, and professional GIST curricula. The Notice of Intent for the new programs had been approved by the Board of Trustees, and the full feasibility study is under development, with anticipated Board consideration in spring 2019.

Present Status of the Department of Geography

In Fall of 2016, The Department of Geography was one of 14 small units in the Arts of Sciences that was directed to find a home with another unit as part of Dean Paula Lutz’s initiative to create administrative efficiencies as well as assure the viability of all departments with the College. By fall of 2017, the number of departments in the college had been reduced from 30 to 21, with only one small department, Geography, without a new home.

This, coupled with, the extant dispersal of geographic expertise in a number of other departments, low enrollment in existing Geography degrees combined with the availability of the ESS degree in the Haub School and strong campus-wide interest in developing interdisciplinary academic programs in Geographic Information Science Technology, as well as the need to provide instruction in geography in the most financially prudent way possible, has led to this proposal.

The present state of the department is outlined below, and a case is made for why its academic programs can no longer be delivered in their current configuration. A proposed
consolidation and reorganization are outlined, followed by a teach-out plan for existing students.

Faculty

The faculty of the department (Table 1) is currently comprised of five (5) tenure-track faculty, one of whom will be retiring in December 2018, two (2) visiting professors and one (1) adjunct professor who teaches online. In addition, three (3) research scientists (RS) at the Wyoming Geographic Information Center (WyGISC) also have partial appointments (0.25 FTE) on the Geography faculty; one faculty member in the School of Politics, Public Affairs, and International Studies has a partial (0.25 FTE) appointment in Geography. The faculty by rank and expertise are below and those with partial 0.25 FTE appointments are noted.

<table>
<thead>
<tr>
<th>Expertise</th>
<th>Faculty Member and Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>GIScience</td>
<td>Jeffrey D. Hamerlinck</td>
</tr>
<tr>
<td></td>
<td>(Senior Research Scientist,</td>
</tr>
<tr>
<td></td>
<td>Director</td>
</tr>
<tr>
<td></td>
<td>WyGISC)</td>
</tr>
<tr>
<td></td>
<td>(0.25)</td>
</tr>
<tr>
<td></td>
<td>Shannon E. Albeke</td>
</tr>
<tr>
<td></td>
<td>(Associate Research Scientist,</td>
</tr>
<tr>
<td></td>
<td>WyGISC)</td>
</tr>
<tr>
<td></td>
<td>(0.25)</td>
</tr>
<tr>
<td></td>
<td>Paddington Hodza</td>
</tr>
<tr>
<td></td>
<td>(Research Scientist, WyGISC)</td>
</tr>
<tr>
<td></td>
<td>(0.25)</td>
</tr>
<tr>
<td></td>
<td>Chen Xu, Assistant Professor*</td>
</tr>
<tr>
<td>Social/Cultural Geography</td>
<td>Yi-Ling Chen, Associate</td>
</tr>
<tr>
<td></td>
<td>Professor</td>
</tr>
<tr>
<td></td>
<td>Nicholas Crane, Assistant</td>
</tr>
<tr>
<td></td>
<td>Professor</td>
</tr>
<tr>
<td>Biogeography, Paleoeoclogy</td>
<td>Thomas Minkley, Associate</td>
</tr>
<tr>
<td></td>
<td>Professor</td>
</tr>
<tr>
<td>Climatology</td>
<td>Jacqueline &quot;J.J.&quot; Shinker,</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Food Systems, Sustainability,</td>
<td>Richard Vercoe, Visiting</td>
</tr>
<tr>
<td>Qualitative Methods, Tourism</td>
<td>Professor</td>
</tr>
<tr>
<td>Geomorphology</td>
<td>Erich Mueller, Visiting</td>
</tr>
<tr>
<td></td>
<td>Professor</td>
</tr>
</tbody>
</table>

Those faculty and research scientists with GIScience expertise (noted with an asterisk in Table 1), can join WyGISC in a reorganization, and in turn support the proposed interdisciplinary geospatial information science & technology curriculum. The faculty member primarily in the School of Politics, Public Affairs, and International Studies already has a primary academic home. There are three other tenure-track faculty members in the department who can be moved, in accordance with University of Wyoming Regulation 2-13, to other appropriate departments, as discussed on page 8 of this proposal.
Existing Academic Programs and Student Population

The Geography Department offers three graduate degrees, two undergraduate degrees, a concurrent degree with the College of Education, and three undergraduate minors as follows:

- **Graduate Offerings**
  - MA in Geography
  - MST (Master of Science in Teaching) in Geography
  - MP (Master in Planning)

- **Undergraduate Offerings:**
  - Geography (BA)
  - Geography (BS)
  - Concurrent degree with the College of Education Social Studies Education degree
  - Geography Minors
    - Geography
    - Geographic Information Sciences
    - Planning

As Tables 2 and 3 illustrate, the faculty is struggling to deliver their programs with the current level of resources allocated to the Department. Even with two visiting professors, faculty resources are insufficient to support programs with six academic degree offerings and three minors.

Specific examples include:

- From 2011-17, the numbers of graduates across all 3 undergraduate programs have ranged only between 14-20 students per year;
- Between 2011-17, an average of 5 students graduated in the MA Geography programs per year;
- Between 2011-17, only one or fewer students have graduated annually with the Masters in Planning.
- The Masters of Science Teaching in Geography has had no graduates since 2011.
- Graduates with minors in Geography have dropped from 6 in 2011-12 to 2 in 2016-2017.

Further, of the 112 Geography courses (Appendix A) currently listed in the catalog, 30 (27%) have not been taught in the past 5 years.
Table 2: Preliminary Headcount for All Geography Programs - Day 5 of the Fall 2018 Semester

<table>
<thead>
<tr>
<th>Program</th>
<th>Primary Majors</th>
<th>Secondary Majors</th>
<th>Total Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA in Geography</td>
<td>9</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>BS in Geography</td>
<td>39</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>MA in Geography</td>
<td>13</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Master in Planning</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>MST in Geography</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Grand Total</td>
<td>64</td>
<td>6</td>
<td>70</td>
</tr>
</tbody>
</table>

Undergraduate Minors

<table>
<thead>
<tr>
<th>Minor</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographic Information Science</td>
<td>10</td>
</tr>
<tr>
<td>Geography</td>
<td>5</td>
</tr>
<tr>
<td>Planning</td>
<td>0</td>
</tr>
<tr>
<td>Total Minors</td>
<td>15</td>
</tr>
</tbody>
</table>

Overlap with Existing Academic Degree Programs

The current degree offerings at the undergraduate level are replicable within other majors in other colleges (e.g., within the Haub School). An interdisciplinary multimodal curriculum and program in spatial sciences— an evolution in curriculum and structure critical to UW— requires that the institution takes a hard look at the current deployment of resources and minimize areas of replication.

The overlap with other curricula can be seen in the comparison between the Environmental System Science program and the Geography undergraduate curriculum (Table 4). The ESS degree captures much of the same content that a student with interests in physical geography or natural resource management might take within the Geography degree thereby offering students with those interests a comparable degree at UW.

The ESS program, which was revised and re-homed to the Haub School in 2016, is thriving as a result of the opportunity that was recognized to renovate the curriculum and organization. As a result, the program has gone from 6 students enrolled in its earlier incarnation (Spring 2015) to 84 students enrolled (Fall 2018). The rapid growth of ESS together with the content overlap with Geography programs that, suggests that ESS has more appeal to students. In addition, both the Haub School’s Environment and Natural Resource concurrent major and new degree in Outdoor Recreation and Tourism Management offers students significant opportunities to study human-environment interactions common to the discipline of Geography. There are also faculty across campus with substantial expertise that allow students to pursue interests related to nature and society relations and human-environment interactions. The proposed new GIST programs will be well positioned to meet student interests in the spatial sciences.
Recommendations

After consultation with Faculty Senate, Deans and Directors, Staff Senate, ASUW, and review of stakeholder feedback, the Provost recommends the following steps to reorganize, consolidate, and reduce academic programs in Geography:

- Suspend enrollment in all existing Geography degree programs, minors and certificates, with the exception of the Geography undergraduate minor;
- Discontinue the following degree programs: Geography BA, the Concurrent degree with the College of Education Social Studies Education degree, the current geographic information science certificate, the Geographic Information Sciences minor, the Planning minor and the MST in Geography;
  - “Teach out” currently enrolled students where possible, transferring remaining students to other degrees offered on campus as appropriate;
- Retain and transfer oversight of the B.S. in Geography to the Department of Geology and Geophysics as a temporary measure pending further review of the curriculum as outlined below;
- Transfer the undergraduate Geography minor to Geology and Geophysics;
- Support students remaining in the M.A. in Geography and M.P. in Planning through the College of Arts and Sciences’ Dean’s Office;
- Convene a taskforce to consider the continuing viability of the B.S. and the M.A. in Geography, with recommendations due to the Office of Academic Affairs no later than October 15, 2019. The taskforce will conduct its review in the context of current instructional capacity, and plans for Geospatial Information Science & Technology (GIST) degree programs;
- Convene a taskforce to consider the continued viability of the Masters of Planning, with recommendations made to the Office of Academic Affairs no later than October 15, 2019;
- Transfer Geography faculty with Geographic Information Science expertise to the WGISc, where they will support the new Geospatial Information Science & Technology (GIST) curriculum, the Notice of Intent for which was reviewed and approved by the Board of Trustees at its June 2018 meetings;
- Re-home the remaining faculty into other schools or departments where they can be successful such as the Department of Geology & Geophysics, the School of Politics, Public Affairs and International Studies or the Haub School of Environment and Natural Resources; operating budget resources in Geography should follow these faculty to their new academic homes.
- Redeploy remaining financial resources to accommodate growth of the proposed GIST programs as well as support the Geography minor and other continuing degrees;
- Re-home the Wyoming Geographic Alliance campus program to ensure its future success.
Table 3: Degrees Awarded – Academic Years 2013 - 2017

Degrees Awarded in the Department of Geography

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Cert in Geographic Information Science &amp; Technology</td>
<td>0</td>
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<tr>
<td>BA in Geography</td>
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<tr>
<td>MS in Geography</td>
<td>11</td>
<td>14</td>
<td>7</td>
<td>15</td>
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<tr>
<td>MA in Geography</td>
<td>6</td>
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<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>MST in Geography</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Total Primary Degrees</td>
<td>25</td>
<td>26</td>
<td>15</td>
<td>24</td>
<td>18</td>
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</thead>
<tbody>
<tr>
<td>BA in Geography</td>
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<td>2</td>
<td>1</td>
<td>1</td>
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<tr>
<td>BS in Geography</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>MA in Geography</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MA in Interdisc Water Resources</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Master in Planning</td>
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<td>0</td>
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</tr>
<tr>
<td>MST in Geography</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Total Secondary Degrees</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>2</td>
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</tr>
</thead>
<tbody>
<tr>
<td>Cert in Geographic Information Science &amp; Technology</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>BA in Geography</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>3</td>
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<tr>
<td>BS in Geography</td>
<td>14</td>
<td>14</td>
<td>8</td>
<td>17</td>
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<tr>
<td>MA in Geography</td>
<td>6</td>
<td>7</td>
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<td>5</td>
<td>2</td>
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<tr>
<td>MA in Interdisc Water Resources</td>
<td>1</td>
<td>0</td>
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<td>4</td>
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<tr>
<td>Master in Planning</td>
<td>1</td>
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<td>MST in Geography</td>
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<td>0</td>
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<tr>
<td>Total Degrees</td>
<td>27</td>
<td>28</td>
<td>18</td>
<td>30</td>
<td>20</td>
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Undergraduate Minors

<table>
<thead>
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<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Geography</td>
<td>1</td>
<td>1</td>
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<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Planning</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Minors</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

*The academic year includes fall, spring, & summer terms. For example, 2012-13 includes December 2012, May 2013, & August 2013.

SOURCE: Banner Student Information System & Historical CIA files.

March 2019
## Table 4: Comparison between the Environmental System Science and Geography Undergraduate Degree Requirements

<table>
<thead>
<tr>
<th>Environmental System Science (68+ credit hours) Major in ESS requires declared minor in another area</th>
<th>Geography BA/BS (40 credit hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundations</strong> (23 credits)</td>
<td><strong>Core Requirements</strong> (14 credit hours)</td>
</tr>
<tr>
<td>Intro to Systems Science (3 credits)</td>
<td>Geography 1000</td>
</tr>
<tr>
<td></td>
<td>World Regional Geography</td>
</tr>
<tr>
<td>Foundation of Bio Sciences</td>
<td>Geography 1010</td>
</tr>
<tr>
<td>ENR 1200 or LIFE 1010</td>
<td>Intro to Physical Geography</td>
</tr>
<tr>
<td>Foundation of Earth Sciences</td>
<td>Geography 1020</td>
</tr>
<tr>
<td>ENR 1500, GEOG 1010 or GEOL 1100</td>
<td>Intro to Human Geography</td>
</tr>
<tr>
<td>Foundation of Physical Sciences</td>
<td>Geography 2150</td>
</tr>
<tr>
<td>CHEM 1020, ESS/GEOL 2000 or PHYS 1110</td>
<td>Foundations of GIS and Tech</td>
</tr>
<tr>
<td><strong>Spheres</strong> (15 credits)</td>
<td><strong>Content Area Requirements</strong> (26 credits) Must include 2 courses in each of 2 areas with courses across 3 of the 4 content areas</td>
</tr>
<tr>
<td>Anthro (1 course) ANTH/ENR 4310</td>
<td>Human Geography (2 courses)</td>
</tr>
<tr>
<td>ENR/GEOG 4040 or SOC 3950</td>
<td></td>
</tr>
<tr>
<td>Atmosphere (1 course) ATSC 2000, ATSC 2100, <strong>GEOG 3450</strong>, or GEOL 3500</td>
<td>Physical Geography</td>
</tr>
<tr>
<td></td>
<td>GEOG 3450 (an option)</td>
</tr>
<tr>
<td></td>
<td>GEOG 3480 (an option)</td>
</tr>
<tr>
<td>Biosphere (1 course) GEOG 4460, LIFE 2022, or LIFE 2023</td>
<td>GIS (2 courses)</td>
</tr>
<tr>
<td></td>
<td>GEOG 4111</td>
</tr>
<tr>
<td>Lithosphere (2 courses) GEOG 3480 or GEOL 3500 AND ENR/REWM 4285, GEOL 2150, GEOL 3010, REWM 4700</td>
<td>Natural Resource Mgmt</td>
</tr>
<tr>
<td></td>
<td>GEOG 4040 (an option)</td>
</tr>
<tr>
<td></td>
<td>GEOG 4460 (an option)</td>
</tr>
</tbody>
</table>

**Skills and Tools**

- Calculus (1 course)
  - Math 2200
- Data Analysis (1 course)
  - ENR 4500 or GEOL 4525
- GIS/Remote Sensing (1 course)
  - ANTH 4106, BOT/GEOG 3150, **BOT/GEOG 4111**, or GEOG 2150
- Applied Experience (1 course)
  - ESS 4970

*Both degrees include courses that can fulfill University Studies Program (USP) requirements; USP requirements apply to all UW majors.*
Note that the credit difference is largely due to the requirement that the ESS major requires a declared minor in another area, and has specific Skills and Tools that are embedded in the major.

Geography Minor

Retaining an undergraduate Geography minor allows continued recognition of the importance of the discipline, permits existing faculty to continue teaching in their areas of expertise, and continues to support the need for K-12 education in Geography. Currently the College of Education offers a Social Studies degree with concurrent major in geography. While not as extensive, the undergraduate minor will provide sufficient training to meet curricular needs at the K-12 level by providing the coursework necessary for students in the Social Studies degree with concurrent majors in History and Political Science.

The undergraduate minor has the following requirements in Geography, totaling 20 credit hours:

**Required Courses - 11 hours**

- GEOG 1010 Intro to Physical Geography (4)
- GEOG 1020 Intro to Human Geography (3)
- GEOG 2150 Foundations of GIS and Technology (4)

**Electives - 9 hours chosen from:**

- One 3000+ level course in human, cultural, or economic geography (3)
- One 3000+ level course in physical, environmental, or resource geography (3)
- Any other geography course(s)

Wyoming Geographic Alliance (WGA)

The Wyoming Geographic Alliance promotes Geography education across the state. UW's leadership role in the WGA will continue along with our commitment to the teaching of Geography at UW. WGA coordination will stay with a current Geography faculty member in the near term, and a stakeholder group will be convened to assist in discerning where its stewardship can thrive going forward.

UW Foundation Endowments

The Foundation Accounts for the department includes three accounts supporting faculty and staff enrichment, the department, and students through scholarships. These accounts would be distributed as follows:

- Faculty enrichment funding would proportionally follow the faculty to their new academic homes, as would departmental enrichment/excellence funding.
- Student scholarship funding would be awarded to students minoring in Geography, or in appropriate geography-related fields.
Teach-Out Plan

MA in Geography

The MA in Geography requires the following:

- GEOG 5000 Research Perspectives (3)
- GEOG 5001 Research in Geography Colloquium (2)
- GEOG 5002 Geography Graduate Seminar (1)
- Two technique courses totaling six or more credit hours.
- Thesis

Of the 14 students currently enrolled in the MA, all would have completed the GEOG 5000 requirement by the end of Fall 2018. The remaining required courses would be offered in Spring and Fall 2019. Techniques courses would remain available, and students would work individually with faculty advisors to complete their thesis and degree program.

Admissions to the MA in Geography would be suspended while a task-force convenes to determine the continued viability of the degree, perhaps, in the Haub School of Environment and Natural Resources.

Masters of Planning

Remaining students in the MP program would work with faculty advisors to complete required coursework and finish the thesis or plan B paper. Admissions to the Masters of Planning program would be suspended while a task force convenes to determine the continued viability of the degree.

MST in Geography

Admissions to the MST in Geography will be suspended, and it is recommended that this degree be discontinued. Remaining students in the MST program will work with faculty advisors to complete required coursework and finish the thesis or plan B paper.

BA in Geography

The BA and BS in Geography both require 14 credit hours of core requirements: GEOG 1000; GEOG 1010; GEOG 1020; and GEOG 2150. As subject matter critical to the Geography Minor, the College of Education Social Studies Education degree, and continuing education in geography for the liberal arts, each of the above courses would continue to be delivered every year.

In addition to the core requirements, the BA and BS in Geography requires 26 credit hours distributed among three content areas with at least two courses in each of two areas:

- Human Geography
- Physical Geography
- Geographic Information Science (GIS)
- Natural Resource Management
Current resources would allow for classes in these distributed content areas to be offered to remaining B.A. majors, with appropriate substitutions where necessary, over the next five to six years. If the B.S. can be retained given current faculty resources, this should provide a stable basis for the BA teach-out. Students would be advised by existing faculty and/or professional advisors to ensure proper enrollment. Students early in the BA degree would be advised regarding alternative curricula in GIS&T (if approved), the B.S. (if retained) and the Haub School of Environment and Natural Resources. Students currently enrolled in the Social Sciences Education degree with a concurrent major in Geography will be advised by faculty and/or professional advisors to ensure proper enrollment to complete their degree.

In the process of discontinuing a program, every reasonable effort would be made to allow students to complete their degrees. Program or campus transfers would be made if mutually acceptable to the student and the receiving department. Students would be provided advising assistance with respect to their academic program options.

*Prospective Students.* Efforts would be made to inform any student who has formally signaled an interest in Geography programs and to explain to them, through appropriate advisors across campus, what other program options are available. Admissions should consult with the College of Arts and Sciences to flesh out those options.

*Stopped-out Undergraduate Students.* A stopped-out student is one who was a previously enrolled degree-seeking student who suspended enrollment for one or more fall and/or spring term and who subsequently seeks to re-enroll. Stopped-out undergraduate students will not be re-admitted to an academic degree program that has been suspended or discontinued. Advising will be provided to allow such students to find an appropriate new academic degree program. The Director of the Advising, Career, and Exploratory Studies Center (ACES) will be contacted to assist in planning advising considerations.
Appendix A: Current Courses List

1000 [G&R 1000]. World Regional Geography. 3. Covers the distributions, traits, and processes of the Earth’s peoples and landscapes through the perspective of regional geography, which is the study of the spatial relationships of natural environments and human societies. Equivalent to INST 1060. Credit cannot be earned in both GEOG 1000 and INST 1060.

1010 [G&R 1010]. Introduction to Physical Geography. 4. Systematically studies natural aspects of geographic environments, including weather and climate, landforms, soils and vegetation. Lab fee required.

1020 [G&R 1020]. Introduction to Human Geography. 3. Analyzes spatial patterns of and interaction between the world’s great cultural systems. Includes settlement patterns, behavioral patterns, agricultural land use and resource utilization.

1050 [G&R 1050]. Introduction to Environment and Natural Resources. 3. Examines human interaction with environment, ranging from regional to global scales, from perspectives of environmental effects on human life, human effects on environment and approaches to environmental management.

1101. First-Year Seminar. 3.

2150 [G&R 2150]. Foundations of Geo Information Science and Technology. 4. Overviews the role of geographic information and technology in modern society. Includes discovery and accessing geospatial data and information for both research and enjoyment, with an emphasis on reading and analyzing maps and visualizations to support geographical reasoning. Lab provides hands-on experience working with maps and related geographic information technologies.

2370. Chicano History: Origins to 1900. 3. General survey that traces the geographic distribution and historical processes that have shaped the life experiences, socio-economic development and cultural contributions of peoples of Mexican descent in the United States from their indigenous and Hispanic origins to the end of the 19th century. Cross listed with CHST/HIST 2370.

2550 [G&R 2550]. Recreation and Natural Resources. 3. Introduces outdoor recreation agencies and programs; supply and demand for outdoor recreation resources; and relationship of recreation to the conservation of natural resources.

3010 [G&R 3010]. Geomorphology of Earth’s Dynamic Landscapes. 3. A systematic exploration of Earth’s surface, emphasizing the geographic distribution of various landforms and their evolution over time. Introduces general geomorphic principles and describes the application of these principles to specific landscape features. The processes that drive landscape change are examined through case studies, computer-based mapping exercises, and basic calculations. Prerequisites: One of the following: MATH 1050, 2200, 2205, STAT2050, 2070 and either GEOG 1010 or GEOL 1500.

3030 [G&R 3030]. Geography and Development. 3. Examines distribution of wealth and poverty in the world; theories of development, from traditional modernization theories through Marxist critiques and sustainable development; and case studies from around the world of development successes and failures, chosen to illustrate and illuminate theories of development. Prerequisite: GEOG 1000 or 1020 or 9 credit hours of social science with global focus.

3050 [G&R 3050]. Economic Geography. 3. Economic Geography is the study of the location, distribution and spatial organization of economic activities across the globe; specifically, how the economic realm is intertwined with other spheres of international social life. It explores the inherent logics and

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mechanisms of the capitalist system, and the social and spatial inequalities that result. **Prerequisite:** 6 hours of Social Sciences or International Studies.

3150. Survey of Remote Sensing Applications. 3. Provides an introduction to remote sensing with a survey of applications in different fields. It includes a brief introduction to fundamental of remote sensing and surveys applications of aerial photography, multi-and hyperspectral, active and thermal remote sensing, and global change remote sensing. Cross listed with BOT 3150. **Prerequisites:** completion of a USP QA course and one science course with laboratory.

3280. Spatial Methods. 4. [(none)=>COM3] Introduction of statistical methods for the analysis of geo-spatial data; point, line/network, and areal units. The application of quantitative measurements to examining the spatial relationship of physical and socio-economic factors in problem-solving. **Prerequisites:** at least one geography course and completion of either STAT 2010, 2050, or 2070.

3400. Traditional Ecological Knowledge. 3. Description of the interaction between economy, religion, language and the ecosystem for select indigenous peoples and discussion of the pedagogical methods for preserving their ecological knowledge. An examination of the conflict between contemporary society's demands and preserving traditional society's heritage. Cross listed with AIST 3400. **Prerequisite:** one course in American Indian culture.

3450 [G&R 3450]. Weather and Climate. 3. Systematically examines elements and controls of weather and climate with application to regions. Cross listed with ENR 3450. **Prerequisite:** GEOG 1010, 1010 or 1020.

3480 [G&R 3480]. Environmental Change. 3. Examines changes in the bio-physical environments and landscapes of Earth during its habitation by humans. Emphasizes integrated approaches to understanding environmental changes based on climatological, ecological, geological, archeological, and historical evidence. Examines how humans have modified Earth's environments and how societies have responded to natural and anthropogenic environmental change. Cross listed with ESS 3480. **Prerequisites:** GEOG 1010 or any USP S, SB, SE or SP/PN course; any WA/COM1 course.

3550 [G&R 3550]. Natural Hazards and Society. 3. Considers societal structures and processes as they interact with hazards in the natural environment.

4000 [G&R 4000]. Terrain Analysis. 3. Studies techniques for acquiring and analyzing spatial data from maps, remotely sensed imagery and field surveys for landscape assessment. Emphasizes deriving maps that describe physical suitability of landscapes for specific human activities. Field trip required. **Prerequisites:** GEOG 2150 and junior standing.

4013. Political Geography. 3. Geographic space is subdivided into political units to aid human interaction and to facilitate political processes. Examines the spatial organization of political space and its effects upon political processes at varying geographic scales ranging from the local to international. Dual listed with GEOG 5013; cross listed with POLS 4013. **Prerequisite:** GEOG 1000 or 1020, or 9 hours of social science.

4020 [4220]. Geography and Tourism. 3. Studies concepts, methods, conflicts and opportunities of national and international tourism. Emphasizes recreation and the environment. **Prerequisites:** GEOG 1000.

4040 [G&R 4040]. Conservation of Natural Resources. 3. Geographically analyzes conservation of natural and human resources, as well as political, social and ethical ramifications of our environmental policy. Cross listed with ENR 4040. **Prerequisite:** 6 hours of geography or ENR.

4051 [G&R 4051]. Environmental Politics. 3. Analyzes environmentalism as a political phenomenon. Provides students with a basic understanding of how to analyze political issues by: (1) examining the historical and contemporary issues that produce controversy over environmental matters; and (2) surveying the
impacts of these issues on the formulation and implementation of laws, policies, and regulations. Cross listed with AMST, ENR, POLS and REWM 4051. **Prerequisite:** POLS 1000.

4052 [G&R 4052]. Federal Land Politics. 3. Examines the political forces that have shaped and continue to shape federal land policy and management. Explores the interactions between democratic decision making and science in the management of federal lands. Surveys the sources of controversy over federal land management and methods for harmonizing public demands with technical expertise. Cross listed with POLS/ENR/AMST/REWM 4052. **Prerequisite:** POLS 1000.

4080 [G&R 4080]. Management of Major River Basins. 3. Examines geography of water resources, including distribution, water as a resource and water as a hazard to humans. Focuses on water management case studies on the scale of major river basins in North America and elsewhere in the world. **Prerequisites:** GEOG 4040 and junior standing. (Offered based on sufficient demand and resources)

4111. Remote Sensing of the Environment. 4. Combined lecture and laboratory course introduces students to the fundamentals of remote sensing with a strong emphasis on vegetation, land cover and environmental applications. Students learn to use digital spectral data to distinguish characteristics of the terrestrial biosphere important for ecological and land management applications. Dual listed with GEOG 5111; cross listed with BOT 4111. **Prerequisites:** QA and one science course with lab.

4113. Geological Remote Sensing. 4. Acquaints students with aircraft and spacecraft remote sensing of the environment, emphasizing geologic application to earth and other planetary bodies. Includes visible, infrared, ultraviolet, radio and radar sensing. Laboratory exercises are applications related to tectonics, geomorphology, paleoclimate, structure, stratigraphy, environmental geology and geologic hazards. Dual listed with GEOG 5113; cross listed with GEOL 4113. **Prerequisites:** GEOL 1005 or 1100 or 1200 or GEOG 1010 and MATH 1400/1405 or MATH 1450.

4200 [G&R 4200]. Introduction to Geographic Information Systems. 4. Fundamental concepts, theories and applications in geographic information systems and science. **Prerequisite:** GEOG 2150.

4210 [G&R 4210]. Advanced Geographic Information Systems. 4. Advanced study of programs, data structures, and techniques for spatial data display and analysis. Dual listed with GEOG 5210. **Prerequisite:** GEOG 4200.

4211. Advanced Remote Sensing of the Environment. 4. Includes lecture and laboratory. Specific topics include a review of remote sensing fundamentals and methods for using high spatial resolution data, hyperspectral data, active remote sensing, advanced image processing, advanced classification techniques and statistical techniques specific to exploring remotely sensed data. Cross listed with BOT 4211; dual listed with GEOG 5211. **Prerequisite:** BOT/GEOL/GEOL 4111.

4220. Spatial Modeling and Geocomputation. 4. Examines the theory and development of models of spatial patterns and process. Modeling these systems often required techniques not readily available in a GIS environment. Examines GIS and geocomputational methods to solve these problems as well as issues related to error, representation, and scale. Dual listed with GEOG 5220. **Prerequisite:** GEOG 4200/4210.

4310 [G&R 4310]. Foundations of Sustainable Planning. 3. Description and analysis of planning that involves a citizen involvement process to determine the future direction of a community or region. Sustainability concepts are described to provide a framework for social equity, environmental protection, and economic longevity, the fundamental elements of a community or regional comprehensive plan. Dual listed with GEOG 5310. **Prerequisite:** junior standing.
4325 [G&R 4325]. Legal Aspects of Planning. 3. Review of the U.S. Constitution, federal and state laws and statutes, and pertinent court cases that directly relate to planning policy at the federal, state and local level. Examination of the legal system to provide services and protect the health, safety, and welfare of citizens with regard to private property rights. Dual listed with GEOG 5325. Prerequisite: junior standing, USP V course.

4330 [G&R 4330]. Land Use Planning. 3. Advanced study of processes expressed as a specific activity on the land. An examination and analysis of the interacting environmental, economic, and social factors that produce the land activity. Dual listed with GEOG 5330.

4340 [G&R 4340]. Natural Resource Management on Western Reservations. 3. Designed to examine natural resource management techniques on western reservations. Topics to be discussed will focus on the management and planning of water, grazing, extractive industries and forestry. Field work on the Wind River Indian Reservation is a part of the class. Cross listed with AIST 4340. Prerequisite: 6 hours of 2000-level AIST classes.


4390 [G&R 4390]. Rural & Small Town Planning. 3. A single community planning problem is assigned. Student teams play the role of community planning staff. Teams experience defining community goals; communicating with others about these goals and problem perceptions; accomplishing necessary research; generating various solutions to problems they have perceived; selected from among these solutions; and formulating a single, integrated, comprehensive plan and documenting the plan and rationale behind it. Dual listed with GEOG 5390. Prerequisite: work at the 4000-level in one or more of the four substantive areas, and/or consent of the instructor.

4400 [G&R 4400]. Natural Resource Policy. 3. Encompasses administrative policies and programs relating to natural areas. Emphasizes the national park system. Prerequisite: GEOG 4750.

4440. Advanced Global Climate Variability. 3 (Max. 9). Climate varies. This fundamental aspect of the climate system can have major environmental and societal impacts to ecosystems, the hydrologic cycle and water resource management in arid environments such as the intermountain west. This course will utilize climate data and mapping tools to understand global and regional climate variability. Dual listed with GEOG 5440. Prerequisite: GEOG/ENR 3450 or instructor’s consent.

4450 [G&R 4450]. Fluvial Geomorphology. 4. A systematic examination of rivers and related land forms. Emphasizes understanding how processes of flow and sediment transport influence channel form and behavior. Considers rivers systems across a range of scales, from movement of individual sediment particles to organization of continental drainage basins. Explores connections to aquatic ecosystems and human impacts. Dual listed with GEOG 5450. Prerequisite: GEOG 3010 or GEOI 2100 or 2150.

4455. Remote Sensing of Hydrologic Systems. 4. Explores the application of remote sensing data and techniques to the study of the hydrological systems and introduces the physical principles that enable the different elements of the hydrological system to be inferred from different types of image data and analysis. Dual listed with GEOG 5455. Prerequisites: junior standing and one prior course in remote sensing.

4460 [G&R 4460, 3460]. Biogeography. 3. A systematic study of the distribution of plants and animals, communities and ecosystems, the processes that produce patterns of distribution and their change over
time. Interactions of climate, soil geomorphology, biota and human activities are emphasized. Prerequisites: junior standing and GEOG 1010 or LIFE 2022 or 2023.

4470 [G&R 4470]. Fire Ecology. 3. Natural and human-caused fires are an important phenomenon affecting ecosystems and human communities throughout the world. Explores the geography, ecology, and management of fires. Dual listed with GEOG 5470. Prerequisite: GEOG 4460, BOT 4700, LIFE 3400 or graduate standing.

4500 [G&R 4500]. The American Landscape. 3. Provides a basis for interpreting the nature and content of the contemporary landscapes of the United States by viewing those landscapes in the process of creation and change and investigates the relationship between landscape and American environmental attitudes. Students are introduced to research techniques and methodologies in historical geography. Prerequisite: GEOG 1010 or 1020, or 6 hours in social science.

4502. Images of Wyoming and the West. 3. The West is nothing more than a barren, desolate landscape to some while to others it offers great spiritual and cultural significance. Examines how individuals and groups perceive Wyoming and the West, how such perceptions have been constructed over time, and how these differing views create images of the region both real and imagined. Dual listed with GEOG 5502. Prerequisites: GEOG 1000 or GEOG 1020 and junior standing.

4550. Geography of Wine. 3. Examine the regional influence of climate, terrain and cultural characteristics on the production of grape varieties and demonstrate the implications of this influence on the location and distribution of wines produced. Discussion will focus on the world-wide production and consumption of wine and impacts of multi-national corporations. Prerequisites: junior standing and at least 21 years of age.

4560. Global Cities. 3. Globalization accelerates urbanization processes and creates a new type of city, the global city. This course introduces debates over global cities, urban culture, new urban landscapes, urban planning practices, and social disparity. It uses case studies on the cities around the world to explore the diversity of global city formation processes. Dual listed with GEOG 5560; cross listed with INST 4560. Prerequisite: 9 hours of international studies or geography.

4570. Cultural Geography. 3. Cultural Geography is an overview in qualitative cultural landscape studies. The course emphasizes what a cultural landscape is, how it can be examined, and what can be learned from such landscapes. Students are exposed to readings in cultural geography from a wide array of viewpoints with an emphasis placed on classic works. Dual listed with GEOG 5570. Prerequisites: GEOG 1000 or GEOG 1020 and junior standing.

4580 [4572]. Sense of Place. 3. Examines how individuals and groups perceive specific geographic locations, how such perceptions are constructed, and how these differing views and feelings play out in our everyday. Dual listed with GEOG 5580. Prerequisite: GEOG 1000 or GEOG 1020.

4590 [4574]. Geography of Conflicts. 3. Explores the representation of place and how various groups often have differing views of how a place should be represented and/or thought of. Various local representations of contested land use, group place identity, and personal place identity are discussed. Dual listed with GEOG 5590. Prerequisites: GEOG 1000 or GEOG 1020 and junior standing.

4750 [G&R 4750, 4700]. Public Land Management. 3. Teaches management of the federal and public lands of the United States. Includes consideration of management issues, agencies and organizations, and management approaches for public lands and associated natural resources. Dual listed with GEOG 5750. Prerequisite: 6 hours of geography or ENR.
4875 [G&R 4875, 4950]. Independent Studies. 1-6 (Max. 6). Considers current research topics in consultation with faculty member. Dual listed with GEOG 5875. Prerequisite: 9 hours in subject area of topic of current research.

4880 [G&R 4880, 4850]. Current Topics. 1-6 (Max. 9). Special course on a topic of current interest. Dual listed with GEOG 5880. Prerequisite: junior standing.

4885 [G&R 4885, 4900]. Seminar:________. 1-3 (Max. 6). Faculty-student discussion, reading, and study focused on a selected topic and interest. Dual listed with GEOG 5885. Prerequisite: GEOG 4750.

4960 [G&R 4860]. Field Studies. 1-6 (Max. 6). Intensive introduction to field methods used in geographic research in one or more of the subdivisions of geography.

4965 [G&R 4865]. Directed Studies/Research Problems. 1-6 (Max. 6). Intensive introduction to methods used in geographic research. Prerequisites: consent of instructor and at least 12 hours in geography.

4990 [G&R 4870, G&R 4990]. Internship/Practicum. 1-6 (Max. 12). Experience in applying student skills and training in an agency, organization, or business. Offered for S/U only. Dual listed with GEOG 5990. Prerequisites: for majors only, minimum of 12 hours in the major, junior standing and consent of the instructor.

5000. Research Perspectives. 3. Focuses upon the historical development, heritage and topical breadth of geography. Special emphasis is given to the changing approaches and philosophies for conducting research in geography. Prerequisite: graduate student admitted to our program, or, any other student with 15 hours of geography courses.

5001. Research in Geography Colloquium. 2. Colloquium series and discussion to review and critique examples of current research in geography and allied disciplines. This course builds on the theoretical and philosophical foundations from Research Perspectives. Prerequisite: GEOG 5000.

5002. Geography Graduate Seminar. 2. Research seminar providing third-semester graduate students a public and formal opportunity to present their research. Prerequisite: GEOG 5001.

5013. Political Geography. 3. Geographic space is subdivided into political units to aid human interaction and to facilitate political processes. Examines the spatial organization of political space and its effects upon political processes at varying geographic scales ranging from the local to international. Cross listed with POLS 5013 and dual listed with GEOG 4013. Prerequisite: GEOG 1000 or 1020, or 9 hours of social science.

5050. Techniques in Environmental Data Management. 4. Centers on the role of information technology in support of scientific research. Through integration of multiple software packages (e.g. Relational databases, ProgramR and ArcGIS), proven database designs, and SQL scripting, increased efficiency and utility will occur during data analyses. These information science principles are demonstrated using project-based examples. Cross listed with ECOL/ENR 5050. Prerequisite: graduate standing.

5060. Landscape Ecology. 3. A study of structure, function, and change in the biosphere on the scale of kilometers. Includes a consideration of the effects of human land uses, natural disturbances, and other processes on landscapes. Prerequisite: GEOG 4460 or LIFE 3400 or BOT 4700.

5111. Remote Sensing of the Environment. 4. Combined lecture and laboratory course introduces students to the fundamentals of remote sensing with a strong emphasis on vegetation, land cover and environmental applications. Students learn to use digital spectral data to distinguish characteristics of
the terrestrial biosphere important for ecological and land management applications. Dual listed with GEOG 4111; cross listed with BOT 5111. Prerequisites: QA and one science course with lab.

5113. Geological Remote Sensing. 4. Acquaints students with aircraft and spacecraft remote sensing of the environment, emphasizing geologic application to earth and other planetary bodies. Includes visible, infrared, ultraviolet, radio and radar sensing. The laboratory exercises are applications related to tectonics, geomorphology, paleoclimate, structure, stratigraphy, environmental geology and geologic hazards. Dual listed with GEOG 4111; cross listed with GEOL 5113. Prerequisites: GEOL 1005 or 1100 or 1200 or GEOG 1010 and MATH 1400/1405 or MATH 1450.

5210. Advanced Geographic Information Systems. 4. Advanced study of programs, data structures, and techniques for spatial data display and analysis. Dual listed with GEOG 4210. Prerequisites: GEOG 4200.

5211. Advanced Remote Sensing of the Environment. 4. Includes lecture and laboratory. Specific topics include a review of remote sensing fundamentals and methods for using high spatial resolution data, hyperspectral data, active remote sensing, advanced image processing, advanced classification techniques and statistical techniques specific to exploring remotely sensed data. Dual listed with GEOG 4211; cross listed with BOT 5211. Prerequisite: BOT/GEOG/GEOG 4111/5111.

5220. Spatial Modeling and Geocomputation. 4. Examines the theory and development of models of spatial patterns and process. Modeling these systems often requires techniques not readily available in GIS environment. Examines GIS and geocomputational methods to solve these problems as well as issues related to error, representation, and scale. Dual listed with GEOG 4220. Prerequisite: GEOG 4200/4210.

5310. Foundations of Sustainable Planning. 3. Description and analysis of planning that involves a citizen involvement process to determine the future direction of a community or region. Sustainability concepts are described to provide a framework for social equity, environmental protection, and economic longevity, the fundamental elements of a community or regional comprehensive plan. Dual listed with GEOG 4310.

5325. Legal Aspects of Planning. 3. Review of the U.S. Constitution, federal and state laws and statutes, and pertinent court cases that directly relate to planning policy at the federal, state and local level. Examination of the legal system to provide services and protect the health, safety, and welfare of citizens with regard to private property rights. Dual listed with GEOG 4325. Prerequisite: graduate standing.

5330. Land Use Planning. 3. Advanced study of processes expressed as a specific activity on the land. An examination and analysis of the interacting environmental, economic, and social factors that produce the land activity. Dual listed with GEOG 4330. Prerequisite: graduate standing in GEOG.


5390. Rural and Small Town Planning. 3. A single community planning problem is assigned. Student teams play the role of community planning staff. Teams experience defining community goals; communicating with others about these goals and problem perceptions; accomplishing necessary research; perceived; selecting from among these solutions, and formulating a single, integrated, comprehensive plan, and documenting the plan and rationale behind it. Dual listed with GEOG 4390. Prerequisite: work at the 4000-level in one or more of the four substantive areas, and/or consent of the instructor.
5440. Advanced Global Climate Variability. 3 (Max. 9). Climate varies. This fundamental aspect of the climate system can have major environmental and societal impacts to ecosystems, the hydrologic cycle and water resource management in arid environments such as the intermountain west. This course will utilize climate data and mapping tools to understand global and regional climate variability. Dual listed with GEOG 4440.


5455. Remote Sensing of Hydrologic Systems. 4. Explores the application of remote sensing data and techniques to the study of the hydrological systems and introduces the physical principles that enable the different elements of the hydrological system to be inferred from different types of image data and analysis. Dual listed with GEOG 4455.

5470. Fire Ecology. 3. Natural and human-caused fires are an important phenomenon affecting ecosystems and human communities throughout the world. Explores the geography, ecology, and management of fires. Dual listed with GEOG 4470. Prerequisite: GEOG 4460, BOT 4700, LIFE 3400 or graduate standing.

5502. Images of Wyoming and the West. 3. The West is nothing more than a barren, desolate landscape to some while to others it offers great spiritual and cultural significance. Examines how individuals and groups perceive Wyoming and the West, how such perceptions have been constructed over time, and how these differing views create images of the region both real and imagined. Dual listed with GEOG 4502. Prerequisite: GEOG 1000 or GEOG 1020 and junior standing.

5560. Global Cities. 3. Globalization accelerates urbanization processes and creates a new type of city, the global city. This course introduces debates over global cities, urban culture, new urban landscapes, urban planning practices, and social disparity. It uses case studies on the cities around the world to explore the diversity of global city formation processes. Dual Listed with GEOG 4560; cross listed with INST 5580. Prerequisites: 9 hours of International studies or geography.

5570. Cultural Geography. 3. Cultural Geography is an overview in qualitative cultural landscape studies. The course emphasizes what a cultural landscape is, how it can be examined, and what can be learned from such landscapes. Students are exposed to readings in cultural geography from a wide array of viewpoints with an emphasis placed on classic works. Dual listed with GEOG 4570. Prerequisite: GEOG 1000 or GEOG 1020 and junior standing.

5580 [5572]. Sense of Place. 3. Examines how individuals and groups perceive specific geographic locations, how such perceptions are constructed, and how these differing views and feelings play out in our everyday. Dual listed with GEOG 4580. Prerequisites: GEOG 1000 or GEOG 1020.

5590 [5574]. Geography of Conflicts. 3. Explores the representation of place and how various groups often have differing views of how a place should be represented and/or thought of. Various local representations of contested land use, group place identity, and personal place identity are discussed. Dual listed with GEOG 4590. Prerequisite: GEOG 1000 or GEOG 1020 and junior standing.

5750. Public Land Management. 3. Management of the federal and public lands of the United States. Includes consideration of management issues, agencies and organization, and management approaches for public lands and associated natural resources. Dual listed with GEOG 4750. Prerequisite: 6 hours in geography or ENR.
5790. **Research Methods. 1-3 (Max. 9).** Introduction to the methodology of empirical research in related fields for advanced students. *Prerequisite:* 12 hours in the major and consent of instructor.

5870. **Internship/Practicum. 1-12 (Max. 12).** Experience in applying student skills and training in an agency, organization, or business. Dual listed with GEOG 4870. *Prerequisite:* for majors only.

5875. **Independent Study. 1-6 (Max. 6).** Considers current research topics in consultation with faculty member. Dual listed with GEOG 4875. *Prerequisite:* 9 hours in subject area of topic of current research.

5885. **Seminar. 1-3 (Max. 6).** Faculty-student discussion, reading, and study focused on a selected topic of interest. *Prerequisite:* consent of instructor.

5900. **Practicum in College Teaching. 1-3 (Max. 3).** Work in classroom with a major professor. Expected to give some lectures and gain classroom experience. *Prerequisite:* graduate standing.

5920. **Continuing Registration: On Campus. 1-2 (Max. 16).** *Prerequisite:* advanced degree candidacy.

5940. **Continuing Registration: Off Campus. 1-2 (Max. 16).** *Prerequisite:* advanced degree candidacy.

5959. **Enrichment Studies. 1-3 (Max. 99).** Designed to provide an enrichment experience in a variety of topics. Note: Credit in this course may not be included in a graduate program of study for degree purposes.

5960. **Thesis Research. 1-12 (Max. 24).** Graduate level course designed for students who are involved in research for their thesis project. Also used for students whose coursework is complete and are writing their thesis. *Prerequisite:* enrollment in a graduate degree program.

5990. **Internship/Practicum. 1-12 (Max. 12).** Experience in applying student skills and training in an agency, organization, or business. Offered for S/U only. Dual listed with GEOG 4990. *Prerequisite:* graduate standing.
### Appendix B: Courses by Area of Interest (omitting GIScience)

#### Focus on Physical Geography
- GEOG 1010 Intro to Physical Geography (4)
- GEOG 3010 Geomorphology (3)
- GEOG 3450 Weather and Climate (3)
- GEOG 3480 Environmental Change (3)
- GEOG 3550 Natural Hazards and Society (3)
- GEOG 4000 Terrain Analysis (3)
- GEOG 4450 Huvial Geomorphology (4)
- GEOG 4460 Biogeography (3)
- GEOG 4470 Fire Ecology (3)

#### Focus on Natural Resource Management
- GEOG 4040 Conserv. of Nat Resources (3)
- GEOG 1050 Intro Env & Nat Resources (3)
- GEOG 2550 Recreation & Nat Resources (3)
- GEOG 3400 Traditional Ecol. Knowledge (3)
- GEOG 3550 Natural Hazards & Society (3)
- GEOG 4000 Terrain Analysis (3)
- GEOG 4051 Environmental Politics (3)
- GEOG 4052 Federal Land Policies (3)
- GEOG 4080 Mgmt. of Major River Basins (3)
- GEOG 4111 Remote Sensing of Environ. (4)
- GEOG 4310 Fdns Sustainable Planning (3)
- GEOG 4340 NRM/Western Reservations (3)
- GEOG 4370 Environmental Planning (3)
- GEOG 4400 Nat Resource Policy (3)
- GEOG 4420 Geography & Tourism (3)
- GEOG 4460 Biogeography (3)
- GEOG 4470 Fire Ecology
- GEOG 4750 Public Land Mgt (3)

#### Focus on Human Geography
- GEOG 1000 World Regional Geography (3)
- GEOG 1020 Introduction to Human Geography (3)
- GEOG 3030 Geography & Development (3)
- GEOG 3050 Economic Geography (3)
- GEOG 3550 Natural Hazards & Society (3)
- GEOG 4013 Political Geography (3)
- GEOG 4310 Fdns of Sustainable Planning (3)
- GEOG 4325 Legal Aspects of Planning (3)
- GEOG 4330 Land Use Planning (3)
- GEOG 4390 Rural/Small Town Planning (3)
- GEOG 4420 Geography and Tourism (3)
- GEOG 4500 The American Landscape (3)
- GEOG 4502 Images of WY & the West (3)
- GEOG 4540 Topics in Cultural Ecology (3)
- GEOG 4550 Geography of Wine (3)
- GEOG 4560 Global Cities (3)
- GEOG 4570 Cultural Geography (3)
- GEOG 4572 Sense of Place (3)
- GEOG 4574 Geography of Conflicts (3)

**Focus on Planning**
- GEOG 4310 Fdns of Sustainable Planning (3)
- GEOG 4330 Land Use Planning (3)
- GEOG 4325 Legal Aspects of Planning (3)
- GEOG 4340 NRM/Western Reservations (3)
- GEOG 4370 Environmental Planning (3)
- GEOG 4390 Rural/Small Town Planning (3)
- GEOG 4400 Natural Resource Policy (3)
- GEOG 4750 Public Land Management (3)
AGENDA ITEM TITLE:

Prepared by, and after recording
please mail to:

JIM WASSON
Agent Right-Of-Way
Black Hills Energy
1301 W 24th ST
CHEYENNE, WY, 82001

EASEMENT FOR GAS LINES AND APPURTEANCES

THIS EASEMENT is made and entered into this _______ day of _________, 2019, by and
between __ Trustees of the University of Wyoming __ “GRANTOR”, and __ Black Hills Gas
Distribution, a __ LLC __ “GRANTEE”.

Grantor, in consideration of the sum of Ten Dollars ($10.00) and other valuable
consideration, the receipt of which is hereby acknowledged, hereby grants, bargains, sells and
conveys to Grantee, its lessees, licensees, successors and assigns, the right, privilege and
perpetual underground pipeline easement to enter upon the lands of Grantor described on Exhibit
A to survey, construct, operate, patrol, inspect, maintain, alter, add pipes, repair, rebuild and
remove, on, under and over said lands lines for the transmission and distribution of gas and all
appurtenances and appliances necessary in connection therewith, together with the right of
ingress and egress to and from the said lines of Grantee over the lands of Grantor so that Grantee
may go to and from said lines from the public roads adjacent to Grantor’s lands, situate in the
County of Albany, in the State of Wyoming, further described on Exhibit A attached hereto and
incorporated herein by this reference. Easement shall be maintained at no cost to Grantor and
under the following terms and conditions:

1. Grantee shall not enclose or fence said easement without the express written consent
of Grantor. Grantee may use existing gates in fences which cross or which shall
hereinafter cross the route of said lines. Grantor is given the right to trim, cut and
clear away or otherwise control any trees, limbs, brush and vegetation on or adjacent
to the above described easement whenever, in its judgment, such will interfere with or
endanger the construction, safety, operation or maintenance of said lines. In
exercising its rights of ingress and egress Grantee shall, whenever practicable, use
existing roads or lanes and shall repair any damage caused thereby.

2. Grantor is hereby conveying the uses herein specified without divesting himself, his
heirs or assigns, of the right to cultivate, irrigate, use and enjoy the above described
premises: PROVIDED, however, such use shall not, in the judgment of said Grantee,
interfere with or endanger the construction, safety, operation or maintenance of said
lines, and provided further that no building shall be constructed on the easement
without written permission from Grantee. In addition, the granting of any subsequent
easements to third parties that either cross Grantee’s gas lines or are situated within
five feet of Grantee’s gas lines shall require written permission from Grantee.
3. Grantee, its successors and assigns, agrees to lay all pipelines at sufficient depth to avoid interfering with cultivation of the soil or irrigation of landscaping and agrees to pay for any damage caused to land, growing crops, fences, livestock or other personal property of Grantor from the construction, operation or maintenance of said lines.

4. Title to said lines shall be and remain in said Grantee.

5. Grantee may assign or transfer rights under this easement to Grantee’s principal, affiliates or subsidiaries of its principal upon reasonable written notice to Grantor. Grantee shall not assign nor transfer any of these rights to any third party.

6. Grantee agrees that during the period of construction, or any subsequent altering, removing or replacing, it will reclaim and restore the surface within the easement or on adjacent lands damaged due to construction and maintenance activities of the Grantee.

7. Grantee shall indemnify Grantor for all damages caused to Grantor as a result of Grantee’s negligent exercise of the rights and privileges granted herein.

8. Upon abandonment or discontinuance of use of this easement for the purposes specified above, all of Grantee’s rights under this easement shall revert to the Grantor or its assigns, the same as if this grant had never been made. Failure to report, to the Grantor, the status of the use of this easement upon delivery and receipt of a written request from Grantor within 60 days of the request, shall be considered an indication that Grantee has abandoned this easement. Should this easement be abandoned by the Grantee, or its use discontinued for the specified purpose, Grantee shall return the above described tract of land to a condition satisfactory to the Grantor.

9. Grantor does not waive its sovereign immunity or its governmental immunity by entering into this Easement and fully retains all immunities and defenses provided by law with regard to any action based on this Easement. Any actions or claims against Grantor under this Agreement must be in accordance with and are controlled by the Wyoming Governmental Claims Act, W.S. 1-39-101 et seq. (1977) as amended.

This easement shall run with the land and shall be binding upon Grantor and Grantor’s heirs, personal representatives, successors and assigns. Grantor hereby represents, warrants and covenants that Grantor is the sole owner(s) of the above-described land, subject to existing liens and right-of-way easement of record and has all rights to grant this easement.
IN WITNESS WHEREOF, this instrument has been executed on the day and year first above written.

GRANTOR:
Trustees of the University of Wyoming

______________________________
Neil Theobald
Vice President for Finance and Administration
Deputy Treasurer, Board of Trustees

ACKNOWLEDGEMENT

STATE OF WYOMING    )
                     ) SS
COUNTY OF ALBANY    )

The foregoing instrument was acknowledged before me by Neil Theobald as Vice President for Finance and Administration, Deputy Treasurer, Board of Trustees, this __________ day of ______________________, 2019.

Witness my hand and official seal.

______________________________
Notary Public

My Commission expires: ________________________.
GRANTEE:
Black Hills Gas Distribution, LLC

Craig Johnson
Director of Gas Operations

ACKNOWLEDGEMENT

STATE OF WYOMING
COUNTY OF LARAMIE

The foregoing instrument was acknowledged before me by Craig Johnson, Director of Gas Operations for Black Hills Gas Distribution, LLC, this 5th day of October, 2018.

Witness my hand and official seal.

AGENDA ITEM TITLE:

Consideration and Action: Gas Line Easement to Black Hills Energy for Harney Regulation Station, McKinley/Theobald/Decker
EASEMENT FOR GAS LINES AND APPURTENANCES

THIS EASEMENT is made and entered into this ___ day of __________ 2019, by and between Trustees of the University of Wyoming “GRANTOR”, and Black Hills Gas Distribution, a LLC, 1301 W 24th Street, Cheyenne, Wyoming 82001 “GRANTEE”.

Grantor, in consideration of the sum of Ten Dollars ($10.00) and other valuable consideration, the receipt of which is hereby acknowledged, hereby grants, bargains, sells and conveys to Grantee, its lessees, licensees, successors and assigns, the right, privilege and perpetual pipeline easement to enter upon the lands of Grantor described on Exhibit A to survey, construct, operate, patrol, inspect, maintain, alter, add pipes, repair, rebuild and remove, on, under and over said lands lines for the transmission and distribution of gas and all appurtenances and appliances necessary in connection therewith, including but not limited to aboveground valve settings or district regulator stations, together with the right of ingress and egress to and from the said lines of Grantee over the lands of Grantor so that Grantee may go to and from said lines from the public roads adjacent to Grantor’s lands, situate in the County of Albany, in the State of Wyoming, further described on Exhibit A attached hereto and incorporated herein by this reference. Easement shall be maintained at no cost to Grantor under the following terms and conditions:

1. Grantee shall not enclose or fence said easement without the express written consent of Grantor. Grantee may use existing gates in fences which cross or which shall hereinafter cross the route of said lines. Grantee is given the right to trim, cut and clear away or otherwise control any trees, limbs, brush and vegetation on or adjacent to the above described easement whenever, in its judgment, such will interfere with or endanger the construction, safety, operation or maintenance of said lines. In exercising its rights of ingress and egress Grantee shall, whenever practicable, use existing roads or lanes and shall repair any damage caused thereby.

2. Grantee agrees to visually screen the aboveground lines, valves, and appurtenances with sufficient fencing and landscaping, including enclosing the aboveground lines, valves, and appurtenances in a concrete or masonry unit block wall to dampen noise. The concrete block wall shall use natural colored block or be painted in an earth-tone color and have a sufficient foundation installed below average frost depth. Grantee shall provide its plans for meeting all the above requirements set forth in this paragraph to Grantor for review and must receive written approval from Grantor of its plans prior to commencing with the work. All fences, walls, landscaping, and associated appurtenances installed by Grantee shall be maintained by Grantee at Grantee’s sole expense.

3. Grantor is hereby conveying the uses herein specified without divesting himself, his heirs or assigns, of the right to cultivate, irrigate, use and enjoy the described premises on Exhibit A; PROVIDED, however, such use shall not, in the judgment of said Grantee, interfere with or endanger the construction, safety, operation or maintenance of said lines, and provided further that no building shall be constructed on the easement without written permission from Grantee. In addition, the granting of any subsequent easements to third parties that either cross Grantee’s gas lines or are situated within five feet of Grantee’s gas lines shall require written permission from Grantee.
4. Grantee, its successors and assigns, agrees to lay all pipelines at minimum depth per current industry standards and regulations to avoid interfering with cultivation of the soil or irrigation of landscaping and at a depth to limit visibility of aboveground lines, valves, and appurtenances. Grantee agrees to pay for any damage caused to land, fences, or other personal property of Grantor from the construction, operation or maintenance of said lines.

5. Title to said lines shall be and remain in said Grantee.

6. Grantee may assign or transfer rights under this easement to Grantee’s principal, affiliates or subsidiaries of its principal upon reasonable written notice to Grantor. Grantee shall not assign nor transfer any of these rights to any third party.

7. Grantee agrees that during the period of construction, or any subsequent altering, removing or replacing, it will reclaim and restore the surface within the easement and on adjacent lands damaged due to construction and maintenance activities of the Grantee.

8. Grantee shall indemnify Grantor for all damages caused to Grantor as a result of Grantee’s negligent exercise of the rights and privileges granted herein.

9. Upon abandonment or discontinuance of use of this easement for the purposes specified above, all of Grantee’s rights under this easement shall revert to the Grantor or its assigns, the same as if this grant had never been made. Failure to report, to the Grantor, the status of the use of this easement upon delivery and receipt of a written request from Grantor within 60 days of the request, shall be considered an indication that Grantee has abandoned this easement. Should this easement be abandoned by the Grantee, or its use discontinued for the specified purpose, Grantee shall return the above described tract of land to a condition satisfactory to the Grantor.

10. Grantor does not waive its sovereign immunity or its governmental immunity by entering into this Easement and fully retains all immunities and defenses provided by law with regard to any action based on this Easement. Any actions or claims against Grantor under this Agreement must be in accordance with and are controlled by the Wyoming Governmental Claims Act, W.S. 1-39-101 et seq. (1977) as amended.

This easement shall run with the land and shall be binding upon Grantor and Grantor’s heirs, personal representatives, successors and assigns. Grantor hereby represents, warrants and covenants that Grantor is the sole owner(s) of the above-described land, subject to existing liens and right-of-way easement of record and has all rights to grant this easement.
IN WITNESS WHEREOF, this instrument has been executed on the day and year first above written.

GRANTOR:
Trustees of the University of Wyoming

__________________________
Neil Theobald
Vice President for Finance and Administration
Deputy Treasurer, Board of Trustees

ACKNOWLEDGEMENT

STATE OF WYOMING )
COUNTY OF ALBANY ) SS

The foregoing instrument was acknowledged before me by Neil Theobald as Vice President for Finance and Administration, Deputy Treasurer, Board of Trustees, this ___________ day of __________________, 2019.

Witness my hand and official seal.

__________________________
Notary Public

My Commission expires: ____________________________

GRANTEE:
Black Hills Gas Distribution, LLC

__________________________
Craig Johnson
Director of Operations
Black Hills Gas Distribution, LLC

ACKNOWLEDGEMENT

STATE OF WYOMING )
COUNTY OF LARAMIE ) SS

The foregoing instrument was acknowledged before me by Craig Johnson as Director of Operations, Black Hills Gas Distribution, LLC, this ___________ day of __________, 2019.

Witness my hand and official seal.

__________________________
Notary Public

My Commission expires: 9-9-2021
AGENDA ITEM TITLE:
UW Regulation 12-1 (Regulations Relating to Private Fund Raising Activities within the University), Evans
Draft 3-6-19
Endorsed by the Trustees Regulation Committee 1-28-19

UNIVERSITY OF WYOMING REGULATIONS

Subject: Regulations Relating to Private Fund-Raising Activities Within the University
Number: UW Regulation 12-1

I. GENERAL INFORMATION

I.1. Seeking and obtaining PURPOSE

The primary task of the Office of Institutional Advancement, through the University of Wyoming Foundation, is to seek and obtain private contributions as a supplement to appropriated and other public monies for the support of the University of Wyoming and its many and varied programs and projects. These efforts are the primary task of the Office of Institutional Advancement—through the University of Wyoming Foundation. In order to accomplish this task, the cooperation and support of all segments of the University is vital. It is important to have one central office that evaluates, coordinates, and documents private fund support. All references in this Regulation to tasks to be performed by and through the Office of Institutional Advancement shall be deemed to include the University of Wyoming Foundation, a separate nonprofit corporation.

II. POLICY

In addition to this Regulation, the University of Wyoming and the University of Wyoming Foundation shall maintain a Memorandum of Agreement addressing fundraising efforts, including but not limited to designating the University of Wyoming Foundation as its principal fundraising organization, identifying priorities, outlining management of gifts and donations, and detailing University support.

III. ACCOUNTS AND FUNDS

All contributions for the use and benefit of any activity, college, department, program, students, or purpose of the University must be promptly reported to the Vice President for Institutional Advancement, who serves as the President/CEO of the University of Wyoming Foundation, and deposited into such account or fund as the latter may direct, after consultation with appropriate University officers. The Vice President for Institutional Advancement shall be responsible for the coordination of the acceptance, deposit, and administration of private gifts, or devises, and shall provide assistance and direction to University personnel related to gifts.
IV. GIFTS IN KIND

All tangible and intangible gifts, gifts of such as property (real and personal), corporate stocks and bonds, or other property of similar nature shall be reported to and channeled through the Office of Institutional Advancement. The Office of Institutional Advancement shall be responsible for securing and filing the appropriate deeds, titles, bills of sale, trust instruments or other documents of a similar nature to assure proper conveyance and acceptance of such gifts. The Office of Institutional Advancement shall be responsible for maintaining a centralized depository for all documents or correspondence related to private gifts, bequests or trusts to the University.

V. APPRAISALS

University officers, employees or agents shall not render or become directly involved in appraising gifts of real or personal property made to the University.

VI. ACKNOWLEDGMENT OF GIFTS

The Office of Institutional Advancement shall be responsible for acknowledging, receiving, and recording all gifts to the University.

VII. SOLICITATIONS

All fund drives or solicitations shall be sponsored, sanctioned or pursued by the Office of Institutional Advancement in coordination with the campus entities identified as the gift beneficiaries. In consultation with the Vice President for Institutional Advancement, all campus fundraising priorities and initiatives and any capital campaign will be approved/recommended by the UW President in consultation with the University Board of Trustees for approval, modification, or disapproval.

Responsible Division/Unit: Division of Institutional Advancement

Source: None

Links: http://www.uwyo.edu/regs-policies

Associated Regulations, Policies, and Forms: None
Draft 3-6-19
Endorsed by the Trustees Regulation Committee 1-28-19

History:
University Regulation 33; adopted 7/17/2008 Board of Trustees meeting
Revisions adopted 9/12/2014 Board of Trustees meeting
Reformatted 7/1/2018: previously UW Regulation 3-33, now UW Regulation 12-1
AGENDA ITEM TITLE:
UW Regulation 12-3 (University of Wyoming Motor Vehicle License Plate Program), Evans
UNIVERSITY OF WYOMING REGULATIONS

Subject: University of Wyoming Motor Vehicle and Tribal License Plate Program

Number: UW Regulation 12-3

I. PURPOSE

To establish a policy for administration of the University of Wyoming Motor Vehicle License Plate Program and the tribal license plate program authorized by Wyoming Statutes and the Board of Trustees.

II. GENERAL INFORMATION

The University of Wyoming Motor Vehicle License Plate Program was created by Wyoming Statutes 21-17-118 and 31-2-219, which authorizes the Board of Trustees of the University to establish and promulgate the rules for a license plate program to be administered by the University and to provide for a student support and student financial aid fund for students at the University. The tribal license plate program was created by Wyoming Statute 31-2-230.

III. MOTOR VEHICLE LICENSE PLATE PROGRAM

III.1 ADMINISTRATION

The Vice President of Student Affairs, or designee, shall administer this Regulation.

IV. APPLICATIONS

Applications

Owners of vehicles who desire to register or renew the registration of a vehicle in Wyoming effective on or after January 1, 2008, may submit an application to the University through its Division Office of Student Affairs/Alumni Relations for a University of Wyoming Motor Vehicle License Plate. The application may be submitted online through the WYDOT website or on paper application to the University of Wyoming Alumni Association offices. The application shall be accompanied by the fee of one hundred and thirty dollars ($130.00). Upon receipt established by Wyoming Statute 31-2-219. The Office of a
completed application and payment of the required fee to the University, the University Alumni Relations shall issue a statement of eligibility for three-year license plate to the Wyoming Department of Transportation. Application for renewals must be made at least thirty (30) days before registration of the vehicle with the State of Wyoming program, including processing applications and reconciling accounts.

V. REVENUES
   B. Revenues

   1. The fees collected under this Regulation shall be deposited into the University of Wyoming Motor Vehicle License Plate account. Any fees, gifts, contributions, donations or other monies donated to this account shall be used exclusively for student financial aid and for projects and programs that directly support students at the University.

   2. All expenditures made from this account shall be in compliance with this Regulation.

   3. In the event the University of Wyoming Motor Vehicle License Plate Program is repealed or there is excess revenue, any remaining or excess revenue will be transferred to the Office of Scholarships and Financial Aid and awarded in the form of scholarships to students who are residents of the State of Wyoming.

B.C. SCHOLARSHIPS

To the extent revenues are available from license plate fees, the following scholarships may be awarded annually, with preference given to Wyoming resident students based upon academic merit and involvement. The awards shall be made by the Division of Student Affairs through its Office of Alumni Relations in coordination with the Office of Student Financial Aid:

1. Ten scholarships of $1,500 each per year for up to three years or through the date of graduation, whichever occurs first. New scholarships will be offered through 2021.

   a. Ten scholarships will be offered to Wyoming community college transfer students.

   b. At a minimum, one scholarship will be offered to a qualifying student from each Wyoming community college each year.
Draft 3-6-19
Trustees Regulation Committee endorsed 1-28-19

c. B. Nine scholarships may transition from undergraduate to graduate studies after the first completed year, but must be consecutive years.

2. Eleven four-year scholarships of $1,500 each per year.

a. One to an incoming freshman from each of the following six geographic areas:

(1) District I: Park, Big Horn, Washakie, Hot Springs, and Fremont Counties

(2) District II: Sheridan, Johnson, Campbell, Crook, Weston, and Converse Counties

(3) District III: Lincoln, Sweetwater, Uinta, Sublette, and Teton Counties

(4) District IV: Natrona, Albany, and Carbon Counties

(5) District V: Laramie, Goshen, Platte, and Niobrara Counties

(6) District VI: Out-of-state (non-Wyoming residents)

b. Two scholarships to non-traditional students.

c. Two incoming freshman with financial need.

ed. One scholarship to the grandchild of a UW graduate. Eligible to freshman or sophomore undergraduates. May not transition to graduate studies.

3. Three scholarships of $1,500 each per year, subject to annual renewal.

a. One scholarship to a fifth- or sixth-year undergraduate student.

b. One scholarship to a student who is pursuing a second bachelor’s degree.

c. One scholarship to a student enrolled in an Outreach Credit degree program.
Draft 3-6-19
Trustees Regulation Committee endorsed 1-28-19

4. D.—One-year award of $3,000

   a. 4,—One award to a Recognized Student Organization (RSO) seeking
      student programming funds for a project or projects to benefit the campus
      or community. Selection will be made by a committee comprised of
      representatives of ASUW student government and Wyo-Gold, the student
      alumni association.

IV. TRIBAL LICENSE PLATE PROGRAM

   Owners of vehicles who desire to register or renew the registration of a vehicle in Wyoming
   effective on or after January 1, 2017, may submit an application to the University through
   its Office of Alumni Relations for an Eastern Shoshone Indian tribe or Northern Arapaho
   Indian tribe license plate. The application may be submitted online through the WYDOT
   website or on paper application to the University of Wyoming Alumni Association offices.
   The application shall be accompanied by the fee established by Wyoming Statute 31-3-102.
   The Office of Alumni Relations shall oversee the tribal license plate program,
   including processing applications and reconciling accounts.

   The fees collected under this section shall be deposited in one of two scholarship funds
   managed by the UW Foundation based upon the license plate purchased: the Chief
   Washakie Scholarship and the Northern Arapaho Endowment Scholarship.

Responsible Division/Unit: Office of Alumni Relations

Source: WY ST § 21-17-118, § 31-2-219 and § 31-3-102

Links: http://www.uwyo.edu/regp-policies

Associated Regulations, Policies, and Forms: None

History:
University Regulation 255, Revision 1; adopted 7/17/2008 Board of Trustees meeting
Revisions adopted 9/12/2014 Board of Trustees meeting
Revisions adopted 2/9/2015 Board of Trustees meeting
Reformatted 7/1/2018: previously UW Regulation 3-255, now UW Regulation 12-3
AGENDA ITEM TITLE:
UW Regulation 12-4 (Government Relations), Evans
UNIVERSITY OF WYOMING REGULATIONS

Subject: Government Relations
Number: UW Regulation 12-4 (former PD 1-2009-1)

I. PURPOSE

To coordinate University efforts regarding government relations and to clarify University employees’ rights to free expression. The directive below ensure these rights while enabling Board of Trustees and the President to ensure that the University’s institutional interests are communicated to policymakers in a manner consistent with institutional priorities, goals, and objectives.

II. POLICY

As a public institution, only the Board of Trustees and the President of the University, or the Board of Trustees and the President’s designee as described below, may speak on behalf of the University. Only the Trustees and the President have the authority to make or approve requests directed to, oppose actions by, or make recommendations to members of Congress, federal Executive Branch Agencies, the Governor, other elected officials of the State of Wyoming, State Executive Branch Agencies, the Wyoming Legislature, committees thereof, members thereof, and staff of any of the foregoing. The President’s designee for all University matters is the Vice President for Governmental and Community Affairs. Each Vice President, the Director of Intercollegiate Athletics, and the Special Advisor for External Relations are the President’s designee for subject matter within their respective areas. Nothing in this directive precludes the President from designating additional individuals to speak on behalf of the University on an ongoing basis. The President of the Board of Trustees may designate a member(s) of the Board of Trustees to speak on behalf of the Trustees, provide factual information, and make recommendations.

The President’s designee for all University matters is the Director of Government Relations. Each Vice President and the Director of Intercollegiate Athletics are the President’s designees for subject matter within their respective areas.

III. PERSONAL COMMUNICATIONS BY UNIVERSITY PERSONNEL

As citizens of Wyoming and as members of the University community, University employees enjoy the right of freedom of expression. The employee may freely consult and communicate with members of Congress, members of the Wyoming State Legislature, federal and state agencies and other federal and state authorities, including elected officials, as long as the employee indicates that the employee’s views are his or her own private
UW Presidential Directive – 1-2009-4
April 13, 2016
Subject: University Government Relations
Page 2
Endorsed by the Regulation Committee 8-1-18

views or considered professional views and do not represent, imply representation of, or are authorized by the University. Personal letters shall not appear on University letterhead. Equipment or resources of the University, including but not limited to University vehicles, University-provided telephones or mobile devices, University software and hardware, and University email accounts, shall not be used for such personal communication, since this may be construed to imply that the communication has been approved by or represents an official position of the University. University titles shall not be used when signing personal letters; however, the name of the employee’s job title in the text of a letter if this information is relevant to the communication.

IV. REQUESTS FROM STATE AND FEDERAL OFFICIALS AND AGENCIES

University employees have a responsibility to respond to requests from state and federal elected officials and agencies for factual, non-partisan information. Such requests may involve testifying at a public hearing, providing a fiscal impact note, and informational visits to University facilities by elected officials or their staff. University employees shall advise their supervisors of such requests, and the supervisors shall advise both the Vice President for their division and the Director of the President’s designee, as described in Section 2, Government Relations. The President’s designee may determine that it is necessary to Director of Government Relations shall assume responsibility for coordinating the institution’s response to the inquiry.

Any information provided must be factual and must be shared with the University’s Director of Government Relations. The employee should directly respond to any question and explain what effects the bill would have on the University. If the information requested is outside the employee’s field of expertise or beyond the scope of the request, the employee must work with appropriate University personnel and the Director of Government Relations to coordinate any further response to the inquiry.

V. MESSAGES OF SUPPORT OR OPPOSITION FOR STATE LEGISLATIVE, CONGRESSIONAL OR AGENCY ACTION

University units often become aware of possible federal or state action of concern to the unit’s programs. This includes being advised by professional organizations and other sources to take action, typically in the form of messages of support or opposition, for state legislative, congressional or agency action regarding a matter that relates to the unit’s mission. Good intentions notwithstanding, employees must take care not to assume
that the perceived interests of their disciplines or professional organizations coincide with the best interests of the University. If the employee believes that an institutional stance or action is warranted, the unit’s director shall contact the Director of Government Relations to determine whether, and if so, how, the University’s position will be communicated.

VI. MEETINGS OF ACADEMIC OR PROFESSIONAL ORGANIZATIONS

University employees often attend meetings of academic or professional organizations in venues, such as the state capital or Washington, DC, where part of the meeting agenda includes visits with government officials, such as members of the congressional delegation of each attendee’s state. The meetings typically involve providing program information to the delegation, as distinct from advocating specific positions or actions. These meetings are expected and acceptable. UW employees attending such meetings shall advise one of the President’s designees, the Director of Government Relations, prior to the employee attending such a meeting.

Responsible Division/Unit: Office of Government Relations

Source: None


Associated Regulations, Policies, and Forms:

History:
Originally approved as Presidential Directive 1-2009-1, April 2, 2010
AGENDA ITEM TITLE:
Consideration and Action: Support for Downey Resolution, Brown/True
Dear Mr. Brown:

In 1881, Laramie resident, Stephen W. Downey, began an effort to create a university for Wyoming Territory. While his initial approach to officials of the Union Pacific Railroad was not rewarded, he was successful in 1886.

While serving in the Wyoming Territorial Legislative Assembly as chair of the house judiciary committee, he spearheaded work with fellow legislators from Laramie County to include in their bill permanently locating the capital in Cheyenne, the creation of and funding for the University of Wyoming.

After that 1886 legislation created the university, Downey served as president of the University Board of Trustees from 1891 through 1896. In this capacity he successfully shepherded the university through very difficult financial times.

On December 4, 2018, the Albany County Commissioners signed a proclamation declaring July 28, 2019, Stephen and Eva Downey Day. The proclamation recognized his role as “Father of the University of Wyoming” as well as many other contributions to Albany County by Stephen and Eva.

A reception marking the day will be held in Laramie at the Alice Hardie Stevens Center on that day. To date, the co-sponsors of the event are the Laramie Plains Museum Association, the Albany County Historical Society, the Laramie Area Visitor Center and descendants of the Downeys.

I believe it would be appropriate for the University of Wyoming Board of Trustees to be a nominal co-sponsor as well and, if possible, for one of the trustees to attend the reception.

If there are formal steps required to move such participation forward, I would be happy to undertake that task.

If you have any questions, please feel free to contact me.

Sincerely,
Kim Viner, CDR U. S. Navy (ret)
Vice President Albany County Historical Center
UW Class of 1973.
307-761-0797
RESOLUTION HONORING STEPHEN WHEELER DOWNEY
“FATHER OF THE UNIVERSITY OF WYOMING”

WHEREAS, Stephen Wheeler Downey, born in 1839 in the State of Maryland, found his way to the Wyoming Territory in 1869 and quickly established himself as a prominent lawyer and public servant in Albany County;

WHEREAS, Mr. Downey, largely recognized as the Father of the University of Wyoming, dedicated his life and energy to advocating for the establishment of an institution of higher learning in the Wyoming Territory as early as 1881, culminating in the founding of the University of Wyoming in Laramie City in 1886;

WHEREAS, as an appointed member of the University of Wyoming Board of Trustees from 1891 to 1897, Mr. Downey provided leadership for the University for the better part of his years of service as Board President, stewarding the institution through some of its toughest times and overseeing the expansion of its curriculum and campus in Laramie;

WHEREAS, Mr. Downey led the effort to build the first science facilities on the University of Wyoming campus, beginning the University’s longstanding commitment to excellence in fields of scientific inquiry and research;

WHEREAS, throughout his adult life, Mr. Downey was a model of professionalism and citizenship for the residents of the Territory and State of Wyoming in its earliest days, having served as Lieutenant Colonel in the Union Army, Wyoming Territory Treasurer, a member of the Wyoming Territorial Legislative Assembly Council and as Speaker of the House of Representatives, Wyoming’s Territorial Delegate to the United States Congress, and Albany County Attorney. Mr. Downey also served the State of Wyoming as a member of the state’s House of Representatives.

THEREFORE, BE IT RESOLVED on this Stephen and Eva Downey Day that the University of Wyoming Board of Trustees calls upon all students, faculty, staff, and friends to join the people of the State of Wyoming and Albany County to celebrate the life and legacy of Stephen Wheeler Downey and the tremendous commitment and tireless leadership that he brought to the establishment of the University of Wyoming.

IN WITNESS THEREOF, I have hereunto set my hand and caused the seal of the University of Wyoming to be affixed on behalf of the Board of Trustees, on the 28th day of July, 2019.

____________________________
Dave Tute
President
University of Wyoming Board of Trustees

____________________________
Laurie S. Nichols
President
University of Wyoming
From: Laurie Nichols
To: RoseMarie London
Subject: Re: Request from Albany County Historical Society
Date: Tuesday, December 11, 2018 6:09:29 AM

Please tell Kim that I am happy to do both. If Kim would like to meet, you can schedule.

Laurie Nichols
President

On Dec 10, 2018, at 3:50 PM, RoseMarie London <rlondon@uwyo.edu> wrote:

President Nichols,
Below find a message from Kim Viner of the Albany County Historical Society and author of a biography of Stephen Wheeler Downey. The Albany County Commissioners have designated July 28, 2019, as Stephen and Eva Downey Day (proclamation attached). You are being invited to attend and co-sponsor (no financial requirement) a reception in honor of Stephen and Eva Downey Day at which your sponsorship would be recognized. Current co-sponsors are: Albany County Historical Society, Laramie Plains Museum, Laramie Area Visitor Center. Viner states Trustee Brown, has also recommended to the Board that they be co-sponsors.

RoseMarie

From: Kim Viner <kdviner@msn.com>
Sent: Monday, December 10, 2018 3:19 PM
To: RoseMarie London <rlondon@uwyo.edu>
Subject: Request from Albany County Historical Society

This message was sent from a non-UWYO address. Please exercise caution when clicking links or opening attachments from external sources.

Dear RoseMarie:
My name is Kim Viner. I am the vice president of the Albany County Historical Society and a senior docent and researcher at the Laramie Plains Museum.
I am also the author of a recent biography of Stephen Wheeler Downey, “The Father of the University of Wyoming.”
The Albany County Commissioners recently designated July 28, 2019, as Stephen and Eva Downey Day.
The day will be marked by a reception at the Laramie Plains Museum’s Alice Hardie Stevens Center at 2 p.m. that Sunday.
I wonder if I could chat with you either by phone or at your office to explain the significance of the Downeys to U.W. and Albany County.
My goal is to have the Office of the President a) be a nominal co-sponsor of the event (no financial requirement) and b) have President Nichols attend the reception and be recognized as a co-sponsor.
Current co-sponsors are: Albany County Historical Society, Laramie Plains Museum, Laramie Area Visitor Center.
Kermit Brown, secretary of the UW BoT, has also recommended to the Board that they be co-sponsors.

I have attached a copy of the proclamation approved by the county commissioners.

Sincerely,
Kim Viner
Commander U.S. Navy (ret)
UW class of 1973
307-761-0797.

p.s. I can also provide a copy of my biography for your reading pleasure

<Downey Day Proclamation.docx>
AGENDA ITEM TITLE: Consideration and Action: Contracts and Grants, Jewell/Synakowski
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## University of Wyoming Board of Trustees' Report – Supplemental Materials

### March 27-29, 2019

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| Sponsored Programs                               |                      |                  |            |                                  |                                                                            |
| TOTAL 12/2018                                     | $3,171,419           |                  |            |                                  |                                                                            |
| Total From 7/2018                                 | $9,097,077           |                  |            |                                  |                                                                            |
| Total From 8/2018                                 | $8,590,870           |                  |            |                                  |                                                                            |
| Total From 9/2018                                 | $13,150,867          |                  |            |                                  |                                                                            |
| Total From 10/2018                                | $12,363,297          |                  |            |                                  |                                                                            |
| Total From 11/2018                                | $10,075,300          |                  |            |                                  |                                                                            |
| Total Year to Date 7/2018-6/2019                  | $56,448,831          |                  |            |                                  |                                                                            |

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<td>Connected Autonomous Traffic Signal Control Algorithms for Trucks and Fleet Vehicles</td>
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<tr>
<td>WY Dept of Transportation</td>
<td>$742,446</td>
<td>Ng, Kam Weng</td>
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<td>Comprehensive Field Load Test and Geotechnical Investigation Program for Development of LRFD Recommendations of Driven Piles on Intermediate GeoMaterials</td>
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<td>WY Dept of Transportation</td>
<td>$29,773</td>
<td>Zlatkovic, Milan</td>
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<td>$180,980</td>
<td>Ksibati, Khaled</td>
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<td>Civil &amp; Architectural Engineering</td>
<td>Wyoming Rural Road Safety Program and the High Risk Rural Road Program in various Wyoming Counties - 2019 Federal Portion</td>
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</table>

January 2019
<table>
<thead>
<tr>
<th>Sponsor</th>
<th>Award Funding Amount</th>
<th>PI Name</th>
<th>Co-PI Name</th>
<th>Organization</th>
<th>Award Name</th>
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<td>WY Wildlife and Natural Resource Trust</td>
<td>$135,000</td>
<td>Monteith, Kevin L.</td>
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<td>Haub School of Environment &amp; Natural Resources</td>
<td>Bighorn Sheep Survival</td>
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<td>Wyoming Arts Council</td>
<td>$10,000</td>
<td>Graham, Andrea M.</td>
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<td>American Studies &amp; History</td>
<td>Program and Salary Support for the Public Sector Folklife Program</td>
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<td>Wyoming County Commissioners Association</td>
<td>$8,250</td>
<td>David Taylor</td>
<td></td>
<td>Agriculture &amp; Applied Economics</td>
<td>Analysis of the Socioeconomic Conditions in Wyoming Counties</td>
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</table>

**Sponsored Programs**

**TOTAL 1/2019**  $4,573,163

**Total From 7/2018**  $9,211,242
**Total From 8/2018**  $8,590,870
**Total From 9/2018**  $13,150,867
**Total From 10/2018**  $12,363,297
The University of Wyoming  
Board of Trustees’ Report – *Supplemental Materials*  
March 27-29, 2019  
Page 120

<table>
<thead>
<tr>
<th>Sponsor</th>
<th>Award Funding Amount</th>
<th>PI Name</th>
<th>Co-PI Name</th>
<th>Organization</th>
<th>Award Name</th>
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<tr>
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<td><strong>$10,075,300</strong></td>
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<td><strong>Total From 12/2018</strong></td>
<td><strong>$53,171,419</strong></td>
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<td>7/2018-6/2019</td>
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<tr>
<th>Sponsor</th>
<th>Amount</th>
<th>Principal Investigator (PI)</th>
<th>Co-PI</th>
<th>Dept</th>
<th>Description</th>
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<td>$114,164</td>
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<td>Scholarships &amp; Financial Aid</td>
<td>Air Force ROTC 2017-18</td>
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<td>D-ED Teacher Education Assistance for College &amp; Higher Ed (TEACH) 18-19</td>
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<td><strong>Grand Total</strong></td>
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AGENDA ITEM TITLE:
Contracts and Procurement Report (per Signature Authority Regulation), Evans
### UW Regulation 7-2 (Signature Authority) Contracts Board Report - December 16, 2018 - February 15, 2019

<table>
<thead>
<tr>
<th>Contract Number</th>
<th>Contract Header Name</th>
<th>Contract Type</th>
<th>Non-Academic Department</th>
<th>Supplier</th>
<th>Signed Date</th>
<th>Agreed Amount</th>
<th>Signer Name</th>
<th>Signer Job Title</th>
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<tbody>
<tr>
<td>24000/GillyDec2018</td>
<td>Purchase Agreement between University of Wyoming and Gilly LLC</td>
<td>Services Contract</td>
<td>Auxiliary Services</td>
<td>Gilly, LLC</td>
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<td>Vice President, Finance &amp; Admin</td>
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<tr>
<td>24000/ColoradoWest48000</td>
<td>Purchase Agreement between UW and Colorado/West Equipment</td>
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<td>Auxiliary Services</td>
<td>Colorado/West Equipment, Inc</td>
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<td>$794,202.00</td>
<td>Laurie Nichols</td>
<td>President</td>
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<tr>
<td>22111-BKO-Jan2019</td>
<td>Amendment No. 1 to the Agreement for Services</td>
<td>Services Contract</td>
<td>AVP of Fiscal Administration</td>
<td>BKO LLP</td>
<td>1/26/19</td>
<td>$51,225.00</td>
<td>Laurie Nichols</td>
<td>President</td>
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<td>13341-Oxford-Nov2018</td>
<td>Oxford Instruments NanoScience Quotation</td>
<td>Services Contract</td>
<td>College of Arts &amp; Sciences</td>
<td>Oxford Instruments America Inc</td>
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<td>$245,374.00</td>
<td>Susie Lutz</td>
<td>Dean/Professor</td>
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<tr>
<td>23010-ThomsonReuters-Jan222019</td>
<td>Order Form</td>
<td>Services Contract</td>
<td>College of Business</td>
<td>Thomson Reuters (Markets), LLC</td>
<td>2/1/19</td>
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<td>1716246/PharmacyNov2018</td>
<td>QI/1 Pharmacy Software</td>
<td>Services Contract</td>
<td>College of Health Sciences</td>
<td>QI/1 Data Systems</td>
<td>1/28/18</td>
<td>$50,615.00</td>
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<td>Interim Dean/Professor</td>
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<tr>
<td>40002-Level Access Inc Jan2019-Jan2009</td>
<td>Level Access Order Form</td>
<td>Services Contract</td>
<td>Information Technology</td>
<td>Level Access Inc</td>
<td>1/23/19</td>
<td>$50,741.25</td>
<td>Robert Ayward</td>
<td>Vice President</td>
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<tr>
<td>9002/HandRockHotelJanuary2019</td>
<td>Group Sales Agreement-Rooms Only</td>
<td>Services Contract</td>
<td>Intercollegiate Athletics</td>
<td>Hand Rock Hotel &amp; Casino</td>
<td>1/22/19</td>
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<td>Thomas Burman</td>
<td>Athletic Director</td>
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<tr>
<td>15502-Entangled/Special Project-NVOC2018</td>
<td>Educational Leadership Strategy &amp; Playbooks</td>
<td>Services Contract</td>
<td>Provost</td>
<td>Entangled Solutions LLC</td>
<td>2/14/19</td>
<td>$335,000.00</td>
<td>Douglas Reutzel</td>
<td>Dean/Professor/Executive Director</td>
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<tr>
<td>10501-ACC Amendment No. 2-Jan2019</td>
<td>Advanced Carbon Collaborative Amendment no. 2</td>
<td>Services Contract</td>
<td>School of Energy Resources</td>
<td>Advanced Carbon Collaborative LLC</td>
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<td>$75,000.00</td>
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<td>Executive Director</td>
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<td>19000/DocuTechDec2018</td>
<td>Agreement for Services between UW and Kansas Records Management (DIA DocuTek Inc.)</td>
<td>Services Contract</td>
<td>University Libraries</td>
<td>DocuTek, Inc</td>
<td>1/29/19</td>
<td>$106,794.00</td>
<td>Jean Gaetz</td>
<td>Dean</td>
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<tr>
<td>19000/DigitalIDvDohaJan2019</td>
<td>University Libraries Newspaper Digitization</td>
<td>Services Contract</td>
<td>University Libraries</td>
<td>Digital Doha Data Ventures LLC</td>
<td>2/14/19</td>
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<tr>
<td>25000/AniteDesignGroupJan2019</td>
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<td>Anite Design Group</td>
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<td>26000/CTXArchitectsEngineersJan2019</td>
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<td>CTX Architects/Engineers</td>
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<td>25000/PCDEngineeringServicesIncJan2018</td>
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<td>PCD Engineering Services Inc</td>
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<td>25000/PlykattConsultingLLCDec2018</td>
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<tr>
<td>26000/Hartin/Martin/Jan2018</td>
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<td>Martin/Martin Wyoming Inc.</td>
<td>2/25/19</td>
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### UW Regulation 7-2 (Signature Authority) Procurement Board Report - December 16, 2018 - February 15, 2019

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<tr>
<th>Creation Date</th>
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<td>Science刷卡-Commissioning Services</td>
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<td>$239,945.00</td>
<td>$239,945.00</td>
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<td>Assoc VP for Univ Operations</td>
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<td>$1,283,260.00</td>
<td>$1,283,260.00</td>
<td>UNRS Medical Education Program</td>
<td>June 16/2019 - 12/11</td>
<td>Vice Pres</td>
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<td>U2/17/2019</td>
<td>Mountain West Conference</td>
<td>1709.00</td>
<td>WV Institutional Dues FY20 Payment 2 of 2</td>
<td>1</td>
<td>$241,461.00</td>
<td>$241,461.00</td>
<td>$241,461.00</td>
<td>Interall intelligence Athletics Directors Office</td>
<td>Bill Spark - 1/17</td>
<td>Sr Asst AD &amp; Business Ops</td>
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<td>Planet Computing Group</td>
<td>1064.00</td>
<td>2019 will provide due to day to day operations for the Office of Information Technology</td>
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<td>$960,000.00</td>
<td>$960,000.00</td>
<td>$960,000.00</td>
<td>Univ IT</td>
<td>Matt Ireland - 1/57</td>
<td>IT, Finance &amp; Admin</td>
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<td>RitterCo Inc.</td>
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<td>Kathleen Hull - 1/23</td>
<td>Accountant, PT, Provost</td>
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<td>X. Michael Dillons Lab Chambers for his research devices</td>
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<td>$48,480.00</td>
<td>$48,480.00</td>
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<td>Carol Prat - 1/24</td>
<td>Office Manager, Zoology &amp; Physiology</td>
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<td>Jamie Miller - 1/26</td>
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<td>2 NMMU XHIV H-1 H-1 Air Conditioning</td>
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<td>$58,640.00</td>
<td>$58,640.00</td>
<td>Facilities Engineering</td>
<td>Dave Bryant - 1/23</td>
<td>Deputy Director, Business Servs, Univ Ops</td>
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<tr>
<td>U7/23/2019</td>
<td>Edge Mechanical Systems, Inc.</td>
<td>1</td>
<td>2 NMMU XHIV H-1 H-1 Air Conditioning</td>
<td>1</td>
<td>$125.00</td>
<td>$125.00</td>
<td>$125.00</td>
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<td>U7/28/2019</td>
<td>Aero Inc.</td>
<td>1</td>
<td>2 Item Building Site</td>
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<td>$300,000.00</td>
<td>$300,000.00</td>
<td>Facilities Engineering</td>
<td>Matt Thiede - 1/24</td>
<td>VP, Finance &amp; Admin</td>
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<td>U10/29/2019</td>
<td>Heartland, Inc.</td>
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<td>Family Medicine Residency Program</td>
<td>David Sabo - 1/27</td>
<td>Assst Dir, Shared Serv, Inc.</td>
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<td>U11/2/2019</td>
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<td>$4,200.00</td>
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<td>Randall Hulse - 1/24</td>
<td>Asst AD/ Business Operations, Athletics</td>
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<td>Interall intelligence Athletics Directors Office</td>
<td>Randall Hulse - 1/24</td>
<td>Asst AD/ Business Operations, Athletics</td>
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<td>$17,741.00</td>
<td>$17,741.00</td>
<td>Wyoming Public Media</td>
<td>Amanda Larson - 1/13</td>
<td>Asst To The Vice President, Research</td>
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<td>$9,498.50</td>
<td>$9,498.50</td>
<td>VP for Research &amp; Economic Development Office</td>
<td>Amanda Larson - 1/13</td>
<td>Asst To The Vice President, Research</td>
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*Board of Trustees approved in FY19 Budget*
AGENDA ITEM TITLE: Capital Construction Report, Theobald

SESSION TYPE: ☐ Work Session ☑ Education Session ☐ Information Item ☐ Other: ☒ Yes (select below):
☐ Driving Excellence ☐ Inspiring Students ☐ Impacting Communities ☐ High-Performing University ☒ No [Regular Business]

Attachments are provided with the narrative—refer to Supplemental Materials Report.

EXECUTIVE SUMMARY:

BSL – 3 Update
• Final commissioning takes place March 18-22
• Incinerator project is complete and incinerator is operational
• Anticipate project to be substantially complete by the end of the month.

Engineering Update
• Building has passed final life safety inspections and is approved for limited occupancy.
• Final Certificate of Occupancy is scheduled for 3/08/2019.
• Furniture installation is in process.
• UW IT is programming access control, wireless access points, and camera commissioning is in process.
• Punch list work is in process.
• Signage package is pending direction from UW Foundation for display and donor signage content, fabrication will commence this spring.
• Landscaping will take place late spring/early summer.

Arena Auditorium Phase II
• Metal panel replacement is complete.
• Final documentation for substantial completion is underway.

WWAMI
• Project is substantially complete.

Science Initiative
• Design team is proceeding with construction documents, anticipate 90% construction documents March 15, 2019.
• Abatement and site clearing and civil preparatory work is complete.
• Anticipate 95% construction (bid) documents in April.

Law School Addition
• Consultant selection process is underway, anticipate March meeting for Board approval.

Campus Master Plan
• Consultant Selection is complete and planning process is underway

AMK Ranch
• Design of the septic and well systems is underway.
• Anticipate bidding the project in June.
Anticipate construction starting Late July or August.

West Campus Satellite Energy Plant
- Received 100% design development documents on February 15, 2019.
- Reviewing DD cost estimate March 14, 2019.

Capital Construction
Progress Report as of March 5, 2019

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

<table>
<thead>
<tr>
<th></th>
<th>Budget (In Thousands)</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>7,057</td>
<td>911</td>
<td>360</td>
<td>8,328</td>
<td>(8,328)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Contingency</td>
<td>360</td>
<td>-</td>
<td>(360)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Design</td>
<td>1,059</td>
<td>-</td>
<td>-</td>
<td>1,059</td>
<td>(1,042)</td>
<td>(17)</td>
<td>-</td>
</tr>
<tr>
<td>FF&amp;E</td>
<td>3,758</td>
<td>(460)</td>
<td>-</td>
<td>3,298</td>
<td>(3,298)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Tech</td>
<td>250</td>
<td>(250)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Admin</td>
<td>366</td>
<td>(69)</td>
<td>-</td>
<td>297</td>
<td>(297)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>12,850</td>
<td>132</td>
<td>-</td>
<td>12,982</td>
<td>(12,965)</td>
<td>(17)</td>
<td>-</td>
</tr>
</tbody>
</table>

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 (a)
Adjusted Project Budget $17,830,000 (d)
### Funding Sources:

<table>
<thead>
<tr>
<th>Original Anticipated</th>
<th>Actual:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundation</td>
<td>5,000,000</td>
</tr>
<tr>
<td>State Match</td>
<td>5,000,000</td>
</tr>
<tr>
<td>State Appropriation</td>
<td>7,150,000</td>
</tr>
<tr>
<td>Athletics Master Landscaping Project</td>
<td>(243,061)</td>
</tr>
<tr>
<td><strong>Total Funding</strong></td>
<td><strong>17,150,000</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.

### Statement of Contract Amount

<table>
<thead>
<tr>
<th>Change order</th>
<th>Reason</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Drilled pier over run quantity</td>
<td>34,646</td>
</tr>
<tr>
<td>#2</td>
<td>Changes to commissary foundation and statue base</td>
<td>11,418</td>
</tr>
<tr>
<td>#3</td>
<td>Replacement of missing CMU bond beam above vestibule doors</td>
<td>1,149</td>
</tr>
<tr>
<td>#4</td>
<td>Miscellaneous structural items: steel columns, modification to foundation pilaster</td>
<td>3,179</td>
</tr>
<tr>
<td>#5</td>
<td>Changes to concession stands</td>
<td>4,545</td>
</tr>
<tr>
<td>#6</td>
<td>Added dimming controls for concourse lights</td>
<td>4,556</td>
</tr>
<tr>
<td>#7</td>
<td>Revised toilet partition specifications</td>
<td>1,936</td>
</tr>
<tr>
<td>#8</td>
<td>Revised specification on temperature control system controller</td>
<td>4,962</td>
</tr>
<tr>
<td>#9</td>
<td>Modifications to existing mechanical vent stacks</td>
<td>14,537</td>
</tr>
<tr>
<td>#10</td>
<td>Added drywall soffit for mechanical diffusers at east entry vestibules</td>
<td>7,121</td>
</tr>
<tr>
<td>#11</td>
<td>Revised sliding grille security to overhead coiling grille for new North &amp; South concessions</td>
<td>23,732</td>
</tr>
<tr>
<td>#12</td>
<td>Revised location of recessed light fixture Z at the Sailors gallery</td>
<td>3,657</td>
</tr>
<tr>
<td>Change order #</td>
<td>Description</td>
<td>Amount</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>#13</td>
<td>Additional fire alarm work related to smoke exhaust fan dampers</td>
<td>9,972</td>
</tr>
<tr>
<td>#14</td>
<td>Delete relocation of fire hydrant, credit to owner</td>
<td>(10,604)</td>
</tr>
<tr>
<td>#15</td>
<td>Repairs to existing damaged waste piping at East Concourse as requested and **funded by UW Operations</td>
<td>**47,942</td>
</tr>
<tr>
<td>#16</td>
<td>Change concrete subcontractors</td>
<td>97,371</td>
</tr>
<tr>
<td>#17</td>
<td>Revisions to new emergency generator electrical feed for sub-concourse telecom room D-20</td>
<td>2,069</td>
</tr>
<tr>
<td>#18</td>
<td>Add stainless steel doors and entrance trim for the elevator</td>
<td>7,954</td>
</tr>
<tr>
<td>#19</td>
<td>Add bar buckle sign supports</td>
<td>6,404</td>
</tr>
<tr>
<td>#20</td>
<td>Wall tile upgrade for new concessions (more durable wall finish)</td>
<td>16,775</td>
</tr>
<tr>
<td>#21</td>
<td>Revisions to interior panel signs, various modifications, addition of existing restroom signage</td>
<td>3,232</td>
</tr>
<tr>
<td>#22</td>
<td>Revisions to roof flashings and roof parapet cap metal revision</td>
<td>(780)</td>
</tr>
<tr>
<td>#23</td>
<td>Sod replacement</td>
<td>19,356</td>
</tr>
<tr>
<td>#24</td>
<td>Polished concrete upgrades</td>
<td>170,688</td>
</tr>
<tr>
<td>#25</td>
<td>Painting of existing truck tunnel</td>
<td>10,014</td>
</tr>
<tr>
<td>#26</td>
<td>Walnut upgrade from veneer at entry addition</td>
<td>12,096</td>
</tr>
<tr>
<td>#27</td>
<td>Mirror replacement at existing restrooms</td>
<td>11,601</td>
</tr>
<tr>
<td>#28</td>
<td>Modifications to four concession counters for movable beer dispensing equipment</td>
<td>7,211</td>
</tr>
<tr>
<td>#29</td>
<td>Addition of exterior signage</td>
<td>82,108</td>
</tr>
<tr>
<td>#30R</td>
<td>Addition of lights for added concession signs</td>
<td>5,209</td>
</tr>
<tr>
<td>#31R</td>
<td>Delete work to move existing truck ramp condensing unit</td>
<td>(3,992)</td>
</tr>
<tr>
<td>#32</td>
<td>Addition of specialty millwork to include custom walnut oversized trophy cases for Sailors gallery, the concourse and two enlarged pedestals for interactive Hall of Fame displays</td>
<td>67,521</td>
</tr>
<tr>
<td>#33</td>
<td>Revisions to security cameras; revisions to exterior cameras, camera models and arena central located security cameras</td>
<td>19,016</td>
</tr>
<tr>
<td>#34</td>
<td>Replacement of all existing faucets in existing restrooms on the concourse</td>
<td>34,000</td>
</tr>
<tr>
<td>#35</td>
<td>Additional interior graphics and signage</td>
<td>14,731</td>
</tr>
<tr>
<td>#36</td>
<td>Added lit portal signs at the concourse and arena sides of 16 portals</td>
<td>100,912</td>
</tr>
</tbody>
</table>
Change order #37 | UL testing for main switch (pringle switch) required by state electrical inspector | 10,616
---|---|---
Change order #38 | Added door at concession 2, added athletic specialty lights, security separation door added at concession 2 for beer/wine sale vendor operation, four revolving special event lights added to north and south lobbies | 4,810
Change order #39 | Added donor wall display and hall of fame dimensional letters | 29,573
Change order #40 | Credit: back charges for additional landscape pre-con meeting & site visit; back charges for (2) additional site visits by food service design consultant | $(5,303)$
Change order #41 | Exterior painting of metal roof panels | 23,200
Change order #42 | Credit: back charge for replacement of water damaged furniture at existing ticket office | $(7,503)$
Change order #43 | Relocation of the FDC on the east side of building | 8,640
Change order #44 | Light pillar additional steel angle supports | 13,629
Change order #45 | Additional work for addition of stainless steel base and corner guards for added durability | 34,139
Change order #46 | Willet west concrete replacement | 144,096
Change order #47 | Concourse data and power outlets for concessions | 14,873
Change order #48 | Additional work related to grinding and resealing existing concrete floors in existing restrooms and concession stands | 16,832
Adj Contract | **14,412,956**

### Work Completed/In Progress:
- Substantial Completion Documentation

### Issues Encountered with Proposed Resolution for Each:
- None at this time.

### Work Planned for the Upcoming Month:
- None at this time.

#### 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>Funding Source</th>
<th>Original Anticipated:</th>
<th>Actual:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>16,300,000</td>
<td>16,300,000</td>
</tr>
<tr>
<td>Grants (AML sponsored programs)</td>
<td>15,000,000</td>
<td>15,000,000</td>
</tr>
<tr>
<td>State Appropriations</td>
<td>14,800,000</td>
<td>14,800,000</td>
</tr>
<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>
</tr>
<tr>
<td>Reserve Account</td>
<td>-</td>
<td>599,458</td>
</tr>
<tr>
<td>Total Funding</td>
<td>64,800,000</td>
<td>69,883,458</td>
</tr>
<tr>
<td>Donation of Physical Equipment eligible for State match</td>
<td>2,500,000</td>
<td>2,500,000</td>
</tr>
<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:** The amount of restricted donation funds has been moved out of Tech and represented as Restricted for Tech for clarification.

#### Statement of Contract Amount

<table>
<thead>
<tr>
<th>Change Order</th>
<th>Description</th>
<th>Original Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Additional Concrete Work, Gas Meter, Manifold &amp; Piping, Equipment Relocation</td>
<td>86,647</td>
</tr>
<tr>
<td>#2</td>
<td>Additional Costs for Extended Contract Date and Mechanical Systems Changes</td>
<td>4,952,341</td>
</tr>
<tr>
<td>#3</td>
<td>Door and Exterior Detail Changes, Bike Racks</td>
<td>10,563</td>
</tr>
<tr>
<td>#4</td>
<td>Radiation Shielding at South Walls</td>
<td>15,411</td>
</tr>
</tbody>
</table>
### Change Orders

<table>
<thead>
<tr>
<th>Change Order #</th>
<th>Credits/Description</th>
<th>Amount (In Thousands)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#5</td>
<td>Credits: Door Card Reader, Roof Davit</td>
<td>(11,559)</td>
</tr>
<tr>
<td>#6</td>
<td>Deleted Casework, Truck Turning Layout, Floor Radiation Shielding</td>
<td>(13,366)</td>
</tr>
<tr>
<td>#7</td>
<td>Heat recovery, fume hoods, electrical changes</td>
<td>(76,674)</td>
</tr>
<tr>
<td>#8</td>
<td>Chiller Vibration Isolation, Epoxy Flooring, Add End Switches to Control Valves</td>
<td>7,791</td>
</tr>
<tr>
<td>#9</td>
<td>Vibration Isolation for Pumps, Vertical Wire Management Sleeve</td>
<td>9,226</td>
</tr>
<tr>
<td>#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>
<td>(563)</td>
</tr>
<tr>
<td>#11</td>
<td>Balancing dampers, Catwalk guard, fire hydrant extensions, VPS power</td>
<td>11,980</td>
</tr>
<tr>
<td>#12</td>
<td>Mechanical: Circulation pump sequence</td>
<td>5,132</td>
</tr>
<tr>
<td>#13</td>
<td>Return of remaining construction contingency</td>
<td>(712,316)</td>
</tr>
<tr>
<td>#14</td>
<td>Return of GMP savings</td>
<td>(55,254)</td>
</tr>
<tr>
<td>Adj Contract</td>
<td></td>
<td>47,155,083</td>
</tr>
</tbody>
</table>

### Work Completed/In Progress:
- Installation of Board approved miscellaneous projects.

### Issues Encountered with Proposed Resolution for Each:
- None at this time.

### Work Planned for the Upcoming Month:
- Installation of Board approved miscellaneous projects.

### 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)

<table>
<thead>
<tr>
<th>Funding Sources</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>Athletics</td>
<td>-</td>
<td>80,875.00</td>
</tr>
<tr>
<td>Athletics Master Landscaping Project</td>
<td>-</td>
<td>(400,000.00)</td>
</tr>
<tr>
<td>Athletics – IT equipment</td>
<td>-</td>
<td>(65,000.00)</td>
</tr>
<tr>
<td><strong>Total Project</strong></td>
<td><strong>44,000,000.00</strong></td>
<td><strong>43,634,719.89</strong></td>
</tr>
</tbody>
</table>

- **Guaranteed Maximum Price:** $34,638,119
- **Contract Substantial Completion Date:** June 1, 2018
### Statement of Contract Amount

<table>
<thead>
<tr>
<th>Original contract</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change order #1 Add cement board in lieu of drywall - area S-2</td>
<td>8,389</td>
</tr>
<tr>
<td>Change order #2 Exploratory excavation to locate buried water lines</td>
<td>11,010</td>
</tr>
<tr>
<td>Change order #3 Pricing for ASI-100, civil plan updates</td>
<td>543</td>
</tr>
<tr>
<td>Change order #4 Increase grease interceptor size</td>
<td>4,547</td>
</tr>
<tr>
<td>Change order #5 Switch from aluminum to copper bussing at all panel boards &amp; switchboards</td>
<td>7,293</td>
</tr>
<tr>
<td>Change order #6 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 Provide power to floor box 6 at the squad room and training table</td>
<td>1,240</td>
</tr>
<tr>
<td>Change order #8 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 Remove and replace door, frame and hardware at opening L204</td>
<td>4,166</td>
</tr>
<tr>
<td>Change order #10 Sink discrepancies at sports med exam rooms</td>
<td>6,220</td>
</tr>
<tr>
<td>Change order #11 Furnish and install 3 exit signs</td>
<td>1,341</td>
</tr>
<tr>
<td>Change order #12 Furnish and install fixtures and occupancy sensor</td>
<td>1,166</td>
</tr>
<tr>
<td>Change order #13 Parts &amp; labor to provide power to SP-1, sump pump for new elevator</td>
<td>1,969</td>
</tr>
<tr>
<td>Change order #14 Parts &amp; labor for elevator tube steel</td>
<td>7,225</td>
</tr>
<tr>
<td>Change order #15 Parts &amp; labor for rubber flooring at landings - S7</td>
<td>3,630</td>
</tr>
<tr>
<td>Change order #16 Parts and labor credit for static control tile</td>
<td>(8,264)</td>
</tr>
<tr>
<td>Change order #17 Materials &amp; labor for epoxy paint at wet areas</td>
<td>8,741</td>
</tr>
<tr>
<td>Change order #18 Changes to the building envelope to satisfy UW standards &amp; commissioning consultants suggestions; credit to switch from Plae and Mondo rubber flooring to Regupol</td>
<td>(125,200)</td>
</tr>
<tr>
<td>Change order #19 Eliminate the permeable pavers and have concrete hardscapes at all drive lanes – reflects costs to add all necessary storm water storage</td>
<td>27,761</td>
</tr>
<tr>
<td>Change order #</td>
<td>Description</td>
</tr>
<tr>
<td>----------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>20</td>
<td>Modify select fixtures to mitigate maintenance issues</td>
</tr>
<tr>
<td>21</td>
<td>Added costs for necessary parts and labor to install door holds and alarm infrastructure at the affected openings due to design team oversight</td>
</tr>
<tr>
<td>22</td>
<td>Design deficiency – includes all necessary materials and labor to fabricate a parapet cap that sheds water away from the building</td>
</tr>
<tr>
<td>23</td>
<td>Multiple lighting deficiencies and discrepancies in the lighting plan – includes all necessary additions and revisions</td>
</tr>
<tr>
<td>24</td>
<td>UW Athletics wanted to add power and data at (2) locations in the new weight room to accommodate bikes</td>
</tr>
<tr>
<td>25</td>
<td>Response/cost reconciliation to audit report; CCD’s 1-4; revised schedule/phasing plans associated with code review changes (schedule extension has not added cost)</td>
</tr>
<tr>
<td>26</td>
<td>New exterior knox box at north elevation; install owner furnished Morpho Lite biometric readers; install (14) owner furnished cameras</td>
</tr>
<tr>
<td>27</td>
<td>Furnish and install complete commercial kitchen package for HAPC training table and fueling station</td>
</tr>
<tr>
<td>28</td>
<td>Furnish and install 3-Form Ceiling lettering in football locker room</td>
</tr>
<tr>
<td>29</td>
<td>Adding south tower access panel, fabricating and installing west loading lock trickle channel, changing glazing at south landing to tempered, axiom trim diffusers modifications in the squad room and adding solid surface sill on recovery pool exterior wall for durability</td>
</tr>
<tr>
<td>30</td>
<td>Additional cost to convert (5) ADA lockers to full sized lockers with benches</td>
</tr>
<tr>
<td>31</td>
<td>Demolish and re-install existing fixtures to increase shower head count</td>
</tr>
<tr>
<td>32</td>
<td>Upgrade furnishings in copy/kitchen area</td>
</tr>
<tr>
<td>33</td>
<td>Furnish &amp; install the great hall donor wall</td>
</tr>
<tr>
<td>34</td>
<td>Furnish &amp; install locker room ramp glass</td>
</tr>
<tr>
<td>35</td>
<td>Furnish &amp; install custom lectern for squad room</td>
</tr>
<tr>
<td>36</td>
<td>Keysets, door hardware, repainting, furnish and install manual shades, patch drywall, run domestic waterlines to L2 walk-ins, provide wall</td>
</tr>
<tr>
<td>Change order #37</td>
<td>Provide and install dryfall paint to Olympic Weight Room ceiling, paint ceiling control joints in corridor C205, paint ceiling to first soffit in existing main stairwell</td>
</tr>
<tr>
<td>Change order #38</td>
<td>Electrical modifications</td>
</tr>
<tr>
<td>Change order #39</td>
<td>Demolish and salvage existing monument sign, install HSS tube knife plates, re-install signage</td>
</tr>
<tr>
<td>Change order #40</td>
<td>Furnish and install additional framing and finishing details at exterior north vestibule</td>
</tr>
<tr>
<td>Change order #41</td>
<td>Provide underlayment in Olympic Weight Room to meet threshold for relative humidity prior to rubber flooring installation</td>
</tr>
<tr>
<td>Change order #42</td>
<td>Installation of door hardware, biometric readers, prime and paint walls for screen lowering, lower displays in Olympic Weight Room, additional tile in women’s room</td>
</tr>
</tbody>
</table>

Adj Contract $36,648,438

**Work Completed/In Progress:**

- None at this time.

**Issues Encountered with Proposed Resolution for Each:**

- None at this time.

**Work Planned for Upcoming Month:**

- None at this time.

4. **Engineering Education and Research Building (EERB)**

   **Contractor:** GE Johnson Construction Wyoming Jackson, WY
   **Original Project Budget** $ 105,358,910 (a)

   ![Construction Budget Chart]

   **Funding Sources:**

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Original Anticipated</th>
<th>Actual:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant – AML funds</td>
<td>350,000.00</td>
<td>350,000.00</td>
</tr>
<tr>
<td>Grant 2 – AML funds</td>
<td>750,154.00</td>
<td>750,154.00</td>
</tr>
<tr>
<td>State appropriation</td>
<td>55,000,000.00</td>
<td>55,000,000.00</td>
</tr>
<tr>
<td>Reduced by 2015 legislative action</td>
<td>(8,570,000.00)</td>
<td>(8,570,000.00)</td>
</tr>
<tr>
<td>Reduced by 2015 legislative action</td>
<td>(3,475,737)</td>
<td>(3,475,737)</td>
</tr>
<tr>
<td>State gen fun from AML – held until match</td>
<td>15,800,000.00</td>
<td>15,800,000.00</td>
</tr>
<tr>
<td>State matching funds</td>
<td>14,200,000.00</td>
<td>14,200,000.00</td>
</tr>
<tr>
<td>State Sec I swap for cap construction</td>
<td>10,000,000.00</td>
<td>10,000,000.00</td>
</tr>
</tbody>
</table>
The University of Wyoming  
Board of Trustees' Report – Supplemental Materials  
March 27-29, 2019  
Page 134

<table>
<thead>
<tr>
<th>2016 Appropriation</th>
<th>14,500,000.00</th>
<th>14,500,000.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 DEQ redirected funds</td>
<td>3,475,737</td>
<td>3,475,737</td>
</tr>
<tr>
<td>Foundation donation</td>
<td>3,328,756</td>
<td>3,328,756</td>
</tr>
<tr>
<td><strong>Total Project</strong></td>
<td><strong>105,358,910.00</strong></td>
<td><strong>105,358,910.00</strong></td>
</tr>
</tbody>
</table>

**Equipment: Foundation funds**  
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>Equipment</td>
<td>-</td>
<td>3,106</td>
<td>-</td>
<td>3,106</td>
<td>(2,330)</td>
<td>(776)</td>
<td>-</td>
</tr>
<tr>
<td>(In Thousands)</td>
<td>Budget (a)</td>
<td>Additional Funding (b)</td>
<td>Use of Contingency (c)</td>
<td>Adj Budget (a+b+c)=(d)</td>
<td>Expenditures (e)</td>
<td>Obligations (f)</td>
<td>Remaining Balance (d+e+f)=(g)</td>
</tr>
<tr>
<td>Construction</td>
<td>72,491</td>
<td>886</td>
<td>-</td>
<td>73,377</td>
<td>(58,942)</td>
<td>(11,140)</td>
<td>3,295</td>
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<tr>
<td>Contingency</td>
<td>8,205</td>
<td>(4,362)</td>
<td>-</td>
<td>3,843</td>
<td>-</td>
<td>-</td>
<td>3,843</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>
<td>7,943</td>
<td>(129)</td>
<td>-</td>
<td>7,814</td>
<td>(7,565)</td>
<td>(245)</td>
<td>4</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>(62)</td>
<td>(894)</td>
<td>2,962</td>
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<tr>
<td>Tech</td>
<td>3,474</td>
<td>(75)</td>
<td>-</td>
<td>3,399</td>
<td>(95)</td>
<td>(250)</td>
<td>3,054</td>
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<tr>
<td>Admin</td>
<td>4,010</td>
<td>386</td>
<td>-</td>
<td>4,396</td>
<td>(2,072)</td>
<td>(279)</td>
<td>2,045</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>105,359</strong></td>
<td>-</td>
<td>-</td>
<td><strong>105,359</strong></td>
<td>(68,736)</td>
<td>(12,808)</td>
<td><strong>23,815</strong></td>
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</table>

**Statement of Contract Amount**

<table>
<thead>
<tr>
<th>Original contract</th>
<th>$69,014,882</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change order #1</td>
<td>Owner requested changes to AV/IT base bid package</td>
</tr>
<tr>
<td>Change order #2</td>
<td>Owner requested changes to boardroom AV/IT base bid package</td>
</tr>
<tr>
<td><strong>Adj Contract</strong></td>
<td><strong>$70,056,033</strong></td>
</tr>
</tbody>
</table>

**Work Completed/In Progress:**

- Building has passed final life safety inspections and is approved for limited occupancy.
- Final Certificate of Occupancy is scheduled for 3/08/2019.
- Furniture installation is in process.
- UW IT is programming access control, wireless access points, and camera commissioning is in process.
- Punch list work is in process.
- Signage package is pending direction from UW Foundation for display and donor signage content, fabrication will commence this spring.
- Landscaping will take place late spring / early summer.

**Issues Encountered with Proposed Resolution for Each:**
• None at this time.

Work Planned for the Upcoming Month:
• Punch list, commissioning, and testing.

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>Source</th>
<th>Original Anticipated</th>
<th>Actual:</th>
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</thead>
<tbody>
<tr>
<td>State of Wyoming Reimbursement</td>
<td>8,372,000.00</td>
<td>9,497,065.02</td>
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<tr>
<td>UW</td>
<td></td>
<td>1,328,945.00</td>
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<tr>
<td>Additional Funds</td>
<td></td>
<td>500,000.00</td>
</tr>
<tr>
<td><strong>Total Project</strong></td>
<td><strong>8,372,000.00</strong></td>
<td><strong>11,326,010.02</strong></td>
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</table>

Contract Substantial Completion Date June 26, 2017

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget (In Thousands)</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>-</td>
<td>378</td>
<td>6,890</td>
<td>(6,840)</td>
<td>(50)</td>
<td>-</td>
</tr>
<tr>
<td>Specialized Equipment</td>
<td>-</td>
<td>-</td>
<td>2,954</td>
<td>2,954</td>
<td>(2,404)</td>
<td>(272)</td>
<td>278</td>
</tr>
<tr>
<td>Contingency</td>
<td>496</td>
<td>(360)</td>
<td>-</td>
<td>136</td>
<td></td>
<td></td>
<td>136</td>
</tr>
<tr>
<td>Design</td>
<td>766</td>
<td>86</td>
<td>852</td>
<td>(813)</td>
<td>(39)</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Admin</td>
<td>598</td>
<td>(104)</td>
<td>494</td>
<td>(465)</td>
<td>(9)</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>8,372</td>
<td>2,954</td>
<td>-</td>
<td>11,326</td>
<td>(10,522)</td>
<td>(370)</td>
<td>434</td>
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</tbody>
</table>

Statement of Contract Amount

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original contract</td>
<td>6,512,000</td>
</tr>
<tr>
<td>Change Order #1 Re-feed supply &amp; exhaust air to corridor, storage &amp; incinerator rooms</td>
<td>8,780</td>
</tr>
<tr>
<td>Change Order #2 Provide/install floor sink for new autoclaves</td>
<td>1,289</td>
</tr>
<tr>
<td>Change Order #3 Remove existing floor drain</td>
<td>699</td>
</tr>
<tr>
<td>Change Order #4 Repair stated existing problems (Wazee crane report)</td>
<td>5,067</td>
</tr>
<tr>
<td>Change Order #5 Delete 42 door guards</td>
<td>(4,620)</td>
</tr>
<tr>
<td>Change Order #6 Eliminate demo of existing Clayton steam boiler</td>
<td>(2,625)</td>
</tr>
<tr>
<td>Change Order #7 Eliminate installation of floor sink &amp; cold water drop in cage wash</td>
<td>(888)</td>
</tr>
<tr>
<td>Change Order #8 Add new 2” floor drain for emergency shower/eyewash</td>
<td>1,503</td>
</tr>
<tr>
<td>Change Order #9 Add 10 new 3/4” valves for emergency shower/eyewash</td>
<td>2,486</td>
</tr>
<tr>
<td>Change Order #10 Change 1000 AMP breaker to free standing disconnect</td>
<td>(1,873)</td>
</tr>
<tr>
<td>Change Order #</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>#11</td>
<td>Add 6 new ¾” isolation valves for emergency eyewashes</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>
</tr>
<tr>
<td>#13</td>
<td>Add new floor drain in necropsy storage</td>
</tr>
<tr>
<td>#14</td>
<td>Add new stainless steel supply diffuser in necropsy; modify duct to avoid crane rail</td>
</tr>
<tr>
<td>#15</td>
<td>Remove excess concrete floor grout to structural concrete in necropsy room</td>
</tr>
<tr>
<td>#16</td>
<td>Delete perimeter drain around exterior entrance addition foundation</td>
</tr>
<tr>
<td>#17</td>
<td>Flash in mechanical curb to maintain water-tight integrity</td>
</tr>
<tr>
<td>#18</td>
<td>Relocate existing boiler feed water equipment, along with electrical relocation</td>
</tr>
<tr>
<td>#19</td>
<td>Revise exterior transformer</td>
</tr>
<tr>
<td>#20</td>
<td>Demo/replace CO2 lines &amp; hangers/isolation valve for CO2 system; test when complete</td>
</tr>
<tr>
<td>#21</td>
<td>Demo/re-install secondary containment system</td>
</tr>
<tr>
<td>#22</td>
<td>Relocate existing piping into new walls</td>
</tr>
<tr>
<td>#23</td>
<td>Provide/install new data cabling</td>
</tr>
<tr>
<td>#24</td>
<td>Change specified LR25D model pass-thru refrigerator to a LR55D model</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>
</tr>
<tr>
<td>#26</td>
<td>Provide new floor sink, FS-1, with waste &amp; vent lines</td>
</tr>
<tr>
<td>#27</td>
<td>Fabricate enclosures for existing blower equipment for exterior usage (manufacturer defect)</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>
</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>
</tr>
<tr>
<td>#30</td>
<td>Prep/re-surface floor with shock-crete and topcoat to build up floor slope</td>
</tr>
<tr>
<td>#31</td>
<td>Delete work in incinerator room 1138</td>
</tr>
<tr>
<td>#32</td>
<td>Fabricate (5) stainless steel enclosures for CO2 panels</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>
</tr>
<tr>
<td>#34</td>
<td>Delete re-install of autoclaves, owner will complete and credit 10% overhead and profit</td>
</tr>
<tr>
<td>Change Order #</td>
<td>Description</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>#35</td>
<td>Add porcelain tile and epoxy paint finishes; delete FRP finishes</td>
</tr>
<tr>
<td>#36</td>
<td>Provide and install PT-2; credit resign tops and sinks</td>
</tr>
<tr>
<td>#37</td>
<td>Credit (3) door cylinders</td>
</tr>
<tr>
<td>#38</td>
<td>Install water lines for (3) purified water units, provide and install supports for additional lines</td>
</tr>
<tr>
<td>#39</td>
<td>Relocate steam and condensate lines; provide additional hangers and supports</td>
</tr>
<tr>
<td>#40</td>
<td>Provide power and lighting to roof top fan housing enclosure</td>
</tr>
<tr>
<td>#41</td>
<td>Reconfigure existing EDS waste lines and add (2) clean-outs</td>
</tr>
<tr>
<td>#42</td>
<td>Provide new circuit for (4) jacket heaters</td>
</tr>
<tr>
<td>#43</td>
<td>Tie onto existing dry pipe sprinkler system</td>
</tr>
<tr>
<td>#44</td>
<td>Supply and install cabinet back panels and bottoms</td>
</tr>
<tr>
<td>#45</td>
<td>Purchase single door sterilizer in lieu of renting temporary sterilizer</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>
</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>
</tr>
<tr>
<td>#48</td>
<td>Remove demolition of floor, cove base in corridor</td>
</tr>
<tr>
<td>#49</td>
<td>Provide compressed air to new cage wash equipment</td>
</tr>
<tr>
<td>#50</td>
<td>Remove and replace existing electrical conduit in Necropsy CMU walls</td>
</tr>
<tr>
<td>#51</td>
<td>Fix and repair 2nd floor mechanical room door leak</td>
</tr>
<tr>
<td>#52</td>
<td>Install new light fixtures by autoclaves</td>
</tr>
<tr>
<td>#53</td>
<td>Replace eyewash fixtures with hoses; install stainless steel caps to infill existing counter tops</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>
</tr>
<tr>
<td>#55</td>
<td>Remove and replace (25) HEPA filters and pre-filters</td>
</tr>
<tr>
<td>#56</td>
<td>Provide reimbursable cost for Rocky Mountain Power utility work paid by UW</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>
</tr>
<tr>
<td>#58</td>
<td>Provide and install (6) door closure kits</td>
</tr>
<tr>
<td>#59</td>
<td>Extend substantial completion date</td>
</tr>
<tr>
<td>#60</td>
<td>Provide &amp; install new door hardware for door 1151A</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>
</tr>
<tr>
<td>Change Order #</td>
<td>Description</td>
</tr>
<tr>
<td>---------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>#62</td>
<td>Patch open drywall holes; firestop multiple openings; take down and replace</td>
</tr>
<tr>
<td></td>
<td>existing electrical and security wiring and conduit not installed per code</td>
</tr>
<tr>
<td>#63</td>
<td>Re-coat and re-texture flooring in corridor C1140 &amp; C1140A</td>
</tr>
<tr>
<td>#64</td>
<td>Supply and install three (3) additional egress buttons</td>
</tr>
<tr>
<td>#65</td>
<td>Fix multiple construction discrepancy items as detailed in log</td>
</tr>
<tr>
<td>#66</td>
<td>Credit back allowance not needed for installation</td>
</tr>
<tr>
<td>#67</td>
<td>Remove and re-install HEPA filter housing unit EE-12 to correct orientation</td>
</tr>
<tr>
<td></td>
<td>for proper air flow; re-work hangers and supports as required for re-</td>
</tr>
<tr>
<td></td>
<td>installation</td>
</tr>
<tr>
<td>#68</td>
<td>Provide and install additional shelving for DI water system equipment</td>
</tr>
<tr>
<td>#69</td>
<td>Provide &amp; install (2) 32”x32” backdraft dampers for AHU-4 supply fans;</td>
</tr>
<tr>
<td></td>
<td>fabricate &amp; install duct flanges &amp; galvanized sleeves for installation and</td>
</tr>
<tr>
<td></td>
<td>support of backdraft dampers</td>
</tr>
<tr>
<td>#70</td>
<td>Repair and replacement of two existing cards in existing transfer switches</td>
</tr>
<tr>
<td>#71</td>
<td>Extend 208V amp circuit from north wall of BSL3 mezzanine to west wall for</td>
</tr>
<tr>
<td></td>
<td>additional power source for VHP machine</td>
</tr>
<tr>
<td>#72</td>
<td>Rewire phoenix controllers to a 24V system from 120V</td>
</tr>
<tr>
<td>#73</td>
<td>Remove existing door hardware; replace with new hardware and have VTI</td>
</tr>
<tr>
<td></td>
<td>wire accordingly</td>
</tr>
<tr>
<td>#74</td>
<td>Provide and install new trench drain trap seals serving the EDS system</td>
</tr>
<tr>
<td>#75</td>
<td>Provide and install (15) door louvers (to address air flow issues)</td>
</tr>
<tr>
<td>#76</td>
<td>Replace damper actuators on cooling tower #1 and #2</td>
</tr>
<tr>
<td>#77</td>
<td>Remove existing door seals and re-paint due to balancing requirements</td>
</tr>
<tr>
<td>#78</td>
<td>Supply new door sweeps</td>
</tr>
<tr>
<td><strong>Adj Contract</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Work Completed/In Progress:**
- Balancing air flows throughout
- Final Commissioning

**Issues Encountered with Proposed Resolution for Each:**
- None at this time.

**Work Planned for the Upcoming Month:**
6. **WWAMI – Lab Renovation**

   Contractor: Arcon, Inc., Laramie, WY

   Original Project Budget $1,500,000 (a)
   Adjusted Project Budget $1,500,000

<table>
<thead>
<tr>
<th>Funding Sources:</th>
<th>Original Anticipated:</th>
<th>Actual:</th>
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</thead>
<tbody>
<tr>
<td>WWAMI Income</td>
<td>643,000</td>
<td>643,000</td>
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<tr>
<td>Academic Affairs Medical Education Quasi Account</td>
<td>197,000</td>
<td>197,000</td>
</tr>
<tr>
<td>College of Health Sciences Building Account</td>
<td>360,000</td>
<td>360,000</td>
</tr>
<tr>
<td>State Appropriation (FY17/18 Budget) for Level II study</td>
<td>300,000</td>
<td>300,000</td>
</tr>
<tr>
<td><strong>Total Project</strong></td>
<td><strong>1,500,000</strong></td>
<td><strong>1,500,000</strong></td>
</tr>
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</table>

Contract Substantial Completion Date: November 30, 2018

<table>
<thead>
<tr>
<th>(In Thousands)</th>
<th>Budget (a)</th>
<th>Additional Funding/Adj (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>1,063</td>
<td>71</td>
<td>56</td>
<td>1,190</td>
<td>(903)</td>
<td>(287)</td>
<td>-</td>
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<tr>
<td>Contingency</td>
<td>71</td>
<td>-</td>
<td>(63)</td>
<td>8</td>
<td>-</td>
<td>-</td>
<td>8</td>
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<tr>
<td>Design</td>
<td>168</td>
<td>10</td>
<td>7</td>
<td>185</td>
<td>(178)</td>
<td>(7)</td>
<td>-</td>
</tr>
<tr>
<td>FF&amp;E</td>
<td>81</td>
<td>(81)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>IT/Tech</td>
<td>68</td>
<td>(68)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Admin</td>
<td>49</td>
<td>68</td>
<td>-</td>
<td>117</td>
<td>(57)</td>
<td>(14)</td>
<td>46</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,500</strong></td>
<td>-</td>
<td>-</td>
<td><strong>1,500</strong></td>
<td><em>(1,138)</em></td>
<td><em>(308)</em></td>
<td><strong>54</strong></td>
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</tbody>
</table>

**Statement of Contract Amount**

<table>
<thead>
<tr>
<th>Original contract</th>
<th><strong>1,101,500</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Change order #1</td>
<td>Reroute glass waste piping, chase demolition and reworking</td>
</tr>
<tr>
<td>Change order #2</td>
<td>Add accent color to the rooms 338A 338 338B 340</td>
</tr>
<tr>
<td>Change order #3</td>
<td>Change base in rooms 338 338A 338B 340 from specified match RT1 flooring to Flexco’s Health design base</td>
</tr>
<tr>
<td>Change order #4</td>
<td>Demolish concrete benches, demolish four doors and frames, frame and finish openings</td>
</tr>
<tr>
<td>Change order #5</td>
<td>Replace floor drain with floor sink to accommodate slab thickness</td>
</tr>
<tr>
<td>Change order #6</td>
<td>Add mechanical chase access</td>
</tr>
<tr>
<td>Change order #7</td>
<td>Window sills in prep lab room 338A</td>
</tr>
<tr>
<td>Change order #8</td>
<td>Relocate mop sink and revise door opening in rom 338A</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Change order #9</td>
<td>Revise window size to match existing and structural details to address existing wall construction</td>
</tr>
<tr>
<td>Change order #10</td>
<td>Infill existing alcoves with salvaged glassed structural tile</td>
</tr>
<tr>
<td>Change order #11</td>
<td>Install oak chamfer to join existing sill and furring</td>
</tr>
<tr>
<td>Change order #12</td>
<td>Extend walls surrounding lab space to floor deck, provide floor covering &amp; finished ceiling in corridor, change type of task lighting along north wall, add duct smoke detector</td>
</tr>
<tr>
<td>Change order #13</td>
<td>Change self-closing lever handles, shift fire suppression line, image existing floor slab to avoid damages, provide new wall cabinet, provide electrical tie in to fire alarm system, replace air diffusers, install new wood trim, install door closer on locker room 353, install exhaust duct in wall, install thresholds for doors 352 &amp; 353</td>
</tr>
</tbody>
</table>

**Adj Contract** | **$1,190,339**

**Work Completed/In Progress:**
- Substantial Completion

**Issues Encountered with Proposed Resolution for Each:**
- None at this time.

**Work Planned for the Upcoming Month:**
- Punch list items.

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: Foundation Monthly Giving Report, Blalock
### University of Wyoming, Foundation  
**FY 2019 Monthly Giving Report through February**  
**All Gifts**

<table>
<thead>
<tr>
<th>FUND</th>
<th>Current Month Gifts Received</th>
<th>FY 2019 to date</th>
<th>FY 2018 Commitments YTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DONORS</td>
<td>GIFTS</td>
<td>DONORS</td>
</tr>
<tr>
<td>AGRIC</td>
<td>27</td>
<td>$61,340</td>
<td>644</td>
</tr>
<tr>
<td>AHC</td>
<td>17</td>
<td>$1,625</td>
<td>163</td>
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<tr>
<td>ALUMNI</td>
<td>141</td>
<td>$8,790</td>
<td>1,644</td>
</tr>
<tr>
<td>A &amp; E</td>
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<td>183</td>
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<tr>
<td>ATHLETICS</td>
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<td>$562,290</td>
<td>4732</td>
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<tr>
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<td>$213,100</td>
<td>631</td>
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<tr>
<td>EDUCATION</td>
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<td>$16,638</td>
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<tr>
<td>ENERGY</td>
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<tr>
<td>ENGINEERING</td>
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<td>$174,487</td>
<td>912</td>
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<tr>
<td>HENRHAUS</td>
<td>13</td>
<td>$20,300</td>
<td>185</td>
</tr>
<tr>
<td>HEALTH SCI</td>
<td>32</td>
<td>$2,050</td>
<td>504</td>
</tr>
<tr>
<td>HONOR</td>
<td>29</td>
<td>$16,615</td>
<td>73</td>
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<tr>
<td>LIBRARY</td>
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<td>$3,290</td>
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<tr>
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<td>6027</td>
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<td>STUDAFFS</td>
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<tr>
<td>WY ART MUSEUM</td>
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<td>$12,934</td>
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<tr>
<td>PRESIDENT'S IMPACT PLAN</td>
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<td>$4,280</td>
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<tr>
<td>OTHER</td>
<td>74</td>
<td>$50,390</td>
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<td><strong>TOTAL</strong></td>
<td>4,226</td>
<td>$1,435,583</td>
<td>17,158</td>
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</table>

**Note:** Total donors does not reflect column totals. Donors may give to more than one unit/fund.
### University of Wyoming, Foundation

**FY 2019 Monthly Giving Report through February**

**Annual Gifts**

<table>
<thead>
<tr>
<th>FUND</th>
<th>FY 2019 GOALS</th>
<th>Current Month</th>
<th>FY 2019 to date</th>
<th>FY 2018 to same date</th>
<th>FY 2019 AF % of Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DONORS</td>
<td>AMOUNT</td>
<td>DONORS</td>
<td>TOTAL</td>
<td>DONORS</td>
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<td>AGRIC</td>
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<tr>
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<td>123</td>
<td>$22,976</td>
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<td>8625</td>
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<td>322</td>
<td>$20,641</td>
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<td>4,021</td>
<td>$518,194</td>
<td>16,576</td>
<td>$4,851,585</td>
</tr>
</tbody>
</table>

**Notes:**

- *Total data do not reflect columnar totals. Donors may give to more than one unit/fund.*