

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/>

TRUSTEES OF THE UNIVERSITY OF WYOMING AGENDA

March 27-29, 2019

SUPPLEMENTAL MATERIALS

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

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Financial Management and Reporting Committee – Scarlett

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

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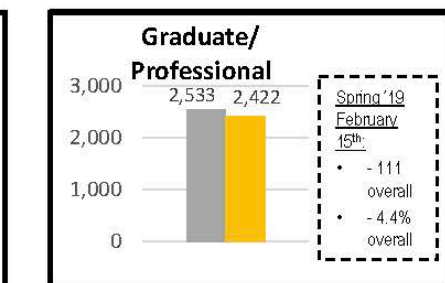
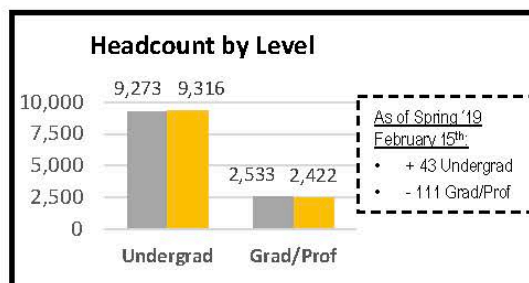
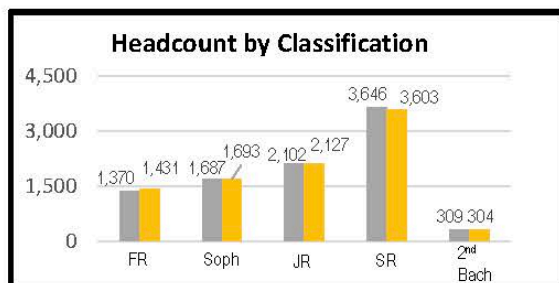
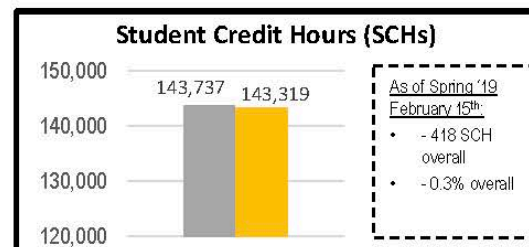
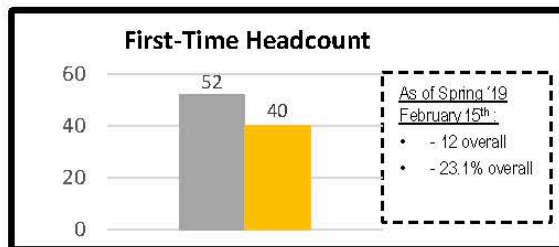
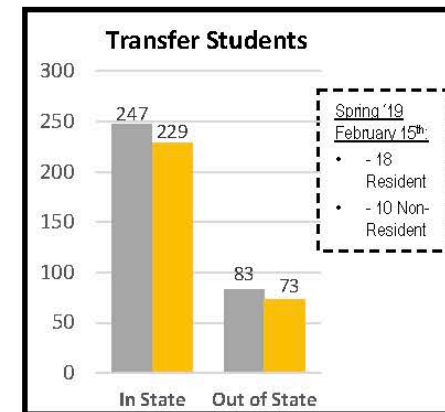
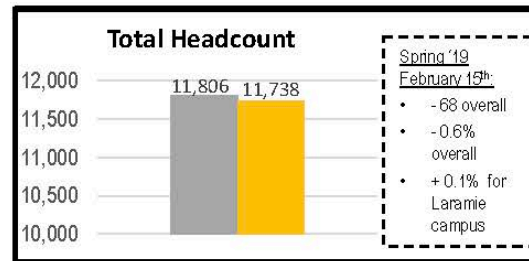
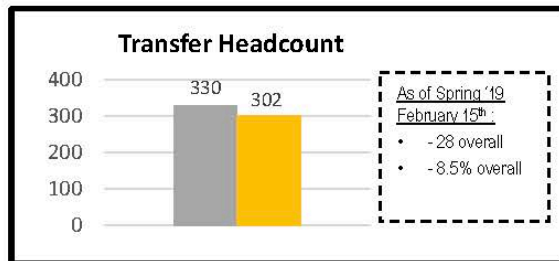
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AGENDA ITEM TITLE: Report: Spring 15th Day Enrollment Report, Kyle Moore



Day 15 Spring 2019 Enrollment as of February 15th, 2019

- The Spring 2019 enrollment numbers below reflect numbers from February 15th, 2019. The Spring 2018 enrollment comparisons reflect numbers from February 9th, 2018.



AGENDA ITEM TITLE:

Salary Distribution Policy and Salary for FY20, Jeanne Durr/Alex Kean



Standard Administrative Policy and Procedure

Subject: Annual Salary Distribution Policy

Number:

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 does 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

¹ Turnover 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.

~~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.~~

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

near and stretch peers (CUPA data); (3) Tenure track national average (OSU survey); (4) Region 1 Average (OSU Survey); and (5) R2 – Higher Research Activity (OSU Survey).³

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.⁴ 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

³ 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 MGMA (Medical Group Management Association) community and regional salaries.

⁴ 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 employees. Similarly, any employee who has not completed and signed the applicable portions of their annual evaluation or signed their job description DDQ 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:

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

Faculty and academic professionals are evaluated on a ~~35~~-point scale: (1) ~~unsatisfactory~~; (2) performing below expectations; (2~~3~~) meets expectations; ~~and (34)~~ 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 ~~35~~-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 categories⁵ — 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 5-8082-10, 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 5-8082-10, 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 raises 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/regs-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

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.

Institution	Degree	Notes
University of Nebraska, Lincoln	Bachelor of Interdisciplinary Studies	Separate degree completion programs offered in each college; intensive advising
North Dakota State University	BA University Studies, Self-Designed Major	One or more areas of emphasis of 12 credits each with at least 6 credits upper division
New Mexico State University	BA Applied Studies, Self-Designed Major	Intensive advising
Utah State University	BA/BS in General Studies	Separate degrees offered in each college; intensive advising
Montana State University	Associate of Arts, Associate of Science	
University of Idaho	BA General Studies	Self-Designed Major aligned with Exploratory Studies
University of Montana	Associate Degree, Applied Arts and Sciences	
University of Nevada, Reno	BA General Studies	30 credits across three departments in one or two

		colleges with 18 credits upper division
University of Maine	BA University Studies	30 credit hours, choice of 5 tracks or self-designed
South Dakota State University	BA General Studies	45 credits with 15 credits in 3 focus areas out of a possible 11 focus areas; 20 credits upper division
University of Rhode Island	BA of Interdisciplinary Studies	45-48 credit major with 25-credit core of courses in interdisciplinary work. Limited to four content areas.
Arizona State University	BA of Interdisciplinary Studies	2 area concentrations of 18-23 credits and a 12-credit core of interdisciplinary coursework

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 (FDSC)

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 (FDSC)

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 (LTST), 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 (LTST), 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 (POLS), International Studies (INST), American Studies (AMST), Psychology (PSYCH), Statistics (STAT), African American Diaspora Studies (AADS), American Indian Studies (AIST), Latina/o Studies (LTST), Gender and Women's Studies (WMST)

Math & Sciences: Math (MATH), Statistics (STAT), Botany (BOT), LIFE Program (LIFE), Psychology (PSYCH), Zoo/Physiology (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.

College of Education:

+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.

First Semester	Credit Hours	Second Semester	Credit Hours
Freshman Year Seminar	3	Physical and Natural World (USP)	3
Communication Skills 1 (USP, C1)	3	Human Culture (USP)	3
Quantitative Reasoning (USP)	3	US and Wyo Government (USP)	3
Lower Division Elective	3	Lower Division Elective	3
Lower Division Elective	3	Lower Division Elective	3
Total	15	Total	15
Third Semester	Credit Hours	Fourth Semester	Credit Hours
Physical and Natural World	3	Human Culture	3
Communication Skills 2 (USP C2)	3	Lower Division Focus Area 1	3
Lower Division Elective	3	Lower Division Focus Area 2	3
Lower Division Elective	3	Lower Division Elective	3
Lower Division Elective	3	Lower Division Elective*	3
Total	15	Total	15

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

Fifth Semester	Credit Hours	Sixth Semester	Credit Hours
Upper Division Focus Area 1	3	Upper Division Focus Area 1	3
Upper Division Focus Area 2	3	Upper Division Focus Area 2	3
Upper Division Focus Area 2	3	Upper Division Focus Area 2	3
Lower Division Focus Area 1	3	Lower Division Focus Area 1	3
Lower Division Focus Area 1	3	Upper Division Outside Major	3
Total	15	Total	15
Seventh Semester	Credit Hours	Eighth Semester	Credit Hours
Upper Division Focus Area 2	3	Upper Division Capstone (USP, C3)	3
Lower Division Focus Area 2	3	Upper Division Outside Major	3
Lower Division Focus Area 1	3	Upper Division Outside Major	3
Upper Division Outside Major	3	Upper Division Outside Major	3
Lower Division Outside Major	3	Upper Division Outside Major	3

Total	15	Total	15
		Degree Total	120

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 WyoCourses 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 bachelors' 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.

**Information available from Gray Associates data subscription. Scoring matrix on p. 15.*

Bachelor of General Studies Check Sheet

<u>2015 University Studies</u>		
Freshman Year Seminar	_____	
Com1	_____	
Com2	_____ or Cojo 1010 and WB _____	
Com3 (Capstone Course)	_____	
Quantitative Reasoning	_____	
Physical and Natural World	_____	
Physical and Natural World	_____	
Human Culture	_____	
<u>General Studies Courses</u>		
Human Culture	_____	
Focus Area 1: _____	Focus Area 2: _____	
1. _____	1. _____	
2. _____	2. _____	
3. _____	3. _____	
4. _____	4. _____	
5. _____ (upper division)	5. _____ (upper division)	
6. _____ (upper division)	6. _____ (upper division)	
MAJOR UPPER DIVISION	<i>Upper Division (21 in major/42 total)</i>	OUTSIDE MAJOR UPPER DIVISION
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	Capstone Course	14
_____	_____	_____



Academic Affairs
1000 E. University Avenue, Laramie, WY 82071
(307) 766-4286

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.



Academic Affairs
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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.



Academic Affairs
1000 E. University Avenue, Laramie, WY 82071
(307) 766-4286

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,

A handwritten signature in black ink that reads "Kate C. Miller". The signature is written in a cursive, flowing style.

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 “grown 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.

University Studies Program Requirements	Professional Education Requirements Phase Prerequisites
First year seminar (3) Communication 1 (3) Quantitative Reasoning (3)	EDST 2450: Foundations of Dev & Learning (3) ITEC 2360: Teaching w/Technology (3)
Additional USP	Phase I:
COM2: EDST 3000: Teacher as Practitioner (6) COM3: Elementary Methods (3 courses)	EDST 2480: Diversity & Politics of Schooling (4) EDEX 2484: Intro. to Special Education (3)
Knowledge of Human Culture (H), Physical & Natural World (PN), UW/WY Constitution (V)	Phase II:
Human Culture (EDST 2450) (3) Human Culture (EDST 2480) (4) Physical & Natural World Physical & Natural World US/WY Constitution (3)	EDST 3000: Teacher as Practitioner (6) EDEX 3000 Sped Assessment (3)
	Phase III:
	EDEL 4109: Elem. Humanities Methods (5) EDEL 4309: Elem. Literacy Methods (5) EDEL 4409: Elem. Math/Sci Methods (5) EDEL 4500: Residency in Teaching (EDEL: 8 credits EDEL, EDEX: 4 credits)

Literacy	Art
EDEL 2280: Lit for Children (3) EDEC 4320: Oral & Written Lang. Acq. (3)	EDEL 3170: Art in Elem School (3)
Mathematics	Geography
MATH 1100: Numbers & Operations (3) MATH 1105: Data, Probability & Algebra (3) MATH 2120: Geometry & Measurement (3)	Choose one: GEOG 1000: World Regional Geography (3) GEOG 1020: Introduction to Human Geography (3)
Special Education	Science
EDEX 3XXX Mild/Mod I (3) EDEX 4XXX Sped Law (3) EDEX 3XXX Severe I (3)	LIFE 1020: Life Science (4) ASTR/GEOL 1070: Earth, Physical Environ. (4) CHEM/PHYS 1090: Fundmntls Physical Universe (4)

EDEX 4XXX Severe II (3) EDEX 4XXX Mild Moderate II (3) EDEX 3560 PBIS (3) EDEX 3XXX Collaboration & Co-Teaching EDEX 4XXX Data Analysis, IEP Development/Implementation (3) EDEX 4XXX Assessment WIND 4020 Disability Studies Theory and Practice (3) EDEL 3720 Literacy Difficulties: Assessment and Instruction (3) Elective (3 credits): <ul style="list-style-type: none"> • WIND 2100 Intro to Disability Studies • KIN 4065 Resources in Adapted Physical Education • SPPA 2110 American Sign Language I • SPPA 1010 Introduction to Communication Disorders 	
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Four-Year Plan

Semester 1	First-Year Seminar (3) EDST 2450 Foundations of Development and Learning (3) MATH 1100 Numbers and Operations (3) POLS 1000 or HIST XXXX (V requirement) (3) LIFE 1020 Life Science (4) <p style="text-align: right;">Total: 16</p>
Semester 2	ITEC 2360 Teaching with Technology (3) MATH 1105 Data, Probability and Algebra (3) ASTR/GEOL 1070 Earth and Physical Environment (4) EDEX 2484 Intro to Special Education (3) EDEX 3XXX Collaboration and Co-Teaching (3) <p style="text-align: right;">Total: 16</p>
Semester 3	MATH 2120 Geometry and Measurement (3) EDEL 2280 Literature for Children (3) EDST 2480 Diversity and Politics of Schooling (4) EDEL 3170 Art in the Elementary School (3) EDEX 3XXX Mild Moderate I (3) <p style="text-align: right;">Total: 16</p>
Semester 4	GEOG 1000 World Regional Geography (3) <i>or</i> GEOG 1020 Introduction to Human Geography (3) CHEM/PHYS 1090 Fundamentals of Physical Universe (4) EDEX 3XXX Severe Disabilities I (3) WIND 4020 Disability Studies Theory and Practice (3) EDEL 3720 Literacy Difficulties: Assessment and Instruction (3) <p style="text-align: right;">Total: 16</p>
Semester 5	EDST 3000 Teacher as Practitioner (6) EDEX 4XXX Mild Moderate II (3)

	EDEX 4XXX Assessment (3) EDEX 4XXX Severe Disabilities II (3) Total: 15
Semester 6	EDEC 4320 Oral and Written Language Acquisition (3) EDEX 4XXX Special Education Law (3) EDEX 3560 PBIS (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) EDEX 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 drive 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 psycho-educational 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 97%. 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.

Institution	Program	Modality	In-State Tuition and Fees (15 credits)	Out-of-State Tuition and Fees (15 credits)
Western Governors	Dual license in elementary and special education program	Distance	\$3,485	\$3,485
Chadron State College	Cross categorical, mild moderate special education program	On-Campus	\$3,515.55	\$3,530.55
		Distance	\$4,335	
Black Hills State	Generalists special education program	On-Campus	\$4,530	\$5,889
University of Utah	Special education degree program with emphasis in vision, severe disabilities, mild moderate, deaf/hard of hearing, and preschool/early intervention	On-Campus	\$8,824	\$28,067
Utah State University	Special Education Degree program with emphasis in severe disabilities, mild moderate, or	On-Campus	\$3,712.22	\$10,752.56

	birth to age 5. Composite major option with elementary education			
University of Idaho	Master's Degree program in Special Education	Distance	\$7,020	\$21,024
University of Northern Colorado	Generalist Special Education Program	On-campus	\$9,918	\$21,786
University of Wyoming	Generalist degree program in special education Early Childhood Special Education Program	On-campus and Distance	\$2,790	\$8,835

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.



Academic Affairs
1000 E. University Avenue, Laramie, WY 82071
(307) 766-4286

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



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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.



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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,

A handwritten signature in black ink that reads "Kate C. Miller". The signature is written in a cursive style.

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

Office of Academic Affairs
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www.uwyo.edu/acadaffairs

**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 notated.

Table 1: Existing Geography Faculty by Rank and Expertise

Expertise	Faculty Member and Rank
<i>GIScience</i>	Jeffrey D. Hamerlinck (Senior Research Scientist, Director WyGISC) (0.25)
	Shannon E. Albeke (Associate Research Scientist, WyGISC,) (0.25)
	Paddington Hodza (Research Scientist, WyGISC) (0.25)
	Chen Xu, Assistant Professor*
<i>Social/Cultural Geography</i>	Yi- Ling Chen, Associate Professor (0.25)
	Nicholas Crane, Assistant Professor
<i>Biogeography./Paleoecology</i>	Thomas Minckley, Associate Professor
<i>Climatology</i>	Jacqueline "J.J." Shinker, Associate Professor
<i>Food Systems, Sustainability, Qualitative Methods, Tourism</i>	Richard Vercoe, Visiting Professor
<i>Geomorphology</i>	Erich Mueller, Visiting Professor

Those faculty and research scientists with GIScience expertise (notated 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

Preliminary Headcounts
 Fall 2018 Day 5

Program	Primary Majors	Secondary Majors	Total Majors
BA in Geography	9	4	13
BS in Geography	39	1	40
MA in Geography	13	1	14
Master in Planning	1	0	1
MST in Geography	2	0	2
Grand Total	64	6	70

Undergraduate Minors	
Geographic Information Science	10
Geography	5
Planning	0
Total Minors	15

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 WyGIS, 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

Primary Degrees Awarded	Academic Year*				
	2012-13	2013-14	2014-15	2015-16	2016-17
Cert in Geographic Information Science & Technology	0	1	0	0	0
BA in Geography	4	3	5	2	2
BS in Geography	14	14	7	16	14
MA in Geography	6	7	2	5	2
Master in Planning	1	1	1	1	0
MST in Geography	0	0	0	0	0
Total Primary Degrees	25	26	15	24	18
Secondary Degrees Awarded					
BA in Geography	1	2	1	1	1
BS in Geography	0	0	1	1	0
MA in Geography	0	0	0	0	0
MA in Interdisc Water Resources	1	0	1	4	1
Master in Planning	0	0	0	0	0
MST in Geography	0	0	0	0	0
Total Secondary Degrees	2	2	3	6	2
Total Degrees Awarded					
Cert in Geographic Information Science & Technology	0	1	0	0	0
BA in Geography	5	5	6	3	3
BS in Geography	14	14	8	17	14
MA in Geography	6	7	2	5	2
MA in Interdisc Water Resources	1	0	1	4	1
Master in Planning	1	1	1	1	0
MST in Geography	0	0	0	0	0
Total Degrees	27	28	18	30	20
Undergraduate Minors					
Geographic Information Science	1	1	1	2	2
Geography	5	2	1	1	0
Planning	0	0	0	0	0
Total Minors	6	3	2	3	2

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

RFI
 OIA-SDW
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SOURCE: Banner Student Information System & Historic OIA files.

Table 4: Comparison between the Environmental System Science and Geography Undergraduate Degree Requirements
Highlights indicate overlapping requirements

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

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 1000, 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. Explores 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 [4420]. 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/GEOG/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.
- 4370 [G&R 4370]. Environmental Planning. 3.** A planning-oriented approach to ecosystems theory based on the federal/legal regulatory foundation. An examination of scientific and alternative perspectives on the comparative dynamics of natural and human-oriented ecosystems and implementing strategies. Dual listed with GEOG 5370.
- 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 GEOL 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 [4860, 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 [4865, 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 [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 4113; 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/GEOL 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.
- 5370. Environmental Planning. 3.** A planning-oriented approach to ecosystems theory based on the federal/legal regulatory foundation. An examination of scientific and alternative perspectives on the comparative dynamics of natural and human-oriented ecosystems and implementing strategies. Dual listed with GEOG 4370. *Prerequisite:* GEOG 4330/5330.
- 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.
- 5450. 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 4450.
- 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 5560. *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. *Prerequisites:* 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. *Prerequisites:* 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 Fluvial 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 Politics (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)

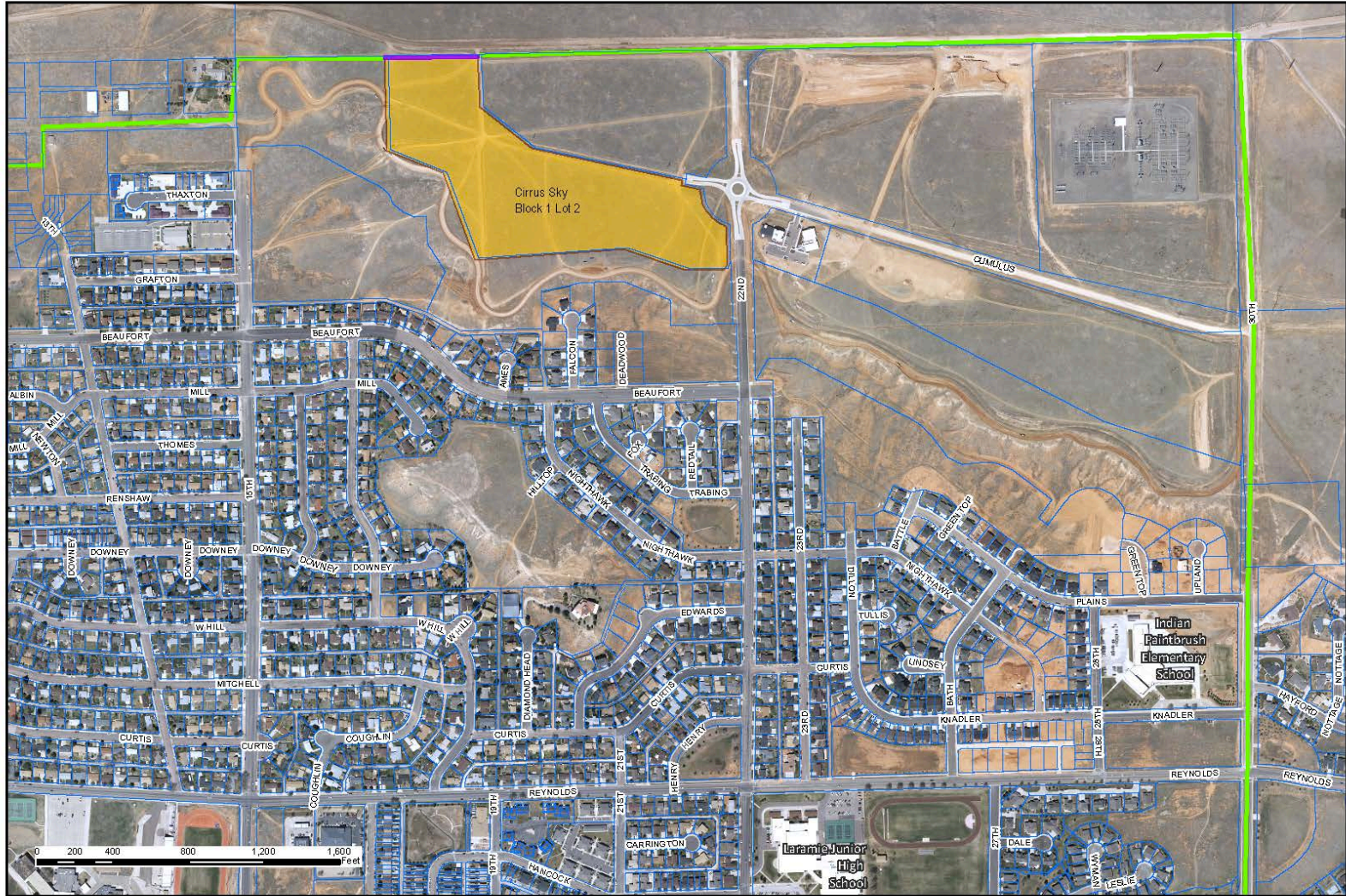
GEOG 4502 Images of WY & the West (3)
GEOG 4540 Topics in Cultural Ecology (3)
GEOG 4550 Geography of Wine (3)
GEOG 4560 Global Cities (3)
GEOG 4570 Cultural Geography (3)
GEOG 4572 Sense of Place (3)
GEOG 4574 Geography of Conflicts (3)

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:

**Consideration and Action: Underground Gas Line Easement to Black Hills Energy at Cirrus Sky,
McKinley/Theobald/Decker**

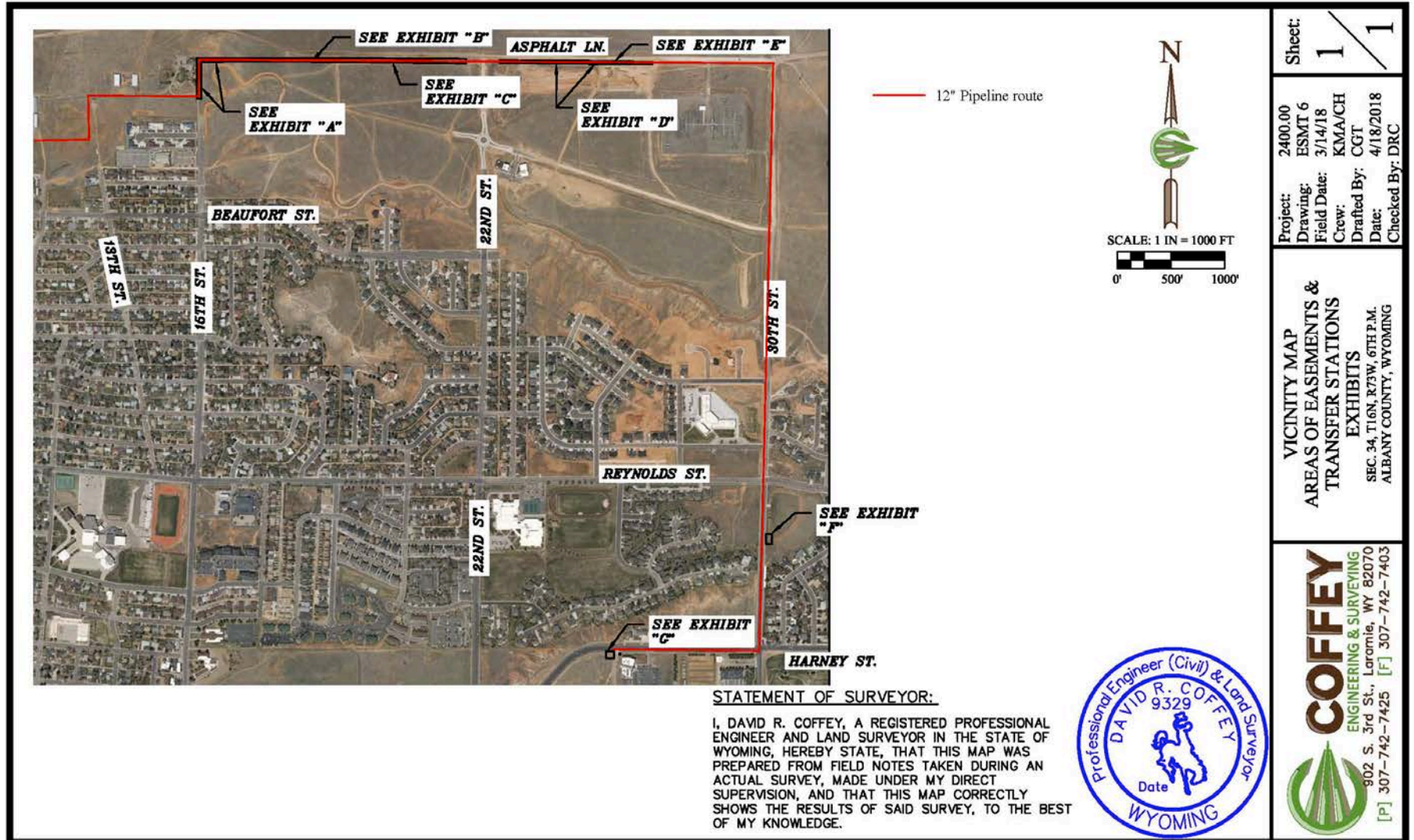


PREPARED BY:
 REAL ESTATE
 OPERATIONS
 March 2019

Underground Gas Line Easement
 Black Hills Energy
 Cirrus Sky Lot



- Lot Lines
- Proposed Gas Easement
- 12" Pipeline Route
- UW Property



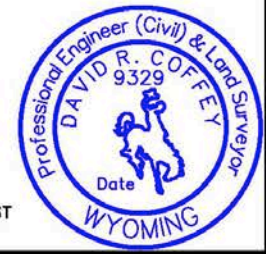
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Project: 2400.00
 Drawing: ESMT 6
 Field Date: 3/14/18
 Crew: KMA/CH
 Drafted By: CGT
 Date: 4/18/2018
 Checked By: DRC

VICINITY MAP
 AREAS OF EASEMENTS &
 TRANSFER STATIONS
 EXHIBITS
 SEC. 34, T.16N, R.73W, 6TH P.M.
 ALBANY COUNTY, WYOMING

COFFEY
 ENGINEERING & SURVEYING
 902 S. 3rd St., Laramie, WY 82070
 [P] 307-742-7425 [F] 307-742-7403

STATEMENT OF SURVEYOR:
 I, DAVID R. COFFEY, A REGISTERED PROFESSIONAL ENGINEER AND LAND SURVEYOR IN THE STATE OF WYOMING, HEREBY STATE, THAT THIS MAP WAS PREPARED FROM FIELD NOTES TAKEN DURING AN ACTUAL SURVEY, MADE UNDER MY DIRECT SUPERVISION, AND THAT THIS MAP CORRECTLY SHOWS THE RESULTS OF SAID SURVEY, TO THE BEST OF MY KNOWLEDGE.



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 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 "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. 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. 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)
) SS
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.

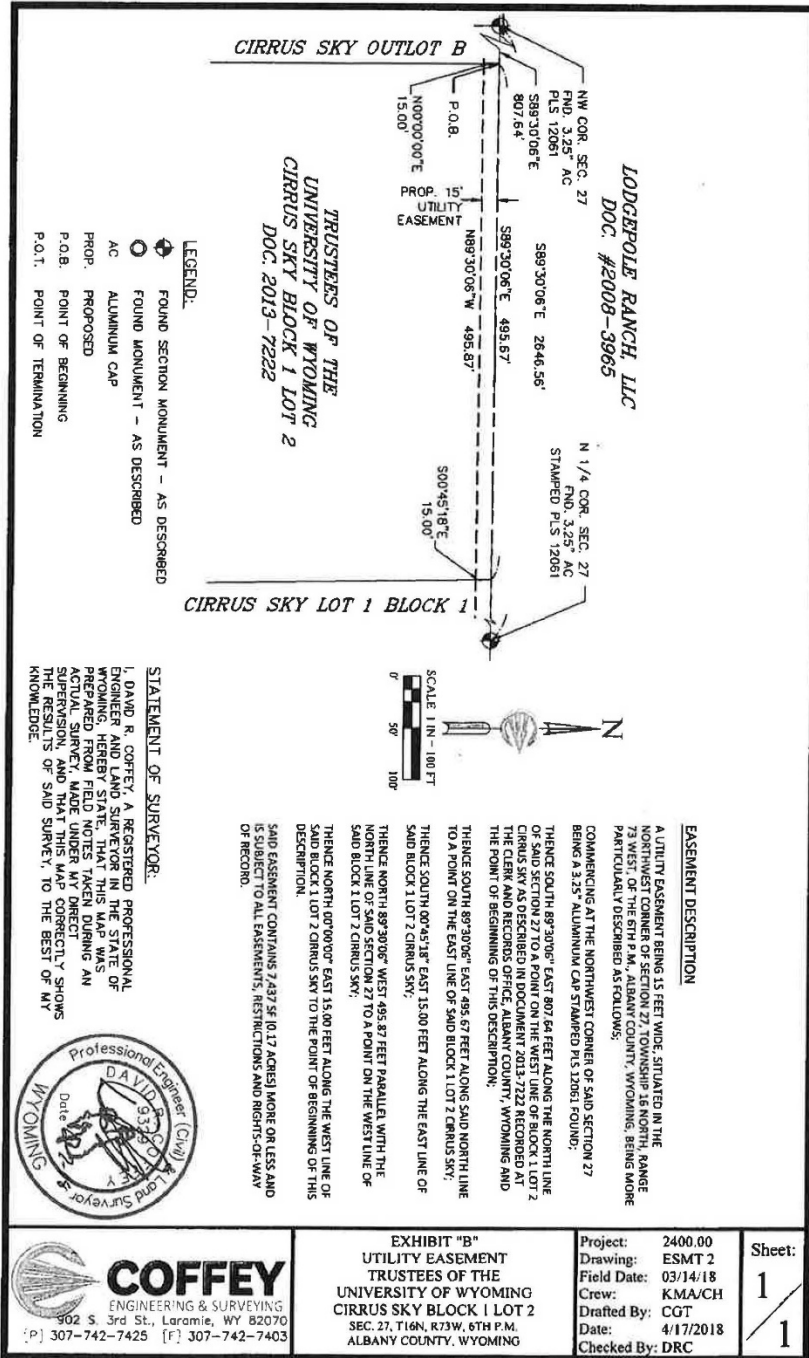




Notary Public

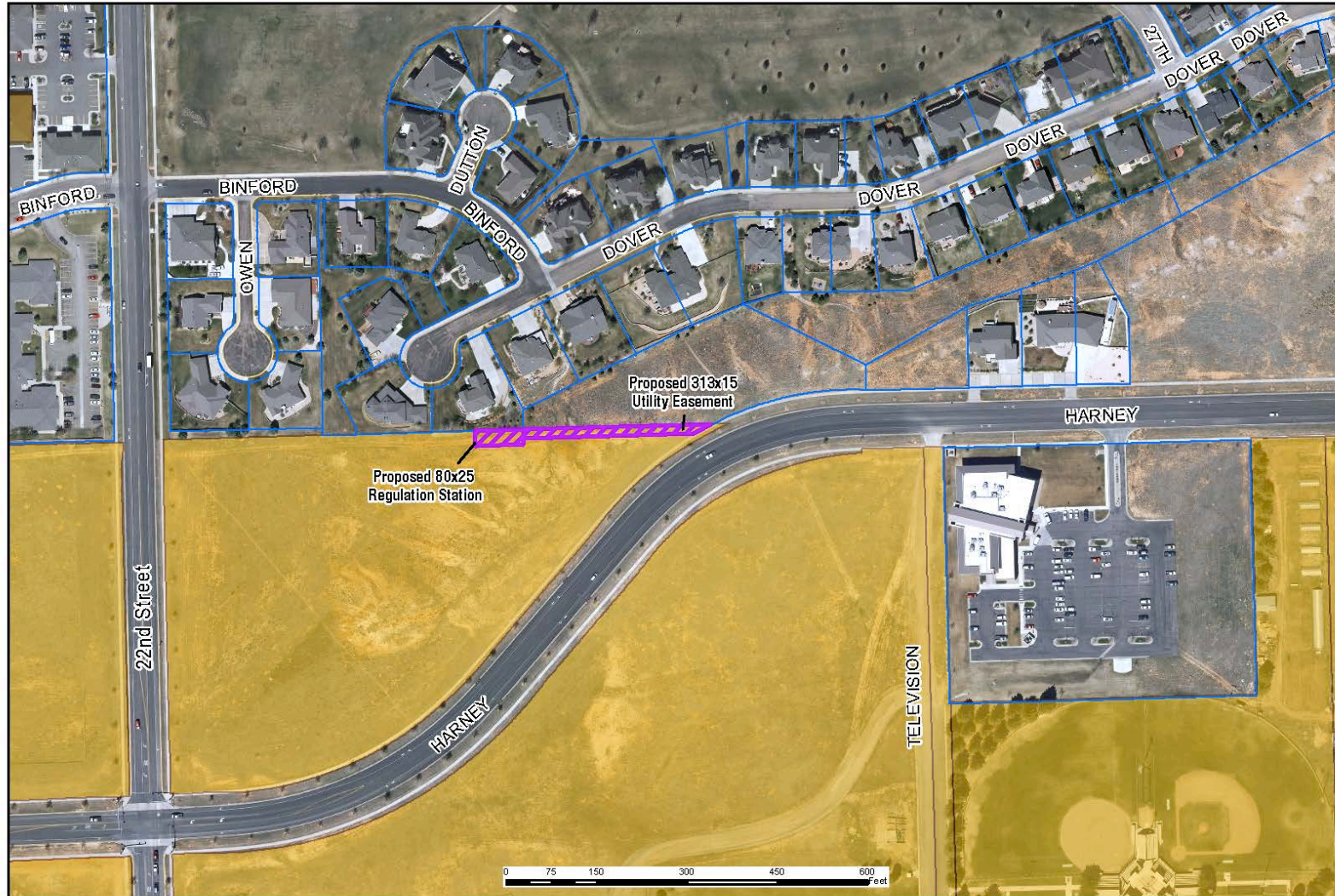
My Commission expires: June 23, 2019.

EXHIBIT "A"



AGENDA ITEM TITLE:

Consideration and Action: Gas Line Easement to Black Hills Energy for Harney Regulation Station, McKinley/Theobald/Decker

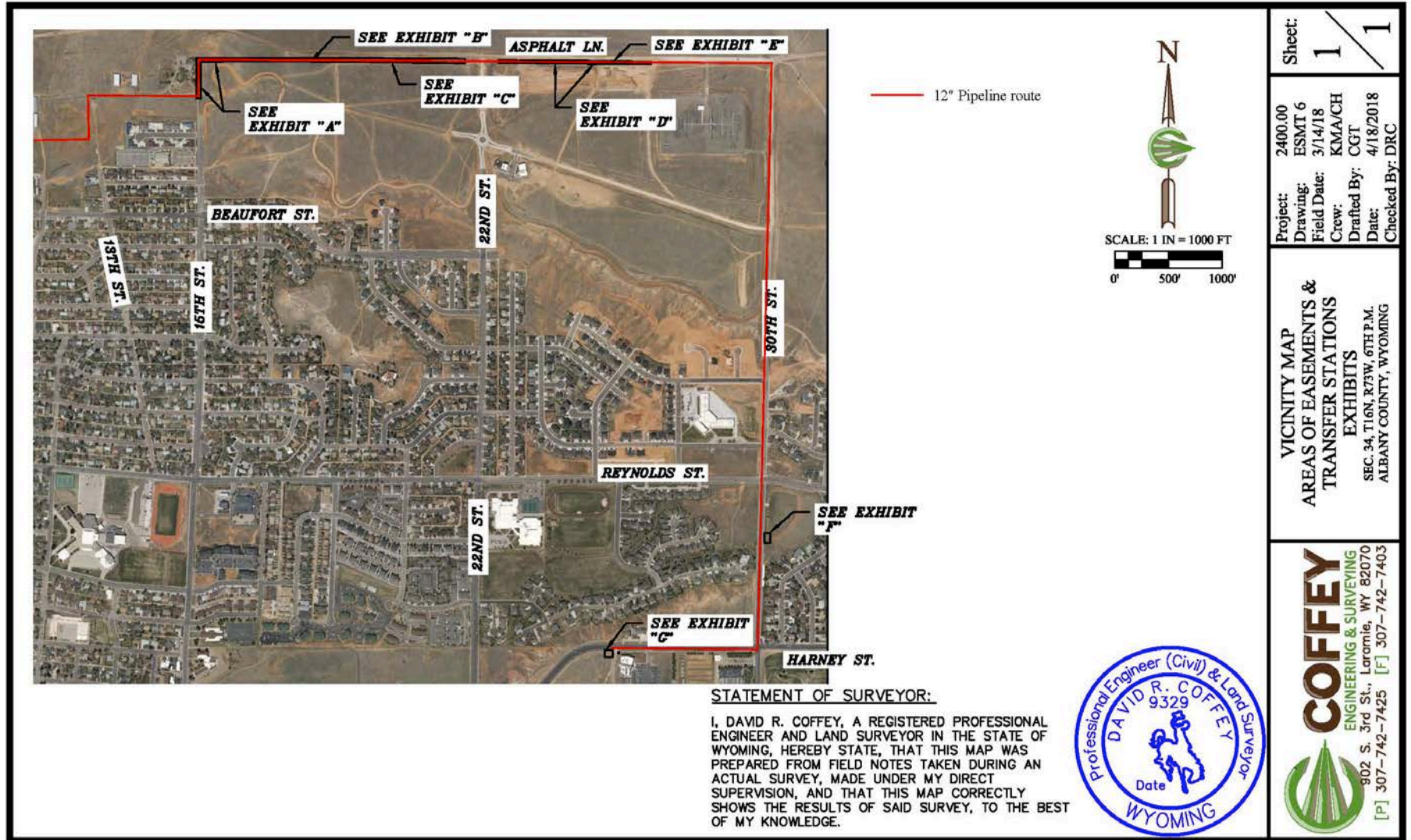


PREPARED BY:
REAL ESTATE
OPERATIONS
March 7, 2019

Gas Line Easement
Black Hills Energy
Harney Regulation Station



-  Proposed Gas Easement
-  UW Properties
-  Lot Lines



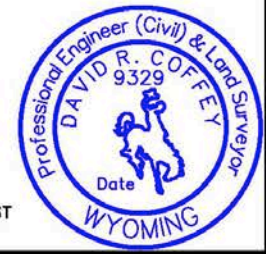
Sheet:
1 / 1

Project: 2400.00
 Drawing: ESMT 6
 Field Date: 3/14/18
 Crew: KMA/CH
 Drafted By: CGT
 Date: 4/18/2018
 Checked By: DRC

VICINITY MAP
 AREAS OF EASEMENTS &
 TRANSFER STATIONS
 EXHIBITS
 SEC. 34, T.16N, R.73W, 6TH P.M.
 ALBANY COUNTY, WYOMING

COFFEY
 ENGINEERING & SURVEYING
 902 S. 3rd St., Laramie, WY 82070
 [P] 307-742-7425 [F] 307-742-7403

STATEMENT OF SURVEYOR:
 I, DAVID R. COFFEY, A REGISTERED PROFESSIONAL ENGINEER AND LAND SURVEYOR IN THE STATE OF WYOMING, HEREBY STATE, THAT THIS MAP WAS PREPARED FROM FIELD NOTES TAKEN DURING AN ACTUAL SURVEY, MADE UNDER MY DIRECT SUPERVISION, AND THAT THIS MAP CORRECTLY SHOWS THE RESULTS OF SAID SURVEY, TO THE BEST OF MY KNOWLEDGE.



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 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)
) SS
COUNTY OF ALBANY)

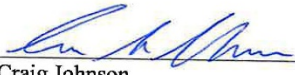
The foregoing instrument was acknowledged before me by Neil Theobald as Vice President for Finance and Administration, Deputy Treasurer, Board of Trustees, this _____ day of _____, 2019.

Witness my hand and official seal.

Notary Public

My Commission expires: _____

GRANTEE:
Black Hills Gas Distribution, LLC



Craig Johnson
Director of Operations
Black Hills Gas Distribution, LLC

ACKNOWLEDGEMENT

STATE OF WYOMING)
) SS
COUNTY OF LARAMIE)

The foregoing instrument was acknowledged before me by Craig Johnson as Director of Operations, Black Hills Gas Distribution, LLC, this 5th day of March, 2019.

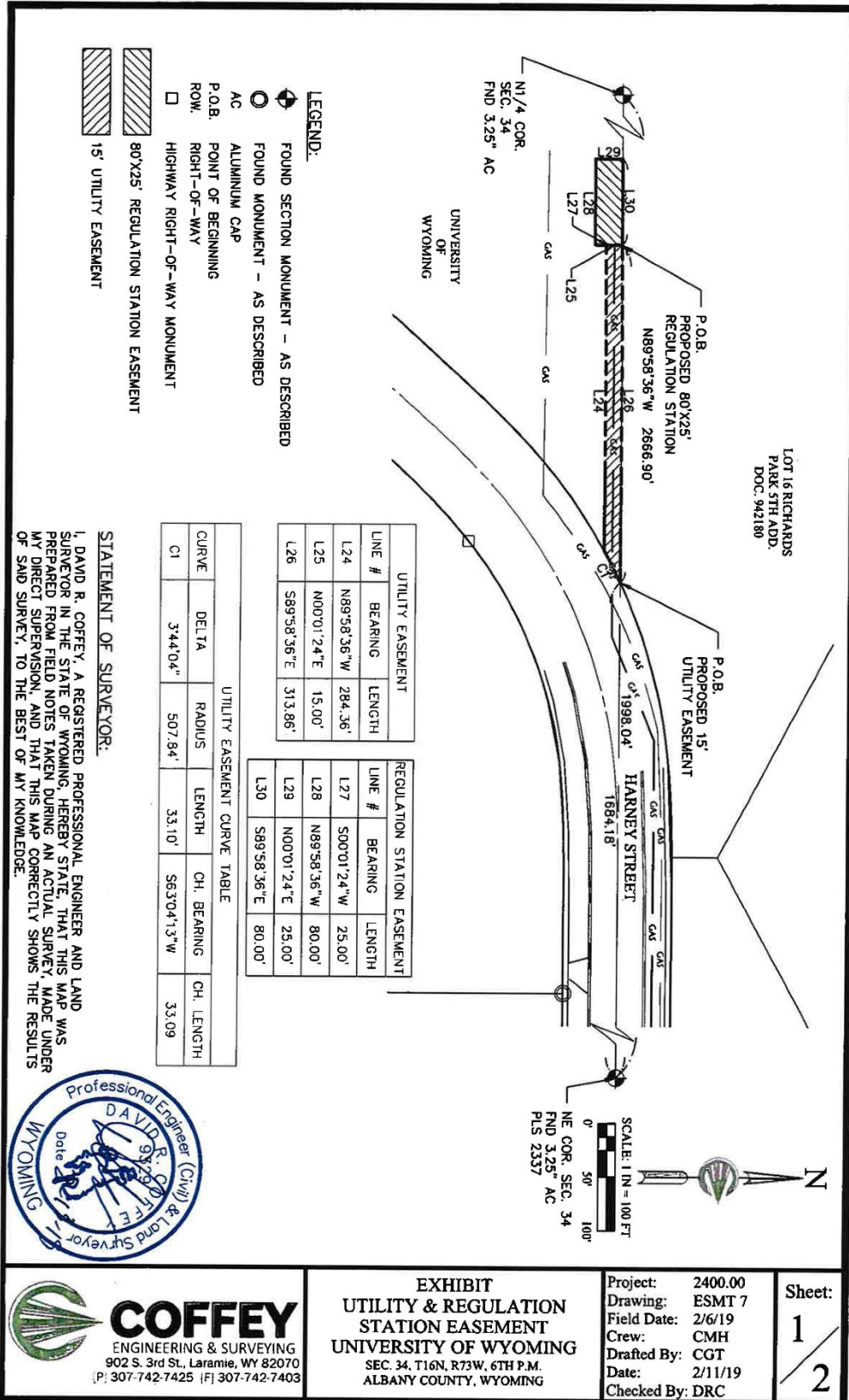
Witness my hand and official seal.





Notary Public

My Commission expires: 3-9-2021



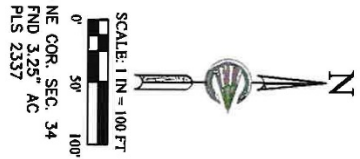
- LEGEND:**
- FOUND SECTION MONUMENT – AS DESCRIBED
 - ⊙ FOUND MONUMENT – AS DESCRIBED
 - ⊙ ALUMINUM CAP
 - P.O.B. POINT OF BEGINNING
 - RIGHT-OF-WAY
 - HIGHWAY RIGHT-OF-WAY MONUMENT
 - ▨ 80'X25' REGULATION STATION EASEMENT
 - ▨ 15' UTILITY EASEMENT

UTILITY EASEMENT	
LINE #	BEARING LENGTH
L24	N89°58'36"W 284.36'
L25	N00°01'24"E 15.00'
L26	S89°58'36"E 313.86'



REGULATION STATION EASEMENT	
LINE #	BEARING LENGTH
L27	S00°01'24"W 25.00'
L28	N89°58'36"W 80.00'
L29	N00°01'24"E 25.00'
L30	S89°58'36"E 80.00'

UTILITY EASEMENT CURVE TABLE					
CURVE	DELTA	RADIUS	LENGTH	CH. BEARING	CH. LENGTH
C1	3°44'04"	507.94'	33.10'	S63°04'13"W	33.09'

STATEMENT OF SURVEYOR:
 I, DAVID R. COFFEY, A REGISTERED PROFESSIONAL ENGINEER AND LAND SURVEYOR IN THE STATE OF WYOMING, HEREBY STATE, THAT THIS MAP WAS PREPARED FROM FIELD NOTES TAKEN DURING AN ACTUAL SURVEY, MADE UNDER MY DIRECT SUPERVISION, AND THAT THIS MAP CORRECTLY SHOWS THE RESULTS OF SAID SURVEY, TO THE BEST OF MY KNOWLEDGE.



<p>COFFEY ENGINEERING & SURVEYING 902 S. 3rd St., Laramie, WY 82070 P: 307-742-7425 F: 307-742-7403</p>	<p align="center">EXHIBIT UTILITY & REGULATION STATION EASEMENT UNIVERSITY OF WYOMING SEC. 34, T16N, R73W, 6TH P.M. ALBANY COUNTY, WYOMING</p>	Project: 2400.00 Drawing: ESMT 7 Field Date: 2/6/19 Crew: CMH Drafted By: CGT Date: 2/11/19 Checked By: DRC	Sheet: 1 / 2
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UTILITY EASEMENT DESCRIPTION	EASEMENT DESCRIPTION 80'x25' REGULATION STATION		
<p>A 15 FOOT UTILITY EASEMENT SITUATED IN THE NORTHEAST QUARTER OF SECTION 34, TOWNSHIP 16 NORTH, RANGE 73 WEST, OF THE 6TH P.M., ALBANY COUNTY, WYOMING, BEING MORE PARTICULARLY DESCRIBED AS FOLLOWS; COMMENCING AT THE NORTHEAST CORNER OF SAID SECTION 34 BEING A 3.25" ALUMINUM CAP STAMPED PLS 2337 FOUND; THENCE NORTH 89°58'36" WEST 1684.18 FEET ALONG THE NORTH LINE OF SAID SECTION 34 TO A NON-TANGENT CURVE TO THE LEFT; THENCE CONTINUING ALONG SAID CURVE TO THE LEFT HAVING A RADIUS OF 507.84 FEET, ARC LENGTH OF 33.10 FEET (CHORD BEARING SOUTH 63°04'13" WEST 33.09 FEET AND THE POINT OF BEGINNING; THENCE NORTH 89°58'36" WEST 284.36 FEET; THENCE NORTH 00°01'24" EAST 15.00 FEET TO A POINT ON SAID NORTH LINE OF SECTION 34; THENCE SOUTH 89°58'36" EAST 313.86 FEET ALONG SAID NORTH LINE OF SECTION 34 TO THE POINT OF BEGINNING OF THIS DESCRIPTION. SAID EASEMENT CONTAINS 4481 SF (0.10 ACRES) MORE OR LESS AND IS SUBJECT TO ALL EASEMENTS, RESTRICTIONS AND RIGHTS-OF-WAY OF RECORD.</p>	<p>AN 80.00 FOOT BY 25.00 FOOT EASEMENT FOR A REGULATION STATION SITUATED IN THE NORTHEAST QUARTER OF SECTION 34, TOWNSHIP 16 NORTH, RANGE 73 WEST, OF THE 6TH P.M., ALBANY COUNTY, WYOMING, BEING MORE PARTICULARLY DESCRIBED AS FOLLOWS; COMMENCING AT THE NORTHEAST CORNER OF SAID SECTION 34 BEING A 3.25" ALUMINUM CAP STAMPED PLS 2337 FOUND; THENCE NORTH 89°58'36" WEST 1998.04 FEET ALONG THE NORTH LINE OF SAID SECTION 34 TO THE POINT OF BEGINNING; THENCE SOUTH 00°01'24" WEST 25.00 FEET; THENCE NORTH 89°58'36" WEST 80.00 FEET; THENCE NORTH 00°01'24" EAST 25.00 FEET TO A POINT ON SAID NORTH LINE OF SECTION 34; THENCE SOUTH 89°58'36" EAST 80.00 FEET ALONG SAID NORTH LINE OF SECTION 34 TO THE POINT OF BEGINNING. SAID EASEMENT CONTAINS 2000.00 SF (0.05 ACRES) MORE OR LESS AND IS SUBJECT TO ALL EASEMENTS, RESTRICTIONS AND RIGHTS-OF-WAY OF RECORD.</p>		
<p>STATEMENT OF SURVEYOR: I, DAVID R. COFFEY, A REGISTERED PROFESSIONAL ENGINEER AND LAND SURVEYOR IN THE STATE OF WYOMING, HEREBY STATE THAT THIS MAP WAS PREPARED FROM FIELD NOTES TAKEN DURING AN ACTUAL SURVEY MADE UNDER MY DIRECT SUPERVISION, AND THAT THIS MAP CORRECTLY SHOWS THE RESULTS OF SAID SURVEY, TO THE BEST OF MY KNOWLEDGE.</p>			
 <p>COFFEY ENGINEERING & SURVEYING 902 S. 3rd St., Laramie, WY 82070 P: 307-742-7425 F: 307-742-7403</p>	<p>EXHIBIT UTILITY & REGULATION STATION EASEMENT UNIVERSITY OF WYOMING SEC. 34, T16N, R73W, 6TH P.M. ALBANY COUNTY, WYOMING</p>	<p>Project: 2400.00 Drawing: ESMT 7 Field Date: 2/6/19 Crew: CMH Drafted By: CGT Date: 2/11/19 Checked By: DRC</p>	<p>Sheet: 2 / 2</p>

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~~ Fundraising Activities ~~Within the University~~

Number: UW Regulation 12-1



I. GENERAL INFORMATION

I. 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 is 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 ~~UW~~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.

Draft 3-6-19
Endorsed by the Trustees Regulation Committee 1-28-19

~~III~~.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.

~~IV~~.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.

~~V~~.VI. ACKNOWLEDGMENT OF GIFTS

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

~~VI~~ — SOLICITATIONS

VII. UNIVERISTY OF WYOMING FOUNDATION FUNDRAISING PRIORITIES AND INITIATIVES

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. ~~All~~In consultation with the Vice President for Institutional Advancement, all campus fund raising fundraising priorities and initiatives and any capital campaign will be approved recommended by the ~~UW~~ President ~~in consultation with~~of the University to 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

Draft 3-6-19
Trustees Regulation Committee endorsed 1-28-19



UNIVERSITY OF WYOMING REGULATIONS

Subject: ~~University of Wyoming~~-Motor Vehicle and Tribal License Plate
~~Program~~Programs
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. A.~~ 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 a~~the~~ fee of one hundred and thirty dollars (\$130.00). ~~Upon receipt~~established by Wyoming Statute 31-2-219. The Office of a

Draft 3-6-19
Trustees Regulation Committee endorsed 1-28-19

~~completed application and payment of the required fee to the University, the University Alumni Relations shall issue a statement of eligibility for~~ oversee the University of Wyoming 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. ~~A.~~ 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. ~~B.~~ 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 ~~shall~~ 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 consecutive years.~~ 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~~ These 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. ~~1.~~ — 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.
- e.d. One scholarship to the grandchild of a UW graduate. Eligible to freshman or sophomore undergraduates. May not transition to graduate studies.
3. ~~C.~~ — Three Scholarships of \$1,500 each per year, subject to annual renewal.
- a. ~~1.~~ — One scholarship to a fifth- or sixth-year undergraduate student.
 - b. ~~2.~~ — One scholarship to a student who is pursuing a second bachelor's degree.
 - c. ~~3.~~ — 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. ~~1.~~—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/regs-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



Draft 3-6-19
Trustees Regulation Committee endorsed 1-28-19

UNIVERSITY OF WYOMING REGULATIONS

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

I. PURPOSE

To coordinate ~~university~~University efforts regarding government relations and to clarify University employees' rights to free expression. ~~The directives 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~~ designees as described below, ~~can 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 designees 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 1-2009-1~~
~~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 ~~should~~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, ~~should~~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 ~~should~~shall not be used when signing personal letters; however, the ~~writer~~employee may identify the ~~writer~~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 committee 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 ~~on the Director of the President's designees,~~ 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~~shall not to assume

~~UW Presidential Directive 1-2009-1
April 13, 2016
Subject: University Government Relations
Page 2
Endorsed by the Regulation Committee 8-1-18~~

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 ~~one of the President's designees~~ 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 and~~ provide any materials or funding requests to both the Vice President for their division and the Director of ~~the President's designees~~ Government Relations prior to the employee attending such a meeting.

Responsible Division/Unit: Office of Government Relations

Source: None

Links: <http://www.uwyo.edu/generalcounsel/current-uw-regulations-and-presidential-directives/index.html>

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.

A handwritten signature in black ink, appearing to read 'Kim Viner', with a stylized flourish at the end.

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 True
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

December 2018

Sponsor	Award Funding Amount	PI Name	Co-PI Name	Organization	Award Name
American Society of Plant Taxonomists	\$17,400	Brown, Gregory		Botany	Operational Support
Audubon Rockies	\$4,263	Tuthill, Dorothy E.		Berry Center	Focus on Community Action
Bayer Corporation	\$22,500	Stump, William		Plant Sciences	Field Tests of New Generation Pesticides for Disease Management
Bayer Corporation	\$4,000	Tekiela, Daniel R.		Plant Sciences	Effective Control of Rangeland Weeds Using Herbicides
Boise State University	\$975,086	Liu, Rongsong		Mathematics & Statistics	R11 Track-2 FEC: Genomics Underlying Toxin Tolerance (GUTT): Identifying Molecular Innovations that Predict Phenotypes of Toxin Tolerance in Wild Vertebrate Herbivores
Bureau of Justice Statistics/Department of Justice	\$236,679	Wimbish, Laurel Allison		Wyoming Survey & Analysis Center	Investigating the Success Rates of Felony Probationers and Parolees in Wyoming
City of Laramie	\$22,000	Anatchkova, Bistra B.		Wyoming Survey & Analysis Center	Conduct a Mixed Mode Survey of Laramie Residents Regarding Services Provided by the City
Climb Wyoming	\$6,560	Anatchkova, Bistra B.		Wyoming Survey & Analysis Center	Follow-up Surveys of Climb Wyoming Graduates 15, 18, 21 and 24 Months After Graduation
Colorado State University	\$6,065	Johnson, Evan C.		Kinesiology & Health	Feasibility of Heat Acclimation in Wildland Firefighters (HICAHS)
Denver, University of	\$13,994	Moody, Eric John		Wyoming Institute for Disabilities WIND	Emergent gaze Perception in Autism Spectrum Disorder
eXtension Foundation	\$19,150	Edwards, Jeffrey Michael		Cooperative Extension Service	2019 Pesticide Safety Education Funds Management Program (PSEFMP)
Friends of the Yampa	\$109,074	Tekiela, Daniel R.		Plant Sciences	Develop a Watershed Scale Management Framework (for leafy spurge) through Mapping and Predictive Modeling

December 2018

Sponsor	Award Funding Amount	PI Name	Co-PI Name	Organization	Award Name
Indian Land Tenure Foundation	\$10,000	Hitsheew-Small, Amanda Renee		Cooperative Extension Service	Indian Country Extension Fund Grant
Jupiter Oxygen Corporation	\$75,398	Carpenter, Steven Michael		Enhanced Oil Recovery Institute	Carbon Capture Utilization and Storage Study for PacifiCorp Dave Johnston Power Plant
National Institute of Allergy and Infectious Diseases/NIH/DHHS	\$177,510	Gomelsky, Mark		Molecular Biology	Interplay between c-di-GMP signaling, metabolism and virulence in <i>Listeria monocytogenes</i>
National Institutes of Health/DHHS	\$450,898	Seville, Robert		VP for Research & Economic Development Office	Wyoming IDeA Networks for Biomedical Research Excellence (INBRE 4)_Year 4 Community College Support
North Dakota Department of Health	\$108,500	Anatchkova, Bistra B.		Wyoming Survey & Analysis Center	2019 North Dakota Adult Tobacco Survey
Nutriwyo LLC	\$5,250	Nair, Sreejayan		School of Pharmacy	Perform Isoprostane ELISA
Small Business Administration	\$247,343	Kline, Jill K		Small Business Development Center	Wyoming Small Business Development Center Cooperative Agreement - State
Space Telescope Science Institute	\$20,632	Dale, Daniel A		College of Arts & Sciences Deans Office	Dwarfs and Giants: Massive Stars in Little Dwarf Galaxies
Substance Abuse & Mental Health Services Administration	\$204,558	Newlin, Lena Marie		Campus Recreation	University of Wyoming Lifesavers Initiative
U.S. Geological Survey/Department of the Interior	\$20,000	Befus, Kevin Martin		Civil & Architectural Engineering	Groundwater responses to the Herring River estuarine management scenarios
University of Colorado, Boulder	\$6,927	Parsekian, Andrew		Geology & Geophysics	The Airborne Interferometric and Polarimetric Synthetic Aperture Radar Permafrost Dynamics Observatory

December 2018

Sponsor	Award Funding Amount	PI Name	Co-PI Name	Organization	Award Name
University of Nevada, Las Vegas	\$17,337	Thomas, Jenifer Jo		School of Nursing	Clinical and Translational Research Infrastructure Network (MW-CTR-IN) - Thomas
University of Nevada, Las Vegas	\$52,994	Seville, Robert S.		VP for Research & Economic Development Office	Clinical and Translational Research Infrastructure Network (MW-CTR-IN)
University of Nevada, Las Vegas	\$25,165	Piccorelli, Annalisa Vander Wyden		Mathematics & Statistics	Clinical and Translational Research Infrastructure Network (MW-CTR-IN) - Piccorelli
Various Sponsors	\$25,000	Antell, Judith A.		VP for Research & Economic Development Office	Understanding and Communicating the Role of Elk on the Wind River Indian Reservation - Cost Share
Various Sponsors	\$14,291	Jones, David		Family Medicine Residency Programs Casper	New Access Point - Program Income
Various Sponsors	\$1,600	Beauvais, Gary		Wyo Natural Diversity Database	Database Management
Washakie County, WY	\$12,500	Wimbish, Laurel Allison		Wyoming Survey & Analysis Center	Washakie County Drug Free Communities Grant
WY Dept of Health	\$65,000	McKibbin, Christine L.		Psychology	Title III-D Funding to Support the Chronic Disease Self-Management Program, Chronic Pain Self-Management Program, and Diabetes Self-Management Program
WY Dept of Health	\$40,000	Hardesty, Canyon Leigh		Wyoming Institute for Disabilities WIND	UW ECHO in Behavioral Health and Substance Use
Wyoming Arts Council	\$15,686	Moline, Philip Albin		Fine Arts Outreach	CSG: UW Presents 2018/2019 Performance Season

December 2018

Sponsor	Award Funding Amount	PI Name	Co-PI Name	Organization	Award Name
Wyoming Arts Council	\$17,950	Clementz, Mark Todd		Geology & Geophysics	CSG: Wyoming Coral Reef Project
Wyoming Arts Council	\$8,949	Markley, Benjamin D.		Music	Community Support Grant 2019: UW Department of Music Outreach and Education Initiative
Wyoming Game and Fish Department	\$62,422	Chalfoun, Anna Lisa		Wyoming Coop Unit	Great Gray Owl Habitat Selection and Home Range Characteristics during the Breeding and Post-Fledgling Periods
Wyoming Governor's Council on Developmental Disabilities	\$48,738	Hardesty, Canyon Leigh		Wyoming Institute for Disabilities WIND	Wyoming Institute for Disabilities Friendships and Dating Program

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 \$56,448,831

7/2018/-6/2019

Sponsor	Amount	Principal Investigator (PI)	Co-PI	Dept	Description
Air Force Reserve Officer's Training Corps	\$114,164	Debra Hintz		Scholarships & Financial Aid	Air Force ROTC 2017-18

December 2018

Sponsor	Award Funding Amount	PI Name	Co-PI Name	Organization	Award Name
Department of Education	\$16,561,645	Debra Hintz		Scholarships & Financial Aid	Direct Student Loans 2018-19
Department of Education	\$4,698,405	Debra Hintz		Scholarships & Financial Aid	Pell Grant 2018-19
Department of Education	\$3,735	Debra Hintz		Scholarships & Financial Aid	D-ED Teacher Education Assistance for College & Higher Ed (TEACH) 18-19
Department of Education	\$49,062	Debra Hintz		Scholarships & Financial Aid	Direct Student Loans 2017-18

Total Institutional Awards

\$21,374,214

Grand Total

\$77,823,046

January 2019

Sponsor	Award Funding Amount	PI Name	Co-PI Name	Organization	Award Name
Bayer Corporation	\$12,960	Andrew Kniss		Plant Sciences	Weed Science Research & Education Program
ClearPath Foundation	\$36,349	Righetti, Tara K.		School of Energy Resources Directors Office	Carbon Dioxide Transportation and Enhanced Oil Recovery Policy Review
Dow AgroSciences (Corteva effective 6/2019)	\$16,000	Mealor, Brian A		Plant Sciences	Evaluating Tolerance of Key Forb and Shrub Species to New Herbicides and Mixtures
eXtension Foundation	\$19,150	Edwards, Jeffrey Michael		Cooperative Extension Service	2019 Pesticide Safety Education Funds Management Program (PSEFMP) - Corrected
Friends of the Yampa	\$109,074	Tekiela, Daniel		Plant Sciences	Develop a Watershed Scale Management Framework (for leafy spurge) through Mapping and Predictive Modeling
ISK Biosciences Corporation	\$22,100	Andrew Kniss		Plant Sciences	Herbicide Evaluation Program Support
Lawrence Livermore National Laboratory	\$100,001	Liu, Xiaohong		Atmospheric Science	The DOE Exascale System Model – NGD Phase 2: Atmospheric Physics Development “Aerosol and Dust Physics”
National Aeronautics & Space Administration	\$166,369	Carrick Eggleston		Geology & Geophysics	Perchlorate Production via Photoelectrochemistry with Semiconducting Minerals on Mars: Processes and Implications
National Institutes of Health/DHHS	\$266,284	Levy, Daniel L.		Molecular Biology	Integration of Xenopus Extract and Microfluidics to Study Organelle Size Scaling - 2019-2020
National Science Foundation	\$525,238	Belmont, Erica L.		Mechanical Engineering	CAREER: Bridging the Gap From Biomass Burning to Atmospheric Pollutants

January 2019

Sponsor	Award Funding Amount	PI Name	Co-PI Name	Organization	Award Name
National Science Foundation	\$85,284	Benson-Amram, Sarah Ruth		Zoology & Physiology	Collaborative Research: Software: HDR: Building the Twenty-first Century Citizen Science Framework to Enable Scientific Discovery Across Disciplines
North Dakota State Univ	\$576,673	Basile, Francisco		Chemistry	RII Track-2 FEC: Insect Cryobiology and Ecophysiology (ICE) Network: Integrating Genomics, Physiology, and Modeling - Basile/Chemistry
North Dakota State Univ	\$16,436	Rule, Daniel C.		Animal Science	RII Track-2 FEC: Insect Cryobiology and Ecophysiology (ICE) Network: Integrating Genomics, Physiology, and Modeling - Rule/Animal Science
Resource Systems Group, Inc.	\$17,500	Anatchkova, Bistra		Wyoming Survey & Analysis Center	National Park Service Centennial National Household Survey, Phase II
Richland County Health Department	\$52,500	Simpson, Janelle		Wyoming Survey & Analysis Center	Wahpeton Drug Free Communities Grant
Sheridan County	\$80,000	Rendall, Scot		Wyo Technology Business Center	Sheridan County/City of Sheridan Incubator Facility
Stanford University	\$462,000	Alvarado, Vladimir		Chemical Engineering	Center for Mechanistic Control of Water-Hydrocarbon-Rock Interactions in Unconventional and Tight Oil Formation
Tomsk State University	\$52,500	Chamberlain, Kevin R.		Geology & Geophysics	U-Pb Dates from Mafic and Felsic Intrusive Rocks from Eastern Siberia in Support of Russian Science Fund 18-17-00240
U.S. Dept of Ag Natural Resources Conservation Serv (USDA)	\$29,999	Thompson, Jennifer Sue		Cooperative Extension Service	UW Barnyards and Backyards - An innovative project to reach out to Wyoming's small acreage landowner with conservation programs
University of Jyväskylä	\$13,790	Collins, Sarah Michelle		Zoology & Physiology	The Ecosystem effects of a rapidly evolving invader: a novel framework for the experimental study of nutrient fluxes

January 2019

Sponsor	Award Funding Amount	PI Name	Co-PI Name	Organization	Award Name
Various Sponsors	\$3,103	Kline, Jill		Small Business Development Center	Market Research Center Program Income
Various Sponsors	\$3,337	Kline, Jill		Small Business Development Center	Program Income for FY18 SBDC SBA
WY Dept of Transportation	\$250,000	Ksaibati, Khaled		Civil & Architectural Engineering	Wyoming Technology Transfer Center (T2) 2019
WY Dept of Transportation	\$104,167	Ksaibati, Khaled		Civil & Architectural Engineering	Wyoming LTAP Center 2019
WY Dept of Transportation	\$93,750	Ksaibati, Khaled		Civil & Architectural Engineering	Wyoming LTAP Center 2019 - State Match
WY Dept of Transportation	\$148,866	Zlatkovic, Milan		Civil & Architectural Engineering	Connected Autonomous Traffic Signal Control Algorithms for Trucks and Fleet Vehicles
WY Dept of Transportation	\$742,446	Ng, Kam Weng		Civil & Architectural Engineering	Comprehensive Field Load Test and Geotechnical Investigation Program for Development of LRFD Recommendations of Driven Piles on Intermediate GeoMaterials
WY Dept of Transportation	\$29,773	Zlatkovic, Milan		Civil & Architectural Engineering	Connected Autonomous Traffic Signal Control Algorithms for Trucks and Fleet Vehicles - State Match/Non-Federal Portion
WY Dept of Transportation	\$180,980	Ksaibati, Khaled		Civil & Architectural Engineering	Wyoming Rural Road Safety Program and the High Risk Rural Road Program in various Wyoming Counties - 2019 Federal Portion

January 2019

Sponsor	Award Funding Amount	PI Name	Co-PI Name	Organization	Award Name
WY Dept of Transportation	\$19,020	Ksaibati, Khaled		Civil & Architectural Engineering	Wyoming Rural Road Safety Program and the High Risk Rural Road Program in various Wyoming Counties - 2019 State Match
WY Dept of Transportation	\$34,380	Ksaibati, Khaled		Civil & Architectural Engineering	Developing a Prototype System for Establishing Passing and No-Passing Zones of Two-Lane Highways - State Match
WY Dept of Transportation	\$137,519	Ksaibati, Khaled		Civil & Architectural Engineering	Developing a Prototype System for Establishing Passing and No-Passing Zones of Two-Lane Highways - Federal Portion
WY Wildlife and Natural Resource Trust	\$135,000	Monteith, Kevin L.		Haub School of Environment & Natural Resources	Bighorn Sheep Survival
Wyoming Arts Council	\$10,000	Graham, Andrea M.		American Studies & History	Program and Salary Support for the Public Sector Folklife Program
Wyoming County Commissioners Association	\$8,250	David Taylor		Agriculture & Applied Economics	Analysis of the Socioeconomic Conditions in Wyoming Counties
Wyoming Governor's Council on Developmental Disabilities	\$12,365	Hardesty, Canyon Leigh		Wyoming Institute for Disabilities WIND	Libraries Enhancing Access for Rural Neighbors (LEARN)

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

January 2019

Sponsor	Award Funding Amount	PI Name	Co-PI Name	Organization	Award Name
Total From 11/2018	\$10,075,300				
Total From 12/2018	\$3,171,419				
Total Year to Date	\$61,136,159				
7/2018/-6/2019					

Sponsor	Amount	Principal Investigator (PI)	Co-PI	Dept	Description
Air Force Reserve Officer's Training Corps	\$114,164	Debra Hintz		Scholarships & Financial Aid	Air Force ROTC 2017-18
Department of Education	\$16,561,645	Debra Hintz		Scholarships & Financial Aid	Direct Student Loans 2018-19
Department of Education	\$4,698,405	Debra Hintz		Scholarships & Financial Aid	Pell Grant 2018-19
Department of Education	\$3,735	Debra Hintz		Scholarships & Financial Aid	D-ED Teacher Education Assistance for College & Higher Ed (TEACH) 18-19
Department of Education	\$49,062	Debra Hintz		Scholarships & Financial Aid	Direct Student Loans 2017-18
Total Insitutional Awards	\$21,427,011				
Grand Total	\$82,563,170				

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

Contract Number	Contract Header Name	Contract Type	Non-Academic Department	Supplier	Signed Date	Agreed Amount	Signer Name	Signer Job Title
24009GilligDec2018	Purchase Agreement between University of Wyoming and Gillig LLC	Services Contract	Auxiliary Services	Gillig, LLC	1/1/19	\$435,844.00	Neil Theobald	Vice President, Finance & Admin
24009ColoradoWest24009	Purchase Agreement between UW and Colorado/West Equipment	Services Contract	Auxiliary Services	Colorado/West Equipment, Inc	1/21/19	\$794,202.00	Laurie Nichols	President
22111-8KD-Jan2019	Amendment No. 1 to the Agreement for Services	Services Contract	AVP of Fiscal Administration	BKD LLP	2/6/19	\$51,225.00	Laurie Nichols	President
13241-Oxford-Nov2018	Oxford Instruments NanoScience Quotation	Services Contract	College of Arts & Sciences	Oxford Instruments America Inc	1/6/19	\$245,374.00	Paula Lutz	Dean/Professor
23010-ThomsonReuters-Jan222019	Order Form	Services Contract	College of Business	Thomson Reuters (Markets), LLC	2/6/19	\$65,000.00	David Sprott	Dean/Professor
17104QS1PharmacyNOV2018	QS/1 Pharmacy Software	Services Contract	College of Health Sciences	QS/1 Data Systems	1/28/19	\$50,615.00	David Jones	Interim Dean/Professor
40002-Level Access Inc Ren2019-Jan2019	Level Access Order Form	Services Contract	Information Technology	Level Access Inc	1/23/19	\$50,741.25	Robert Aylward	Vice President
90014HardRockHotelJanuary2019	Group Sales Agreement-Rooms Only	Services Contract	Intercollegiate Athletics	Hard Rock Hotel & Casino	2/2/19	\$65,000.00	Thomas Burman	Athletic Director
15002-Entangled-Special-Project-NOV2018	Educational Leadership Strategy & Playbook	Services Contract	Provost	Entangled Solutions LLC	2/14/19	\$335,000.00	Douglas Reutzel	Dean/Professor/Executive Director
10501-ACCAmendmentNo.2-Jan2019	Advanced Carbon Collaborative Amendment no. 2	Services Contract	School of Energy Resources	Advanced Carbon Collaborative LLC	2/5/19	\$75,000.00	Mark Northam	Executive Director
19003DocutekDec2018	Agreement for Services between UW and Kanes Records Management (DBA DocuTek Inc.	Services Contract	University Libraries	DocuTek, Inc	1/8/19	\$166,704.00	Ivan Gaetz	Dean
19003DigitalDivideDataJan2019	University Libraries Newspaper Digitization	Services Contract	University Libraries	Digital Divide Data Ventures LLC	2/4/19	\$75,000.00	Ivan Gaetz	Dean
26001AreteDesignGroupJan2019	Consultant Agreement	Services Contract	University Operations	Arete Design Group	2/4/19	\$50,000.00	Neil Theobald	Vice President, Finance & Admin
26001CTAArchitectsEngineersJan2019	Consultant Agreement	Services Contract	University Operations	CTA Architects/Engineers	2/4/19	\$50,000.00	Neil Theobald	Vice President, Finance & Admin
26001VaughtFryeLarsonArchitects(VF LA)Jan2019	Consultant Agreement	Services Contract	University Operations	Vaught Frye Larson Aronson Architects, Inc.	1/15/19	\$50,000.00	Neil Theobald	Vice President, Finance & Admin
26001PCDEngineeringServices,Inc.Jan2019	Consultant Agreement	Services Contract	University Operations	PCD Engineering Services Inc	1/15/19	\$50,000.00	Neil Theobald	Vice President, Finance & Admin
26001RykartanConsulting,LLCDec2018	Consultant Agreement	Services Contract	University Operations	Rykartan Consulting, LLC	12/17/18	\$50,000.00	Neil Theobald	Vice President, Finance & Admin
26001DOWLFeb2019	Consultant Agreement	Services Contract	University Operations	DOWL HKM	2/14/19	\$50,000.00	Neil Theobald	Vice President, Finance & Admin
26001Martin/MartinWyomingJan2018	Consultant Agreement	Services Contract	University Operations	Martin/Martin Wyoming Inc.	2/5/19	\$61,500.00	Neil Theobald	Vice President, Finance & Admin
26001NelsonEngineeringJan2019	Consultant Agreement	Services Contract	University Operations	Nelson Engineering	2/5/19	\$124,100.00	Neil Theobald	Vice President, Finance & Admin

UW Regulation 7-2 (Signature Authority) Procurement Board Report - December 16, 2018 - February 15, 2019

Creation Date	Supplier Name	Line No	Description	Quantity	Line Unit Price	Total Line Price	Total PO Amount	Department	Last Approver	Title of Approver
1/11/2019	Iconergy Ltd	1	Science Initiative-Commissioning Services		\$189,895.00	\$189,895.00	\$189,895.00	Facilities Construction Mgt	John Davis - 1/11	Assoc VP for Univ Operations
1/15/2019	University of Washington	1	2nd Tuition & Fees Contract Payment for 2018-2019		\$1,936,150.00	\$1,936,150.00	\$1,936,150.00	WWAMI Medical Education Program	Laurie Nichols - 1/11	President*
1/17/2019	Mountain West Conference	1	MW Institutional Dues-FY19 Payment 2 of 2		\$241,250.00	\$241,250.00	\$241,250.00	Intercollegiate Athletics Directors Office	Bill Sparks - 1/17	Sr Assoc Ath Dir./Business Ops
1/18/2019	Point Consulting Group	1	Point will provide day to day leadership for the Office of Sponsored Programs		\$390,000.00	\$390,000.00	\$390,000.00	VP For Administration	Neil Theobald - 1/17	VP, Finance & Admin
1/23/2019	DocuTek, Inc	1	Digitization of Wyoming Newspaper Microfilm		\$166,704.00	\$166,704.00	\$166,704.00	University Libraries Administrative Office	Ivan Gaetz - 1/23	Dean, Univ Libraries
1/23/2019	Interfolio Inc	1	2nd Year Software License fee		\$83,000.00	\$83,000.00	\$83,000.00	Provosts Office	Kathleen Hull - 1/23	Accountant, PT, Provost
1/25/2019	Percival Scientific, Inc.	1	Dr. Michael Dillon's lab chambers for his research bee's.		\$49,416.50	\$49,416.50		Zoology & Physiology	Carol Pribyl - 1/24	Office Manager, Zoology & Physiology
	Percival Scientific, Inc.	2	Dr. Michael Dillon's lab chambers for his research bee's.		\$45,466.50	\$45,466.50	\$94,883.00	Zoology & Physiology	Carol Pribyl - 1/24	Office Manager, Zoology & Physiology
1/29/2019	Supplier	1	Royalty Distribution LIC		\$187,218.08	\$187,218.08	\$187,218.08	Research Product Center	Diana Hulme - 1/28	Assoc VP, Research
1/30/2019	Edge Mechanical Systems, Inc.	1	CAH-2 NTM-PU-79-4X81.0-1 Air Handling Unit	1	\$50,660.00	\$50,660.00		Facilities Engineering	Darcy Bryant - 1/23	Deputy Director, Business Serv, Univ Ops
	Edge Mechanical Systems, Inc.	2	BAQNET MSTP PLUG IN MODULE (BOTH FANS)	1	\$225.00	\$225.00	\$50,885.00	Facilities Engineering	Darcy Bryant - 1/23	Deputy Director, Business Serv, Univ Ops
2/5/2019	Arcon Inc	1	Stem Building Atrium		\$300,000.00	\$300,000.00	\$300,000.00	Facilities Engineering	Neil Theobald - 2/1	VP, Finance & Admin
2/6/2019	Bob McDoskey Insurance	1	Funding of Claim Payment Account		\$53,268.37	\$53,268.37	\$53,268.37	Sports Medicine	Rachael Hulet - 2/5	Asst AD/Business Operations, Athletics
2/8/2019	Hawthorne, Jo Lynn	1	On call contract services due to facility shortage		\$60,000.00	\$60,000.00	\$60,000.00	Family Medicine Residency Programs Casper	Jill Jansen - 2/7	Asst. Dr. Shared Bus. Ser.
2/12/2019	BKD LLP	1	FY18 External UW Audit		\$4,290.00	\$4,290.00		Cowboy Joe Club	Rachael Hulet - 1/29	Asst AD/Business Operations, Athletics
2/12/2019	BKD LLP	1	FY18 External UW Audit		\$4,560.00	\$4,560.00		Intercollegiate Athletics Directors Office	Rachael Hulet - 1/29	Asst AD/Business Operations, Athletics
2/12/2019	BKD LLP	1	FY18 External UW Audit		\$17,710.00	\$17,710.00		Wyoming Public Media	Amanda Larson - 2/12	Asst To The Vice President, Research
2/12/2019	BKD LLP	1	FY18 External UW Audit		\$58,408.50	\$58,408.50	\$84,968.50	VP for Research & Economic Development Office	Amanda Larson - 2/12	Asst To The Vice President, Research

*Board of Trustees approved in FY19 Budget

AGENDA ITEM TITLE: Capital Construction Report, Theobald

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:

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.

Funding Sources:	Original Anticipated:	Actual:
Foundation	5,000,000	6,850,049
State Match	5,000,000	6,099,951
State Appropriation	7,150,000	4,880,000
Athletics Master Landscaping Project		(243,061)
Total Funding	17,150,000	17,586,939

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.

(In Thousands)	Budget (a)	Additional Funding (b)	Use of Contingency (c)	Adj Budget (a+b+c)=(d)	Expenditures (e)	Obligations (f)	Remaining Balance (d+e+f)=(g)
Construction	12,709	574	1,082	14,365	(13,445)	(920)	-
Contingency	1,198	167	(1,190)	175	-	-	175
Design	1,835	379	85	2,299	(2,175)	(124)	-
FF&E	663	(368)	6	301	(301)	-	-
Tech	270	(250)	-	20	(20)	-	-
Admin	475	(65)	17	427	(309)	(118)	-
Total	17,150	437	-	17,587	(16,250)	(1,162)	175

Statement of Contract Amount

Original contract		13,282,982
Change order #1	Drilled pier over run quantity	34,646
Change order #2	Changes to commissary foundation and statue base	11,418
Change order #3	Replacement of missing CMU bond beam above vestibule doors	1,149
Change order #4	Miscellaneous structural items: steel columns, modification to foundation pilaster	3,179
Change order #5	Changes to concession stands	4,545
Change order #6	Added dimming controls for concourse lights	4,556
Change order #7	Revised toilet partition specifications	(1,936)
Change order #8	Revised specification on temperature control system controller	4,962
Change order #9	Modifications to existing mechanical vent stacks	14,537
Change order #10	Added drywall soffit for mechanical diffusers at east entry vestibules	7,121
Change order #11	Revised sliding grille security to overhead coiling grille for new North & South concessions	23,732
Change order #12	Revised location of recessed light fixture Z at the Sailors gallery	3,657

Change order #13	Additional fire alarm work related to smoke exhaust fan dampers	9,972
Change order #14	Delete relocation of fire hydrant, credit to owner	(10,604)
Change order #15	Repairs to existing damaged waste piping at East Concourse as requested and **funded by UW Operations	**47,942
Change order #16	Change concrete subcontractors	97,371
Change order #17	Revisions to new emergency generator electrical feed for sub-concourse telecom room D-20	2,069
Change order #18	Add stainless steel doors and entrance trim for the elevator	7,954
Change order #19	Add bar buckle sign supports	6,404
Change order #20	Wall tile upgrade for new concessions (more durable wall finish)	16,775
Change order #21	Revisions to interior panel signs, various modifications, addition of existing restroom signage	3,232
Change order #22	Revisions to roof flashings and roof parapet cap metal revision	(780)
Change order #23	Sod replacement	19,356
Change order #24	Polished concrete upgrades	170,688
Change order #25	Painting of existing truck tunnel	10,014
Change order #26	Walnut upgrade from veneer at entry addition	12,096
Change order #27	Mirror replacement at existing restrooms	11,601
Change order #28	Modifications to four concession counters for movable beer dispensing equipment	7,211
Change order #29	Addition of exterior signage	82,108
Change order #30R	Addition of lights for added concession signs	5,209
Change order #31R	Delete work to move existing truck ramp condensing unit	(3,992)
Change order #32	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	67,521
Change order #33	Revisions to security cameras; revisions to exterior cameras, camera models and arena central located security cameras	19,016
Change order #34	Replacement of all existing faucets in existing restrooms on the concourse	34,000
Change order #35	Additional interior graphics and signage	14,731
Change order #36	Added lit portal signs at the concourse and arena sides of 16 portals	100,912

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.

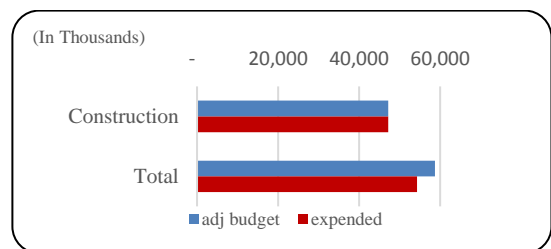
Work Planned for the Upcoming Month:

- 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:	Original Anticipated:	Actual:
Foundation	16,300,000	16,300,000
Grants (AML sponsored programs)	15,000,000	15,000,000
State Appropriations	14,800,000	14,800,000
Foundation donor restricted for equipment	11,200,000	11,200,000
State Matching 2014	7,500,000	7,500,000
Loss of donor funding \$1M/match \$1M *	-	-
Reserve for cost overrun	-	4,484,000
Reserve Account	-	599,458
Total Funding	64,800,000	69,883,458
Donation of Physical Equipment eligible for State match	2,500,000	2,500,000
Total Project	67,300,000	72,383,458

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.

(In Thousands)	Budget	Additional Funding	Use of Contingency	Adj Budget	Expenditures	Obligations	Remaining Balance
	(a)	(b)	(c)	(a+b+c)=(d)	(e)	(f)	(d+e+f)=(g)
Restricted for Tech	11,200	-	-	11,200	(6,196)	(5,004)	-
Restricted Equip Donation	2,500	-	-	2,500	(2,500)	-	-
(In Thousands)	Budget	Additional Funding	Use of Contingency	Adj Budget	Expenditures	Obligations	Remaining Balance
	(a)	(b)	(c)	(a+b+c)=(d)	(e)	(f)	(d+e+f)=(g)
Construction	42,926	0	4,229	47,155	(47,155)	-	-
Contingency	3,125	5,084	(6,677)	1,532	-	-	1,532
Design	4,741	-	121	4,862	(4,664)	-	198
FF&E	1,288	-	142	1,430	(1,382)	(19)	29
Tech	644	-	80	724	(246)	(128)	350
Admin	876	-	2,105	2,981	(809)	(1,988)	184
Total	53,600	5,084	-	58,684	(54,256)	(2,135)	2,293

Statement of Contract Amount

Original contract		42,925,724
Change Order #1	Additional Concrete Work, Gas Meter, Manifold & Piping, Equipment Relocation	86,647
Change Order #2	Additional Costs for Extended Contract Date and Mechanical Systems Changes	4,952,341
Change Order #3	Door and Exterior Detail Changes, Bike Racks	10,563
Change Order #4	Radiation Shielding at South Walls	15,411

Change Order #5	Credits: Door Card Reader, Roof Davit	(11,559)
Change Order #6	Deleted Casework, Truck Turning Layout, Floor Radiation Shielding	(13,366)
Change Order #7	Heat recovery, fume hoods, electrical changes	(76,674)
Change Order #8	Chiller Vibration Isolation, Epoxy Flooring, Add End Switches to Control Valves	7,791
Change Order #9	Vibration Isolation for Pumps, Vertical Wire Management Sleeve	9,226
Change Order #10	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	(563)
Change Order #11	Balancing dampers, Catwalk guard, fire hydrant extensions, VPS power	11,980
Change Order #12	Mechanical: Circulation pump sequence	5,132
Change Order #13	Return of remaining construction contingency	(712,316)
Change Order #14	Return of GMP savings	(55,254)
Adj Contract		47,155,083

Work Completed/In Progress:

- Installation of Board approved miscellaneous projects.

Issues Encountered with Proposed Resolution for Each:

- None at this time.

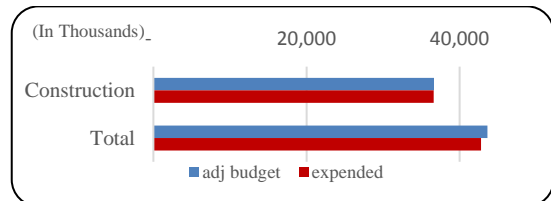
Work Planned for the Upcoming Month:

- Installation of Board approved miscellaneous projects.

3. Mick and Susie McMurry High Altitude Performance Center

Contractor: GE Johnson Construction Wyoming
 Jackson, WY

Original Project Budget \$ 44,000,000 (a)
 Adjusted Project Budget \$ 44,019,000 (d)



Funding Sources:	Original Anticipated:	Actual:
Foundation	3,000,000.00	3,000,000.00
Foundation	21,000,000.00	21,000,000.00
State Match	20,000,000.00	20,000,000.00
Athletic Gifts	-	18,844.89
Athletics	-	80,875.00
Athletics Master Landscaping Project		(400,000.00)
Athletics – IT equipment		(65,000.00)
Total Project	44,000,000.00	43,634,719.89

Guaranteed Maximum Price \$34,638,119
 Contract Substantial Completion Date June 1, 2018

(In Thousands)	Budget (a)	Additional Funding/Adj (b)	Use of Contingency (c)	Adj Budget (a+b+c)=(d)	Expenditures (e)	Obligations (f)	Remaining Balance (d+e+f)=(g)
Construction	34,638	813	1,197	36,648	(36,592)	(56)	-
Contingency	1,582		(1,236)	346	-	-	346
Design	3,494	81	-	3,575	(3,399)	(176)	-
FF&E	2,001	100	(3)	2,098	(2,098)	-	-
Tech	1,000	(813)	1	188	(188)	-	-
Admin	1,285	(546)	41	780	(527)	(253)	-
Total	44,000	(365)	-	43,635	(42,804)	(485)	346

Statement of Contract Amount

Original contract		\$34,638,119
Change order #1	Add cement board in lieu of drywall - area S-2	8,389
Change order #2	Exploratory excavation to locate buried water lines	11,010
Change order #3	Pricing for ASI-100, civil plan updates	543
Change order #4	Increase grease interceptor size	4,547
Change order #5	Switch from aluminum to copper bussing at all panel boards & switchboards	7,293
Change order #6	Labor & material credit for elimination of manhole #3 due to resizing the grease interceptor	(8,659)
Change order #7	Provide power to floor box 6 at the squad room and training table	1,240
Change order #8	Prep, prime and paint exposed HSS columns in the recovery pool room with epoxy based paint	3,280
Change order #9	Remove and replace door, frame and hardware at opening L204	4,166
Change order #10	Sink discrepancies at sports med exam rooms	6,220
Change order #11	Furnish and install 3 exit signs	1,341
Change order #12	Furnish and install fixtures and occupancy sensor	1,166
Change order #13	Parts & labor to provide power to SP-1, sump pump for new elevator	1,969
Change order #14	Parts & labor for elevator tube steel	7,225
Change order #15	Parts & labor for rubber flooring at landings - S7	3,630
Change order #16	Parts and labor credit for static control tile	(8,264)
Change order #17	Materials & labor for epoxy paint at wet areas	8,741
Change order #18	Changes to the building envelope to satisfy UW standards & commissioning consultants suggestions; credit to switch from Plae and Mondo rubber flooring to Regupol	(125,200)
Change order #19	Eliminate the permeable pavers and have concrete hardscapes at all drive lanes – reflects costs to add all necessary storm water storage	27,761

	vessels, re-work storm water infrastructure and add concrete	
Change order #20	Modify select fixtures to mitigate maintenance issues	12,017
Change order #21	Added costs for necessary parts and labor to install door holds and alarm infrastructure at the affected openings due to design team oversight	4,307
Change order #22	Design deficiency – includes all necessary materials and labor to fabricate a parapet cap that sheds water away from the building	2,555
Change order #23	Multiple lighting deficiencies and discrepancies in the lighting plan – includes all necessary additions and revisions	23,673
Change order #24	UW Athletics wanted to add power and data at (2) locations in the new weight room to accommodate bikes	4,104
Change order #25	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)	360,178
Change order #26	New exterior knock box at north elevation; install owner furnished Morpho Lite biometric readers; install (14) owner furnished cameras.	813,342
Change order #27	Furnish and install complete commercial kitchen package for HAPC training table and fueling station	314,053
Change order #28	Furnish and install 3-Form Ceiling lettering in football locker room	60,295
Change order #29	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	23,809
Change order #30	Additional cost to convert (5) ADA lockers to full sized lockers with benches	9,566
Change order #31	Demolish and re-install existing fixtures to increase shower head count	67,252
Change order #32	Upgrade furnishings in copy/kitchen area	34,698
Change order #33	Furnish & install the great hall donor wall	56,775
Change order #34	Furnish & install locker room ramp glass	11,949
Change order #35	Furnish & install custom lectern for squad room	2,097
Change order #36	Keysets, door hardware, repainting, furnish and install manual shades, patch drywall, run domestic waterlines to L2 walk-ins, provide wall	166,009

	protection east of toilets/grooming areas relocate receptacles and monitors	
Change order #37	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	14,019
Change order #38	Electrical modifications	13,790
Change order #39	Demolish and salvage existing monument sign, install HSS tube knife plates, re-install signage	10,916
Change order #40	Furnish and install additional framing and finishing details at exterior north vestibule	2,897
Change order #41	Provide underlayment in Olympic Weight Room to meet threshold for relative humidity prior to rubber flooring installation	16,558
Change order #42	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	29,062
Adj Contract		\$36,648,438

Work Completed/In Progress:

- None at this time.

Issues Encountered with Proposed Resolution for Each:

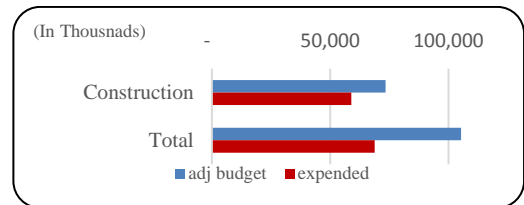
- None at this time.

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)



Funding Sources:	Original Anticipated:	Actual:
Grant – AML funds	350,000.00	350,000.00
Grant 2 – AML funds	750,154.00	750,154.00
State appropriation	55,000,000.00	55,000,000.00
Reduced by 2015 legislative action	(8,570,000.00)	(8,570,000.00)
Reduced by 2015 legislative action	(3,475,737)	(3,475,737)
State gen fun from AML – held until match	15,800,000.00	15,800,000.00
State matching funds	14,200,000.00	14,200,000.00
State Sec I swap for cap construction	10,000,000.00	10,000,000.00

2016 Appropriation	14,500,000.00	14,500,000.00
2015 DEQ redirected funds	3,475,737	3,475,737
Foundation donation	3,328,756	3,328,756
Total Project	105,358,910.00	105,358,910.00
Equipment: Foundation funds	3,106,100	3,106,100

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.

(In Thousands)	Budget (a)	Additional Funding (b)	Use of Contingency (c)	Adj Budget (a+b+c)=(d)	Expenditures (e)	Obligations (f)	Remaining Balance (d+e+f)=(g)
Equipment	-	3,106	-	3,106	(2,330)	(776)	-
(In Thousands)	Budget (a)	Additional Funding (b)	Use of Contingency (c)	Adj Budget (a+b+c)=(d)	Expenditures (e)	Obligations (f)	Remaining Balance (d+e+f)=(g)
Construction	72,491	886	-	73,377	(58,942)	(11,140)	3,295
Contingency	8,205	(4,362)	-	3,843	-	-	3,843
Reserve	5,243	3,369	-	8,612	-	-	8,612
Design	7,943	(129)	-	7,814	(7,565)	(245)	4
FF&E	3,993	(75)	-	3,918	(62)	(894)	2,962
Tech	3,474	(75)	-	3,399	(95)	(250)	3,054
Admin	4,010	386	-	4,396	(2,072)	(279)	2,045
Total	105,359	-	-	105,359	(68,736)	(12,808)	23,815

Statement of Contract Amount

Original contract		\$69,014,882
Change order #1	Owner requested changes to AV/IT base bid package	762,148
Change order #2	Owner requested changes to boardroom AV/IT base bid package	279,003
Adj Contract		\$70,056,033

Work Completed/In Progress:
<ul style="list-style-type: none"> • 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.

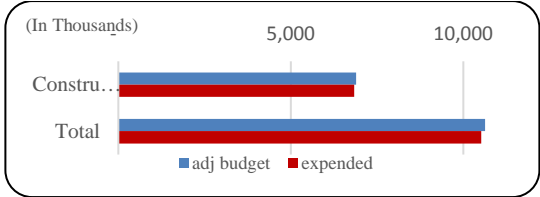
Work Planned for the Upcoming Month:

- 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:	Original Anticipated:	Actual:
State of Wyoming Reimbursement	8,372,000.00	9,497,065.02
UW		1,328,945.00
Additional Funds		500,000.00
Total Project	8,372,000.00	11,326,010.02

Contract Substantial Completion Date June 26, 2017

(In Thousands)	Budget (a)	Additional Funding (b)	Use of Contingency (c)	Adj Budget (a+b+c)=(d)	Expenditures (e)	Obligations (f)	Remaining Balance (d+e+f)=(g)
Construction	6,512		378	6,890	(6,840)	(50)	-
Specialized Equipment	-	2,954	-	2,954	(2,404)	(272)	278
Contingency	496		(360)	136			136
Design	766		86	852	(813)	(39)	-
Admin	598		(104)	494	(465)	(9)	20
Total	8,372	2,954	-	11,326	(10,522)	(370)	434

Statement of Contract Amount

Original contract		6,512,000
Change Order #1	Re-feed supply & exhaust air to corridor, storage & incinerator rooms	8,780
Change Order #2	Provide/install floor sink for new autoclaves	1,289
Change Order #3	Remove existing floor drain	699
Change Order #4	Repair stated existing problems (Wazee crane report)	5,067
Change Order #5	Delete 42 door guards	(4,620)
Change Order #6	Eliminate demo of existing Clayton steam boiler	(2,625)
Change Order #7	Eliminate installation of floor sink & cold water drop in cage wash	(888)
Change Order #8	Add new 2" floor drain for emergency shower/eyewash	1,503
Change Order #9	Add 10 new 3/4" valves for emergency shower/eyewash	2,486
Change Order #10	Change 1000 AMP breaker to free standing disconnect	(1,873)

Change Order #11	Add 6 new ¾" isolation valves for emergency eyewashes	2,178
Change Order #12	Existing floor sink drain to be relocated to meet code, revise outlet size for combination waste & vent	614
Change Order #13	Add new floor drain in necropsy storage	2,725
Change Order #14	Add new stainless steel supply diffuser in necropsy; modify duct to avoid crane rail	3,724
Change Order #15	Remove excess concrete floor grout to structural concrete in necropsy room	6,000
Change Order #16	Delete perimeter drain around exterior entrance addition foundation	(199)
Change Order #17	Flash in mechanical curb to maintain water-tight integrity	906
Change Order #18	Relocate existing boiler feed water equipment, along with electrical relocation	7,340
Change Order #19	Revise exterior transformer	(1,552)
Change Order #20	Demo/replace CO2 lines & hangers/isolation valve for CO2 system; test when complete	7,132
Change Order #21	Demo/re-install secondary containment system	16,791
Change Order #22	Relocate existing piping into new walls	11,260
Change Order #23	Provide/install new data cabling	14,639
Change Order #24	Change specified LR25D model pass-thru refrigerator to a LR55D model	3,282
Change Order #25	Provide & install a weather-resistant fire alarm horn/strobe devise on north wall of necropsy, caulk accordingly	174
Change Order #26	Provide new floor sink, FS-1, with waste & vent lines	2,469
Change Order #27	Fabricate enclosures for existing blower equipment for exterior usage (manufacturer defect)	958
Change Order #28	Cut, remove, replace existing concrete slab; install new 3" floor sink w/ pipe & fittings to tie into existing 4" drain line	1,738
Change Order #29	Provide & install 2-3" swing check valves, new feed water pipe & fittings, hangers & supports; controls work to modify BFU control panel & reconfigure boiler controls	16,413
Change Order #30	Prep/re-surface floor with shock-crete and topcoat to build up floor slope	46,358
Change Order #31	Delete work in incinerator room 1138	(7,401)
Change Order #32	Fabricate (5) stainless steel enclosures for CO2 panels	1,581
Change Order #33	Credit 10% overhead and profit of prior owner approved change orders (#5,6,7,10,16,19) – per article 39 of specifications	(1,176)
Change Order #34	Delete re-install of autoclaves, owner will complete and credit 10% overhead and profit	(17,091)

Change Order #35	Add porcelain tile and epoxy paint finishes; delete FRP finishes	11,565
Change Order #36	Provide and install PT-2; credit resign tops and sinks	6,565
Change Order #37	Credit (3) door cylinders	(262)
Change Order #38	Install water lines for (3) purified water units, provide and install supports for additional lines	867
Change Order #39	Relocate steam and condensate lines; provide additional hangers and supports	3,941
Change Order #40	Provide power and lighting to roof top fan housing enclosure	1,081
Change Order #41	Reconfigure existing EDS waste lines and add (2) clean-outs	20,599
Change Order #42	Provide new circuit for (4) jacket heaters	731
Change Order #43	Tie onto existing dry pipe sprinkler system	1,279
Change Order #44	Supply and install cabinet back panels and bottoms	4,146
Change Order #45	Purchase single door sterilizer in lieu of renting temporary sterilizer	9,367
Change Order #46	Add VHP piping and ports to decon room 1122; install VHP lines utilizing 1-1/2" PVC pipe; provide & install isolation valves & quick connects	4,752
Change Order #47	Fabricate & install 10" stainless steel duct for exhaust air into decon room 1122; provide new 24"x12" stainless steel exhaust grill; provide & install new bubble tight damper; additional balancing	12,625
Change Order #48	Remove demolition of floor, cove base in corridor	(3,328)
Change Order #49	Provide compressed air to new cage wash equipment	1,124
Change Order #50	Remove and replace existing electrical conduit in Necropsy CMU walls	69,365
Change Order #51	Fix and repair 2 nd floor mechanical room door leak	821
Change Order #52	Install new light fixtures by autoclaves	1,675
Change Order #53	Replace eyewash fixtures with hoses; install stainless steel caps to infill existing counter tops	3,893
Change Order #54	Demolish concrete/asphalt; provide new curb and slab; add fencing and gates, including utilities for exterior temporary incinerator	27,509
Change Order #55	Remove and replace (25) HEPA filters and pre-filters	16,255
Change Order #56	Provide reimbursable cost for Rocky Mountain Power utility work paid by UW	(1,750)
Change Order #57	Run additional conduit from Panel UPS to BSL3 mezzanine for back-up power to Johnson Controls controllers	1,865
Change Order #58	Provide and install (6) door closure kits	590
Change Order #59	Extend substantial completion date	-
Change Order #60	Provide & install new door hardware for door 1151A	741
Change Order #61	Cut hole in floor and install a 2" floor drain in corridor C1140 to help with existing drainage	6,714

Change Order #62	Patch open drywall holes; firestop multiple openings; take down and replace existing electrical and security wiring and conduit not installed per code	18,380
Change Order #63	Re-coat and re-texture flooring in corridor C1140 & C1140A	2,259
Change Order #64	Supply and install three (3) additional egress buttons	1,413
Change Order #65	Fix multiple construction discrepancy items as detailed in log	56,657
Change Order #66	Credit back allowance not needed for installation	(108,583)
Change Order #67	Remove and re-install HEPA filter housing unit EE-12 to correct orientation for proper air flow; re-work hangers and supports as required for re-installation	1,996
Change Order #68	Provide and install additional shelving for DI water system equipment	543
Change Order #69	Provide & install (2) 32"x32" backdraft dampers for AHU-4 supply fans; fabricate & install duct flanges & galvanized sleeves for installation and support of backdraft dampers	5,206
Change Order #70	Repair and replacement of two existing cards in existing transfer switches	2,962
Change Order #71	Extend 208V amp circuit from north wall of BSL3 mezzanine to west wall for additional power source for VHP machine	494
Change Order #72	Rewire phoenix controllers to a 24V system from 120V	2,322
Change Order #73	Remove existing door hardware; replace with new hardware and have VTI wire accordingly	1,732
Change Order #74	Provide and install new trench drain trap seals serving the EDS system	1,259
Change Order #75	Provide and install (15) door louvers (to address air flow issues)	36,173
Change Order #76	Replace damper actuators on cooling tower #1 and #2	19,424
Change Order #77	Remove existing door seals and re-paint due to balancing requirements	6,968
Change Order #78	Supply new door sweeps	1,153
Adj Contract		\$6,893,769

Work Completed/In Progress:
<ul style="list-style-type: none"> Balancing air flows throughout Final Commissioning

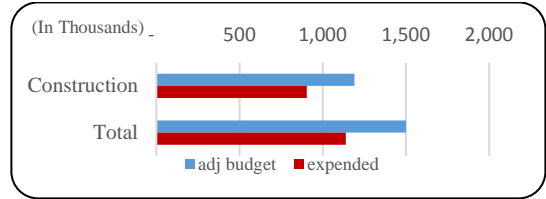
Issues Encountered with Proposed Resolution for Each:
<ul style="list-style-type: none"> None at this time.

Work Planned for the Upcoming Month:

- Project completion.

6. WWAMI – Lab Renovation

Contractor: Arcon, Inc., Laramie, WY
 Original Project Budget \$1,500,000 (a)
 Adjusted Project Budget \$1,500,000



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

Contract Substantial Completion Date November 30, 2018

(In Thousands)	Budget (a)	Additional Funding/Adj (b)	Use of Contingency (c)	Adj Budget (a+b+c)=(d)	Expenditures (e)	Obligations (f)	Remaining Balance (d+e+f)=(g)
Construction	1,063	71	56	1,190	(903)	(287)	-
Contingency	71	-	(63)	8	-	-	8
Design	168	10	7	185	(178)	(7)	-
FF&E	81	(81)	-	-	-	-	-
IT/Tech	68	(68)	-	-	-	-	-
Admin	49	68	-	117	(57)	(14)	46
Total	1,500	-	-	1,500	(1,138)	(308)	54

Statement of Contract Amount

Original contract		1,101,500
Change order #1	Reroute glass waste piping, chase demolition and reworking	14,410
Change order #2	Add accent color to the rooms 338A 338 338B 340	4,723
Change order #3	Change base in rooms 338 338A 338B 340 from specified match RT1 flooring to Flexco's Health design base	3,319
Change order #4	Demolish concrete benches, demolish four doors and frames, frame and finish openings	5,412
Change order #5	Replace floor drain with floor sink to accommodate slab thickness	243
Change order #6	Add mechanical chase access	1,816
Change order #7	Window sills in prep lab room 338A	2,633

Change order #8	Relocate mop sink and revise door opening in rom 338A	685
Change order #9	Revise window size to match existing and structural details to address existing wall construction	(4,000)
Change order #10	Infill existing alcoves with salvaged glassed structural tile	2,131
Change order #11	Install oak chamfer to join existing sill and furring	1,165
Change order #12	Extend walls surrounding lab space to floor deck, provide floor covering & finished ceiling in corridor, change type of task lighting along north wall, add duct smoke detector	14,030
Change order #13	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 & 353	42,272
Adj Contract		\$1,190,339

Work Completed/In Progress:
<ul style="list-style-type: none"> Substantial Completion

Issues Encountered with Proposed Resolution for Each:
<ul style="list-style-type: none"> None at this time.

Work Planned for the Upcoming Month:
<ul style="list-style-type: none"> 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

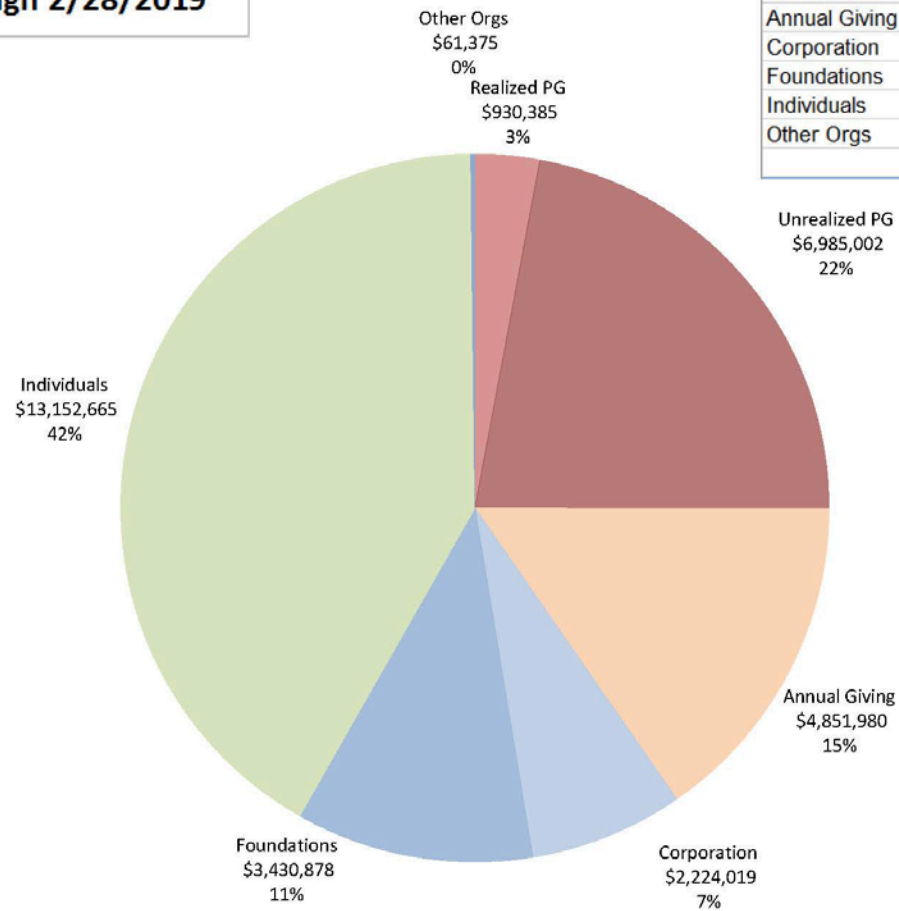
FUND	Current Month Gifts Received		FY 2019 to date							STATE MATCHING	FY 2018 Commitments YTD	
	DONORS	GIFTS	Cash & Cash equivalent			New Commitments YTD					DONORS	GIFTS
			DONORS	OUTRIGHT	GIK	PLEDGE PMTS	NEW PLEDGES	PLANNED GIFTS	TOTAL			
AGRIC	77	\$81,340	684	\$470,599	\$0	(\$69,500)	\$95,500	\$217,500	\$714,099	\$0	712	\$1,296,195
AHC	17	\$1,525	163	\$273,418	\$88,440	(\$151,000)	\$100,000	\$682,000	\$992,858	\$0	208	\$489,576
ALUMNI	141	\$8,780	1844	\$530,108	\$0	(\$350,000)	\$0	\$0	\$180,108	\$0	1914	\$146,482
A & S	90	\$72,257	1583	\$2,047,516	\$0	(\$742,040)	\$754,600	\$550,001	\$2,610,078	\$0	1621	\$8,234,422
ATHLETICS	1141	\$652,290	4732	\$5,454,779	\$217,500	(\$2,527,544)	\$180,206	\$100,000	\$3,424,942	\$0	4670	\$4,625,425
BUSINESS	27	\$213,605	631	\$5,900,040	\$0	(\$445,950)	\$66,000	\$450,000	\$5,970,090	\$0	665	\$2,129,311
EDUCATION	41	\$16,636	510	\$771,617	\$0	(\$634,750)	\$62,500	\$230,500	\$429,867	\$5,000	416	\$564,164
ENERGY	0	\$0	34	\$16,280	\$0	(\$9,000)	\$0	\$0	\$7,280	\$0	51	\$818,073
ENGINEERING	65	\$174,497	912	\$2,510,868	\$0	(\$1,831,022)	\$262,500	\$1,350,000	\$2,292,346	\$0	961	\$3,365,014
IENR/HAUB	13	\$29,390	185	\$865,390	\$0	(\$652,500)	\$152,000	\$0	\$364,890	\$0	152	\$293,877
HEALTH SCI	32	\$3,650	504	\$743,501	\$0	(\$118,422)	\$0	\$280,000	\$905,079	\$0	518	\$617,019
HONOR	29	\$16,615	73	\$107,767	\$0	(\$40,000)	\$20,000	\$0	\$87,767	\$0	1	\$0
LAW	39	\$29,080	463	\$1,270,783	\$0	(\$85,250)	\$983,333	\$30,001	\$2,198,867	\$0	327	\$1,152,100
LIBRARY	7	\$3,255	131	\$31,210	\$0	\$0	\$0	\$0	\$31,210	\$0	123	\$16,628
WYO PUBLIC MEDIA	2485	\$51,269	6627	\$915,454	\$0	\$0	\$0	\$0	\$915,454	\$0	6675	\$930,100
STU AFFRS	18	\$16,170	351	\$750,514	\$0	(\$78,500)	\$31,667	\$0	\$703,681	\$0	218	\$146,277
UW ART MUS	11	\$12,934	184	\$87,322	\$0	(\$7,000)	\$0	\$100,000	\$180,322	\$0	298	\$410,103
PRESIDENT'S IMPACT FND	42	\$4,260	400	\$80,256	\$0	\$0	\$0	\$0	\$80,256	\$0	316	\$63,822
OTHER GIFTS NOT YET BOOKED	74	\$50,399	554	\$2,526,706	\$0	(\$1,364,597)	\$5,390,000	\$2,995,000	\$9,547,109	\$0	561	\$3,406,320
TOTAL	4,226	\$1,437,953	17,105	\$25,354,129	\$305,940	(\$9,107,074)	\$8,098,306	\$6,985,002	\$31,636,304	\$5,000	17,012	\$28,704,905
Funds Not Deposited at Foundation					-\$3,346,379							
Foundation Cash In					\$22,007,751							
TOTAL YTD GOAL \$40,000,000			Total Count of All Planned Gifts			20						
<i>**Total Donors does reflect Column totals. Donors may give to more than one unit/division.</i>												

University of Wyoming, Foundation
 FY 2019 Monthly Giving Report through February
 Annual Gifts

FUND	FY 2019 GOALS	Current Month		FY 2019 to date		FY 2018 to same date		FY 2019 AF % of Goal
		DONORS	AMOUNT	DONORS	TOTAL	DONORS	TOTAL	
AGRIC	\$ 122,000	67	\$18,070	568	\$129,069	475	\$96,991	105.79%
AHC	\$ 69,000	14	\$825	141	\$39,041	189	\$33,633	56.58%
ALUMNI	\$ 188,000	96	\$6,120	1455	\$97,924	1650	\$104,322	52.09%
A & S	\$ 390,000	56	\$8,639	1365	\$363,325	1389	\$320,363	93.16%
ATHLETICS	\$ 3,100,000	1080	\$377,082	4408	\$2,252,911	4355	\$2,212,235	72.67%
BUSINESS	\$ 217,000	23	\$3,605	550	\$133,595	573	\$134,365	61.56%
EDUCATION	\$ 62,000	37	\$9,873	462	\$64,406	378	\$48,369	103.88%
ENERGY	\$ 4,000	0	\$0	31	\$7,280	38	\$11,543	182.00%
ENGINEERING	\$ 270,000	53	\$10,330	791	\$286,390	822	\$212,339	106.07%
IENR/HAUB	\$ 38,000	9	\$2,890	172	\$68,390	142	\$33,377	179.97%
HEALTH SCI	\$ 113,000	30	\$3,550	456	\$118,558	433	\$80,250	104.92%
HONOR	\$ -	21	\$2,115	59	\$24,267	0	\$0	N/A
LAW	\$ 62,000	20	\$10,905	221	\$61,120	252	\$65,322	98.58%
LIBRARY	\$ 35,000	6	\$1,255	122	\$22,970	117	\$15,303	65.63%
WYO PUBLIC MEDIA	\$ 1,100,000	2485	\$51,194	6625	\$904,129	6668	\$900,126	82.19%
STU AFFRS	\$ 30,000	12	\$4,325	327	\$50,641	199	\$53,949	168.80%
UW ART MUS	\$ 39,000	10	\$1,825	166	\$53,648	117	\$36,016	137.56%
PRESIDENT'S IMPACT FND	\$ 86,000	42	\$4,260	400	\$80,256	313	\$63,797	93.32%
OTHER GIFTS NOT YET BOOKED	\$ 75,000	28	\$1,329	344	\$94,059	253	\$42,677	125.41%
TOTAL	\$6,000,000	4,021	\$518,194	16,076	\$4,851,980	15,898	\$4,464,976	80.87%

**Total Dnrs do not reflect Column totals. Donors may give to more than one unit/division.

**Giving by Type
 FY 19 through 2/28/2019**



Realized PG	\$	930,385
Unrealized PG	\$	6,985,002
Annual Giving	\$	4,851,980
Corporation	\$	2,224,019
Foundations	\$	3,430,878
Individuals	\$	13,152,665
Other Orgs	\$	61,375
		31,636,303.70