

**THE UNIVERSITY OF WYOMING**

**BOARD OF TRUSTEES' REPORT**

**July 15-16, 2020**

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

## **University of Wyoming Mission Statement (July 2017)**

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

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

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

As Wyoming's only public university, we are committed to scholarship, outreach and service that extend our human talent and technological capacity to serve the people in our communities, our state, the nation and the world.

**TRUSTEES OF THE UNIVERSITY OF WYOMING AGENDA**  
**July 15-16, 2020**

*Note: Only topics that have support materials provided in advance of the meeting are contained within this report. Topics that will be discussed with only a verbal report do not have information included.*

**WORK SESSIONS**

Next Cycle of Planning Initiatives – Seidel/Theobald *[verbal report]*  
COVID-19 Update – Theobald .....5  
Tuition Recommendations and Timeline – McKinley/Jewell ..... 7  
Wyoming Post-Secondary Educational Attainment – 5 year and 10 year Strategic Plan, Caldwell/Hicswa  
UW Foundation Fundraising Priorities – Blalock *[materials provided as supplemental]*  
Science Initiative Programs – Lyford/Synakowski..... 12  
Flipping the Classroom –Watson/Boggs..... 14  
Shared Governance – Theobald/Alexander *[materials provided as supplemental]*  
*Facilities Contracting Committee; John McKinley (Chair)*  
**Consideration and Action:**

- Ivinson Parking Garage Exterior Design ..... 16
- Construction Delivery Method and Project Approval for College of Business Student Success Center ..... 18
- College of Law Construction Delivery Method..... 19

*Biennium Budget Committee; John McKinley (Chair)*  
*Research and Economic Development; David Fall (Chair)*  
*Academic and Student Affairs Committee; Michelle Sullivan (Chair)*  
**Consideration and Action:**

- Request for Authorization-Online Graduate Certificate in Energy Business .....21
- Request for Authorization-Online Graduate Certificate in Financial Planning.....22

*Fiscal and Legal Affairs Committee; Macey Moore (Chair)*  
*Vice President and Dean Search Committee – Laura Schmid-Pizzato (Chair)*  
Trustees Meeting Schedule for 2023-2024 – Marsh *[materials provided as supplemental]*  
Trustees Annual Schedule of Items to Approve, Discuss, or Report – Marsh *[materials provided as supplemental]*

**Business Meeting**

Roll Call

Approval of UW Board of Trustees Meeting Minutes (*Public Session and Executive Session*) – Marsh

- June 10, 2020, Board of Trustees Conference Call Meeting
- June 23, 2020 “Special Meeting”

Reports

- ASUW
- Staff Senate
- Faculty Senate

Public Testimony [*Scheduled for Thursday, July 16, 2020, at 11:00 a.m.*]

Committee of the Whole

Regular Business

Board Committee Reports [*Scheduled for Thursday, July 16, 2020, at 1:45 p.m.*]

**Trustee Committees and Board Liaisons**

*[Note: Committees of the Board will provide reports during the regular work sessions and do not have a formal report to provide during the Business Meeting. Liaisons will provide a written report prior to the regular July 16, 2020, Business Meeting.]*

**Proposed Items for Action:**

- Approval of Agreements, Contracts, and Procurements – Evans
- Contracts and Grants Report – Jewell/Synakowski .....23
- Personnel – Appointment of Academic/Non Academic Employees – Alexander/Seidel

**Information Only Items:** [no action, discussion or work session]

- Contracts and Procurement Report (per UW Regulation 7-2) – Evans .....24
- Capital Construction Report – McKinley/Mai.....26
- Foundation Monthly Giving Report – Blalock

New Business

Date of Next Meeting: August 12, 2020 (conference call)

Adjourn meeting



**AGENDA ITEM TITLE: COVID-19 Update, Theobald/Evans/  
Benham Deal/Chestnut/Jewell/Baldwin**

**SESSION TYPE:**

- Work Session  
 Education Session  
 Information Item  
 Other:  
[Committee of the Whole – Items for Approval]

*Attachments are provided with the narrative.*

**APPLIES TO STRATEGIC PLAN:**

- Yes (select below):  
 Driving Excellence  
 Inspiring Students  
 Impacting Communities  
 High-Performing University  
 No [Regular Business]

**EXECUTIVE SUMMARY:**

At the June 2020 Board of Trustees Conference Call, the Board approved the University's *Plan to Restart Campus and Restore Normal Operations*. At the June 23, 2020, Special Meeting, the Board authorized modification to the *Plan* to allow for limited double occupancy rooms.

At the June Board of Trustees meeting, the Trustees asked for information on the following items to be presented at the July meeting:

- Detailed communications plan
- Establishment of a decision tree matrix
- Testing protocols
- Development of a specific and enforceable policy

Attached are the communications plan and the testing protocols. We will supplement the decision tree matrix and COVID-19 policy before the Board meeting.

The University is also seeking approval for two additional modifications to the fall plan:

- Clarification on wearing of masks, including visitors
- Flexibility for administration to modify the plan as the COVID-19 situation changes and evolves

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

At the June 2020 Board of Trustees Conference Call, the Board approved the University's *Plan to Restart Campus and Restore Normal Operations*. At the June 23, 2020 Special Meeting, the Board authorized modification to the *Plan* to allow for limited double occupancy rooms in the residence halls.

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

Information requested at the last meeting and request for modifications to the *Plan to Restart Campus and Restore Normal Operations*.

**ACTION REQUIRED AT THIS BOARD MEETING:**

Review and consideration of the requested modifications.

**PROPOSED MOTION:**

“I move to authorize modification to the University’s *Plan to Restart Campus and Restore Normal Operations* to require visitors to campus to wear face coverings. I also move to allow UW administration the flexibility to make further modifications to the *Plan* without Board approval as the COVID-19 situation changes and evolves.”

**PRESIDENT’S RECOMMENDATION:**

The president recommends approval.

**AGENDA ITEM TITLE: Tuition Recommendations and Timeline, McKinley/Jewell**

**SESSION TYPE:**

- Work Session
- Education Session
- Information Item
- Other:  
[Committee of the Whole – Items for Approval]

**APPLIES TO STRATEGIC PLAN:**

- Yes (select below):
  - Driving Excellence
  - Inspiring Students
  - Impacting Communities
  - High-Performing University
- No [Regular Business]

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

**EXECUTIVE SUMMARY:**

The Administration recommends that the topic of tuition rates for the 2021-22 academic year (FY2022) be addressed at the Trustees' November 2020 meeting.

At the November 2020 meeting, the Administration will have more information regarding the enrollment and financial impacts of the COVID-19 pandemic and thus will be able to make better-informed recommendations for the 2021-22 academic year tuition rates.

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

The Board of Trustees reviewed and approved its current Tuition Policy in November 2018.

At its July 2019 meeting, the Trustees approved the tuition rates for the 2020-21 academic year (FY2021).

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

The Board of Trustees' Tuition Policy outlines that the Administration may make recommendations regarding tuition rate increases on an annual basis for the Trustees' consideration.

**ACTION REQUIRED AT THIS BOARD MEETING:**

N/A

**PROPOSED MOTION:**

N/A

**PRESIDENT'S RECOMMENDATION:**

N/A

**AGENDA ITEM TITLE: Wyoming Post-secondary Educational Attainment Strategic Plan,  
Hicswa/Caldwell**

SESSION TYPE:

- Work Session
- Education Session
- Information Item
- Other:

[Committee of the Whole – Items for Approval]

APPLIES TO STRATEGIC PLAN:

- Yes (select below):
  - Driving Excellence
  - Inspiring Students
  - Impacting Communities
  - High-Performing University
- No [Regular Business]

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

EXECUTIVE SUMMARY:

The Educational Attainment Executive Council (EAEC) met for a full day meeting on May 19, 2020, via remote access on Zoom. The outcome was the formal adoption of the final Wyoming State Educational Attainment Strategic Plan for 5-years and 10-years. The plan is attached.

The plan is a concise document consisting of 9-pages. The final draft was released in January 2020 to provide for a public comment period, which resulted in revisions to the plan. Additionally, Governor Mark Gordon, Speaker of the House Steve Harshman, and Senate President Drew Perkins all incorporated some aspect of the importance of educational attainment as a fundamental building block to long-term economic vitality of Wyoming as they opened the 2020 Legislative Session.

The Wyoming Post-secondary Educational Attainment 5-Year and 10-Year Strategic Plan includes Areas of Focus, Metrics that Matter, and metrics and targets that are aggressive and achievable. You received a status report multiple times over the last two years with the most recent BOT presentation in January 2020 followed by formal quarterly updates in January 2020 and April 2020. The final plan was also provided to the BOT in May 2020 following the plan adoption.

The efforts will now move to raising awareness, completing an Economic Impact Study for Wyoming including the regions within Wyoming, implementing action steps, and monitoring progress. There is considerable attention on connecting education and the workforce as well as the need to focus on disproportionately impacted populations such as low income, women, minorities, and adult learners.

Co-Chairs: Dr. Stefani Hicswa, President Northwest College and Dr. Neil Theobald, Acting President University of Wyoming (*Dr. Kent Drummond, UW President Designee*)

(Note: Dr. Ed Seidel, Incoming President University of Wyoming, was in attendance when the plan was adopted. He has committed to serving as the EAEC co-chair rather than appointing a designee.)

Members:

Superintendent Jillian Balow  
Representative Cathy Connolly  
Senator Jeff Wasserburger

Cindy DeLancey, President Wyoming Business Alliance  
Josh Dorrell, CEO Wyoming Business Council  
Gillian Chapman, Superintendent Teton County School District  
Owen St. Clair, Superintendent Wyoming Indian Schools  
Robin Cooley, Director Department of Workforce Services  
Lachelle Brant, Policy Advisor for Governor Gordon

WICHE Attainment Taskforce and Staff: Additional 25 members provide support, expertise, and guidance to the Attainment Council.

The Wyoming Community College Commission is statutorily the housing agency for the EAEC and plan implementation with support provided by the DWS, WBC, WDE, community colleges, and UW.

The plan incorporates the 2017 joint resolution between the Wyoming Community College Commission and the UW Board of Trustees to establish a post-secondary educational attainment goal of 60%. As such, the EAEC formally adopted a two-phased set of goals for 2025:

- a. Leading the Nation Economic-Level: 60% by 2025 and 75% by 2040
- b. Aspirant-Level: 67% by 2025 and 82% by 2040.

The Focus Areas are as follows:

#### *Focus Areas*

Primary areas of focus of the 5-year and 10-year Wyoming Statewide Educational Master Plans to achieve the attainment goals of 60-67% by 2025 and 75-82% by 2040 are:

- I. Alignment of Workforce, Workplace, and Post-Secondary Programs
- II. Access and Infrastructure for Recruitment, Retention, and Completion
- III. Funding and Affordability
- IV. College-Going Culture K-12, Adults, and Business/Industry

#### *Metrics That Matter*

The Metrics that Matter reflect the end metrics after the 10-year plan ends in 2030. Data based on 2018 baseline listed in parentheses.

1. Third grade reading level should increase by 10% in alignment with W.S. 21-3-410 (c) in which 85% of all third grade students should meet or exceed proficiency levels *{Current combined English Language Arts test: 54.8%}*
2. High school graduation of entering 9<sup>th</sup> grade students should increase by 10% *{Current: 81.7}*
3. High school to post-secondary credential program matriculation within one year of high school completion should increase by 20% *{Current: 42.7}*
4. Credential productivity rates (per 100 FTE) at the community colleges will increase by 100%; and university should increase by 70% *{Current: 30.3 community colleges; 25.1 university}*
5. Adult participation and completion of higher education will increase 300% *{Current: 17.8}*

## **IMPLEMENTATION AND ACCOUNTABILITY**

### **ENSURING THE STATE'S NEEDS ARE MET**

Progress on the Focus Areas, Goals, Metrics, and Targets of this plan as well as the implementation strategies and accountability listed below will be monitored and tracked with progress reported annually beginning in 2020 by the WCCC as required in Wyoming Statutes. Updates and revisions to the plan based on current efforts, data, and economic changes will be reported as well.

While there are most aspects within the plan, a few highlights include:

### **Priorities Established for 2020-2021: IMPLEMENT STRATEGIES ACROSS ENTITIES**

1. Completion of the Gap Analysis via Economic Impact/ROI Study.
2. Wyoming's Tomorrow Task Force will continue to meet throughout the next biennium to monitor, update, and recommend legislation to the JEIC on educational attainment in Wyoming with particular focus on adult learners.
3. Develop opportunities to increase apprenticeships, internships, and externships integration statewide across post-secondary credential programs utilizing the expanded IRAP rules for apprenticeships.
4. Implement Adult Readiness Assessment at the university and community colleges including Prior Learning Assessment that incorporates testing such as CLEP, work experience, specialized expertise, micro-credentials, competency-based, or industry-recognized credentials
5. Develop partner entities including the education entities and state agencies Strategic Plans or other appropriate entity agency document aligned with attainment plans
6. Systematic study/audit of public policy on the barriers to implementation and success of the educational attainment goals
7. Communicate plan with Wyoming citizens, business leaders and other interested parties

### **Priorities Planned for 2021-23: Agencies, Entities, and Institutions Implementation and Accountability**

#### *Development of Partner Strategic Plans, Assessment Plans, and Credential Tracking*

1. Pursuant to W.S. 21-18-202 and 9-12-1402, the Wyoming Community College Commission shall develop and implement a new statewide community college system strategic plan that, in part, integrates the appropriate aspects of this Educational Attainment Plan. The status of the plan development and implementation shall be required in advance of biennial and supplemental budget requests.
2. Pursuant to W.S. 21-18-202 and 9-12-105 and 9-12-1402, the seven community colleges shall develop their next college strategic plans, in part, in alignment with the statewide community college system strategic plan. Each college shall identify how it will create action plans and implement the attainment goals at the local and regional level consistent with this Educational Attainment Plan. Status updates shall be reported to the WCCC on a biennial basis in advance of the WCCC biennial and supplemental budget requests.
3. Pursuant to W.S. 21-17-108 and 9-12-105 and 9-12-1402, the University of Wyoming shall develop its next university strategic plan, in part, in alignment with this Educational Attainment

Plan. The University shall identify how it will create action plans and implement the attainment goals. Status updates shall be reported to the WCCC on a biennial basis in advance of the UW biennium budget request.

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

There have been numerous updates to the UW Board of Trustees including the most recent submission of an official quarterly update in April 2020 and the notice of plan adoption in May 2020.

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

Formal plan was adopted and implementation is to move forward. The plan required inclusion in the UW Strategic Plan.

**ACTION REQUIRED AT THIS BOARD MEETING:**

None.

**PROPOSED MOTION:**

N/A

**PRESIDENT'S RECOMMENDATION:**

N/A

**AGENDA ITEM TITLE: Update: Science Initiative Programs, Lyford/Synakowski**

**SESSION TYPE:**

- Work Session
- Education Session
- Information Item
- Other:

[Committee of the Whole – Items for Approval]

**APPLIES TO STRATEGIC PLAN:**

- Yes (select below):
  - Driving Excellence
  - Inspiring Students
  - Impacting Communities
  - High-Performing University
- No [Regular Business]

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

**EXECUTIVE SUMMARY:**

The Science Initiative (SI) programs began serving students and faculty during the 2015-2016 academic year with funding from the Wyoming State Legislature. With only about 20% of the envisioned funding provided, program development has focused on the SI programs that most directly impact student success, the core driver of the SI programs.

The Learning Actively Mentoring Program (LAMP), led by Rachel Watson, trains STEM faculty to engage students in their own learning through use of a variety of active learning strategies. To facilitate active learning in courses, particularly large introductory STEM courses, Rachel also trains undergraduate Learning Assistants to aid UW instructors in their classrooms. As demonstrated by numerous educational studies, many now being conducted by our own faculty and students, active learning increases student success and persistence in STEM classes. In addition, surveys indicate LAMP trained faculty were able to quickly and effectively adapt to the new online teaching world with the spread of COVID-19.

The Wyoming Research Scholars Program (WRSP) provides intensive faculty-mentored research opportunities for our undergraduate students. Under the leadership of Jamie Crait, the program has now engaged over 100 students, many of which have now presented their research at national meetings and through publication in prominent journals. These research opportunities, the ultimate form of active learning in STEM fields, engages a diverse set of students and prepares them for future academic and job success. Jamie has also led the development of a suite of courses aimed at providing a broader set of students with research opportunities early in their academic careers. We look to continue development of these Course-based Undergraduate Research Experiences (CUREs) to broaden student engagement in STEM fields.

The activities of both LAMP and WRSP over the past several years led to the development of a K-12 outreach and inreach program referred to as the SI Roadshow. To date, we have engaged thousands of students in hands-on classroom and field-based activities, each tailored to fit teacher curricula and meet state science standards. With the great success of the Roadshow and the desire for increased engagement voiced by teachers across the state, we will be expanding Roadshow offerings in the coming year, led by Karagh Brummond.

This past year we initiated a seed grant program to increase the ability for faculty to secure external grants, but it has only been funded on a one-time basis from the Legislature. Also yet to come with additional funding are a Ph.D. Scholars program, instruments and staffing for a new core research facility in the SI building known as CASI (Center for Advanced Scientific Instrumentation), and the completion of a one-of-a-kind educational suite in the SI building to



support LAMP, WRSP, and the Roadshow, known as SCROLL (Student Collaborative Research and Outreach Learning Laboratory).

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

The Board has been informed and updated about Science Initiative Programs from their conception.

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

Provide information about the current progress of the Science Initiative Programs.

**ACTION REQUIRED AT THIS BOARD MEETING:**

N/A.

**PROPOSED MOTION:**

N/A.

**PRESIDENT'S RECOMMENDATION:**

N/A.

**AGENDA ITEM TITLE: Flipping the Classroom: moving away from emergency teaching through active, purposefully designed, learner-centered classes, Watson/Boggs**

SESSION TYPE:

- Work Session
- Education Session
- Information Item
- Other:

[Committee of the Whole – Items for Approval]

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

APPLIES TO STRATEGIC PLAN:

- Yes (select below):
  - Driving Excellence
  - Inspiring Students
  - Impacting Communities
  - High-Performing University
- No [Regular Business]

EXECUTIVE SUMMARY:

During the COVID-19 pandemic, educators teaching spring 2020 face-to-face classes were asked to transition rapidly to remote instruction, emergency remote teaching (ERT). Planning a quality online learning environment takes a great deal of time and support. ERT is distinctly different and requires creative problem solving, flexibility, and deep knowledge about teaching and learning. Instructor ability to make the transition to ERT has been varied as has the efficaciousness of instruction. At UW, support provided by educational development programs such as the Ellbogen Center for Teaching and Learning (ECTL) and the Learning Actively Mentoring Program (LAMP) was quickly implemented. In May of 2020, LAMP partnered with the ECTL and the University’s COVID-19 “Reflection, Assessment and Lessons Learned” sub-committee to send a survey to UW instructors, asking questions about the shift to online teaching necessitated by COVID-19 during the final 6 weeks of the Spring 2020 semester – 252\* completed the survey. UW educators were asked to compare student achievement in their emergency remote courses through learning assessments they had performed in the current semester and in prior semesters. Educators with no educational development were much less likely to assess their students as meeting class outcomes. In sweeping contrast, educators who had engaged in semester or year-long development programs (such as LAMP) assessed their students as meeting or exceeding outcomes. This vast difference roots in experience that these educators have in developing courses that are resilient. Such courses were easily transitioned online. Resilient pedagogies are learner-centered strategies. They are active learning strategies. They include modalities such as team-based learning and problem-based learning.

In *Nature Magazine*, in 2015, Mitchell Waldrop wrote, “Active problem-solving confers a deeper understanding of science than does a standard lecture. But some university lecturers are reluctant to change track”. The “track” analogy is particularly poignant, for in a traditional lecture-based model, students are led down a single route by a professor and asked, like sponges, to absorb everything that that instructor says. It is, in part, the traditional lecture hall that sustains ineffective teaching practices. This environment is the least conducive to learning. And, while the transition to remote teaching during the COVID-19 crisis has come with struggle, it also provides an opportunity to transition from lectures to learner-centered pedagogies. Both team-based and problem-based active learning modalities generally utilize a flipped classroom approach. In a flipped classroom, students engage with content prior to coming to class. This allows the class time to be used for active, collaborative problem solving.

In this session, The Board of Trustees will have the opportunity to experience being students in a flipped classroom. The preparation for this session (we call this the “Pre-Party) is a [4-minute video](#) and a [2-minute reading](#) that will allow learners to describe when, where and how the brain learns best. The learners, Board of Trustees, will come to the session prepared for a readiness assurance test, two questions to which they can poll in with answers. They will then engage in active problem solving. The educational developers leading the session are Christi Boggs (Lead of Digital Teaching & Learning within of the Ellbogen Center for Teaching and Learning), Rachel Watson (Director of the Science Initiative’s Learning Actively Mentoring Program (LAMP)) and Liam Guille (Undergraduate Molecular Biology Major and Learning Assistant for the LAMP).

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

Unknown

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

We aim to allow the Board of Trustees to differentiate between emergency remote teaching and purposeful blended and online instructional design models. We have shown that UW educators who have training in the latter are more likely to assess their students as meeting or exceeding learning outcomes. Additionally, we will allow the BOT to experience being a student in an active, purposefully designed, learner-centered class.

**ACTION REQUIRED AT THIS BOARD MEETING:**

Information only. No action required.

**PROPOSED MOTION:**

N/A

**PRESIDENT’S RECOMMENDATION:**

N/A

**AGENDA ITEM TITLE: Iverson Parking Garage Exterior Design, Mai**

**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:**

University Regulation 6-9 requires an Exterior Design Advisory Committee (EDAC) to be established for capital construction projects. The committee is chaired by a Trustee and is charged with ensuring the design of the facility is consistent with the architectural context of the University and that the project conforms to the Campus Master Plan and the Historic Preservation Plan. Once the process is complete, the EDAC makes a recommendation to the Board’s Facilities Contracting Committee, who subsequently makes a recommendation to the full Board for approval.

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

May, 2020 – Board approved selection of a CMAR.

March, 2020 – Board authorized Administration to execute a Level 3 design services contract with By Architectural Means, in association with Anderson Mason Dale Architects for the Iverson Parking Garage project.

December, 2019 – Board authorized Administration to execute a pre-design services contract with By Architectural Means in association with Anderson Mason Dale Architects for the Iverson Parking Garage project.

September, 2019 - Board authorized the construction of a multi-story parking garage on the Iverson parking lot site.

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

Pursuant to University Regulation 6-9, the exterior design of all new or renovated facilities require Board of Trustee approval prior to proceeding with subsequent design phases.

**ACTION REQUIRED AT THIS BOARD MEETING:**

Board approval of the Iverson Parking Garage exterior design as recommended by the project’s Exterior Design Advisory Committee and Facilities Contracting Committee and authorize Administration to proceed with the design and construction documents.

**PROPOSED MOTION:**

“I move to approve the exterior design of the Iverson Parking Garage as recommended by the Exterior Design Advisory Committee and the Facilities Contracting Committee and authorize Administration to proceed with the design and construction documents”.

**PRESIDENT'S RECOMMENDATION:**  
The President recommends approval.

**AGENDA ITEM TITLE: Construction Delivery Method and Project Approval for College of Business Student Success Center, Mai**

**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:**

Pursuant to UW Regulation 6-9(III)(F), Administration is recommending that the Board approve Design-Bid-Build (hard bid) as the delivery method for the College of Business – Student Success Center. Administration is recommending Design-Bid-Build for the project, due to limited exposure to risk associated with the project’s size, scope, and budget.

Contingent upon approval of delivery method for the College of Business – Student Success Center, Administration is recommending the authorization to move forward with public advertisement for construction bids.

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

May 2019 - Board of Trustees approved moving forward with Level II and III planning for the College of Business Student Success Center.  
August 2019 - Board of Trustees authorized negotiations with the highest-ranking design team, TDSI.  
March 2020 - Board of Trustees tabled the recommendation on a project delivery method until acceptable funding sources were identified.

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

Pursuant to UW Regulation 6-9(III)(F), the Board of Trustees shall approve the construction delivery method for projects over \$500,000.00.

Pursuant to UW Regulation 6-9(III)(G), the Board of Trustees shall authorize commencement of the construction process, dependent on securement of adequate funding for construction of the project.

**ACTION REQUIRED AT THIS BOARD MEETING:**

Board approval for a Design-Build-Build construction delivery method and permission to proceed with bidding for the College of Business – Student Success Center project.

**PROPOSED MOTION:**

“I move to authorize Administration to utilize Design-Bid-Build as the construction delivery method, and to publicly advertise for construction bids, for the College of Business – Student Success Center project.”

**PRESIDENT’S RECOMMENDATION:**

The President recommends approval.

**AGENDA ITEM TITLE: College of Law Construction Delivery Method, Mai**

**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:**

University Regulation 6-9 requires that if Level III design and construction funding is secured, the Vice President for Finance and Administration, subject to approval of the President, shall submit a recommendation for construction delivery method to the Facilities Contracting Committee for review prior to submission to the Board. Of the construction delivery methods permitted by law (W.S. 16-6-701), the following are approved by the Board for use at the University: Design-bid-build; Construction Manager-at Risk (CMAR); and Design-Build.

In May, 2020, the Board authorized proceeding with design and construction documents for the project with the requirement that all funds shall be paid via private monies raised for the project by the College of Law.

To complete the construction documents Administration seeks approval of a project delivery method of CMAR. This delivery method is advantageous as it includes design phase services to aid in preparing accurate cost estimates, schedules, constructability reviews as well as soliciting and promoting the project to subcontractors prior to bidding.

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

March, 2019 – Board authorized Administration to enter into contract negotiations with By Architectural Means of Cheyenne, WY in consultation with VMDO for the Law School Expansion and Renovation.

September, 2019 – Board approved the exterior design of the facility.

March, 2020 – Board authorized Administration to execute a design contract amendment with By Architectural Means for previously incurred design fees to be paid from the private funds raised for the project.

May 2020, Board authorized to execute an agreement for design and construction administration services with By Architectural Means.

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

Pursuant to University Regulation 6-9, the project delivery method for all capital construction projects shall be approved by the Board.

**ACTION REQUIRED AT THIS BOARD MEETING:**

Board approval of the CMAR delivery method for the Law School Expansion and Renovation.

**PROPOSED MOTION:**

“I move to authorize Administration to utilize the CMAR delivery method for the College of Law Expansion and Renovation project”.

**PRESIDENT’S RECOMMENDATION:**

The President recommends approval.



**AGENDA ITEM TITLE: Online Graduate Certificate in Energy Business, Ahern**

**SESSION TYPE:**

- Work Session
- Education Session
- Information Item
- Other:

[Committee of the Whole – Items for Approval]

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

**APPLIES TO STRATEGIC PLAN:**

- Yes (select below):
  - Driving Excellence
  - Inspiring Students
  - Impacting Communities
  - High-Performing University
- No [Regular Business]

**EXECUTIVE SUMMARY:**

The College of Business established a full-time Energy Management MBA program in 2012 and launched a part-time, online Energy concentration MBA option in 2017. Energy, natural resources, and sustainability have long been strengths for the College of Business, and a critical source of reputation. The Online Graduate Certificate repackages the existing course offering into a Graduate level credential which is made available to non-degree seeking graduate students. The certificate will provide students with the education, training and skills necessary to work in the energy industry as a financial statement analyst, manager, auditor, or accountant. Students will develop a working understanding of supply chain management and its application in the energy industry, and they will be able to utilize complex, modern finance concepts to evaluate project investments in the energy industry.

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

The Board’s Academic and Student Affairs Committee has considered and reported to the Board on the Notice of Intent (January 2019) for this program.

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

University of Wyoming Regulation 2-119 requires that the Board approve all new degree programs and lays out the process for that approval.

**ACTION REQUIRED AT THIS BOARD MEETING:**

Consideration for approval of new Graduate Certificate in Energy Business.

**PROPOSED MOTION:**

“I move that the Request for Authorization for the new program, the **Graduate Certificate in Energy Business**, be approved.”

**PRESIDENT’S RECOMMENDATION:**

The President recommends approval of the program and adherence to the guidelines laid out in the Request for Authorization.

**AGENDA ITEM TITLE: Online Graduate Certificate in Financial Planning, Ahern**

**SESSION TYPE:**

- Work Session
- Education Session
- Information Item
- Other:

[Committee of the Whole – Items for Approval]

**APPLIES TO STRATEGIC PLAN:**

- Yes (select below):
  - Driving Excellence
  - Inspiring Students
  - Impacting Communities
  - High-Performing University
- No [Regular Business]

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

**EXECUTIVE SUMMARY:**

The Certificate in Financial Planning is designed for students who have completed an undergraduate degree in business from an AACSB-accredited institution. The proposed curriculum is in line with the CFP® Board’s Principal Knowledge Topics and covers principles and practices of essential areas of financial planning. The graduates of the certificate will have comprehensive understandings of the various topics in financial planning and will complete a written financial plan for a client through the capstone course. The certificate will provide students with the education, training and skills necessary to be able to sit for the Certified Financial Planner (CFP) examination. Students will develop an understanding of wealth management, investment management, tax planning, estate planning, and insurance and retirement planning.

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

The Board’s Academic and Student Affairs Committee has considered and reported to the Board on the Notice of Intent (May 2019) for this program.

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

University of Wyoming Regulation 2-119 requires that the Board approve all new degree programs and lays out the process for that approval.

**ACTION REQUIRED AT THIS BOARD MEETING:**

Consideration for approval of new Graduate Certificate in Financial Planning.

**PROPOSED MOTION:**

“I move that the Request for Authorization for the new program, the **Graduate Certificate in Financial Planning**, be approved.”

**PRESIDENT’S RECOMMENDATION:**

The President recommends approval of the program and adherence to the guidelines laid out in the Request for Authorization.

**AGENDA ITEM TITLE: Approval of Contracts and Grants Report, Synakowski**

**SESSION TYPE:**

- Work Session
- Education Session
- Information Item
- Other:  
[Committee of the Whole – Items for Approval]

**APPLIES TO STRATEGIC PLAN:**

- Yes (select below):
  - Driving Excellence
  - Inspiring Students
  - Impacting Communities
  - High-Performing University
- No [Regular Business]

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

**EXECUTIVE SUMMARY:**

The Division of Research and Economic Development provides a list of all Contract and Grants awarded to the University of Wyoming. This report provided data on a monthly basis. Attached is a list of all research grants and contracts awarded during the fourth quarter of FY20.

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

At each meeting the Board approves or disapproves the Contract and Grants Report.

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

UW Regulation 5-2 requires that all research grants, contracts and gifts be accepted or rejected by the Board.

**ACTION REQUIRED AT THIS BOARD MEETING:**

Board approval or disapproval of the Contract and Grants Report.

**PROPOSED MOTION:**

I move to approve the Contract and Grants Report as presented to the Board.

**PRESIDENT'S RECOMMENDATION:**

The President recommends approval.

**AGENDA ITEM TITLE: Service Contract and Procurement Reports, Evans**

**SESSION TYPE:**

- Work Session  
 Education Session  
 Information Item  
 Other:  
[Committee of the Whole – Items for Approval]

**APPLIES TO STRATEGIC PLAN:**

- Yes (select below):  
 Driving Excellence  
 Inspiring Students  
 Impacting Communities  
 High-Performing University  
 No [Regular Business]

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

**EXECUTIVE SUMMARY:**

Per UW Regulation 7-2 (Signature Authority), unless otherwise limited by UW Regulation or reserved by the Board of Trustees, the President shall have authority to approve and/or sign University contracts, federal contracts, agreements, memorandums of understanding, and procurements that involve an external party, require consideration (paid or received) valued less than \$1,000,000 (one-time or in aggregate), and for which the term is less than five years. The President may delegate this authority to University Officers for such contracts, federal contracts, agreements, memorandums of understanding, and procurements that require consideration (paid or received) valued less than \$500,000 (one-time or in aggregate) and for which the term is less than five years.

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

- 1) Service Contracts (including contracts, federal contracts, agreements, and memorandums of understanding) valued at \$50,000 or above (one-time or in aggregate) from April 16, 2020 – June 15, 2020
- 2) Procurements valued at \$50,000 or above (one-time or in aggregate) from April 16, 2020 – June 15, 2020

Service contract workflow

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

Procurement workflow

Cost Center Managers (business manager level or designee) approve all purchases, and are the final approvers for purchases of \$99,999 or less. Deans/Associate Vice Presidents are the final approvers for purchases between \$100,000 and \$249,999. Vice Presidents are the final approvers for purchases between \$250,000 and \$499,999. The President is the final approver for purchases between \$500,000 and \$999,999. The Board of Trustees approves purchases of \$1,000,000 and above.

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

Standing information item at each in-person Board of Trustees meeting.

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

Per UW Regulation 7-2 (Signature Authority), at each regular meeting of the Board of Trustees (excluding conference calls), the President shall provide a written report to the Board of Trustees identifying each contract, federal contract, agreement, memorandum of understanding, or procurement valued at \$50,000 or above (one-time or in aggregate) signed by the President or designee under this provision.

**ACTION REQUIRED AT THIS BOARD MEETING:**

N/A. Information Only.

**PROPOSED MOTION:**

N/A. Information Only.

**PRESIDENT'S RECOMMENDATION:**

N/A. Information Only.

**AGENDA ITEM TITLE: Capital Construction Report, Mai**

**SESSION TYPE:**

- Work Session
- Education Session
- Information Item
- Other:

[Committee of the Whole – Items for Approval]

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

**APPLIES TO STRATEGIC PLAN:**

- Yes (select below):
  - Driving Excellence
  - Inspiring Students
  - Impacting Communities
  - High-Performing University
- No [Regular Business]

**EXECUTIVE SUMMARY:**

The capital construction report can be found in the supplemental materials report. It provides the progress and activity of construction and design projects that are currently in progress at the University as well as approved change orders.

**PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:**

The Board receives regular updates on the Capital Construction at the University of Wyoming

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

To update the Board on the Capital Construction at the University.

**ACTION REQUIRED AT THIS BOARD MEETING:**

None

**PROPOSED MOTION:**

None

**PRESIDENT'S RECOMMENDATION:**

**THE UNIVERSITY OF WYOMING**  
**BOARD OF TRUSTEES'**  
**SUPPLEMENTAL MATERIALS**  
**REPORT**

**July 15-16, 2020**

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

## **University of Wyoming Mission Statement (July 2017)**

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

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

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

As Wyoming's only public university, we are committed to scholarship, outreach and service that extend our human talent and technological capacity to serve the people in our communities, our state, the nation and the world.



**TRUSTEES OF THE UNIVERSITY OF WYOMING AGENDA**  
**July 15-16, 2020**

*Note: Only topics that have support materials provided in advance of the meeting are contained within this report. Topics that will be discussed with only a verbal report do not have information included.*

**WORK SESSIONS**

Next Cycle of Planning Initiatives – Seidel/Theobald *[verbal report]*  
COVID-19 Update – Theobald .....5  
Tuition Recommendations and Timeline – McKinley/Jewell .....11  
Wyoming Post-Secondary Educational Attainment – 5 year and 10 year Strategic Plan, Caldwell/Hicswa..13  
UW Foundation Fundraising Priorities – Blalock *[materials provided as supplemental]*  
Science Initiative Programs – Lyford/Synakowski.....27  
Flipping the Classroom –Watson/Boggs.....50  
Shared Governance – Theobald/Alexander *[materials provided as supplemental]*  
*Facilities Contracting Committee; John McKinley (Chair)*  
**Consideration and Action:**

- Ivinson Parking Garage Exterior Design ..... 54
- Construction Delivery Method and Project Approval for College of Business Student Success Center ..... 65
- College of Law Construction Delivery Method

*Biennium Budget Committee; John McKinley (Chair)*  
*Research and Economic Development; David Fall (Chair)*  
*Academic and Student Affairs Committee; Michelle Sullivan (Chair)*  
**Consideration and Action:**

- Request for Authorization-Online Graduate Certificate in Energy Business .....68
- Request for Authorization-Online Graduate Certificate in Financial Planning.....89

*Fiscal and Legal Affairs Committee; Macey Moore (Chair)*  
*Vice President and Dean Search Committee – Laura Schmid-Pizzato (Chair)*  
Trustees Meeting Schedule for 2023-2024 – Marsh *[materials provided as supplemental]*  
Trustees Annual Schedule of Items to Approve, Discuss, or Report – Marsh *[materials provided as supplemental]*

**Business Meeting**

Roll Call

Approval of UW Board of Trustees Meeting Minutes (*Public Session and Executive Session*) – Marsh

- June 10, 2020, Board of Trustees Conference Call Meeting
- June 23, 2020 “Special Meeting”

Reports

- ASUW
- Staff Senate
- Faculty Senate

Public Testimony [*Scheduled for Thursday, July 16, 2020, at 11:00 a.m.*]

Committee of the Whole

Regular Business

Board Committee Reports [*Scheduled for Thursday, July 16, 2020, at 1:45 p.m.*]

**Trustee Committees and Board Liaisons**

*[Note: Committees of the Board will provide reports during the regular work sessions and do not have a formal report to provide during the Business Meeting. Liaisons will provide a written report prior to the regular July 16, 2020, Business Meeting.]*

**Proposed Items for Action:**

- Approval of Agreements, Contracts, and Procurements – Evans
- Contracts and Grants Report – Jewell/Synakowski .....107
- Personnel – Appointment of Academic/Non Academic Employees – Alexander/Seidel

**Information Only Items:** [no action, discussion or work session]

- Contracts and Procurement Report (per UW Regulation 7-2) – Evans .....121
- Capital Construction Report – McKinley/Mai.....127
- Foundation Monthly Giving Report – Blalock

New Business

Date of Next Meeting: August 12, 2020 (conference call)

Adjourn meeting

**AGENDA ITEM TITLE:** COVID-19 Update, Theobald/Evans/Benham Deal/Chestnut/Jewell/Baldwin

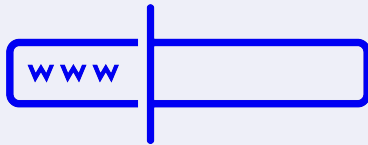


## Mark Your Calendar!

- August 3-7: Order Your Test
- August 13-14: Take Your Test
- August 17-21: Move-in Week
- August 24: Classes Start

# COVID-19 SALIVA TESTING

1



## Go to your personal link

You will be sent a unique pre-paid link to order COVID-19 test(s). Each link entitles you to ONE test. The link is assigned to you specifically and should not be shared or forwarded.

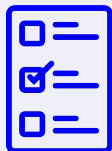
2



## Create your account

Click the link and create your account using a valid email and password. You only need to create an account once and you should use the same login information for any future test order.

3



## Enter your information

Each time you place an order, you will be asked to provide personal details, answer questions around exposure and symptoms (if any) and provide your shipping address.

4



## Complete your test order

Once you complete your order you will receive an email confirmation with order details.

5



## Meet our providers

When your tests arrive, read the blue instruction pamphlet included in your test kit to meet with a Vault test supervisor in a Zoom video call.

Once ordered, your test will be shipped to you via UPS.

- When you receive your order, join a Zoom room by going to [covidtest.vaulthealth.com](https://covidtest.vaulthealth.com) and signing in with your email and password.
- Don't eat, drink, chew gum, or smoke for 30 minutes before your test.
- Drop your package at a UPS dropoff point: [Find a location here](#)

You will receive an email from [hello@updates.vaulthealth.com](mailto:hello@updates.vaulthealth.com) with your result within 24 hours from when your package arrives at the lab.

## Communication Objectives

- Inform audiences of fall COVID-19 mandates and protocols
- Motivate audiences to conform to protocols
- Shape expectations about fall semester
- Emphasize Wyoming’s small population, wide open spaces and safety
- Remove stigma about testing and quarantine. Communicate honestly.
- Streamline messaging and delivery to ensure accurate messaging.

## Key Messages

- UW is putting your health and safety first as we look to welcoming all students back to campus.
- Together, we will work to keep our campus and community safe.
- Cowboys have the integrity to keep others around them safe while summoning the courage to lead by example.
- This fall may look and feel different, but UW is committed to providing students as much of the traditional experience as possible while keeping students, faculty and staff safe.

## Channels and Audiences

The table below combines the recommended communications approach from Alvarez & Marsal Healthcare Industry Group with communications strategy and tactics defined by Institutional Marketing.

Audience	Vehicle/ Tactic	Key Message(s)	Frequency	Owner (O) /Contributor (C)
University Community	Website	a) University Opening Plan b) FAQ c) Opening Letter from the President – including the Revised Code of Conduct d) Social Media messaging (Facebook & Twitter)	a) One time b) Ongoing c) One time d) Ongoing	(O) Communication Hub (C) COVID-19 PMO, University President (O) Communication Hub
Current Students	Website, Email (direct to Website) SMS	a) University Opening Plan b) Back to Campus Guide and Training c) Update to include potential or known infections, testing results remediation, tracing activities, and announcements from county health officer, local law enforcement, Student Government, and Student Life d) COVID-19 medical resources including testing sites, contact information for student health, local providers, mental health support providers, and emergency help	a) One time b) Update c) Weekly d) Weekly	(O) Communication Hub (C) COVID-19 PMO, University President, VP Student Affairs, ASUW Rep, Student Health Leadership

Audience	Vehicle/ Tactic	Key Message(s)	Frequency	Owner (O) /Contributor (C)
Current Students	Social Media	a) University Opening Plan b) Back to Campus Guide	a) Ongoing	(O) Communication Hub
Current Students	Video	a) Back to Campus Explainer Videos	a) Ongoing	(O) Communication Hub
Current Students	Townhall	a) University Opening Plan	a) One Time	(O) Communication Hub (C) COVID-19 PMO, University President, VP Student Affairs, Student Health Leadership
Current Students	On-Campus Collateral	a) Back to Campus Guide and Protocols	a) Fall launch	(O) Communication Hub
Parents	Website, Email (direct to Website)	a) University Opening Plan b) Back to Campus Guide and Training c) Update to include potential or known infections, testing results remediation, tracing activities, and announcements from county health officer and local law enforcement d) COVID-19 medical resources including testing sites, and contact information for student health, local providers, mental health support providers, and emergency help	a) One time b) Update c) Weekly  d) Weekly	(O) Communication Hub (C) COVID-19 PMO, University President, VP Student Affairs, Student Health Leadership
Parents	Social	a) University Opening Plan	a) Ongoing	(O) Communication Hub
Parents	Townhall	a) University Opening Plan	a) One time	(O) Communication Hub
Parents	Letter	a) University Opening Plan b) Back to Campus Guide (push to website)	a) One time	(C) COVID-19 PMO, University President, General Counsel, Human Resources Leadership, Staff Senate Leadership
Staff	Website, Email (direct to Website)	a) University Opening Plan b) Update to include potential or known infections, testing results remediation, tracing activities, and announcements from county health officer and local law enforcement c) Update to include announcements regarding telework, flexible work schedules, labor law updates, staff member FAQ, EAP updates, and employee health updates	a) One time b) Weekly  c) Weekly	(O) Communication Hub (C) COVID-19 PMO, University President, General Counsel, Human Resources Leadership, Staff Senate Leadership
Staff	Social	a) University Opening Plan	a) Ongoing	(O) Communication Hub
Staff	Video	a) University Opening Plan b) Back to Campus Guide	a) Ongoing	(O) Communication Hub

Audience	Vehicle/ Tactic	Key Message(s)	Frequency	Owner (O) /Contributor (C)
Staff	On-Campus Collateral	a) Back to Campus Guide and Protocols	a) Fall launch	(O) Communication Hub
Faculty	Website, Email (direct to Website)	a) University Opening Plan b) Weekly update to include potential or known infections, testing results remediation, tracing activities, and announcements from county health officer and local law enforcement c) Weekly staff update to include announcements regarding telework, flexible work schedules labor law updates, staff member FAQ, EAP updates, and employee health updates d) Weekly faculty update to include any changes to protocols for teaching, research, and faculty senate activities related to COVID-19	a) One time b) Weekly c) Weekly d) Weekly	(O) Communication Hub (C) COVID-19 PMO, University President, General Counsel Human Resources Leadership, Staff Senate Leadership(O) Communication Hub (C) COVID-19 PMO, University President, General Counsel, Faculty Senate Leadership, Provost and VP for Academic Affairs, VP for Research and Economic Development
Governmental Partners: State Executive Branch and Legislative leaders, State and County Departments of Health, Albany County, and City of Laramie	Meetings, Letters, Email and Website	a) University Opening Plan b) Weekly update to include potential or known infections, testing results remediation and tracing activities, and announcements from county health officer and local law enforcement c) Receive information regarding State legislative activities and funding opportunities d) Receive information regarding local infection rates and contact tracing efforts that might involve UW community members	a) One time b) Weekly c) As needed d) As needed	(O) Communications Hub (C) COVID-19 PMO, University President, General Counsel, Director of Govt Relations
Education Partners: Community Colleges and Albany County School District	Meetings, Letters, Email and Website	a) University Opening Plan b) Update to include potential or known infections, testing results remediation, tracing activities, and announcements from county health officer and local law enforcement c) Receive information regarding school district operations and services	a) One time b) Weekly c) As needed	(O) Communications Hub (C) COVID-19 PMO, University President, General Counsel, Director of Govt Relations
Health Care Partners: Ivinson, FQHCs, and local providers	Meetings, Letters, Email and Website	a) University Opening Plan b) Weekly update to include potential or known infections, testing results remediation, tracing activities, and announcements from county health officer and local law enforcement c) Receive information regarding local infection rates	a) One time b) Weekly c) As needed	(O) Communications Hub (C) COVID-19 PMO, University President, General Counsel,

Audience	Vehicle/ Tactic	Key Message(s)	Frequency Owner (O) /Contributor (C)
			Director of Govt Relations

## Communication Channels

- Social Media
- Public Relations
- Video Messaging
- Townhall (Online Webinar Style)
- Peer to peer communication
- Influencer Communication (Student and faculty)
- Centralized web content (uwyo.edu/fall-return)

Full tactics and campaigns can be viewed [here](#).



**AGENDA ITEM TITLE:** Tuition Recommendations and Timeline, McKinley/Jewell

## TUITION POLICY

In order to give advance notice to all those affected by prospective tuition increases, the Board of Trustees (Board) adopts the following policy for tuition increases for Academic Year 2020 (FY2021) and later:

- A. Unless modified under D or F below, annual tuition, other than programs with differential tuition, the Administration will recommend that tuition be increased by 4% for each academic year.
- B. Annually, the Administration will submit recommendations regarding adjustments to differential tuition rates.
- C. Revenue generated by the annual tuition increases will be distributed as follows:

2% – Salaries – To be applied first to the cost of mandatory salary increases for promoted faculty, and then second to the University’s faculty and staff salary increase policy.

2% - Student Success Priorities – the Associated Students of the University of Wyoming (ASUW) and the Administration will establish priorities that are deemed most impactful or needed to enhance student success at the University of Wyoming, and will make recommendations to the Board to allocate funding accordingly.

Each year when the President submits her/his proposed annual operating budget for the University to the Board, the President shall also provide information to the Board regarding the allocation of the tuition increase funds and the specific unit budgets impacted.

- D. The Administration may recommend modifications to the policy specified in Section A or the distribution thereof specified in Section C, but shall consult with students, faculty, and staff prior to submitting such recommendations, and shall make any such recommendations on or before the November meeting of the Board.
- E. On or before the November meeting of the Board, the Administration shall provide information regarding the cost of attendance, and how UW’s tuition and fee rates compare with peer universities.
- F. The Board of Trustees may accept, reject, or modify any recommendation under Sections A and B and may take any action it determines regarding tuition rates and the distribution of revenue generated from modifications to tuition.
- G. The Board shall review this policy:
  - a. Not later than four years following its adoption; and
  - b. Not later than four years following any subsequent review or modification to the policy.

**AGENDA ITEM TITLE:** Wyoming Post-Secondary Educational Attainment Strategic Plan, Hicswa/  
Caldwell



## **State of Wyoming Educational Attainment Executive Council and WICHE Taskforce Update**

**April 2020**

The Educational Attainment Executive Council (EAEC) met for a focused meeting on February 27, 2020, remotely via Zoom. The sole focus of the meeting was to review and evaluate the feedback received on the draft attainment plan during the public comment period. The outcome was revisions to the draft Wyoming State Educational Attainment Strategic Plan for 5-years and 10-years. The revisions included corrections and edits, clarifications for readability, revisions to language and terminology, and a restructure of the Priorities for 2021-2023. Due to the current COVID-19 pandemic and need for the various council members and WICHE support staff to focus on immediate issues and management, the EAEC has delayed their next meeting until mid- to late May 2020 where the EAEC will consider final adoption of the plan. The final draft will be distributed in advance of the next meeting. A summary of the public comments and initial plan revisions can be found at the EAEC website under the February 27, 2020, meeting: <https://communitycolleges.wy.edu/initiatives/educational-attainment-executive-council/>

Additionally, Dr. Edward Seidel was named as the new University of Wyoming President effective July 1, 2020. He is aware of the effort regarding the post-secondary educational attainment initiative in Wyoming and had some initial conversations regarding this topic during the interview process. Coming from Illinois, he brings his experience in developing attainment plans and implementing strategies to effect change. EAEC Co-Chair, Dr. Hicswa, has already met with Dr. Seidel regarding the community colleges and the educational attainment effort. Superintendent Balow and Dr. Caldwell will be meeting with him in the near future regarding the education pipeline among other relevant topics. Dr. Seidel knows that his position is the co-chair of the EAEC with a designee currently in the role.

### **The Wyoming State Educational Attainment Strategic Plan**

The fundamental layout and primary components remain unchanged based on the public comment. However, there are revisions in language, terminology, and significant changes in the Priorities 2019-2021 and 2021-2023 to provide better clarity for what has already transpired, what is current being implemented, and what will occur in the future.

#### *Two-Tiered Educational Attainment Goals*

Public comment affirmed support for having the Leading the Nation Economic-Level and Aspirant-Level Goals. As such, the final plan incorporates the 2017 joint resolution between the Wyoming Community College Commission and the UW Board of Trustees to establish a post-secondary educational attainment goal of 60%. As such, the EAEC formally adopted a two-phased set of goals for 2025:

- a. Leading the Nation Economic-Level: 60% by 2025 and 75% by 2040
- b. Aspirant-Level: 67% by 2025 and 82% by 2040.

The Focus Areas are as follows:

#### *Focus Areas*

Primary areas of focus of the 5-year and 10-year Wyoming Statewide Educational Master Plans to achieve the attainment goals of 60-67% by 2025 and 75-82% by 2040 are:

- I. Alignment of Workforce, Workplace, and Post-secondary Programs
- II. Access and Infrastructure for Recruitment, Retention, and Completion
- III. Funding and Affordability
- IV. College-Going Culture K-12, Adults, and Business/Industry

While there are more detailed metrics within each of the Focus Areas, there are five over-arching Metrics that Matter.

*Metrics That Matter*

Based on the public comments, there were revisions to this section to include the statutory citation for the third grade reading level and to include baseline metrics to help with context and readability.

1. Third grade reading level should increase by 10% in alignment with W.S. 21-3-401(c) in which 85% of all third grade students should meet or exceed proficiency levels *{Current combined English Language Arts test: 54.8%}*
2. High school graduation of entering 9<sup>th</sup> grade students should increase by 10% *{Current: 81.7}*
3. High school to post-secondary credential program matriculation within one year of high school completion should increase by 20% *{Current: 42.7}*
4. Credential productivity rates (per 100 FTE) at the community colleges will increase by 100%; and university should increase by 70% *{Current: 30.3 community colleges; 25.1 university}*
5. Adult participation and completion of higher education will increase 300% *{Current: 17.8}*

**REGIONS FOR WYOMING**

The section in the draft plan that identified the regions of the state was edited to provide meaning and incorporate the counties within each of the regions. There was also clarity inserted to explain that the mechanism to group specific counties together was an existing structure that aligns the community college service areas and Wyoming Workforce Development Council areas as the same.

*Regional and Statewide Attainment Goals (Regions are the same as the Wyoming Workforce Development Council and Community College service areas to ensure alignment across efforts.)*

<b>Region/Counties</b>	<b>60% by 2025</b>	<b>67% by 2025</b>	<b>72% by 2030</b>
Northwest Park, Washakie, Big Horn	59.6%	66.5	71.2
West Fremont, Teton, Hot Springs	66	73	78
Southwest Carbon, Sweetwater, Sublette, Uinta, Lincoln	52.5	59.3	63.7
Central Natrona	53.9	60.8	64.4
Northeast Sheridan, Johnson, Campbell	56.2	63.1	67.8
East Goshen, Platte, Converse, Niobrara, Weston, Crook	55.3	62.1	66.9
Southeast Laramie, Albany	70.5	77.9	84
<b>State of Wyoming</b>	<b>60</b>	<b>67</b>	<b>72</b>

## **EXECUTIVE SUMMARY AND INTRODUCTION TO THE EDUCATIONAL ATTAINMENT MASTER PLAN EDITS**

The public comments also included several requests for stronger clarification of the fact that Wyoming has identified economic sectors/economic engines for focus. Additionally, there was a request to clarify why the distinction in the types of credentials, baccalaureate and sub-baccalaureate including associates degrees, certificates, and industry recognized credentials, and minimum baseline for the types of credentials.

### *Executive Summary Added Language*

Post-secondary educational attainment refers to people obtaining credentialed education after high school. Higher education plays a critical role in diversifying the economy and ensuring a vibrant future for the state. Wyoming has identified five economic engines/economic pillars to ensure long-term economic vitality: Advanced Manufacturing, Agriculture, Knowledge & Creative, Natural Resources, and Tourism & Recreation.

### *Educational Attainment Master Plan Added Language*

Increasing post-secondary attainment through the baccalaureate degree is correlated with increased industry and job creation in local communities. Additionally, the baccalaureate-level attainment is correlated with entrepreneurship and new industry.

### **Priorities for 2019-2021**

Public comment requested that items that had already been completed be separated out from the items that will be implemented. This editing is currently underway, but was not yet completed at the time of this report. These edits will appear in the final draft and in the next quarterly report.

### **Priorities for 2021-23**

Public comment requested that items that this section have better clarity for timeline, accountability, reporting, and clearer documentation that each entity would be required to meet the obligations. Public comments further requested that there be better clarity on when and how the WCCC would monitor and provide status reports and to whom. This editing is currently underway, but was not yet completed at the time of this report. These edits will appear in the final draft and in the next quarterly report.



**MEMO**

**To:** Joint Education Interim Committee  
Joint Minerals, Business, and Economic Development Committee

**From:** Dr. Sandy Caldwell, Executive Director Wyoming Community College Commission, on behalf of the Educational Attainment Executive Council

**Date:** May 26, 2020

**RE:** Adoption Wyoming Post-secondary Educational Attainment 5-Year and 10-Year Strategic Plan

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On behalf of the Educational Attainment Executive Council (EAEC) and WICHE Attainment Taskforce and Staff, I am pleased to announce that the State of Wyoming Post-secondary Educational Attainment 5-Year and 10-Year Strategic Plan has been officially adopted. The plan was adopted on May 19, 2020, after careful consideration including a public comment period that resulted in revisions to the plan. Please find the report attached.

The Wyoming Post-secondary Educational Attainment 5-Year and 10-Year Strategic Plan includes Areas of Focus, Metrics that Matter, and metrics and targets that are aggressive and achievable. The plan is only 9-pages and includes a section on Implementation and Accountability. You received a status report on August 31, 2019.

The efforts will now move to raising awareness, completing an Economic Impact Study for Wyoming including the regions within Wyoming, implementing action steps, and monitoring progress. There is considerable attention on connecting education and the workforce as well as the need to focus on disproportionately impacted populations such as low income, women, minorities, and adult learners.

Co-Chairs: Dr. Stefani Hicswa, President Northwest College and Dr. Neil Theobald, Acting President University of Wyoming (*Dr. Kent Drummond, UW President Designee*)

(Note: Dr. Ed Seidel, Incoming President University of Wyoming, was in attendance when the plan was adopted.)

**Members:**

Superintendent Jillian Balow  
Representative Cathy Connolly  
Senator Jeff Wasserburger  
Cindy DeLancey, President Wyoming Business Alliance  
Josh Dorrell, CEO Wyoming Business Council  
Gillian Chapman, Superintendent Teton County School District  
Owen St. Clair, Superintendent Wyoming Indian Schools  
Robin Cooley, Director Department of Workforce Services  
Lachelle Brant, Policy Advisor for Governor Gordon

WICHE Attainment Taskforce and Staff: Additional 25 members provide support, expertise, and guidance to the Attainment Council.

**Enclosure**

*Wyoming Post-secondary Educational Attainment 5-Year and 10-Year Strategic Plan Adopted May 19, 2020*

**Post-secondary Educational Attainment**

**5- and 10-Year STRATEGIC PLAN**

ADOPTED May 19, 2020



Created by: Wyoming’s Educational Attainment Executive Council<sup>1</sup> and Western Interstate Commission for Higher Education Attainment Task Force<sup>2</sup>

Co-Chairs Dr. Stefani Hicswa, President Northwest College, and Dr. Neil Theobald, Acting President University of Wyoming (*UW President Designee, Dr. Kent Drummond, University of Wyoming*)



<sup>1</sup> 2019 Session Laws Ch. 149 “Educational Attainment Executive Council”

<sup>2</sup> W.S. 21-16-201



# EXECUTIVE SUMMARY

## INTRODUCTION

Post-secondary educational attainment refers to people obtaining credentialed education after high school. Higher education plays a critical role in diversifying the economy and ensuring a vibrant future for the state. Wyoming has identified five economic engines/economic pillars to ensure long-term economic vitality: Advanced Manufacturing, Agriculture, Knowledge & Creative, Natural Resources, and Tourism & Recreation. In order to increase the level of higher education in our state's workforce, Wyoming leaders have worked together to establish statewide goals for increasing the number of degrees, certificates, and certifications, also called education credentials, held by Wyoming citizens. This document sets forth Wyoming's statewide goals with specificity and explains the actions various state entities will take over the next ten years to achieve them.

## GOALS

Collaborative efforts by Wyoming governors, legislators, state and local agencies, business and industry, and education leaders have resulted in numerous laws and policies laying the groundwork for this plan.<sup>3,4</sup> The primary goal of the attainment work was formally set forth as follows:

### **Educational Attainment Joint Resolution 2017**

#### **Wyoming Community College Commission and University of Wyoming Board of Trustees**

*Wyoming's higher education attainment goal is to increase the working population of 25-64 year olds that possess a valuable post-secondary credential (degree or certificate) to 60% by 2025 and 75% by 2040.*

*Further, a significant focus must be to reduce disparities and achievement gaps among underserved student populations including first generation, low income, minority, and adult students. Hereinafter referred to as the economic-level goals.*

### **Educational Attainment Executive Council 2018 Executive Orders and 2019 SEA61**

*Develop the 5- and 10-year Education Master Plans (EMP) to achieve the educational attainment goals of 67% by 2025 and 82% by 2040 as outlined in the Executive Orders. The goals specifically address, "achievement gaps focusing on underserved populations, including first-generation, low-income, minority, and adult students" with emphasis on women, Native Americans, and the growing Hispanic sub-populations. Hereinafter referred to as the aspirational-level goals.*

### **Collaboration by Design**

Achieving these goals will be a collaborative effort in which each element will have multiple entities and areas of implementation. Progression or lack of progression for any one goal does not establish progress or success, but it is the cumulative effect over time and accelerating progression that will result in successful outcomes. Monitoring and progress as well as revisions will be managed as reported in the Implementation Action Plan on p. 8. The Attainment Council also recognizes that each percentage toward closing the attainment gap is a success. As such, the focus on the plan is not as much on the absolute calculations, but progress toward meeting the goals.

## FOCUS AREAS AND METRICS THAT MATTER

### *Focus Areas*

Primary areas of focus of the 5-year and 10-year Wyoming Statewide Educational Master Plans to achieve the attainment goals of 60-67% by 2025 and 75-82% by 2040 are:

<sup>3</sup> <https://communitycolleges.wy.edu/initiatives/attainment/>

<sup>4</sup> 2017 Session Law Ch. 120, Section 67, Footnote 11-recruitment and retention plan

- I. Alignment of Workforce, Workplace, and Post-Secondary Programs
- II. Access and Infrastructure for Recruitment, Retention, and Completion
- III. Funding and Affordability
- IV. College-Going Culture K-12, Adults, and Business/Industry

*Metrics That Matter*

The Metrics that Matter reflect the end metrics after the 10-year plan ends in 2030. Data based on 2018 baseline listed in parentheses.

1. Third grade reading level should increase by 10% in alignment with W.S. 21-3-410 (c) in which 85% of all third grade students should meet or exceed proficiency levels *{Current combined English Language Arts test: 54.8%}*
2. High school graduation of entering 9<sup>th</sup> grade students should increase by 10% *{Current: 81.7}*
3. High school to post-secondary credential program matriculation within one year of high school completion should increase by 20% *{Current: 42.7}*
4. Credential productivity rates (per 100 FTE) at the community colleges will increase by 100%; and university should increase by 70% *{Current: 30.3 community colleges; 25.1 university}*
5. Adult participation and completion of higher education will increase 300% *{Current: 17.8}*

*Credential Defined*

A certificate offered for credit or a degree at the associate or baccalaureate level OR non-credit credential that leads to state licensure or industry-recognized credential that earns a minimum living wage and has career progression capacity.

*Regional and Statewide Attainment Goals (Regions are the same as the Wyoming Workforce Development Council and Community College service areas to ensure alignment across efforts.)*

<b>Region/Counties</b>	<b>60% by 2025</b>	<b>67% by 2025</b>	<b>72% by 2030</b>
Northwest Park, Washakie, Big Horn	59.6%	66.5	71.2
West Fremont, Teton, Hot Springs	66	73	78
Southwest Carbon, Sweetwater, Sublette, Unita, Lincoln	52.5	59.3	63.7
Central Natrona	53.9	60.8	64.4
Northeast Sheridan, Johnson, Campbell	56.2	63.1	67.8
East Goshen, Platte, Converse, Niobrara, Weston, Crook	55.3	62.1	66.9
Southeast Laramie, Albany	70.5	77.9	84
<b>State of Wyoming</b>	<b>60</b>	<b>67</b>	<b>72</b>

# EDUCATIONAL MASTER PLAN

## WHAT IS EDUCATIONAL ATTAINMENT AND WHY DOES IT MATTER?

*The #1 indicator of economic and social mobility is higher education attainment*

The purpose of the state attainment effort is to better prepare our citizens for the jobs of today and tomorrow. The urgency was recognized across the state as an economic issue. The current post-secondary attainment stands at only 46% of the adult population having a post-secondary credential above a high school diploma. When the state goals were initially set in 2017 by Joint Resolution of WCCC and UW BOT, the goals were established as the working population of 25-64 year olds as 60% by 2025 and 75% by 2040, hereafter referred to as the economic-level goals. Through the economic diversification initiative through Governor Mead, Executive Orders set aspirational goals at 67% by 2025 and 82% by 2040. The 2019 Legislature codified in legislative action and was subsequently signed into law by newly elected Governor Mark Gordon, who stated, “*We are stronger together.*”

Attainment has measurable economic impact at the personal and state level. For example, individuals with a bachelor’s degree typically make about \$1.5 million more than high school graduates over their lifetimes and experience higher levels of employment, even through economic downturns. Associate’s degree holders also receive positive returns on their college investments, generally earning about \$400,000-\$800,000 more than high school graduates over the course of their lives<sup>5</sup>. Increasing post-secondary attainment through the baccalaureate degree is correlated with increased industry and job creation in local communities. Additionally, the baccalaureate-level attainment is correlated with entrepreneurship and new industry<sup>5</sup>.

Researchers have found that the financial benefits of a college degree are greatest for students who are least likely to enroll, such as students of color and individuals from low-income families. Empowered by their improved financial circumstances, college graduates make significant contributions to their local economies. As the share of college-educated workers in a community rises, employment levels and wages increase for non-college graduates as well. This generates more economic activity and greater tax revenue. In fact, researchers have found that for every \$1 a state invests in higher education, it receives up to \$4.50 in return<sup>6</sup>.

### FOCUS AREA I

**Alignment of Workforce, Workplace, and Post-secondary Programs:** Wyoming’s public institutions will produce graduates with the necessary college credentials and will engage in research through the University of Wyoming to meet the high demand/high priority workforce needs of the state’s employers.

**Objective 1. Gap Analysis.** Conduct comprehensive gap analysis of projected job openings, potential skills profiles for future jobs, and post-secondary program credential generation (ENDOW report page 137). Include analysis of access/capacity for public institutions to deliver aligned programs with projected skills profile.

#### Metric

Number of projected job openings (demand) in high priority/high demand occupations/skills profiles (as identified by the Department of Workforce, WBC, and ENDOW) minus the number of credential/degrees (supply) that prepare individuals for either entry into these occupations or with the necessary skills profiles.

<sup>5</sup> Center for Education and the Workforce. Georgetown University. 2018.

<sup>6</sup> EMSI. Wyoming Higher Education Return on Investment. 2014.

### Targets

The gap between demand and supply of employees in high demand/high priority occupations or skills will be reduced by 40% by 2025, 53% by 2030, and by 80% by 2040. Occupations or skills identified as high priority/high demand may change over this period of time.\*

*\*These targets will be updated to reflect the information obtained from the gap analysis.*

**Objective 2. Credentialed employees.** Increase the number of incumbent workers with a post-secondary credential.

### Metric

The number of 25-64 year olds employed in the state who have a post-secondary credential (ACS).

## **FOCUS AREA II**

**Access and Infrastructure for Recruitment, Retention, and Completion:** Wyoming will develop a credentialed workforce to support the expansion and diversification of its economy in ways that make it more competitive in a 21<sup>st</sup> century global economy. The mix of credentials will be appropriate to the needs of Wyoming's economy.

### Targets

- Of the 60%, 27% will have a baccalaureate degree or higher and 33% an associate degree or certificate by 2025 {Current: 46% postsecondary credential above high school diploma; 21% certificate/associate degree; 17% baccalaureate; 8% graduate}
- Of the 67%, 30% will have a baccalaureate degree or higher and 37% an associate degree or certificate by 2025
- Of the 72%, 32% will have baccalaureate degrees and 40% an associate degree or certificate by 2030.

**Objective 1. Economic Impact and ROI.** Wyoming will conduct an economic impact study and ROI for post-secondary education by region based on achieving the economic-level of 60% and aspirant-level 67% by 2025 and cumulative impact by 2030.

**Objective 2. Out-of-state student imports.** Wyoming public institutions will enroll 10% more out-of-state students by 2025, 15% more by 2030, and 30% more by 2040.

**Objective 3. Credentialed state in-migration.** Wyoming will become a net importer of working-age adults 25-44 years old with postsecondary credentials by 2025 to achieve the balance of the attainment goals.

**Objective 4. Post-secondary credential completion.** By 2025 the six-year graduation rate at the University of WY will be 63%, 65% by 2030, and 70% by 2040.

By 2025, the three-year graduation rates at the WY Community Colleges (collectively) will be 43% by 2025, 46% by 2030, and 50% by 2040.

Graduation rates will be as reported to IPEDS initially. Once fully implemented, Wyoming's SLEDS will track this for adults, part-time students, etc. and will begin monitoring these data immediately.

**Objective 5. Post-secondary credential time-to-completion.** By 2025, 60% of the graduates of the University of Wyoming will have completed bachelor's degrees within 6 years. The rate will be 63% by 2030.

By 2025, 25% of graduates with associate's degrees will have completed at Wyoming's Community Colleges (collectively) within 3 years. The rate will be 27% by 2030.

**Objective 6. Workplace Learning:** By 2025, Wyoming post-secondary institutions will provide access to credential programs through distributed and/or workplace learning for incumbent workers for 50% of high demand/high priority programs. Distributed and workplace learning will incorporate mentorships, internships, apprenticeships, cohort groups, and/or asynchronous on-line delivery. By 2030, this amount will increase to 60%.

### **FOCUS AREA III**

**Funding and Affordability:** Wyoming higher education will be affordable to both students and taxpayers.

**Objective 1. Higher Education as nearly free as possible.** Students of all income levels should be able to complete a community college education without incurring unreasonable debt. Students of all income levels should be able to complete a baccalaureate degree program at the University of Wyoming without incurring a median cumulative debt of more than \$10,000 and at the community colleges with no more than \$2,500 debt.

#### Metric

Median unmet need as defined by total cost of attendance minus state, federal, and institutional grant aid minus earnings from reasonable work (e.g., 15 hrs/week for 48 weeks) minus estimated family contribution (EFC).

#### Targets

Community College resident students: median unmet need should be no more than \$2,000 per year by 2025, \$1400 by 2030, and \$0 by 2040.

University of Wyoming resident students: median unmet need should be no more than \$4,000 per year by 2025, \$3500 by 2030, and \$2,500 per year by 2040.

### **Objective 2. Increased productivity**

#### Metric

Credentials produced (weighted by level) per 100 FTE.

#### Targets

The University of Wyoming and the Community Colleges collectively will increase the number of credentials such that credential production per 100 FTE increases by 10% by 2025 and by 25% by 2030.

\*Credential weights suggested are 0.25 for certificates, 0.5 for associates, 1.0 for baccalaureate, 1.5 for masters, and 3.0 for Ph.D. and first professional.

**Objective 3.** Wyoming will establish a need-based state aid program and a scholarship program for adults including working adults.

#### Metric

Proportion of enrollees (both traditional students and adults) in programs identified as high priority who receive scholarships from a program that is funded by integrating an innovative funding mechanism such as, but not limited to public/private partnership.

### Targets

Wyoming will develop a Hathaway-like program for low-income and/or working Wyoming adults.

By 2025, Wyoming will have established a structure for an adult scholarship program that incorporates public/private participation or other innovative funding mechanisms, and 5% of traditional-aged students enrolled in high-priority programs, and 10% of adults (aged 25+) will be funded by the scholarship program. By 2030, Wyoming will be a national leader in combining public and private funding to support grants and scholarships for traditional and adult learners aligned with long-term economic priorities, and 10% of traditional-aged students and 15% of adults enrolled in high-priority programs will receive funds from the scholarship program.

## **FOCUS AREA IV**

**College-going Culture:** In order to ensure that its citizens are prepared to meet the challenges of an increasingly complex world and that they have the knowledge and skills needed to succeed in a 21<sup>st</sup> century global economy, Wyoming's adult population (ages 25-64) will have post-secondary education attainment levels among the top 5 states in the nation.

### Metric

No. of individuals aged 25-64 holding Credit Certificates, Associates, Baccalaureates, Masters, Doctoral degrees, or first professional degrees (from the American Community Survey) plus an estimate of the number of credential holders using the Georgetown Center's methodology and identified Wyoming credentials, divided by the total population aged 25-64 as provided by Wyoming's credential definition.

### Targets

- 60% of the 25-64 population will have a post-secondary credential of value by 2025 to meet minimum economic-level need. 67% for aspirant-level need. By 2030, this will be 65% economic-level and 72% for aspirant-level.
- 75% will have such a credential by 2040 to meet minimum economic-level need. 82% for aspirant-level need.
- Special populations of adults, women, minorities, first generation, and low income will complete within 5% of peer group by 2025, 3% by 2030, and at the same rate by 2040.

**Objective 1. High School Graduation Rate.** By 2025, Wyoming's high school graduation rate based on entering 9<sup>th</sup> graders will 85%, 87% by 2030, and 92% by 2040.

**Objective 2. College Matriculation Rate.** By 2025, the college participation rate of recent WY high school graduates will be 60%, 63% by 2030, and 70% by 2040.

**Objective 3. College Adult Participation Rate.** By 2025, the college participation rates of first-time attending adults (20-49 years old) will be 53.5 (for every 10,000 adults without a credential), 60 by 2030, and 72 by 2040.

# IMPLEMENTATION AND ACCOUNTABILITY

## ENSURING THE STATE'S NEEDS ARE MET

The Educational Attainment Executive Council and its WICHE Attainment Taskforce and Support Staff did not wait for the plan to be completed before beginning implementation of elements of the plan. Additionally, the body received significant feedback and public comment that there must be assurances that the plan would be implemented and that a structure was in place to monitor efforts and ensure accountability. Listed below are three separate lists that outline: efforts accomplished during 2018-2020; priorities established for 2020-2021; and, partner/entity implementation and accountability planned for 2021-2023. Included in the last component regarding partner/entity implementation and accountability is the specific requirement that agencies and institutions/entities incorporate appropriate activities and develop strategic plans that will support Wyoming State Educational Attainment Strategic Plan implementation. These efforts vary from establishing tracking mechanisms such as the DWS credential tracking and integrating existing efforts such as WDE ESSA assessments to inclusion in organizational strategic plans such as the WCCC Statewide College System Strategic Plan or the community college and university institutional strategic plans.

Progress on the Focus Areas, Goals, Metrics, and Targets of this plan as well as the implementation strategies and accountability listed below will be monitored and tracked with progress reported annually beginning in 2020 by the WCCC as required in Wyoming Statutes. Updates and revisions to the plan based on current efforts, data, and economic changes will be reported as well.

### ACCOMPLISHMENTS 2018-2020

1. Statewide focus groups for feedback on the big areas and draft metrics the week of September 16, 2019 in Cheyenne, Laramie, Torrington, Sheridan, Casper, Riverton, Rock Springs, and Powell.
2. Rules process and implementation for Wyoming Works and Bachelors of Applied Science degrees were completed and implemented. Revised Wyoming Works statutes per 2020 Legislative Session removed barrier to returning students.
3. Implementation of BAS and new General Studies BA at the community colleges and UW have resulted in the UW General Studies BA producing graduates in December 2019 with more anticipated May 2020. Five of the community colleges have been granted authorization by the WCCC to proceed with developing BAS degrees. Four have been given BAS program approval by the WCCC. Two colleges have already conducted their accreditation site focus visits with Higher Learning Commission (HLC). One college has already received HLC approval to offer the BAS beginning Fall 2020.
4. Articulation Summit October 2019 Launching Graduate Wyoming Articulation was conducted in October 2019 with a focus on post-secondary educational attainment and the launch of Graduate Wyoming.
5. Common Transcript/Transfer Process development and implementation including reverse transfer has resulted in the selection of a software vendor to articulate across higher education institutions. The process through which the WCCC will receive the UW data for the state-level submission per the statute is in development.
6. First Quarter 2020, statewide public comment on draft plan, modify based on public comment, and final plan adoption has resulted in the modifications to the draft plan and adoption on May 19, 2020.
7. Conduct Gap Analysis to include a Skills Profile and Program Skills Gap and Economic Impact Study/ROI and subsequent inclusion in a revised plan has resulted in the EMSI being hired to complete the Skills Profile and Program Skills Gap studies. The remaining aspect needed is the Economic Impact Study/ROI.
8. SLEDS continue to develop the data governance structure and become operational and NGA Grant Metrics that Matter implementation. The state was successful in competitive SLDS national grant for \$3.2 million to move the SLEDS effort forward.

### Priorities Established for 2020-2021: IMPLEMENT STRATEGIES ACROSS ENTITIES

1. Completion of the Gap Analysis via Economic Impact/ROI Study.
2. Wyoming's Tomorrow Task Force will continue to meet throughout the next biennium to monitor, update, and recommend legislation to the JEIC on educational attainment in Wyoming with particular focus on adult learners.
3. Develop opportunities to increase apprenticeships, internships, and externships integration statewide across post-secondary credential programs utilizing the expanded IRAP rules for apprenticeships.
4. Implement Adult Readiness Assessment at the university and community colleges including Prior Learning Assessment that incorporates testing such as CLEP, work experience, specialized expertise, micro-credentials, competency-based, or industry-recognized credentials
5. Develop partner entities including the education entities and state agencies Strategic Plans or other appropriate entity agency document aligned with attainment plans
6. Systematic study/audit of public policy on the barriers to implementation and success of the educational attainment goals
7. Communicate plan with Wyoming citizens, business leaders and other interested parties

**Priorities Planned for 2021-23: Agencies, Entities, and Institutions Implementation and Accountability**  
*Development of Partner Strategic Plans, Assessment Plans, and Credential Tracking*

1. Pursuant to W.S. 21-18-202 and 9-12-1402, the Wyoming Community College Commission shall develop and implement a new statewide community college system strategic plan that, in part, integrates the appropriate aspects of this Educational Attainment Plan. The status of the plan development and implementation shall be required in advance of biennial and supplemental budget requests.
2. Pursuant to W.S. 21-18-202 and 9-12-105 and 9-12-1402, the seven community colleges shall develop their next college strategic plans, in part, in alignment with the statewide community college system strategic plan. Each college shall identify how it will create action plans and implement the attainment goals at the local and regional level consistent with this Educational Attainment Plan. Status updates shall be reported to the WCCC on a biennial basis in advance of the WCCC biennial and supplemental budget requests.
3. Pursuant to W.S. 21-17-108 and 9-12-105 and 9-12-1402, the University of Wyoming shall develop its next university strategic plan, in part, in alignment with this Educational Attainment Plan. The University shall identify how it will create action plans and implement the attainment goals. Status updates shall be reported to the WCCC on a biennial basis in advance of the UW biennium budget request.
4. The Wyoming Department of Education (WDE) and State Board of Education (SBE) shall develop a monitoring structure that integrates the ESSA or other state required accountability measures that, in part, align with this Educational Attainment Plan. The WDE shall develop a mechanism to involve the K12 districts in developing the monitoring process.
5. The Department of Workforce Services (DWS) shall develop a monitoring structure for state licensure and credentials earned outside the community college and university systems in alignment with the attainment plans at the regional and statewide levels. Status updates shall be reported to the WCCC on a biennial basis in advance of the DWS and WCCC biennium budget request. Wage data will be tracked for those with each level of credential and those without a credential by region.
6. As the coordinating agency, the WCCC shall monitor progress and provide status updates to the Governor's Office, and all collaborating entities, annually through 2023. All information will be publicly available on the WCCC website.



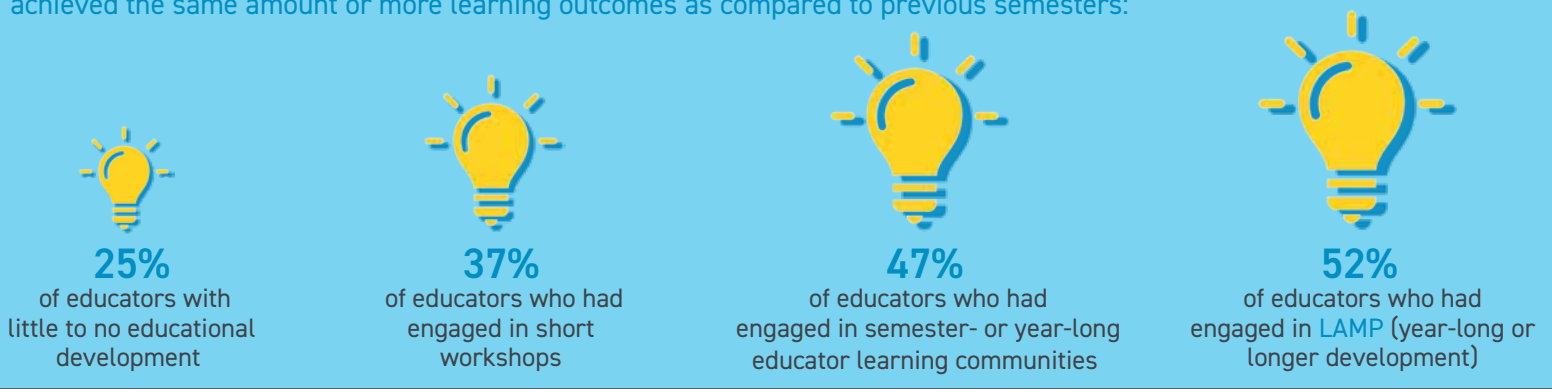
**AGENDA ITEM TITLE:** Update: Science Initiative Programs, Lyford/Synakowski

# ASSESSING THE EXPERIENCE OF LAMP-TRAINED EDUCATORS WITH THE TRANSITION TO REMOTE TEACHING DURING THE COVID-19 PANDEMIC

During the COVID-19 pandemic, UW educators teaching spring 2020 face-to-face classes were asked to transition rapidly to remote instruction. Instructor ability to make this transition varied as did efficaciousness of instruction. Support provided by educational development programs such as the Ellbogen Center for Teaching and Learning (ECTL) and the Learning Actively Mentoring Program (LAMP) was quickly implemented. In May of 2020, LAMP partnered with the ECTL and the University's COVID-19 "Reflection, Assessment and Lessons Learned" sub-committee to send a survey to UW instructors, asking questions about the shift to online teaching necessitated by COVID-19 during the final 6 weeks of the Spring 2020 semester - 252\* completed the survey. UW educators were asked to compare student achievement in their emergency remote courses through learning assessments they had performed in the current semester and in prior semesters.

## MORE IMMERSIVE & SUSTAINED TRAINING PROVIDED BY LAMP ENABLES EDUCATORS TO FACILITATE STUDENT LEARNING, EVEN IN EMERGENCY ONLINE ENVIRONMENTS

The percentage of UW educators (with varying degrees of professional educational development) who said their students achieved the same amount or more learning outcomes as compared to previous semesters:

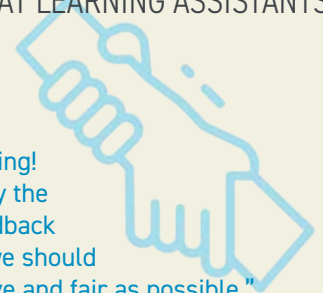


### LAMP EDUCATORS REMARKED THAT ACTIVE LEARNING COURSE DESIGN WAS EASILY RECREATED



"My class is designed around the team-based learning concept so it was rather easy to switch to the online format. I had played around with a free online individual readiness assessment test prior to COVID, so I was ready for that switch."

### LAMP EDUCATORS REMARKED THAT LEARNING ASSISTANTS WERE OF GREAT HELP TO THEM



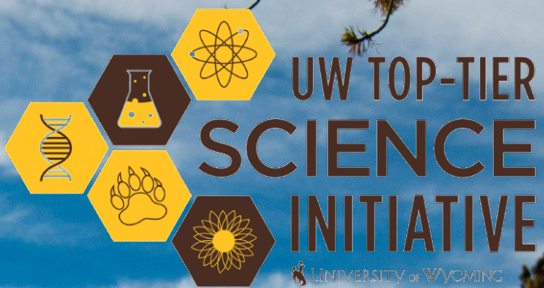
"It was very timely to be part of the LAMP community while trying to transition to a new type of active learning! My [learning] assistants were probably the most supportive directly by giving feedback when I asked for opinions about how we should restructure the course to be as effective and fair as possible."

## LAMP-TRAINED EDUCATORS SERVED AS MENTORS FOR OTHER EDUCATORS

*I headed a national effort to provide remote teaching resources to people in my profession. In the process of doing so, I had a crash course in using remote tools to connect to students emotionally. From this, I learned the importance of humor, making sure they have ways to connect with each other without my presence, and connecting their current learning to overall degree progression... I felt like I knew more about what I was doing beyond the technology changes.*

*... assisted the honors college faculty in transitioning their courses online... and encouraged them to think about active learning strategies. Some felt intimidated by online teaching, and were tempted by more traditional essay prompts with online submissions, thinking this would be the only way they could get through the semester. In these cases, I was able to provide them examples from my own classes, and draw on my training with LAMP... to identify alternative assignments that were more engaging and multi sensorial to take advantage of technology as well as opportunities for students to be creative.*





# 2019-20 ANNUAL REPORT



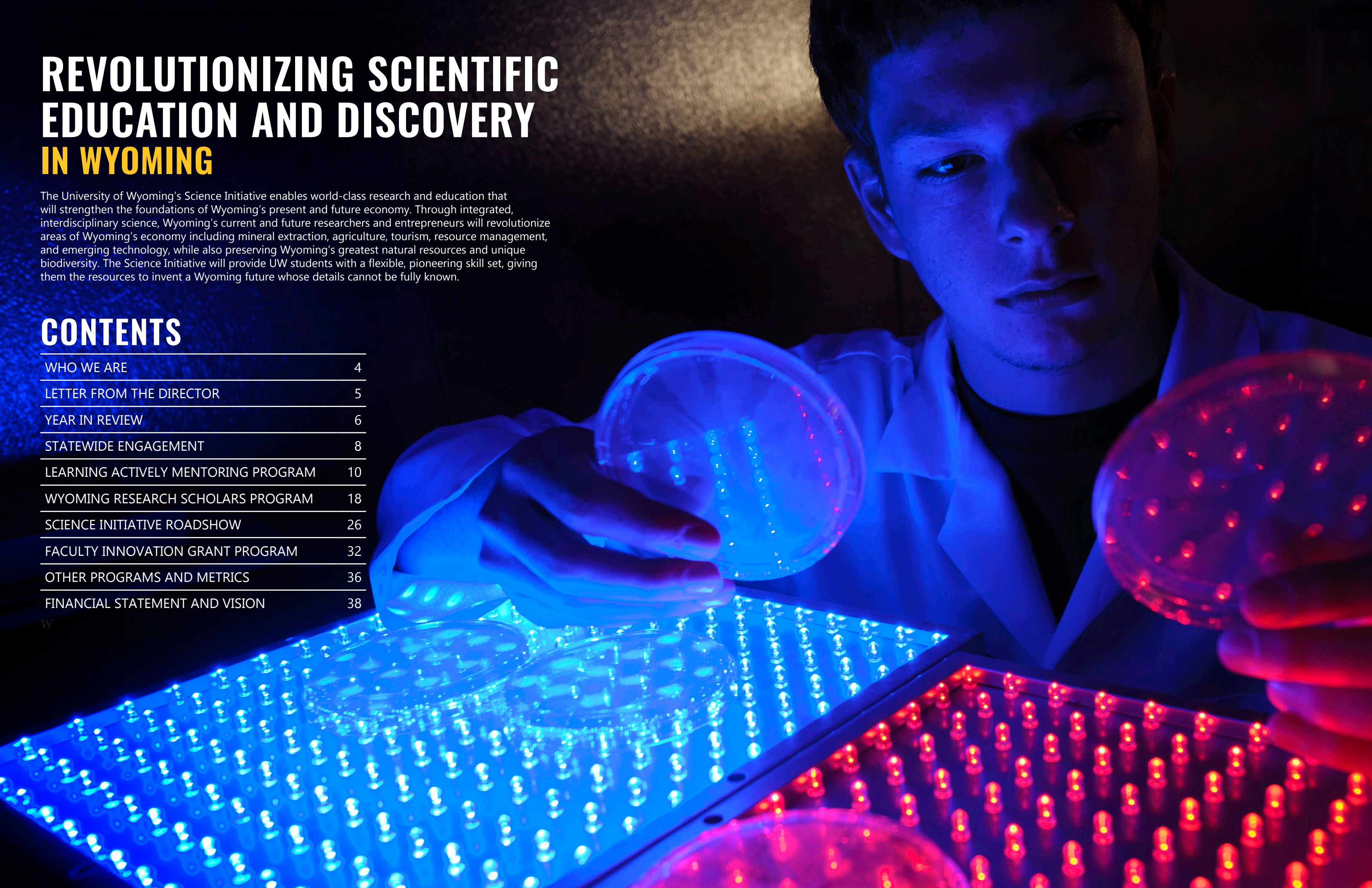


# REVOLUTIONIZING SCIENTIFIC EDUCATION AND DISCOVERY IN WYOMING

The University of Wyoming's Science Initiative enables world-class research and education that will strengthen the foundations of Wyoming's present and future economy. Through integrated, interdisciplinary science, Wyoming's current and future researchers and entrepreneurs will revolutionize areas of Wyoming's economy including mineral extraction, agriculture, tourism, resource management, and emerging technology, while also preserving Wyoming's greatest natural resources and unique biodiversity. The Science Initiative will provide UW students with a flexible, pioneering skill set, giving them the resources to invent a Wyoming future whose details cannot be fully known.

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## WHO WE ARE

**Mark Lyford**, Director, UW Science Initiative; Senior Academic Professional, Lecturer, Botany

**Greg Brown**, Deputy Director, UW Science Initiative; Associate Dean, College of Arts & Sciences

**Rachel Watson**, Director, Learning Actively Mentoring Program; Senior Academic Professional, Lecturer, Chemistry

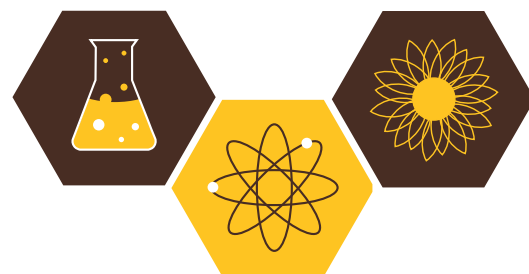
**Jamie Crait**, Director, Wyoming Research Scholars Program; Assistant Academic Professional, Lecturer, Botany

**Karagh Brummond**, Director, Engagement and Outreach; Instructional Professor

**Tabatha Spencer**, Program Coordinator, Sr., UW Science Initiative

**Ryan Goeken**, Project Coordinator, Sr., UW Science Initiative

**Svetlana Sergiojan**, Project Coordinator, UW Science Initiative



## PRAISE FOR THE SCIENCE INITIATIVE

"Having had ... involvement in the early stages of the effort, I am delighted to know [the Science Initiative] is continuing its focus on students."

- Dave Freudenthal, Wyoming's 31st governor (Co-Chairman of Science Initiative Task Force which visioned the initiative)

"I'm so proud of the accomplishments of the Science Initiative. Of course, watching the 'SI Building' become a reality is very exciting. What a wonderful state-of-the-art facility that will be for teaching and research! I'm especially grateful for the programmatic pieces such as the Wyoming Research Scholars, LAMP, and the seed grants. These investments in undergraduate research, active learning instruction, and new research endeavors represent long-term gains for the state in student recruitment, teaching excellence, and support for new research agendas. Wyoming has shown great foresight in supporting the Science Initiative and will reap benefits for many years to come."

- Dr. Paula Lutz, Dean of UW's College of Arts and Sciences

## LETTER FROM THE DIRECTOR

The Science Initiative (SI) was founded on the principle that while modern facilities are crucial for STEM disciplines, student and faculty success will be realized with vibrant programs to support teaching and research. We held to this core principle throughout the 2019-2020 year, which was filled with successes in our signature programs, unexpected opportunities and developments, and unanticipated challenges with the spread of COVID-19.

Student success in the classroom is an SI hallmark, and 23 instructors attended the 2019 LAMP Summer Institute to develop active learning strategies, which are shown to improve student learning. To date, 97 UW and Community College LAMP 'grads' have engaged thousands of students in classrooms. This year we established a program where faculty conduct research about their students' learning. We continue to train undergraduate learning assistants, and many are studying to become K-12 teachers.

Another SI signature program is the Wyoming Research Scholars Program (WRSP), which supports undergraduate research, the ultimate form of active learning in STEM fields. In fact, science isn't simply 'knowing' - science is 'doing'. 101 students have participated since 2015, with 51 students conducting research this year. Many presented at national meetings and published in prominent journals. These experiences engage a diverse group of students and position them for future academic and job success. This year Jamie Crait initiated a Classroom-based Undergraduate Research Experience, where research is done in class settings, greatly expanding student research opportunities at UW.

SI outreach blossomed through the Roadshow and numerous presentations at high schools and service organizations. We touched over 1300 K-12 students with hands-on learning activities developed to meet Next Generation Science Standards and tailored to fit each teacher's curriculum. Rachel Watson inspired a remarkable collaboration across UW students, 7th grade teachers and students, and city and industry partners in Riverton to solve a local problem at a former landfill. These experiences show students that science isn't simply 'knowing' or 'doing', it's 'doing with a purpose'. We are thrilled to be adding Karagh Brummond to our team to support growing outreach needs, as well.

Ultimately, student success depends on faculty success. As LAMP supports faculty teaching, the SI also supports faculty as researchers. We initiated a first-round competitive seed grant program, where faculty obtain baseline data to increase external funding. Improving faculty research success increases student opportunities. This year construction began on the SI building. Scheduled to open Fall 2021, it will support cutting-edge interdisciplinary STEM research and education.

This spring, the spread of COVID-19 touched every aspect of our lives. Events were postponed or cancelled and research was disrupted. But amid the turmoil, we found innovative ways to continue as online became the new norm. Faculty and students presented research in a variety of online forums, including Second Life, an online virtual world. Many SI students shifted gears and developed rich online K-12 outreach modules. As we adjust to a new norm, we plan for a great year ahead, welcoming new cohorts of Research Scholars and LAMP Fellows, and looking to expand outreach across the state. Perhaps more important than ever, realizing Top-Tier Sciences at UW is paramount to address known and unknown challenges, foster economic diversification in Wyoming, and better the health and well-being of our citizens and natural resources.

Best Regards,

Mark Lyford



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**Facebook** University of Wyoming Science Initiative



## ENGAGEMENT

The Science Initiative engaged with **5,123** people during **46** events in **18** WY communities



The SI Roadshow brought active learning to **1,345** K-12 students during **11** school visits

Faculty brought SI stories to

**573** members of **13** service clubs



**18** "Wyoming Needs More Cowboys" alumni events and high school assemblies



**4** other active learning and career events

## WYOMING RESEARCH SCHOLARS PROGRAM (WRSP)

WRSP saw its largest cohort of scholars yet, with 51 scholars from 12 states



**31** WY scholars from **12** WY counties

WRSP scholars did **10,928** hours of research



WRSP scholars contributed to **7** presentations at professional conferences and **3** articles published in scholarly journals

In a final evaluation survey for graduating students, on average, WRSP scholars reported a

**GREAT GAIN**

in competence and confidence related to research skills

When asked to reflect on important experiences related to WRSP, one scholar said "Mentorship was a critical component of my WRSP experience. I learned the most while I was interacting with my faculty member or the graduate students who worked in her lab. They taught me basic facts and lab techniques, but more importantly, they taught me how to think like a scientist."

## LEARNING ACTIVELY MENTORING PROGRAM (LAMP)



The LAMP Fellows program trained **23** instructors from **4** WY institutions



LAMP-trained professors taught **5,353** students in UW active learning courses



In response to COVID-19, UW moved all courses to online instruction for the final 6 weeks of the spring semester. A survey of UW instructors found that LAMP-trained instructors were more likely to report that their students mastered the same amount or more learning outcomes as compared to prior semesters, even in an environment of educational change and uncertainty.

## OTHER HIGHLIGHTS



UW faculty and students partnered with 60 7th grade students and their teachers from Riverton Middle School, the City of Riverton, and Inberg-Miller Engineers on a large, community-based project involving research into the possible phytoremediation of a decommissioned landfill in Riverton. Students worked directly with researchers and engineers, giving them a better understanding of future careers in STEM fields.

The Faculty Innovation Grant Program awarded

**\$1 MILLION**

in seed grants to 13 interdisciplinary UW faculty teams to stimulate grant proposals to national funding agencies



Construction on the Science Initiative building has begun, with an anticipated open date of

**FALL 2021**

**18**

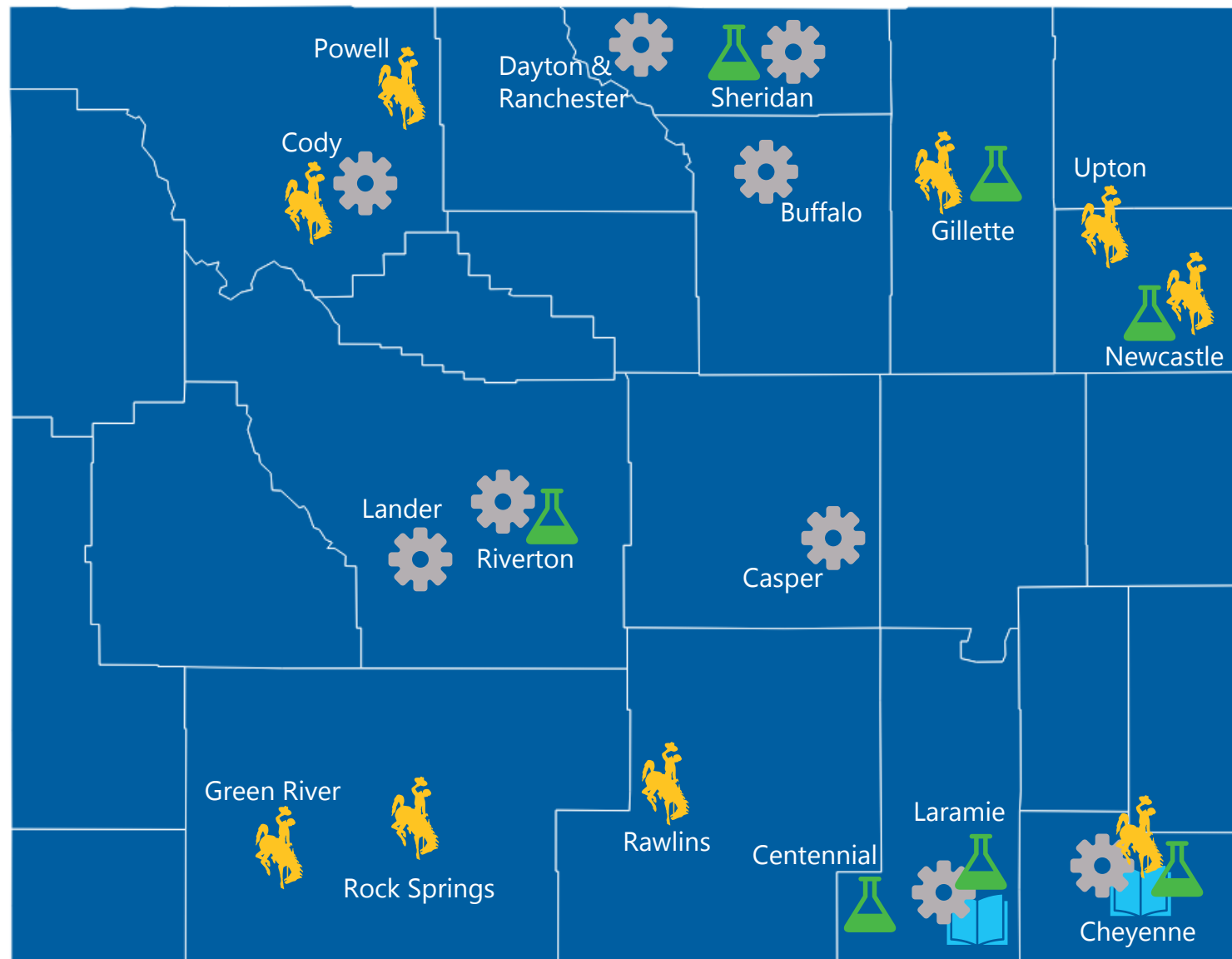
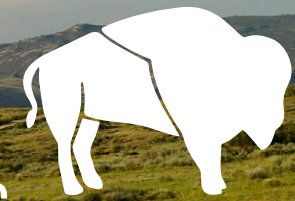


UW students gained research experience in the pilot year of the Course-based Undergraduate Research Experience (CURE)



# STATEWIDE ENGAGEMENT (2019/2020)

THE SCIENCE INITIATIVE  
 REACHED  
**18**  
 DIFFERENT WYOMING  
 COMMUNITIES



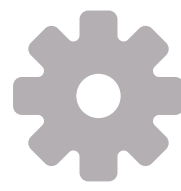
**SCIENCE INITIATIVE ROADSHOW - Bringing active learning to K-12 classrooms**

- |                         |                      |
|-------------------------|----------------------|
| 8/23/2019 - Riverton    | 1/14/2020 - Riverton |
| 9/19/2019 - Gillette    | 1/15/2020 - Riverton |
| 10/7/2019 - Riverton    | 2/3/2020 - Laramie   |
| 11/4/2019 - Riverton    | 2/19/2020 - Sheridan |
| 11/15/2019 - Centennial | 2/24/2020 - Cheyenne |
| 12/5/2019 - Newcastle   |                      |



**"WYOMING NEEDS MORE COWBOYS" - Alumni events and student assemblies**

- |                       |                          |
|-----------------------|--------------------------|
| 9/19/2019 - Gillette  | 12/5/2019 - Upton        |
| 10/10/2019 - Cody     | 1/25/2020 - Rock Springs |
| 10/10/2019 - Powell   | 1/25/2020 - Green River  |
| 11/7/2019 - Rawlins   | 2/20/2020 - Cheyenne     |
| 12/5/2019 - Newcastle |                          |



**SERVICE CLUB VISITS - Bringing SI stories to Rotary and Kiwanis clubs**

- |  |   |
|--|---|
| 10/10/2019 - Cody Rotary               | 1/14/2020 - Riverton Rotary             |
| 12/12/2019 - Laramie Rotary            | 1/15/2020 - Lander Rotary               |
| 1/7/2020 - Laramie Kiwanis             | 1/21/2020 - Cheyenne After Hours Rotary |
| 1/8/2020 - Laramie Sunrise Rotary      | 1/28/2020 - Cheyenne Sunrise Rotary     |
| 1/13/2020 - Casper Rotary              | 2/6/2020 - Cheyenne Kiwanis             |
| 1/13/2020 - Buffalo Kiwanis            | 2/20/2020 - Sheridan Rotary             |
| 1/13/2020 - Ranchester & Dayton Rotary |   |

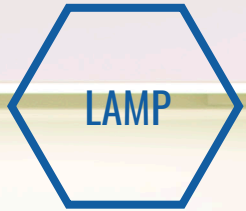


**OTHER EVENTS**

- 10/11/2019 - Laramie - Wyoming Latina Youth Conference - active learning experiences
- 10/24/2019 - Laramie - UW-STEM Speed Mentoring Event - brought UW alumni to campus to provide advice on employment to current UW STEM students
- 11/14/2019 - Cheyenne - Governor's Business Forum
- 11/15/2019 - Laramie - Science outreach event at Spring Creek Elementary School in conjunction with UW Science Kitchen



SI'S SIGNATURE  
PROGRAMS



# LEARNING ACTIVELY MENTORING PROGRAM

IMPROVING STUDENT RETENTION,  
SUCCESS, AND ENGAGEMENT IN UW STEM  
CLASSROOMS THROUGH COMPREHENSIVE,  
SUSTAINED MENTORING AND PROFESSIONAL  
DEVELOPMENT FOR FACULTY





# SI'S SIGNATURE PROGRAMS



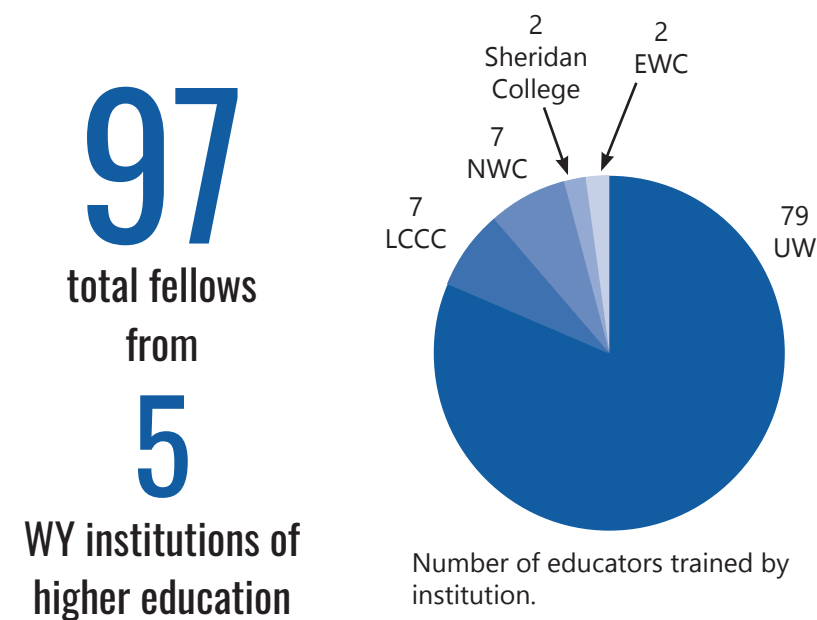
**LAMP** is a comprehensive, sustained mentoring and professional development program with an emphasis on how to best adopt active learning strategies in large-scale active learning classrooms at UW and in classrooms across the state's community colleges.

Program Goals:

1. Improve student retention, success, and engagement in STEM classrooms.
2. Enable all new and most existing STEM teaching faculty and teaching assistants at UW to become trained in active learning strategies by 2022.
3. Conduct research on active learning in STEM classrooms to investigate relationships between teaching practices and student success, literacy, engagement, and inclusion.
4. Establish professional development and collaboration opportunities for science instructors across the state, including community college instructors and K-12 teachers, to improve learning experiences for all Wyoming students.

## LAMP FELLOWS THROUGH TIME (2016-2020)

The LAMP Fellows Program is an immersive, year-long educational development opportunity designed to facilitate instructors' incorporation of active learning techniques into the STEM courses they teach at UW and at community colleges across the state. The program began in the 2016/2017 academic year and enrolls a new class of educators each year.



Since 2016, **79** LAMP-trained educators at UW have impacted **16,617** students in **342** active learning classes

## LAMP FELLOWS 2019/2020

**The Summer Institute on Active Learning** is the annual one-week long kick-off event for the LAMP Fellows Program. This year, the Summer Institute brought 23 educators from Wyoming institutions of higher education to Sheridan College to engage in mock active learning sessions so they could experience team-based learning and other forms of active learning in an authentic way. In addition to learning effective ways to implement active learning into their classes, Summer Institute participants also learned about the scholarship of teaching and learning (SoTL), which is the practice of systematically studying the effectiveness of active learning strategies implemented in classrooms.



Educators at LAMP's Summer Institute on Active Learning at Sheridan College.

Throughout the academic year, this year's cohort of fellows also took part in four all-day Saturday workshops and carried out research and assessment in their classrooms. In May, fellows presented about their findings and journey in active learning at a virtual poster session.

**23**  
2019/2020 fellows

LAMP fellows by title, academic year 2019/2020.

TITLE	# OF FELLOWS
Assistant Lecturer	1
Assistant Professor	5
Associate Lecturer	1
Associate Professor	2
Graduate Student	8
Instructor	2
Lecturer	1
Professor	1
Program Coordinator	1
Research Scientist, Sr.	1

LAMP fellows by institution, academic year 2019/2020.

INSTITUTION	# OF FELLOWS
Laramie County Community College	1
Northwest College	4
Sheridan College	1
University of Wyoming	17

LAMP fellows by department or program, academic year 2019/2020. Two fellows belonged to more than one department.

DEPARTMENT/PROGRAM	# OF FELLOWS	DEPARTMENT/PROGRAM	# OF FELLOWS
Animal Science	1	Molecular Biology	1
Botany	1	Petroleum Engineering	1
Chemistry	4	Pharmacy	1
Ecosystem Sci & Mgmt	2	Physics	1
English	1	Physics & Astronomy	4
First Year Experience	1	Program in Ecology	1
Hydrologic Sciences	1	WYGISC	1
Mathematics	1	Zoology & Physiology	3



In the 2019/2020 academic year, 79 LAMP-trained educators at UW impacted

**5,353**  
 students in  
**127**  
 active learning classes

Student enrollment by discipline in LAMP fellow-taught active learning classrooms, academic year 2019/2020.

DISCIPLINE	ENROLLMENT
Biological Sciences	2,759
Physical Sciences	1,463
Mathematics	357
Agriculture	204
Honors College	200
Air Force ROTC	158
Engineering	90
Environment & Natural Resources	62
Health Sciences	24
Social Sciences	22
Secondary Education	14

Student enrollment by subject description in LAMP fellow-taught active learning classrooms, academic year 2019/2020.

SUBJECT DESCRIPTION	ENROLLMENT
Life Sciences	2,015
Chemistry	919
Mathematics	357
Microbiology	279
Zoology & Physiology	242
Honors	200
Physics	169
Air Force	158
Geography	140
Molecular Biology	128
Soil Sciences	116
Petroleum Engineering	90
Food Science	84
Environment & Natural Resources	62
Astronomy	52
Geospatial Information Science Technology	48
Animal Science	48
Botany	45
Agricultural Economics	44
Pathobiology	27
Earth Systems Science	25
Pharmacy	24
Gender & Women's Studies	22
Secondary Education	14
Rangeland Ecology	11
Arts & Sciences	11
Renewable Resources	8
Geology	8
Agroecology	7

## LAMP'S IMPACT DURING COVID-19-NECESSITATED ONLINE LEARNING

Among other campus entities who provided training on quickly transitioning to online learning environments necessitated by COVID-19 this spring, LAMP Director Rachel Watson provided personalized training to UW instructors on how to implement active learning strategies online. Also, in May of 2020, LAMP partnered with ECTL and the University's COVID-19 "Reflection, Assessment and Lessons Learned" sub-committee to send a survey to UW instructors, asking questions about the shift to online teaching – 252 completed the survey. 125 of these educators had engaged in ECTL training, and 27 had been part of the LAMP year-long training. UW educators were asked to compare student achievement in their emergency remote courses through learning assessments they had performed in the current semester and in prior semesters. A minority (25%) of educators with no previous educational development indicated that students mastered the same or more learning outcomes. Thirty-seven percent of instructors who had engaged in short workshops provided by the ECTL indicated that students achieved the same or more learning outcomes. This percentage increased to 47 for those educators in yearlong learning communities. However, a majority - more than 50% - of LAMP-trained educators assessed their students as having achieved or exceeded learning outcomes. This indicates that even in emergency online learning environments, the more immersive and sustained educational development provided by LAMP enables educators to facilitate student learning.

With feedback from UW instructors, LAMP will also be facilitating further training for online teaching, including a workshop called "Facilitating Lab and Fieldwork at a Distance" this summer, as UW plans to pursue a blend of online and in-person learning during the coming Fall semester.

## LAMP SCIENCE OF TEACHING AND LEARNING SURVEY

In late 2019, 47 educators (37 were LAMP Fellows, nine were K-12 educators, three were mentors for LAMP Fellows, and one was a collaborator from UW's ECTL) who had taken part in LAMP professional development, responded to a survey and reported that the program had given them the community and tools to thrive in teaching and had inspired them to participate in and lead further development opportunities. Survey results showed that:

- LAMP educators are creating scholarship that supports student learning** - including 24 posters and presentations, nine journal articles, and eight grant proposals that incorporate active learning into STEM teaching and research.
- 85% of respondents built new collaborations through LAMP** - these relationships impacted respondents' teaching, scholarship, and overall happiness by helping isolated educators feel like part of a community, providing educators with resources to transform specific courses, and boosting educators' professional and personal fulfillment and happiness.
- Respondents were inspired to further development** - seven reported increased understanding and confidence in course development and educational research, seven reported more awareness and understanding of other opportunities for growth, six reported increased passion for teaching, and four reported a desire to be a resource for others.





## EDUCATOR'S LEARNING COMMUNITY

2019/2020 was the inaugural year for the **LAMP Educator's Learning Community (ELC)**, called "Leaving the Light On", which consists of seven prior LAMP fellows. The ELC is a continuing professional development group designed to allow LAMP fellows to extend their development past the initial year of LAMP training. The group carries out educational research in their current STEM classrooms, implementing active learning and measuring its impact on student learning and success in order to further catalyze change at UW through evidence-based active learning. Each ELC participant presented their research at the Original Lilly Conference on College Teaching in November of 2019 at Miami University of Ohio. Two of these projects measured outcomes that affected the entirety of the LAMP and ELC programs, respectively.

The first project was entitled "Measuring Changes in Students' Perception of Active Learning and Feelings of Inclusion". 126 students responded to an active learning survey and 45% related an increase in positive feelings about active learning, comparing results before and after active learning experiences at UW. Themes arising from the analysis included students' positive experiences with teamwork, engagement in the course material, and metacognition. The study also found a 4% increase in feelings of inclusion, comparing results before and after active learning experiences in classrooms at UW. Results showed a 6% increase in feelings of inclusiveness in females, a 3% increase in both white and non-white students, a 4% increase regardless of students' sexuality, a 7% increase regardless of disability, a 6% increase among non-transfer students, but a 2.5% decrease in inclusivity among transfer students. This study is ongoing and additional LAMP fellows will be joining the team to augment the group's ability to assess multi-semester data.

The second project was entitled "'Leaving the Light On': From Feeling Alone to Feeling Connected within an Educator's Learning Community". The project used social network analysis to show how participation in LAMP affected ELC members' connectivity within the university. Before LAMP training, five of the seven educators felt isolated. After LAMP training, six of the seven educators related increased community, connection and drive to reach out. Comparing connectivity before and after LAMP training, the network analysis indicated that fellows were getting information about teaching from twice as many sources, giving advice to more than three times the number of people, their network included 1.5x more people, and the network (among ELC members) was twice as connected.

In order to create more ELCs and to further catalyze change towards evidence-based, active, inclusive teaching practices at institutions across Wyoming, LAMP Director Rachel Watson has spearheaded a grant proposal to the Howard Hughes Medical Institute's (HHMI) Inclusive Excellence Challenge. This project includes 55 faculty, staff, and administrators, and 20 graduate students from across Wyoming. The focus of the grant proposal is to create ELCs at three of Wyoming's seven community colleges. ELC participants would participate in training courses, take part in a SoTL conference, and engage in a LAMP workshop. Community college students who are in STEAM courses taught by ELC-trained educators will also be surveyed. All of the students from this cohort who transfer to UW will then be welcomed as a community and formally enrolled in a course that teaches them the science of learning and directly involves them in undergraduate research and/or teaching. HHMI will distribute awards by September 2021, and each award will provide \$1 million over five years.

## LEARNING ASSISTANTS

The LAMP Learning Assistants Program began in Spring 2018 and provides UW undergraduate and teaching certificate students with opportunities to assist teaching in large introductory science courses taught in active learning classrooms at UW. Learning Assistants (LAs) act as peer mentors to help facilitate team-based and other types of learning. As many LAs are pursuing employment as K-12 STEM teachers, the program also integrates active learning into their training and gives them valuable teaching experience.

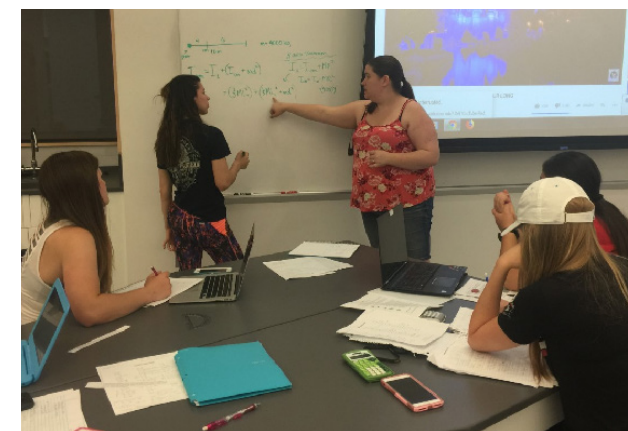
Since Spring 2018,

# 48

UW students have been  
LAs for

# 81

active learning courses



Learning Assistant leads small group student learning.

This academic year,

# 26

UW students have been  
LAs for

# 37

active learning courses

## ROADMAP TO STEAM SCHOLARSHIP AWARDEES

In order to collaborate with K-12 teachers across the state, empower them through training opportunities, and establish connections to bring active learning throughout classrooms in Wyoming, the Science Initiative provides select scholarships to K-12 teachers to attend the Wyoming Department of Education's Roadmap to STEAM Conference. Since 2017, LAMP has awarded 31 scholarships to K-12 educators from 23 Wyoming schools to attend the conference.



LAMP director, Rachel Watson, second from left, selected seven Wyoming educators from three Wyoming K-12 schools to attend the 2019 edition of the Roadmap to STEAM conference in Laramie in August of 2019. Receiving scholarships were Alma Law, Riverton; Larissa Apel and Deborah Jensen, both from Rock Springs; Tasya Ravellette and Nanna Frazier, both from Riverton; and Kimberly Harper, from Rock Springs. Not pictured is Linda Shearer, from Douglas.



SI'S SIGNATURE  
PROGRAMS



# WYOMING RESEARCH SCHOLARS PROGRAM

PROVIDING UNDERGRADUATE STUDENTS WITH  
CUTTING-EDGE RESEARCH OPPORTUNITIES AND  
FACULTY MENTORSHIP





# SI'S SIGNATURE PROGRAMS

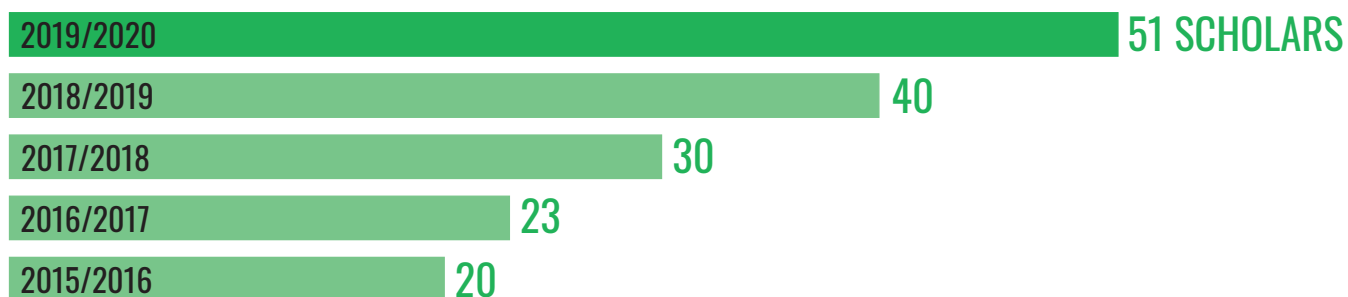


The **Wyoming Research Scholars Program (WRSP)** pairs undergraduate students with faculty mentors to participate in their own cutting-edge research project starting as early as their freshman year. Research experiences through WRSP build confidence and competence in young scholars at a formative stage in their training.

**Program Goals:**

1. Attract high-achieving high school graduates and community college transfer students to UW.
2. Retain promising students in the sciences at UW through early involvement in hands-on science research, department seminars, and public outreach events.
3. Pair talented students with a faculty mentor who can model the scholarship, teaching, service, and outreach activities of a professional scientist.
4. Develop transferable professional skills such as science writing, data analysis, and oral communication through participation in research and public outreach events.

## WRSP SCHOLARS THROUGH TIME (2015-2020)



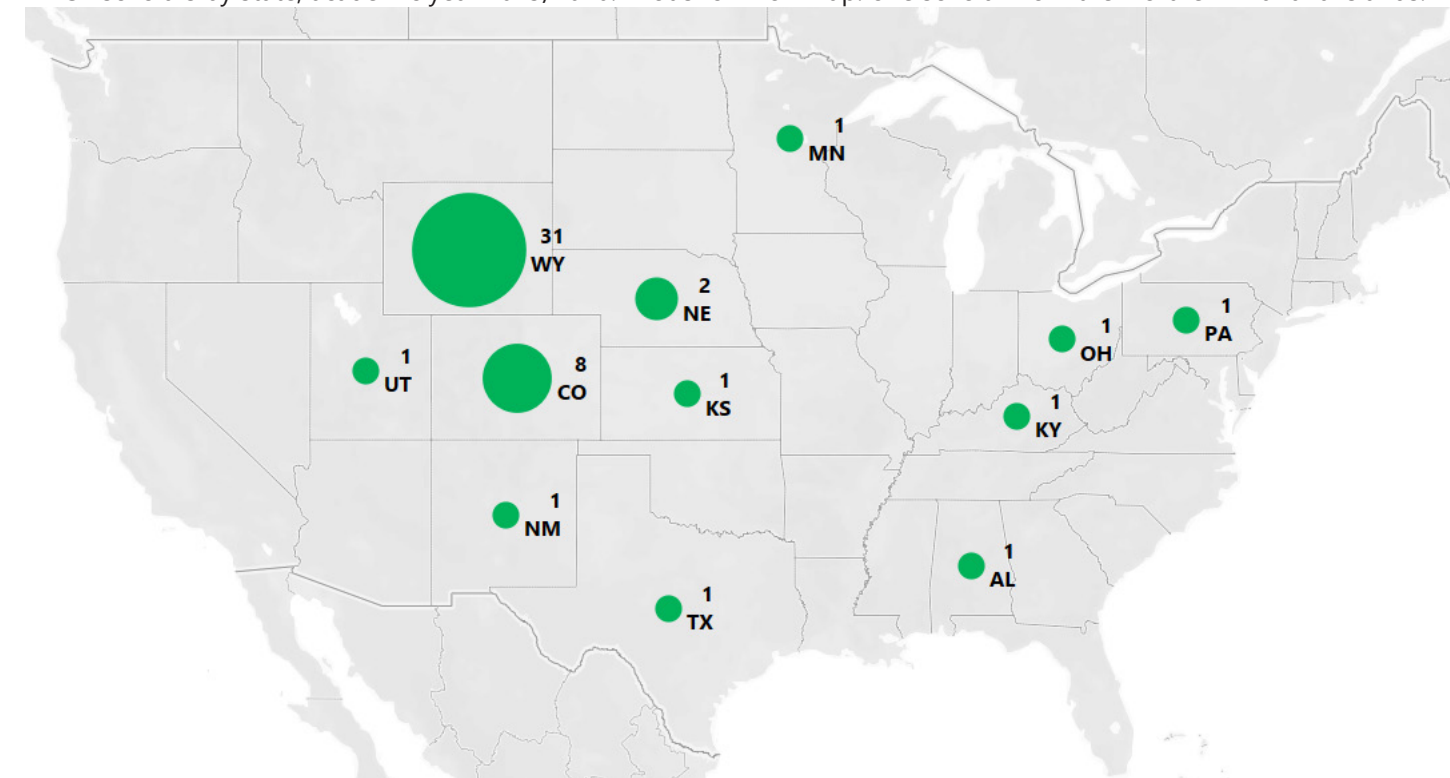
**101** total scholars

FROM 3 countries AND 24 US states and territories

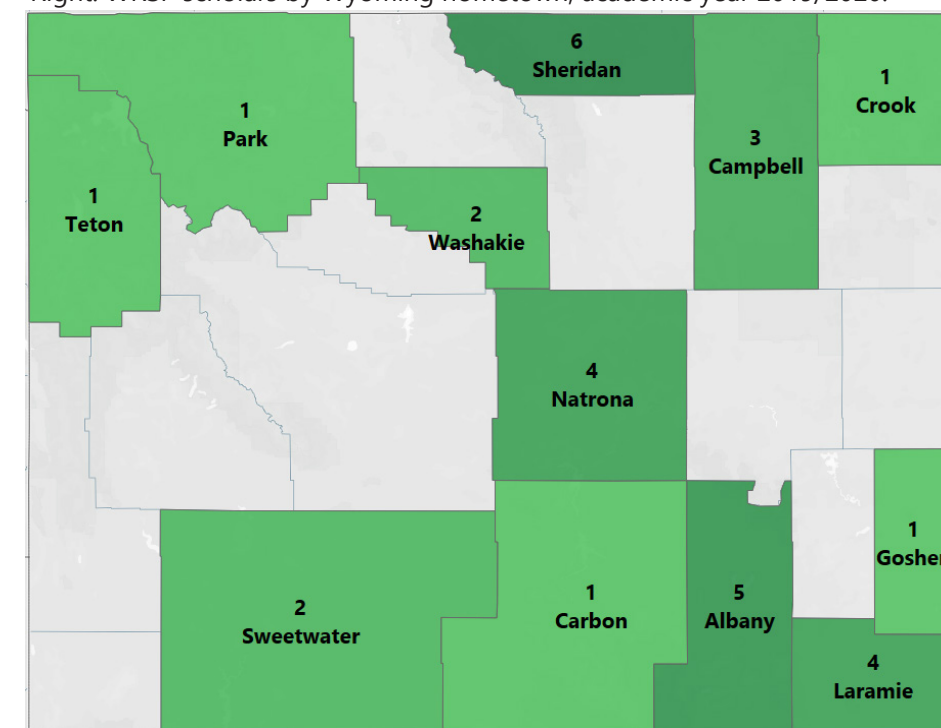
**61** scholars from 17 Wyoming counties

## WRSP SCHOLARS 2019/2020

WRSP scholars by state, academic year 2019/2020. Not shown on map: one scholar from the Northern Mariana Islands.



Below: WRSP scholars by Wyoming county, academic year 2019/2020. Right: WRSP scholars by Wyoming hometown, academic year 2019/2020.

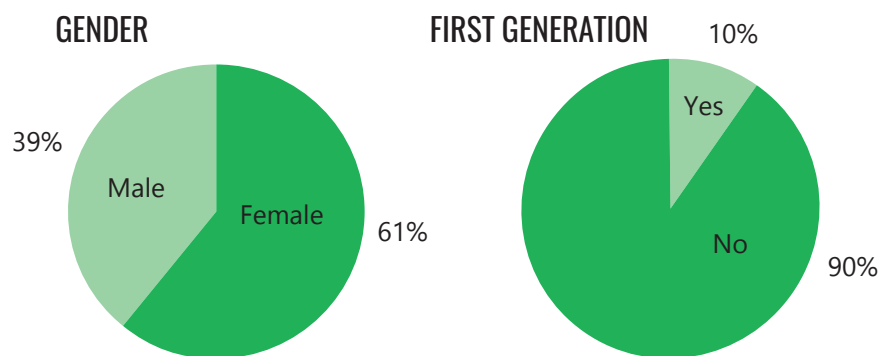


WY CITY	# OF SCHOLARS
Buford	1
Casper	4
Cheyenne	4
Gillette	2
Green River	1
Jackson	1
Laramie	4
Powell	1
Rawlins	1
Rock Springs	1
Sheridan	5
Story	1
Sundance	1
Torrington	1
Worland	2
Wright	1

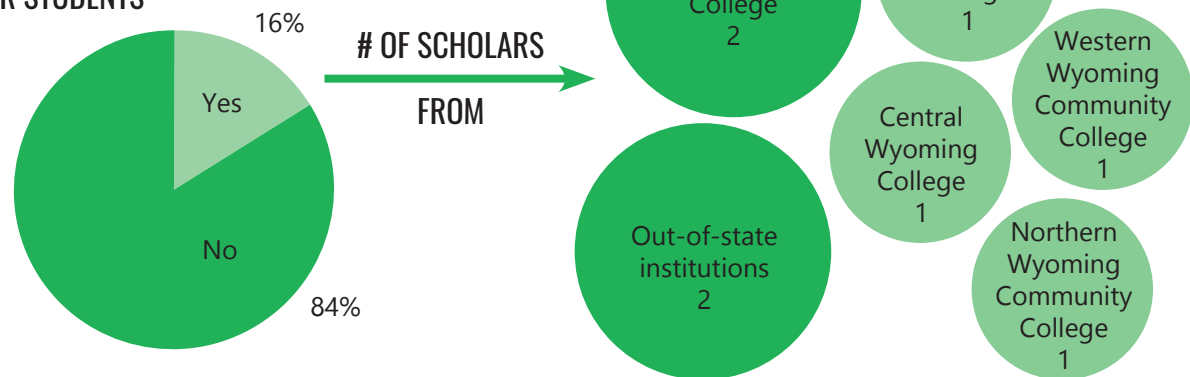
# SI'S SIGNATURE PROGRAMS



WRSP scholars did  
**10,928**  
hours of research



## TRANSFER STUDENTS



Primary majors of WRSP scholars, academic year 2019/2020.

PRIMARY MAJOR	# OF SCHOLARS	PRIMARY MAJOR	# OF SCHOLARS
Agroecology	1	Mechanical Engineering	2
Animal & Veterinary Science	2	Microbiology	4
Astronomy & Astrophysics	2	Molecular Biology	2
Biology	3	Petroleum Engineering	2
Chemical Engineering	1	Physics	5
Chemistry	4	Physiology	6
Computer Engineering	1	Pre-Pharmacy	1
Computer Science	1	Secondary Education - Biological Science	1
Electrical Engineering	1	Speech Language & Hearing Sciences	1
Environmental Geology & Geohydrology	1	Wildlife & Fisheries Biology & Management	2
Environmental Systems Science	2	Zoology	3
Geology	1	Zoology & Physiology	1
History	1		

## WRSP SCHOLAR PUBLICATIONS AND PRESENTATIONS

The goals of WRSP include not only exposing undergraduate students to the work of a professional researcher, but giving them the opportunity and resources to actively contribute to these processes. This takes research from the theoretical to the practical realm and also gives students research products that greatly enhance their applications for further education and employment. Each semester, WRSP scholars report the products of their research, including publications, presentations, outreach, and other creative activities. This academic year, 16 scholars reported on their research activity. These data were augmented with online searches for other research products. This academic year, many professional conferences were cancelled, so the number of presentations and posters was limited; however, most WRSP scholars will present their research through a virtual symposium this summer.

List of presentations and posters presented at professional conferences to which WRSP scholars contributed, academic year 2019/2020.

PRESENTATION TITLE	EVENT/CONFERENCE NAME
Selection of an Optimal Invertebrate Taxon as a Baseline in Stable Isotope Analyses of Stream Food Webs	American Fisheries Society & The Wildlife Society Conference
Patterns of Gene Expression Underlying Salt Stress Tolerance in Vitis	Western INBRE Conference
What Brain Sites are Involved in Decision Making?	NIH IDeA Western Regional Conference
Decision Making: Identifying the Pathways used in Cognitive Decision Making	NIH IDeA Western Regional Conference
Individual Distinctiveness in Vocalizations of a Suboscine Songbird	American Ornithological Society Conference
New Approaches to Hydrocarbon Feedstock Conversion: Bifunctional Pd Complexes for Tunable Heterolytic C-H Activation	American Chemical Society National Meeting & Exposition
Bifunctional Pd Complexes for Tunable Heterolytic C-H Activation and Alkene Dimerization	American Chemical Society SWRM Regional Meeting

List of published articles to which WRSP scholars contributed, academic year 2019/2020.

ARTICLE TITLE	JOURNAL TITLE
Identification and Characterization of the Lactating Mouse Mammary Gland Citrullinome	International Journal of Molecular Sciences
Selective Modification of Tryptophan Residues in Peptides and Proteins Using a Biomimetic Electron Transfer Process	Journal of the American Chemical Society
Variable Hybridization Outcomes in Trout are Predicted by Historical Fish Stocking and Environmental Context	Molecular Ecology





## WRSP SCHOLAR EXIT SURVEY

Beginning this academic year, scholars who exit the program (most by graduating) will fill out an exit survey, which asks questions about learning outcomes related to the research, teaching, and outreach that scholars took part in during their time in WRSP. Also included are questions about future educational and employment plans and questions about WRSP in general. Below are some notable results from the seven Spring 2020 graduates who completed the survey.

Out of 10, WRSP scholars gave the program an overall rating of

# 9.6

# ALL 7

scholars plan to pursue graduate education and employment in their field of study. Scholars remarked that their involvement in WRSP gave them confidence related to, clarified their plans for, and gave them the skills they needed to be prepared for graduate school.

On average, scholars reported a **GREAT GAIN** in confidence and competence related to research skills

When asked to reflect on the impact of the program, one scholar said "I am more logical, confident, and a better problem-solver than I was prior to my participation in an undergraduate research experience."

## WRSP'S RESPONSE TO COVID-19

The COVID-19 pandemic impacted numerous undergraduate researchers and their projects during the second half of the spring semester and into summer. WRSP assisted students during this crisis by providing guidance and updates on UW research policies. WRSP students were consulted individually about specific challenges imposed on their projects by shutdowns of on-campus research. Because students in the program represent a broad range of STEM disciplines, the level of disruption to student research varied significantly. Students with laboratory-based and field-based studies were advised to work remotely on alternative activities such as literature review, analysis of existing data sets, proposal and manuscript preparation, training in new techniques such as computer coding and GIS, and planning for future research projects. In addition, the deadline for 2020-21 WRSP applications was extended to accommodate COVID-related interruptions to student schedules, and orientation sessions for new students were moved to summer. Numerous spring research presentations were interrupted by the pandemic. For example, UW's annual celebration of undergraduate work, "Undergraduate Research and Inquiry Day", was cancelled and several students were unable to attend and present their results at professional conferences. Consequently, the SI is hosting a Wyoming Research Scholars Program Virtual Symposium in summer so that WRSP students will still have the opportunity to present their work. Workshops are being held to assist students with the preparation of oral presentations and online posters. WRSP will continue to assist undergraduate researchers and their faculty mentors throughout the summer and into the fall semester as they adapt projects to the challenges of the COVID-19 situation.

## COURSE-BASED UNDERGRADUATE RESEARCH EXPERIENCES (CUREs)

In the Fall of 2019, CUREs were piloted at UW by WRSP Director Jamie Crait with assistance from two other UW instructors. CUREs have also been developed at other universities as a way to engage students in research at a "scale that is not possible through apprenticeships in faculty research laboratories." (Rodenbusch et al., 2016)<sup>1</sup>. Currently, UW's CURE program is being developed as a sequential, three-course series moving students towards more autonomy in research. The first course in the sequence introduces students to research through developing skills in primary literature analysis, data analysis and visualization, and scholarly communication. The second course gives students deeper knowledge in a specific discipline and training in research methods. The third course focuses on applying skills and knowledge in the context of a research project. After a student finishes the series of courses, instructors provide information on further research opportunities such as working in faculty labs or participating in internships. Students who finish the sequence will also have the opportunity to serve as peer mentors for new students.

The first course in the series was offered in Fall 2019 as Special Topics In: Introduction to Ecological Research. Beginning in Fall 2020, this course will be taught as a First Year Seminar. In Spring 2020, the second course in the series was offered as a Scientific Communication course listed under Life Sciences. The third course will be offered in Fall 2020. In the future, the Science Initiative aims to assist UW instructors in developing CUREs across the science disciplines and to ensure that all CURE courses meet core major requirements, integrating them effectively into students' majors.



CURE students place remote cameras to study wildlife at beaver ponds near Pole Mountain in Medicine Bow National Forest.

<sup>1</sup>Rodenbusch SE, Hernandez PR, Simmons SL, Dolan EL (2016). Early Engagement in Course-Based Research Increases Graduation Rates and Completion of Science, Engineering, and Mathematics Degrees. *CBE - Life Sciences Education*, 15(2), 1-10.



# SI'S SIGNATURE PROGRAMS

ROADSHOW

8

9

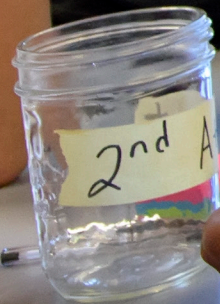
Is water a source of food for plants and animals? Why or why not?

A. Yes, because food is anything that is needed by plants and animals, and water is needed by plants and animals.

B. Yes, because food is anything that provides energy to plants and animals, and water provides energy to plants and animals.

No, because liquids cannot be food for plants and animals, and water is a liquid.

No, because food must contain molecules that have carbon atoms linked to other carbon atoms, and water molecules do not have carbon atoms linked to other carbon atoms.



# SCIENCE INITIATIVE ROADSHOW

BRINGING ACTIVE LEARNING TO  
K-12 STEM CLASSROOMS ACROSS  
WYOMING

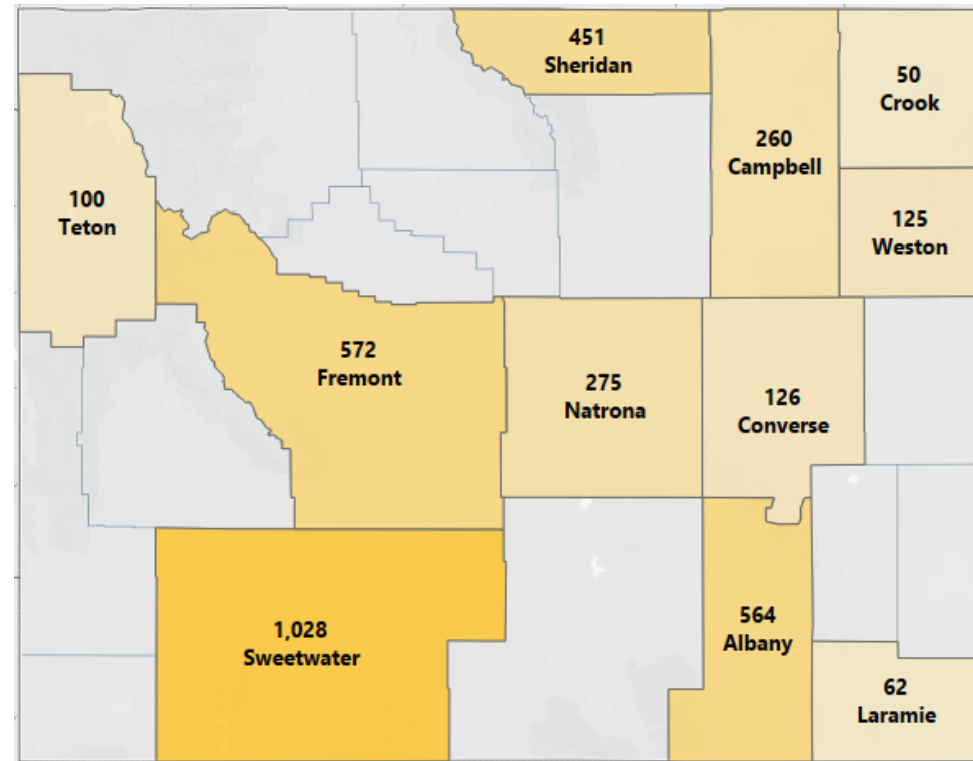




Teams of undergraduate and graduate students from UW, including WRSP Scholars and LAMP Learning Assistants, travel throughout the state facilitating hands-on learning in K-12 STEM classrooms using active learning techniques through the **Science Initiative Roadshow**. The teams from UW work with K-12 teachers to integrate learning experiences into existing curricula in order to achieve assigned learning outcomes. This collaborative approach exposes Wyoming students and teachers to innovative active learning techniques and creates links between UW and schools across the state to improve STEM teaching statewide.

## THE SCIENCE INITIATIVE ROADSHOW THROUGH TIME (2017-2020)

Number of K-12 students reached, 2017-2020.



Since 2017, the Science Initiative Roadshow has brought active learning to

# 3,613

K-12 students from  
**11**

Wyoming counties

# 28

school visits

# 19+

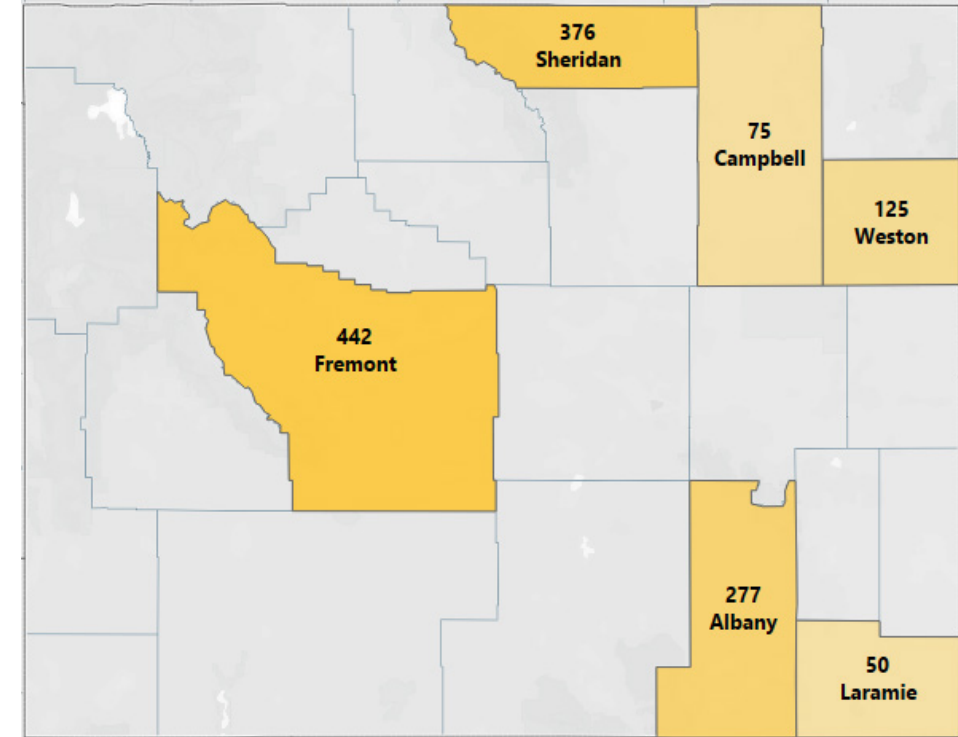
schools

# 14

WY communities

## THE SCIENCE INITIATIVE ROADSHOW 2019/2020

Number of K-12 students reached, academic year 2019/2020.



In the 2019/2020 academic year, the Science Initiative Roadshow brought active learning to

# 1,345

K-12 students from

# 6

Wyoming counties

DATE	CITY	SCHOOL	# OF STUDENTS
8/23/2019	Riverton	Riverton Middle School	60
9/19/2019	Gillette	Campbell County High School	75
10/7/2019	Riverton	Riverton Middle School	60
11/4/2019	Riverton	Riverton Middle School	60
11/15/2019	Centennial	Centennial Elementary School	7
12/5/2020	Newcastle	Newcastle Middle School	125
1/14/2020	Riverton	Riverton Middle School	182
1/15/2020	Riverton	Riverton Middle School	200
2/3/2020	Laramie	Laramie Junior High School	270
2/19/2020	Sheridan	Sheridan Junior High School	376
2/24/2020	Cheyenne	Pioneer Park Elementary School	50



## RIVERTON COMMUNITY-BASED LEARNING PROJECT

During the 2019/2020 academic year, UW faculty and students, including Rachel Watson's UW microbiology capstone class, partnered with 60 7th grade students and their teachers from Riverton Middle School, the City of Riverton, and Inberg-Miller Engineers on a large, community-based project involving research into the possible phytoremediation of a decommissioned landfill in Riverton. The landfill operated from 1971-1983 when there were fewer regulations on landfills, such as a required liner to prevent leaks. In 2013, the Wyoming legislature created a landfill remediation program to assist communities with landfills that pose a high risk to human health and to the environment. The Wyoming Department of Environmental Quality (DEQ) ranked the landfill in Riverton 10th out of 82 landfills with the highest need for remediation. Since then, the City of Riverton and Inberg-Miller Engineers have been researching solutions to remediate the site.

The Roadshow's collaborative project began in August 2019 with the first visit to Riverton Middle School. Rachel Watson and two UW graduate students led educational activities related to landfill waste, chemicals, bacteria, and native Wyoming plants that can be used for phytoremediation. In October, the 7th graders traveled to UW to visit the Rocky Mountain Herbarium and learn more about phytoremediation from UW professors and students. In November, Rachel Watson and her capstone students traveled to the landfill to collect samples and meet with the 7th graders. In December, Rachel Watson's microbiology capstone class presented two posters showing their findings related to the project and invited the Riverton students to the presentation through video to discuss findings and ask questions. In January 2020, the Roadshow took a final trip to Riverton to work with the 7th graders to brainstorm their ideas for individual and team projects, community involvement, and how best to go public with their interdisciplinary learning. Some UW students also continued research related to the project throughout the spring 2020 semester. To conclude the project, teachers from Riverton and researchers from UW plan to present on the year-long project at the Wyoming Department of Education Roadmap to STEAM conference this summer.



Riverton 7th graders and teachers, UW faculty and students, and Inberg-Miller engineers near the decommissioned landfill in Riverton.

At the outset of the project, Rachel Watson shared, "This collaboration is truly unique because it will allow the 7th grade students to work within their community on a meaningful project and to do so in an interdisciplinary way with community leaders and University of Wyoming student researchers. Not only are the students afforded a rich learning experience, but so too are the instructors and professors who will support their learning. Already I am working with the 7th grade teachers to design curriculum surrounding the old Riverton Landfill remediation. This curriculum will allow students to explore solutions involving phytoremediation, mycoremediation and bioremediation. Thus, they will learn deeply about the chemistry of the landfill leachate, the plant physiology of species that can accumulate these toxins, and metabolism of fungi and bacteria that can also degrade harmful chemicals. They will also learn about all of the future careers that are available in these areas; they will work with the actual researchers, engineers and city planners. This makes things that often seem far off and inaccessible into something tangible. Thus, this will be a truly holistic and life-changing learning experience for all teachers and students involved."

## NEW FACULTY HIRE

This summer we will welcome Karagh Brummond to the SI team. Karagh received a B.S. in Neuroscience (Honors) from Regis University in Denver, Colorado and a PhD in Neuroscience from the University of Wyoming. Her PhD research focused on the neuronal control and encoding of speech using songbirds as an animal model, and her post-doctoral work was focused on reproductive neuroendocrinology. She is also involved in the Laramie community as an Alzheimer's Association Community Educator, a 500 Women Scientists movement coordinator, and performs public outreach through Brain Awareness Week to educate the community and the state of Wyoming on brain research. She comes to us from the UW Honors College, where she served as the Senior Project Coordinator for the Summer High School Institute, as well as teaching multiple courses. Karagh will be tasked with expanding the Roadshow and the CURE programs.

## STUDENT-CREATED COMMUNITY OUTREACH PROGRAM FOR STEAM ENGAGEMENT (COPSE)

Science Initiative programs are catalyzing educational change in Wyoming by spawning other projects related to active learning and research. In March of 2020, six UW graduate students and one post-baccalaureate student, many of whom are LAMP-trained or former WRSP scholars, won a one-year, \$16,860 UW Biodiversity Institute Novel Outreach & Education Grant. Rachel Watson is the faculty sponsor for the project, which is titled "Community Outreach Program for STEAM Engagement (COPSE)". The project will first administer training events to provide resources and opportunities for graduate student skill development in communication, education, and outreach assessment and build a sustainable community of UW students engaged in a variety of outreach activities. Next, this UW student community will develop an active learning program called Crossroads, integrating both science and art, which will focus on how diversity permeates the earth and universe at multiple scales. Crossroads will then bring the active learning program to six different K-12 schools across Wyoming. Involved K-12 students will create artwork related to what they have learned, which will be displayed at a festival at the Berry Biodiversity Center at UW. The public and select K-12 students and teachers will be invited to attend the festival, which will conclude the year's projects. UW students plan to continue the program after the initial year of Biodiversity Institute funding.



# FACULTY INNOVATION GRANT PROGRAM

SI'S SIGNATURE PROGRAMS



PROVIDING SEED GRANTS FOR NATIONAL-LEVEL FUNDING OPPORTUNITIES





# SI'S SIGNATURE PROGRAMS



In March of 2019, the Science Initiative launched a pilot version of the **Faculty Innovation Grant Program**, designed to stimulate and bolster submission of competitive interdisciplinary grant proposals to federal agencies.

These seed grants are expected to encourage 30+ competitive grant proposals over the next two years to federal agencies including the National Science Foundation (NSF), Department of Energy (DOE), Department of Defense (DOD), United States Department of Agriculture (USDA), National Institutes of Health (NIH), and United States Geographical Survey (USGS). Similar programs at other universities have yielded up to a 20 to 1 return on investment.

PI & UW DEPT	CO-PIs & UW DEPTS	PROJECT TITLE	TOTAL AWARD
<b>*Mike Brotherton</b> , Physics & Astronomy	<b>Daniel Dale</b> , Physics & Astronomy <b>Ruben Gamboa</b> , Computer Science	Accelerating the computational investigation of supermassive sub-parsec binary black holes candidates	\$45,000
<b>Carrie Eberle</b> , Plant Sciences	<b>Steve Paisley</b> , Animal Science	Establishing <i>Crotalaria juncea</i> as a new forage crop for the sustainable intensification of the Wyoming agricultural industry	\$89,992
<b>Brian Leonard</b> , Chemistry	<b>Elliott Hulley</b> , Chemistry <b>William Rice</b> , Physics & Astronomy <b>John Ackerman</b> , Chemical Engineering	Understanding intercalation chemistry to design novel 2D materials	\$90,000
<b>Merav Ben-David</b> , Zoology & Physiology	<b>Brian Cherrington</b> , Zoology & Physiology <b>Vikram Chhatre</b> , Molecular Biology	Genomic analyses of embryonic diapause in the Musteloidea with an eye towards improving assisted reproductive technologies	\$77,366
<b>Amy Navratil</b> , Zoology & Physiology	<b>Jay Gatlin</b> , Molecular Biology	Understanding how the tubulin code regulates reproductive function of gonadotrope cells	\$90,000
<b>John Oakey</b> , Chemical Engineering	<b>Daniel Levy</b> , Molecular Biology	Nuclear size in 3D cancer cell migration	\$52,000
<b>Ginger Paige</b> , ESM	<b>Melanie Murphy</b> , ESM <b>Fabian Nippgen</b> , ESM <b>Brent Ewers</b> , Botany	Tracking eco-hydrologic changes in the hyporheic zone to improve water resource management	\$88,740
<b>**Daniel Laughlin</b> , Botany	<b>Dan Tekiela</b> , Plant Sciences	The first experimental test of a new paradigm in ecological restoration	\$69,232
<b>Catherine Wagner</b> , Botany	<b>Bryan Shuman</b> , Geology & Geophysics <b>Amy Krist</b> , Zoology & Physiology <b>Annika Walters</b> , WY Game & Fish Cooperative Unit	The tempo of ecological and evolutionary change: response to predator introduction in alpine lakes of the Wind River Range	\$89,537

PI & UW DEPT	CO-PIs & UW DEPTS	PROJECT TITLE	TOTAL AWARD
<b>Don Jarvis</b> , Molecular Biology	<b>Jason Gigle</b> , Molecular Biology <b>Jonathan Fox</b> , Veterinary Sciences	Assessing the impact of a viral contaminant on the biosafety profile of the baculovirus-insect cell system	\$89,580
<b>Simone Runyon</b> , Geology & Geophysics	<b>Susan Swapp</b> , Geology & Geophysics <b>Erin Philips</b> , SER <b>Carol Frost</b> , Geology & Geophysics <b>Robert Gregory</b> , WY State Geological Survey	REE enrichment in Wyoming Roll-Front uranium deposits	\$89,996
<b>Te-Yu Chien</b> , Physics & Astronomy	<b>Maohang Fan</b> , Petroleum Engineering and SER	Synthesizing graphene-related materials and carbon nanotubes from coal through microwave treatments	\$90,000
<b>Ellen Currano</b> , Botany	<b>Laura Viette</b> , Geology & Geophysics <b>Mark Clementz</b> , Geology & Geophysics	Back to the future: interdisciplinary research on 50 million year old ecosystems will allow WY to better prepare for the year 2140	\$82,931

\* Recommended for external (NSF) funding

\*\* Externally funded by USDA-NIFA

As of June 2020, the Science Initiative has received communication that research groups that were awarded seed funds have so far applied for six grants, including proposals sent to the National Science Foundation (NSF), the US Department of Agriculture-National Institute of Food and Agriculture (USDA-NIFA), the US Department of Energy (DOE), and the American Chemical Society (ACS). These grant proposals have requested a total of \$2.4M.

Dr. Mike Brotherton's grant proposal, "The Wyoming AGN Reverberation Mapping (WARM) Project", is currently under consideration for NSF funding.

Dr. Daniel Laughlin's grant proposal, in partnership with researchers from Chapman University, "Applying trait-based models to achieve restoration targets in rangelands", was funded by USDA-NIFA for \$480,000 over four years. The USDA-NIFA grant was secured three months after the SI seed grant was awarded, so SI funding was only used to kick-start research.

Multiple other grant proposals are currently under consideration by national funding agencies, and the SI expects 20+ more grant proposals to be submitted through 2021 as the majority of the proposals enter their second year of the two-year seed grant funding.

# OTHER PROGRAMS AND METRICS

## PARTNERSHIP WITH APACHE POINT OBSERVATORY

The Apache Point Observatory (APO), including 3.5 m, 2.5 m, and 1.0 m telescopes, is located in the Sacramento Mountains of New Mexico near Alamogordo. Since July of 2017, with the financial support of the Science Initiative, UW has been one of eight members of the Astrophysical Research Consortium (ARC), giving UW astronomical researchers access to the 3.5 m ARC telescope at APO for 40 half nights per year, of which 65% have had clear weather. Access to this telescope has opened up new kinds of science programs to UW faculty and students, as it has a suite of optical and infrared spectrographs with capabilities not available at UW's WIRO telescope.

While UW astronomers continue to apply for time on national telescope facilities, the number of public-access telescopes has shrunk over the last decade. Yet, abundant telescope access has become more of a hot commodity with the emergence of time-domain astronomy: the study of how astronomical objects change on a nightly or weekly basis. The study of extrasolar planets that can be detected either by the transit (eclipse) of a planet's host star or by the velocity wobble imparted to its host star demands repeated, nightly observations. UW astronomers are poised to be leaders in this field given the power of APO access coupled with the capabilities at WIRO.

ARC membership has also led to scientific exchanges with ARC's seven other member universities, and the capabilities of APO have also featured prominently in recent grant proposals to NASA and the National Science Foundation. Between July 2017 and December 2019, the UW Physics & Astronomy department took three training trips to APO which included three faculty members, one postdoc, 17 graduate students, and two undergraduate students. Use of APO has enabled the department to take on 10 faculty and student-led research projects, as well. Lastly, research at APO has contributed to the publishing of seven articles, four with faculty as primary authors (two of these had student co-authors), and three with students as primary authors.



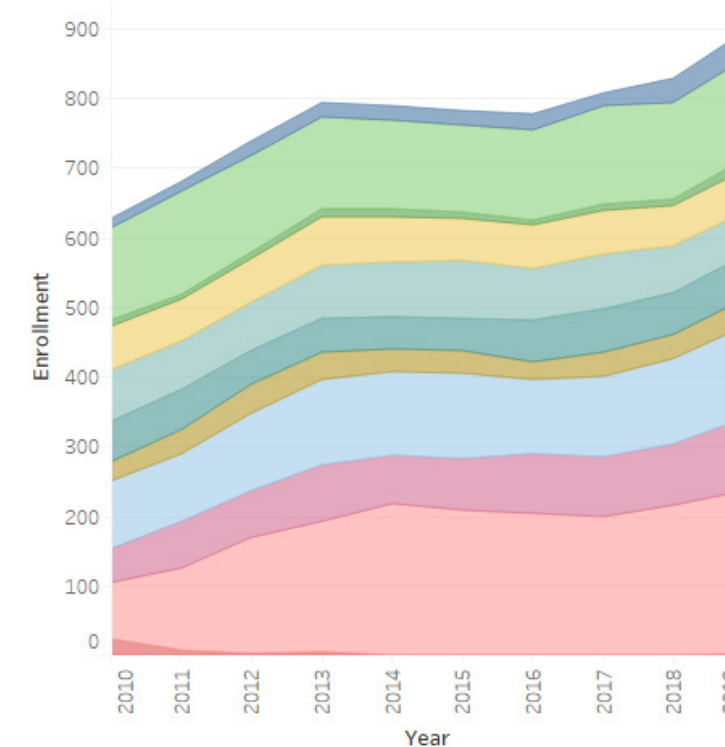
UW undergraduate Physics & Astronomy student and WRSP scholar, Logan Jensen at APO. Logan is from Greybull, WY and graduated with 2 degrees (Astronomy & Astrophysics and Physics) in Spring of 2018.

## ENROLLMENT AND DEGREES AWARDED IN UNDERGRADUATE SCIENCE INITIATIVE PROGRAMS

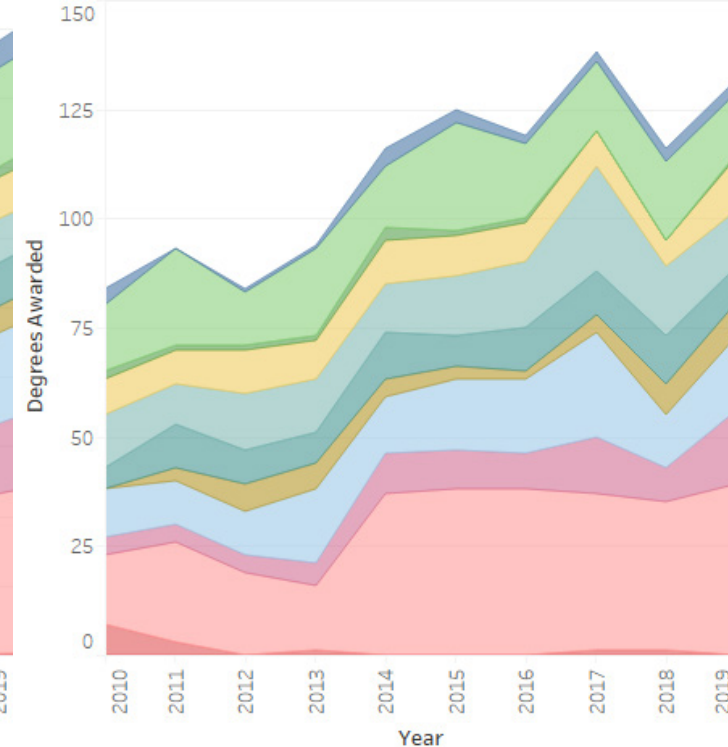
One of the Science Initiative's main goals is to attract, retain, and award degrees to undergraduate students in what have been identified as core science departments and programs at UW, which include Botany, Chemistry, Life Sciences, Microbiology, Molecular Biology, Physics & Astronomy, and Zoology & Physiology. These departments and programs include the following majors: Astronomy & Astrophysics, Biology, Botany, Chemistry, Microbiology, Molecular Biology, Physics, Physiology, Wildlife & Fisheries Biology & Management, and Zoology (Zoology & Physiology were previously one integrated major, but are now split into two).

Enrollment numbers below are based on Fall numbers, and degrees awarded are based on Spring numbers from the same academic year (for example, Fall 2015 enrollment is shown as enrollment for 2016, and degrees awarded in Spring 2016 are shown as degrees awarded for 2016). For the purposes of this data, we can think of the Science Initiative as beginning in 2016 as programming for students began in Fall of 2015. At the time of publishing this report, data for 2020 was not yet available.

### ENROLLMENT BY SI UNDERGRADUATE PROGRAM



### DEGREES AWARDED BY SI UNDERGRADUATE PROGRAM





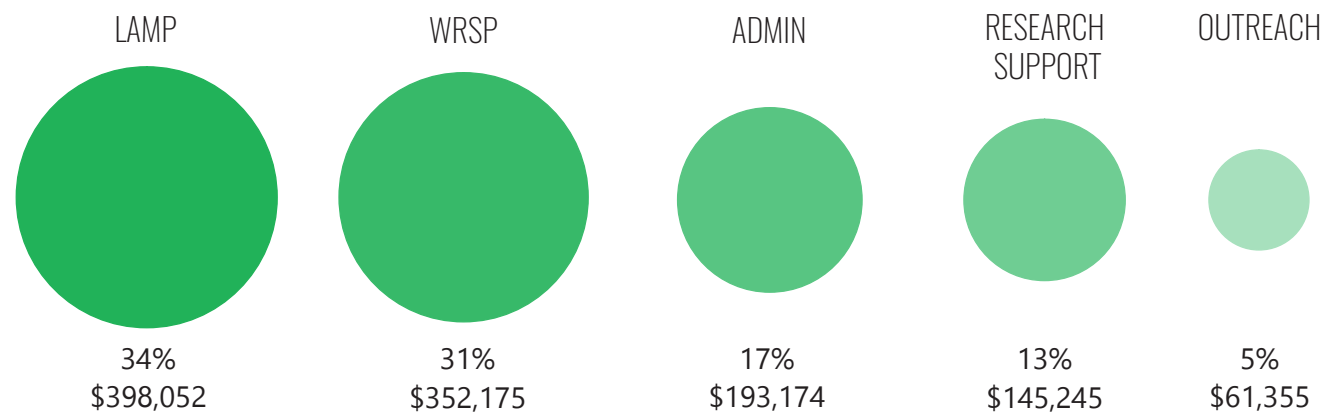
# FINANCIAL STATEMENT

## THE PAST YEAR

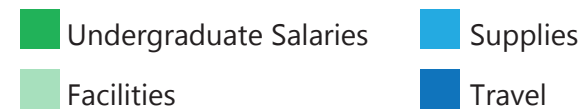
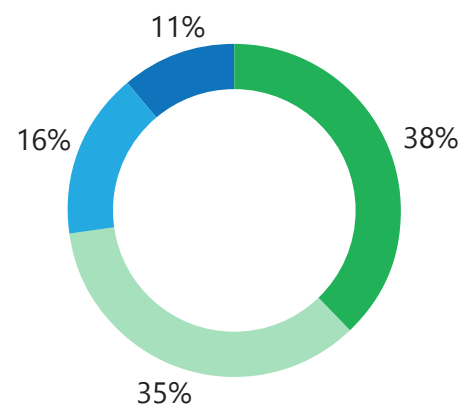
Our primary financial goals for the year included expanding and enriching our active learning and student research programs, increasing outreach to K-12 students and Wyoming communities, and providing seed funding for novel faculty research.

### WHERE OUR FUNDING GOES (FISCAL YEAR 2019/2020)

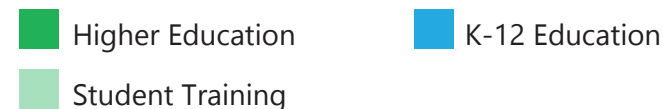
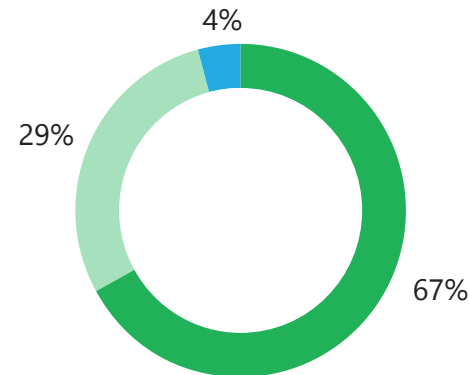
The Science Initiative is currently funded by an annually recurring state appropriation of \$1.15M/yr. An additional one-time state appropriation of \$1M was awarded to pilot the Faculty Innovation Grant Program. Designed to stimulate external funding proposals, the 2-year seed grants will be spent over the 19-20 and 20-21 fiscal years. 12 undergraduate researchers in the Wyoming Research Scholars Program are generously funded by the UW School of Energy Resources at a budget of \$81K/yr for FY19-20.



### RESEARCH EXPENSES BREAKDOWN



### TEACHING EXPENSES BREAKDOWN



## VISION FOR THE FUTURE

Science Initiative programs are currently supported at **23%** of the full funding outlined in the Governor's Task Force Report

Fiscal year 2019/2020 budget vs. target budget set by Governor's Task Force and Science Initiative Leadership Team.

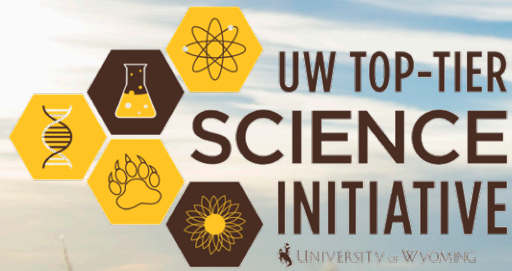
BUDGET SEGMENT	TARGET BUDGET	FY 19/20 ALLOCATED BUDGET	REMAINING ALLOCATION NEEDED	PERCENT FUNDED
Active Learning Training Programs (LAMP)	\$398,000	\$398,000	\$0	100%
Undergraduate Research Programs (WRSP)	\$900,000	\$352,000	\$548,000	39%
Administrative Staffing and Expenses	\$506,000	\$194,000	\$312,000	38%
Outreach and Engagement	\$200,000	\$61,000	\$139,000	31%
Research Support and Facilitation	\$817,000	\$117,000	\$700,000	14%
Core Instrumentation Facility (CASI) Staffing	\$510,000	\$28,000	\$482,000	5%
Specialized Building Staffing	\$160,000	\$0	\$160,000	0%
PhD Scholars Program	\$920,000	\$0	\$920,000	0%
Innovative Seed Grants*	\$600,000	\$0	\$600,000	0%
<b>Totals</b>	<b>\$5,011,000</b>	<b>\$1,150,000</b>	<b>\$3,861,000</b>	<b>23%</b>

\*A one-time \$1M was appropriated during the spring 2019 legislative session.

## LOOKING AHEAD

In the next year, we will continue to work diligently to use our funds in an efficient and targeted manner. We plan to diversify our income with funding from private sources to support outreach to K-12 students and to increase the reach of active learning across Wyoming's community colleges. We are also adding an additional faculty member in order to increase our statewide impact and support undergraduate researchers. Finally, we are planning for new programming in conjunction with the opening of the new building in Fall 2021. We look forward to a vibrant future of transforming student learning, teaching, and research at UW and across the state, and we thank you for your continued support.







**AGENDA ITEM TITLE: Flipping the Classroom, Watson/Boggs**



to become better teachers, par-  
In addition to the ideas you'll find within each chapter, I end each chapter with a few more potential ways to apply the research in our daily lives. But these are not prescriptions. They are hypotheses. If you try them, you will be doing your own little research project to see whether they work for you.

## Back to the jungle

What we know about the brain comes from biologists who study brain tissues, experimental psychologists who study behavior, cognitive neuroscientists who study how the first relates to the second, and evolutionary biologists. Though we know precious little about how the brain works, our evolutionary history tells us this: The brain appears to be designed to (1) solve problems (2) related to surviving (3) in an unstable outdoor environment, and (4) to do so in nearly constant motion. I call this the brain's performance envelope.

Each subject in this book—exercise, sleep, stress, wiring, attention, memory, sensory integration, vision, music, gender, and exploration—relates to this performance envelope. We were in motion, getting lots of exercise. Environmental instability led to the extremely flexible way our brains are wired, allowing us to solve

## 1. INTRODUCTION

problems through exploration. To survive in the great outdoors, we needed to learn from our mistakes. That meant paying attention to certain things at the expense of others, and it meant creating memories in a particular way. Though we have been stuffing them into classrooms and cubicles for decades, our brains actually were built to survive in jungles and grasslands. We have not outgrown this.

Because we don't fully understand how our brains work, we do dumb things. We try to talk on our cell phones and drive at the same time, even though it is literally impossible for our brains to multi-task when it comes to paying attention. We have created high-stress office environments, even though a stressed brain is significantly less productive than a non-stressed brain. Our schools are designed so that most real learning has to occur at home. Taken together, what do the studies in this book show? Mostly this: If you wanted to create an education environment that was directly opposed to what the brain was good at doing, you probably would design something like a classroom. If you wanted to create a business environment that was directly opposed to what the brain was good at doing, you probably would design something like a cubicle. And if you wanted to change things, you might have to tear down both and start over.

Blame it on the fact that brain scientists rarely have a conversation with teachers and business professionals, education majors and accountants, superintendents and CEOs. Unless you have the *Journal of Neuroscience* sitting on your coffee table, you're out of the loop.

This book is meant to get you into the loop.

### **Survival: Why your brain is so amazing**

#### *Brain Rule #1: The human brain evolved, too*

When he was 4, my son Noah picked up a stick in our backyard and showed it to me. "Nice stick you have there, young fellow," I said. He replied earnestly, "That's not a stick. That's a sword! Stick 'em up!" I raised my hands to the air. We both laughed. As I went back into

**AGENDA ITEM TITLE: Ivinson Parking Garage Exterior Design, Mai**

# IVINSON PARKING GARAGE

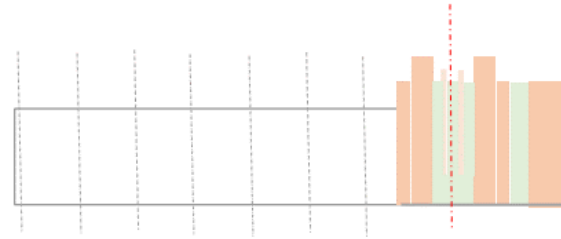
EXTERIOR DESIGN ADVISORY COMMITTEE

JUNE 16, 2020



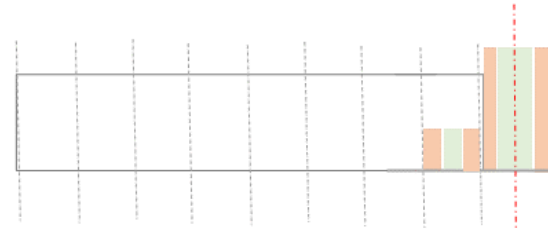
### Scheme 1

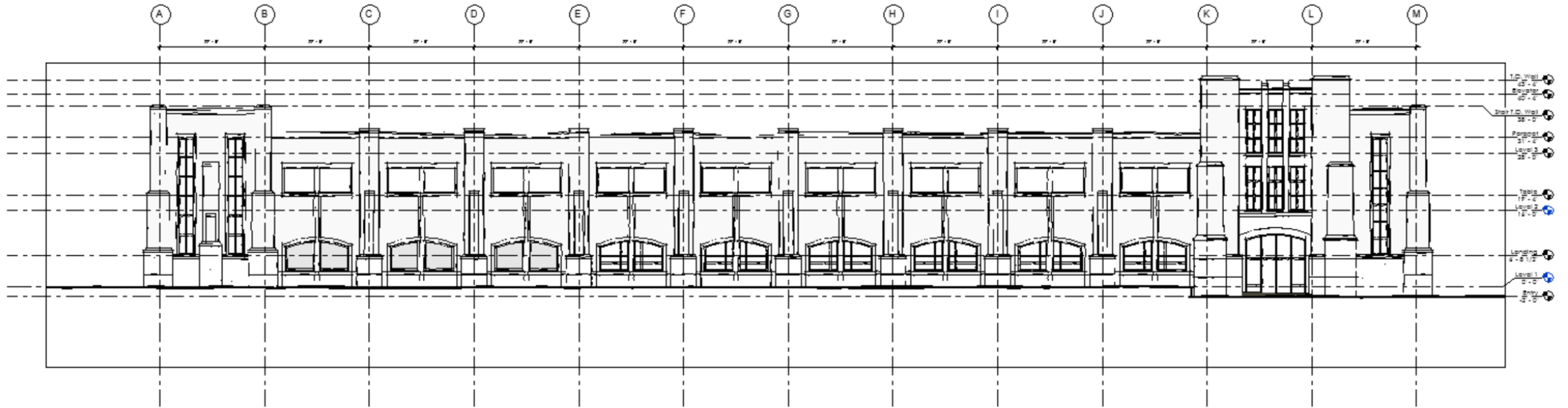
Three story corner element with axial relationship to lobby and upper lobbies in parking garage. Stair as secondary corner element. Lose 2 cars



### Scheme 2

Stair as axial corner element. Lobby as one-story element within bay configuration. No upper lobbies. Corner identical on Grand and Iverson

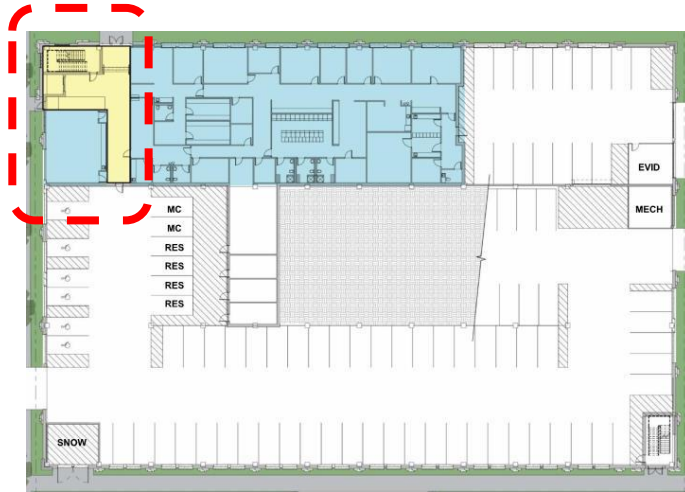




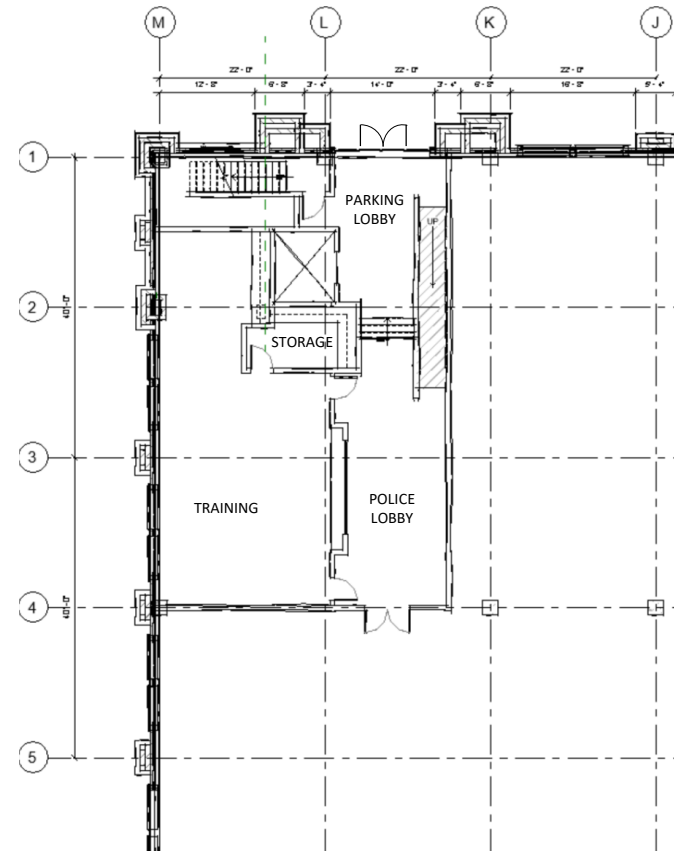
*Ivinson St. Elevation*

# IVINSON PARKING GARAGE





First Floor Plan



Enlarged Plan

# IVINSON PARKING GARAGE







*Ivinson St. Elevation*

Previous

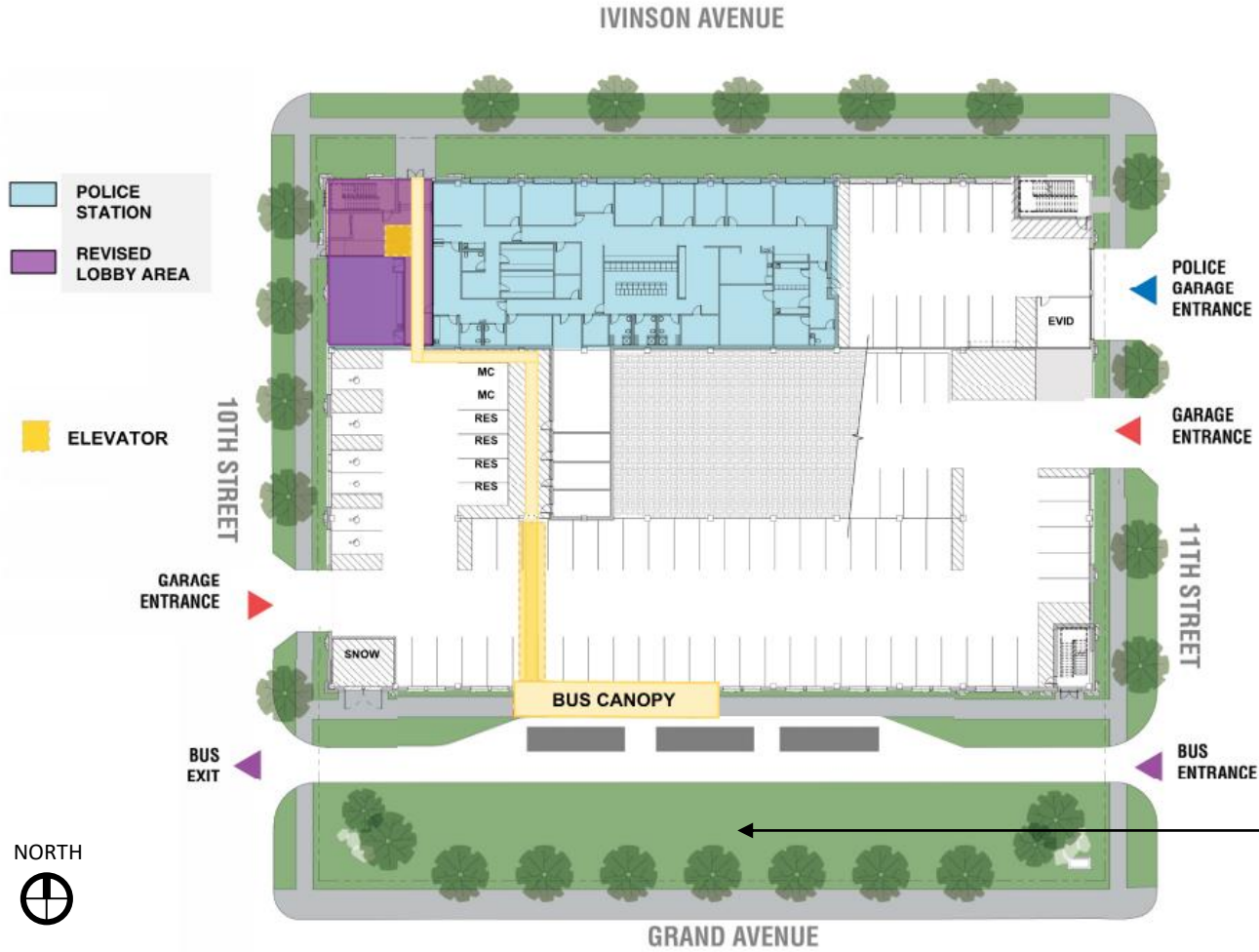


Proposed

# IVINSON PARKING GARAGE







# IVINSON PARKING GARAGE





*Grand Avenue.*

Previous



Grand Avenue Elevation

Proposed

# IVINSON PARKING GARAGE





11<sup>th</sup> Street

Previous



11th Street Elevation

Proposed

# IVINSON PARKING GARAGE







*10th Street*

Previous



10th Street Elevation

Proposed

# IVINSON PARKING GARAGE





10<sup>th</sup> and Ivinson

# IVINSON PARKING GARAGE





South Bus Canopy

# IVINSON PARKING GARAGE





**AGENDA ITEM TITLE:** Construction Delivery Method and Project Approval for College of Business Student Success Center, Mai



## PETER M. AND PAULA GREEN JOHNSON STUDENT SUCCESS CENTER

### ► PROJECT DESCRIPTION –

In July 2019, Peter M. and Paula Green Johnson—notable University of Wyoming alumni and supporters—committed a leadership gift of \$1.5 million to create the Peter M. and Paula Green Johnson Student Success Center at the UW College of Business.

The \$3.5 million project, which is anticipated to open during the spring 2021 semester, will be 100 percent funded by private donations. The project will significantly renovate the first floor of the west wing of the College of Business, in what was the original Commerce and Industry building. The center will include a dedicated entrance, an open floor plan, a student commons area, flexible office space, and technology-rich interview and conference rooms.

The center will deliver enhanced support for enrollment management, academic advising, and career services—all priorities of the college’s strategic plan and especially important during a time when comprehensive services are essential to student recruitment, retention, and success. Students will interact with this center from the time they consider attending UW through their academic career to interviewing for their first jobs.

The student success center concept was developed a year ago when Dean Dave Sprott began restructuring the college’s services to improve support for prospective students, current students, employer partners, and alumni. The new physical space is the embodiment of this augmented focus on student success. Assistant Dean Steve Russell serves as the director of the center and oversees the assistant directors for each service area.

To date, nine gifts totaling \$3.08 million have been received to support the project.



## PETER M. AND PAULA GREEN JOHNSON STUDENT SUCCESS CENTER

### ▶ PROJECT TIMELINE –

Total Project Cost:  
**\$3.5 MILLION**

Construction Start:  
**Fall 2020**

Estimated Completion:  
**Spring 2021**

Construction and completion dates are contingent on Board of Trustees approval and budget

### ▶ DONOR COMMITTED GIFTS – \$3.08 MILLION

- Funds Available For Use as of 6/4/2020 - **\$730,000**

### ▶ DONOR PLEDGE PAYMENT SCHEDULE –

PROJECT COMPLETE						
FY2020	FY2021	FY2022	FY2023	FY2024	FY2025	TOTAL
\$1,080,000	\$500,000	\$500,000	\$500,000	\$490,000	\$10,000	\$3,080,000

- **Year 1 | FY2020 Cash Flow Needs - \$2,625,000**
  - » Based on approximately 75% of total project cost (required prior to June 30, 2020)
- **Year 2 | FY2021 Cash Flow Needs - \$875,000**
  - » Based on approximately 25% of total project cost (required prior to project's completion in Spring 2021)

### ▶ DEAN'S COMMITMENT – \$750,000<sup>1</sup>

- College of Business Dean's Excellence Funds - \$750,000 (\$250,000 per year for 3 years)

<sup>1</sup>Pending fundraising efforts, Dean Sprott is committed to supporting any outstanding costs of the center via various funds including the McMurry COB Excellence Fund.

### ▶ MAJOR MAINTENANCE COMMITMENT – \$300,000

- These funds will be used to rectify mechanical issues in the space during remodel efforts.

### ▶ PROJECT FINANCING –

- Slightly more than 20% of the total project cost is cash in hand (\$730,000; account #500584).
- The remaining donor commitments of approximately \$2.8 million will be paid by donors over time as detailed in their signed pledge agreements.
- Since constructions costs of the project will be due prior to donor agreements being fulfilled, the remaining costs for the project will be bank financed by a loan signed and backed by UW Foundation (UWF) reserves. As of June 12, 2020, the UWF is working with a group of banks to develop loan agreements.



**AGENDA ITEM TITLE: Online Graduate Certificate in Energy Business, Ahern**

## Feasibility Study for Online Graduate Certificate in Energy Business

### Executive Summary

**Degree or Certificate Title:** Energy Business

**Level of Degree or Certificate:** Graduate

**Delivery Mode(s):** Online

**Estimated Startup Cost of Degree:** None

All courses for the proposed certificate are already offered as part of the Online MBA Energy Concentration. Additionally, the offering can easily be incorporated into existing marketing and recruiting efforts.

**Anticipated Launch Date:** Fall 2020

### **Description:**

The College of Business is proposing a new online graduate certificate program in Energy Business. All coursework required for this new certificate is currently offered as part of the college's online MBA program, and the new certificate program will not require any additional resources to implement.

While the on campus full-time MBA has realized tremendous employment outcomes, the enrollment has been volatile and generally counter cyclical with oil prices and the broader economy. In contrast, the online MBA and energy concentration have seen consistent enrollment and incremental growth from ongoing marketing efforts. The costs associated with leaving the workforce, especially during a strong economy, have meant more and more adult and lifelong learners interested in graduate credentials are turning to part-time, online programs.

While coal as a fuel for power generation is declining rapidly, the demand for oil, natural gas, and renewables continues to rise throughout the world. An online graduate certificate in Energy Business will be of use to Wyoming's energy industry professionals who need specific business training to close the industry skills gap without the cost and risk of leaving the workforce. Business Certificate credentials contribute to the modern demands of lifelong learning, and help employees expand their skillsets regardless of whether they have already achieved a graduate degree or may not be ready to invest in an entire MBA degree program.

## **Table of Contents**

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

Learning Outcomes

Curriculum Map and Program Structure

Course Descriptions

Assessment Plan

Degree Program Evaluation

New Resources Required

Substantive Change Determination

Executive Summary of Demand Statistics



## **Feasibility Study Required Contents:**

### **Overview and Description of Degree or Certificate, Purpose, Strategic Play Overlay**

#### **Certificate Objectives**

- To provide graduate level business and financial skills to working professionals within the energy industry.
- To expand existing course enrollments by increasing the number of entry points, and making these courses available to non-degree seeking graduate students.
- To test the market appeal of online graduate certificates at UW using existing courses, prior to potentially investing in expanded offerings appearing at peer and competitor institutions.

#### **Fit with Unit Offerings**

The College of Business established a full-time Energy Management MBA program in 2012 and launched a part-time, online Energy concentration MBA option in 2017. Energy, natural resources, and sustainability have long been strengths for the College of Business, and a critical source of reputation. The Online Graduate Certificate simply repackages the existing course offering into a Graduate level credential which is made available to non-degree seeking graduate students.

#### **Rationale for Program & Niche**

- ***Skills Gap and Learning Trends***

Within the U.S. and around the World, growth, longevity, low unemployment and the digital transformation are creating a “skills gap” where employers are having difficulty finding qualified talent. A key strategy for employers to resolve this issue is for them to invest in existing employees training, learning and reskilling rather than depending on the ability to hire.<sup>1</sup>

As educators, in order to serve the needs of both employees and employers, it is imperative that the University of Wyoming invest in the expansion of online learning opportunities which serve learners where they work. Certificate programs allow students to learn where they live and without the cost of a complete degree program.

The ability to pursue higher education without the high opportunity cost of exiting the workforce represents a massive Return on Investment (ROI) for both employees and employers. If UW does not make these investments now, we will continue to fall further behind our peers and competitors and jeopardize the reputation and brand our State has spent so much to build.

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<sup>1</sup> A number of workforce studies are highlighting these points. For example references to start with, please refer to Deloitte’s “2019 Global Human Capital Trends” report, and/or ManPower’s “2018 Talent Shortage Survey”.

- **Low-Risk Market Test**

Leveraging existing courses, and UW’s brand and reputation for energy expertise, provides a logical entry point for launching UW into the market for Online Certificates and other non-degree training and credentials which are demanded by the workforce.

Recent studies show that 70% of online students are employed full-time, and 41% of online students are parents.<sup>2</sup> The Energy Business certificate program will deliver education in a manner that works best for busy energy industry professionals.

The existing courses for the online energy MBA concentration were launched in 2017 by offering three of the full-time Energy MBA courses to existing online MBA students in order to prep the material for online delivery. The energy concentration courses are currently designed to be taken after the core 30-credit hour MBA program; it therefore takes nearly two years before students which are recruited and enrolled specifically for the MBA online energy track to begin appearing in the course enrollments.

2019-2020 was the first year where students matriculating for the energy concentration began appearing in the courses, resulting in enrollments of 5-8 students and meeting the graduate program minimums of 5 students.

Discussion with various energy industry associations, employees and alumni revealed that many stakeholders desired the opportunity to take these energy courses without having to pursue the full MBA program.

Bundling these courses into an online, non-degree seeking graduate certificate credential allows existing professionals who already have a graduate degree, not ready to pursue a full MBA degree, or are looking for energy specific training for promotion and transition the opportunity expand their skillset in business and financial expertise.

Enrollment Trend	Offered to existing students	Offered to existing students	First Class Recruited for MBA Energy Concentration
Academic Terms	Sum/Fall '17 (enrollment)	2018-2019 (enrollment)	2019-2020 (enrollment)
MBAX 5502: Energy Finance Project Evaluation	2	3	<b>8</b>
MBAX 5503: Fund of Acct in the Energy	1	2	<b>5</b>
MBAX 5504: Supply Chain Mgmt in Energy	1	2	<b>5</b>

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<sup>2</sup> Clinefelter, D. L., Aslanian, C. B., & Magda, A. J. (2019). Online college students 2019: Comprehensive data on demands and preferences. Louisville, KY: Wiley edu, LLC

- ***Energy Industry and Wyoming***

The Energy industry has literally powered and paid for a majority of what we have to be thankful for in Wyoming. Despite declines in coal production, global growth continues to push demand for oil, gas and electricity and the energy industry will remain a vital part of Wyoming's economy for many years to come.

In 2018 U.S. petroleum jobs increased 5.9 percent, natural gas jobs increased 6.8 percent and all energy related jobs averaged 4.6 percent growth. While solar jobs declined in 2018, there was an increase 3.5 percent, or 3,700 jobs within the Wind Power industry which is a growing part of the Wyoming landscape resulting from billions in new investments planned across the state.<sup>3</sup>

- **Alignment with University, College & Unit Strategy**

- University Strategy and Priorities

- Interim President Theobald recently outline four major priorities for the University: (1) providing excellent education, (2) addressing Wyoming's most pressing challenges, (3) being affordable, (4) being accessible.
- The proposed certificate aligns with all four of these priorities by (1) providing graduate level business training, (2) improving the skillset and employment options for Wyoming's energy workers, including those that may need to transition away from coal and into other sectors, (3) by offering a shorter 9-credit graduate level credential which is substantially less expensive than a full 30+ credit degree, and (4) by offering the program online so that learners can enroll at a distance without leaving their jobs and without relocating themselves and/or families to Laramie.

- College of Business Strategy

- The College of Business Strategic Plan has five major goals: (1) deliver a highly valued student experience, (2) advance world-class research, (3) serve the state through outreach and engagement, (4) expand global connections, and (5) grow the quality and reach of online offerings.
- This Certificate is proposed with all of these goals in mind by (1) meeting learners where they are and connecting them with the professional MBA level network, (2) leveraging our faculty's ongoing applied research in the energy industry to train graduate students, (3) support state educational needs within the energy industry, (4) open a new channel of engagement for global learners to enroll at UW without moving to the U.S., and (5) by directly growing the quality and reach of online offerings with the Certificate.

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<sup>3</sup> EFI & NASEO (2019). The 2019 U.S. Energy and Employment Report.



## Curriculum Map and Program Structure

The certificate will be delivered utilizing the same 8-week (half semester) course format of the online MBA program. This format has the advantage of allowing students to focus on only one subject at a time during their part-time studies.

Term	Prefix	No.	Title	Credits	Min Grade*	Location
<b>Fall</b>						
1 <sup>st</sup> Half	MBAX	5504	Supply Chain Mgmt. in the Energy Industry	3	B	Online
2 <sup>nd</sup> Half	MBAX	5503	Fund. of Accounting in the Energy Industry	3	B	Online
<b>Spring</b>						
1 <sup>st</sup> Half	MBAX	5502	Energy Finance Project Evaluation	3	B	Online

\*While the Online MBA Degree follows the graduate school rule of maintaining a 3.0 GPA for degree completion, we propose that this Certificate be held to a higher minimum standard of 3.0 (B) in each course. This higher standard ensures adequate subject matter performance worthy of a graduate level certificate credential consisting of fewer overall credits.

## Learning Outcomes

The envisioned certificate encompasses 9-credits of master’s level graduate coursework in the College of Business, with the primary goal of achieving mastery and professional skills common to functional business roles within the energy industry:

- Develop a working understanding of the concepts and practices of Supply Chain Management to make strategic support decisions within the energy industry.
- Acquire the foundation necessary to work in the energy industry as a financial statement analyst, manager, auditor, or accountant.
- Utilize core capital budgeting, techno-economic cashflow modeling and other finance concepts to evaluate energy industry project investments.
- Demonstrate effective problem solving, written, and oral communication skills in the context of the energy industry.

<b>Goals &amp; Objectives (3 courses): Online Graduate Certificate in Energy Business</b>	
<b>MBAX 5504: Supply Chain Management in the Energy Industry</b>	
<b>Course Goals:</b>	Develop a working understanding of the concepts and practices of Supply Chain Management to make strategic support decisions within the energy industry.
<b>Course Objectives:</b>	<ul style="list-style-type: none"> <li>• Demonstrate understanding how the supply chain management disciplines of procurement and distribution support energy operations.</li> <li>• Demonstrate understanding of the individual processes of supply chain management and their interrelationships within individual companies and across the energy supply chain.</li> <li>• Demonstrate understanding of the management components of supply chain management.</li> <li>• Demonstrate understanding of the tools and techniques useful in implementing supply chain management.</li> </ul>
<b>MBAX 5503: Fundamentals of Accounting in the Energy Industry</b>	
<b>Course Goals:</b>	Develop and acquire the foundation necessary to work in the energy industry as a financial statement analyst, manager, auditor, or accountant.
<b>Course Objectives:</b>	<ul style="list-style-type: none"> <li>• Explain the various acquisition methods for mineral interests in property and the terminology commonly used in the energy industry.</li> <li>• Describe and demonstrate the accounting for non-drilling exploration costs, acquisition costs of unproved property, drilling and development costs, and proved property disposition costs for successful efforts companies.</li> <li>• Compare and contrast all items above with the accounting rules for full cost companies.</li> <li>• Explain and illustrate the accounting treatment for production activities, inventories, and asset retirement obligations.</li> <li>• Describe and demonstrate the financial statement disclosures required for oil and gas companies.</li> </ul>
<b>MBAX 5502: Energy Finance Project Evaluation</b>	
<b>Course Goals:</b>	Develop and successfully utilize core capital budgeting, techno-economic cashflow modeling and other finance concepts to evaluate energy industry project investments.
<b>Course Objectives:</b>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of energy industry features, structure and terminology.</li> <li>• Understand the key features, risks, requirements and structure of a “Project Financing” (non-recourse project financing).</li> <li>• Build techno-economic cashflow models capable of analyzing projects with variable assumptions.</li> <li>• Utilize core capital budgeting and finance methods to evaluate energy project investments.</li> <li>• Apply scenario and sensitivity analysis to evaluate the technical and financial risks of energy projects.</li> <li>• Explain how Monte Carlo analysis can be used to guide investment decision-making under uncertainty.</li> </ul>

## **New Course Descriptions**

No new courses are proposed. Course descriptions are available in the existing UW catalog.

## **Assessment Plan**

The Certificate will be incorporated into the College of Business assessment process utilizing rubrics designed to evaluate the goals & objectives of master's level students for problem solving, written and oral communication in the context of the energy industry. Rubrics will be appropriate for the online learning modality.

Because the Certificate represents a greatly reduced program of study, the principal focus of the credential will be mastery of the course material. Rather than the graduate school standard of maintaining a 3.0 GPA, the shorter Certificate program will implement a stricter policy of requiring a minimum grade of 3.0 (B) in each course within the program.

Each course includes a project which will be used to assess the three goals of problem solving, written and oral communication.

### Objective: Problem Solving

- Assessed in MBAX 5504 - Supply Chain Mgmt. in the Energy Industry
- A case analysis project requiring the demonstration of course objectives through the application of relevant knowledge and tools to solve problems and make defensible recommendations to solve an energy industry problem.

### Objective: Written Communication

- Assessed in MBAX 5503 – Fundamentals of Accounting in the Energy Industry
- A research project on a self-selected energy industry issue or company requiring the student to demonstrate effective written communication with appropriate structure, style, grammar and energy knowledge to communicate their findings and implications.

### Objective: Oral Communication

- Assessed in MBAX 5502 – Energy Finance Project Evaluation
- A techno-economic modeling project of a proposed energy industry investment requiring the students to develop and deliver an oral presentation communicating their findings and recommendations regarding the proposed project. The presentations can be delivered live via Zoom conferencing or recorded and submitted.



## **Degree Program Evaluation**

The Certificate in Energy Business will be evaluated in conjunction with MBA program reviews and procedures. The MBA program actively tracks post-graduation/completion outcomes using a combination of exit surveys and periodic student follow-up surveys. In addition, the program actively monitors program graduates utilizing alumni resources and social media.

### Certificate Program Goals:

- Consistent enrollment and progress toward 20 students per year.
- 50% or more students reporting positive employment outcomes (higher salary, successful transition to their desired industry or functional role).
- 20% or more of certificate students choosing to enroll in other UWYO courses or programs.

### Meaningful Data Points for Monitoring:

- Percentage of years meeting the graduate minimum of 5 student enrollments per course (2019/2020 enrollment is currently 5-8 students in these courses).
- Percentage of students pursuing the certificate alone versus the complete online energy concentration MBA. Significant non-degree seeking (certificate only) graduate enrollment would validate the strategic thesis that life-long learners will pursue non-degree credentials.
- Consistent enrollment of 10 students would generate meaningful incremental income.
- Enrollment of 20 students would be competitive with the market for students in online MS in Energy Management programs.
- Percentage of students completing the certificate, and then matriculating into other UW programs as a result of established brand loyalty.

## **Substantive Change Determination**

We do not believe packaging three existing course already offered through the online modality into a non-degree Online Certificate credential constitutes a substantive change.

## **New Resources Required**

No new resources.

This certificate can be delivered with existing faculty, administration and staff utilizing UW's Canvas learning management system. Marketing for the certificate program is already included as part of the MBA program marketing service.

## Executive Summary of Demand Statistics\*

The Online Graduate Certificate in Energy Business is a niche offering, and data from university data subscriptions such as Gray Associates and EAB provided little insight.

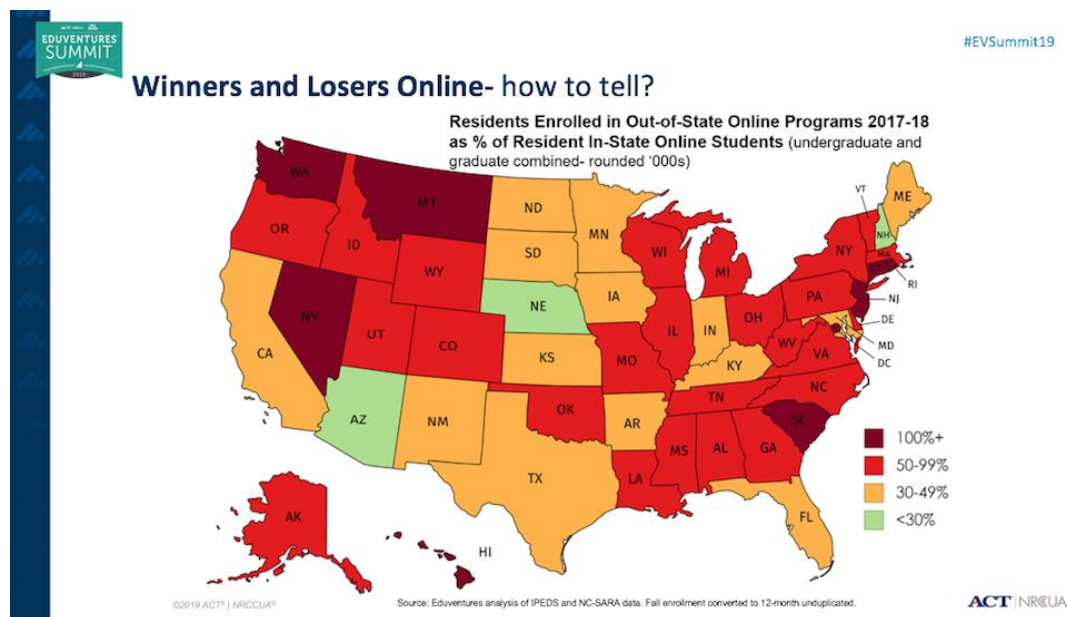
The demand picture for this Certificate credential relies on the nexus of two major trends highlighted previously in this report. Namely, the major skills gaps faced by employers who are strategically investing in training for their existing employees rather than relying on new hiring, and the tremendous growth in the energy industry due to trends toward lower carbon fuels such as natural gas, and new investments in electric power generation.

- **Market Area and Primary Target Markets**

As an online program, the energy graduate certificate can be global in reach, but the principal target market is for adult learners who are already employed in the energy industry or an affiliated sector and looking to advance their skillset.

The major energy producing states within the U.S. are: Texas, Pennsylvania, Wyoming, West Virginia, Oklahoma, North Dakota, Colorado, Louisiana, New Mexico, Ohio, California and Alaska.<sup>4</sup> Referring to Figure 1 describing out-of-state enrollment trends for online learners, at least 30% of online students in each of these major energy states are enrolling in out-of-state programs, and in 10 of the 12, that number is 50% or higher (including in Wyoming).

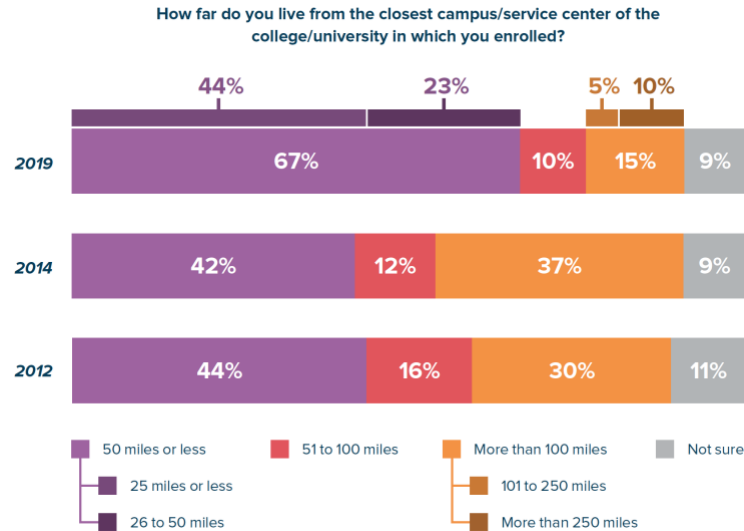
Figure 1



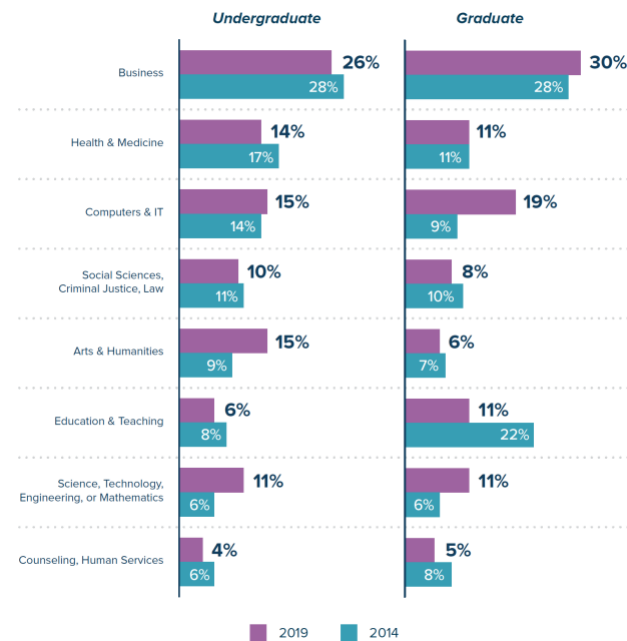
<sup>4</sup> <https://www.eia.gov/state/rankings/#/series/101>

An important and related data point is that online learners increasingly prefer to enroll at institutions close to home IF their desired area of study is available to them (Cleinfelter et al, 2019).<sup>5</sup> Within Wyoming, a majority of online learners are actually enrolled in out-of-state programs rather than at UW or our community colleges. The major reason for this is simply the lack of online program offerings.

**Figure 2** *Distance from Campus Enrolled*



**Figure 3** *Growth in Online Programs of Study (Cleinfelter et al, 2019)*



<sup>5</sup> Cleinfelter, D. L., Aslanian, C. B., & Magda, A. J. (2019). Online college students 2019: Comprehensive data on demands and preferences. Louisville, KY: Wiley edu, LLC

• **Comparator Programs**

As a niche market, graduate level energy programs are more rare but typically fall under several different categories: business focused degrees as MS in Energy Management or MBAs with an energy concentration, MS or MLS in Energy and Land Law, engineering heavy programs in MS Energy Systems, various MS programs focused on renewables and/or sustainability.

The proposed Certificate falls into the first category and is most directly comparable with schools offering business focused master’s degrees in Energy Management. Based on observation of these programs, an enrollment target of 20 students is consistent with the market. The major peer programs in this area are as follows:

<b>Comparator Programs</b>					
<b>Institution</b>	<b>Degree Name</b>	<b>Delivery</b>	<b>Crs</b>	<b>Cost</b>	<b>Enrollment</b>
University of Texas-Tyler	Oil, Gas and Energy Accounting Certificate	Online	9	\$4,000 (res) \$8,000 (non)	20-25 per cohort
University of Oklahoma	MLS in Oil, Gas and Energy Law	Online	32	\$23,000 (res) \$35,000 (non)	20-22 per cohort
CU-Denver	MS in Global Energy Management	Mixed, Campus and Online	36	\$54,000	10-15 per cohort
Oklahoma City University	MS in Energy Management	Online	30	\$24,000	Not listed
University of Texas-Dallas	MS in Energy Management	Campus	36	\$25,000 (res) \$51,000 (non)	Not listed
University of Houston	MS in Global Energy Management	Campus, Evening Courses	36	\$34,000 (res) \$53,000 (non)	Not listed

• **Employment Trends**

The most recent “2019 U.S. Energy and Employment Report” reveals that energy jobs across all sectors represented “nearly 7 percent of all new job nationwide” in 2018. Petroleum and natural gas jobs grew 5.9 percent and 6.8 percent in 2018, respectively, and jobs in the Wind Power sector grew faster than others in the renewable sector at 3.5 percent.

*Figure 4 “2019 U.S. Energy and Employment Report”*

**Hiring and Demographics**

Overall, firms covered by the survey anticipate roughly 4.6 percent employment growth for 2019.

- Energy Efficiency employers projected the highest growth rate in 2019 (7.8 percent),
- Electric Power Generation (7.1 percent);
- Transmission, Distribution, and Storage (3.2 percent),
- Fuels (3 percent),
- Motor Vehicles (2.2 percent).

Hiring difficulty was highlighted by virtually all sectors as a growing problem. Just under 77 percent of employers across these sectors (76.9 percent) reported difficulty hiring qualified workers over the last 12 months, an increase of nearly 7 percentage points from 2017. Almost three-in-ten employers (29 percent) noted it was very difficult (26 percent in 2017).



This report also surveyed firms to learn about hiring projections and difficulties, finding that nearly 77 percent of energy employers had difficulty hiring qualified workers. Within the Professional and Business Services area, lack of experience, training and other skills were the most common reasons cited for hiring difficulty

**Figure 5** “2019 U.S. Energy and Employment Report”

**Fuels Sector – Reasons for Hiring Difficulty by Industry, Q4 2018**

Mining & Extraction	Manufacturing	Wholesale Trade, Distribution, and Transport	Professional and Business Services	Other
Lack of experience, training, or technical skills (42%)	Lack of experience, training, or technical skills (40%)	Insufficient non-technical skills (32%)	Lack of experience, training, or technical skills (63%)	Location (40%)
Insufficient non-technical skills (19%)	Insufficient non-technical skills (21%)	Insufficient qualifications, certifications, education (26%)	Insufficient non-technical skills (13%)	Lack of experience, training, or technical skills (30%)
Difficulty finding industry-specific knowledge, skills, and interest (17%)	Insufficient qualifications, certifications, education (21%)	Cannot provide competitive wages (26%)	Insufficient qualifications, certifications, education (13%)	Difficulty finding industry-specific knowledge, skills, and interest (20%)

**Figure 6** “2019 U.S. Energy and Employment Report”

**Fuels Sector – Reported Occupations with Hiring Difficulty by Industry, Q4 2018**

Mining & Extraction	Manufacturing	Wholesale Trade, Distribution, and Transport	Professional and Business Services	Other
Technicians or mechanical support (45%)	Technicians or mechanical support (46%)	Drivers/dispatchers (39%)	Engineers/scientists (63%)	Technicians or mechanical support (89%)
Electrician/construction laborers (21%)	Drivers/dispatchers (22%)	Sales, marketing, or customer service (28%)	Technicians or mechanical support (13%)	Drivers/dispatchers (22%)
Drivers/dispatchers (17%)	Electrician/construction laborers (21%)	Management (directors, supervisors, vice presidents) (22%)	Electrician/construction laborers (13%)	Electrician/construction laborers (22%)

- **Industry Salaries**

Salary increases are not the only reason why learners and employees pursue graduate level education, as new skills and credentials can help employees excel to new roles and functional areas that are of greater interest to them and also provide more employment options across occupations.

Nationwide, across all occupations and fields, the average salary increase for master’s level education was around \$12,000 per year, or 19.4 percent in 2017.<sup>6</sup> However, business fields award significant numbers of master’s level graduates and experience significantly higher wage premiums. According to the 2013 American Community Survey (ACS), graduate business degrees saw increases from \$20,000-\$32,000 per year (36-52 percent) for median salaries from \$76,000-\$110,000 depending upon the functional role.

These salaries are consistent with the business-related occupations within the energy industry as shown in the table below.

**Energy Industry Employment (NAICS 21)<sup>7</sup>**

Occupation Code	Occupation Title	Employment (total U.S.)	% of Total Employment	Median hourly wage	Annual mean wage
00-0000	All Occupations	651,870	100.00%	\$25.04	\$64,710
11-0000	<a href="#">Management Occupations</a>	37,010	5.68%	\$59.48	\$144,780
13-0000	<a href="#">Business and Financial Operations Occupations</a>	31,300	4.80%	\$37.50	\$85,310
15-0000	<a href="#">Computer and Mathematical Occupations</a>	10,310	1.58%	\$46.15	\$103,990
17-0000	<a href="#">Architecture and Engineering Occupations</a>	32,350	4.96%	\$48.49	\$117,050
19-0000	<a href="#">Life, Physical, and Social Science Occupations</a>	17,530	2.69%	\$37.47	\$95,540
23-0000	<a href="#">Legal Occupations</a>	4,300	0.66%	\$37.47	\$104,900
41-0000	<a href="#">Sales and Related Occupations</a>	12,720	1.95%	\$36.89	\$86,470
43-0000	<a href="#">Office and Administrative Support Occupations</a>	53,730	8.24%	\$19.18	\$43,860
47-0000	<a href="#">Construction and Extraction Occupations</a>	246,810	37.86%	\$22.75	\$52,290
49-0000	<a href="#">Installation, Maintenance, and Repair Occupations</a>	57,330	8.79%	\$25.82	\$56,480
51-0000	<a href="#">Production Occupations</a>	47,150	7.23%	\$23.70	\$53,890
53-0000	<a href="#">Transportation and Material Moving Occupations</a>	93,480	14.34%	\$21.62	\$48,410

<sup>6</sup> <https://www.bls.gov/careeroutlook/2018/data-on-display/education-pays.htm>

<sup>7</sup> <https://www.bls.gov/iag/tgs/iag21.htm>

# UNIVERSITY OF WYOMING

## **Office of Academic Affairs**

1000 E. University Avenue  
Dept. 3302, 312 Old Main  
Laramie, WY 82071  
307.766.4286 • fax: 307.766.2606

June 25, 2020

Board of Trustees:

This letter serves as a Letter of Commitment for a new graduate certificate in Energy Business to be offered by the Master of Business Administration Program in the College of Business. The certificate will provide students with the education, training and skills necessary to work in the energy industry as a financial statement analyst, manager, auditor, or accountant. Students will develop a working understanding of supply chain management and its application in the energy industry, and they will be able to utilize complex, modern finance concepts to evaluate project investments in the energy industry.

## **Needs**

Major skills gaps among industry workers combined with major growth in the energy industry due to trends toward lower carbon fuels create high demand for the Energy Business graduate certificate program. As an online, low-credit hour, certificate program, the Energy Business program will be attractive to busy industry professionals endeavoring to modernize and expand their skills.

## **Requirements**

The course requirements for this certificate are designed to give students coursework necessary to achieve the program's learning outcomes. Course descriptions can be found in the Request for Authorization document for this certificate.

### Graduate Certificate in Energy Business (9 credits)

Supply Chain Management – 3 credits

Fundamentals of Accounting in the Energy Industry – 3 credits

Energy Finance Project Evaluation – 3 credits

## **Resources**

Since this certificate program is a packaging of already existing coursework, the certificate program will not require any additional resources to implement.

Total resources requested: \$0.

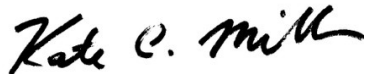
### **Timeline**

The present implementation timeline is designed to enable students to enroll in this certificate program in the Fall 2020.

### **Campus Review**

I affirm that the university community, including the Executive Team, Deans and Directors, Faculty Senate, Staff Senate and ASUW, have been provided the opportunity to review and present feedback on the proposed certificate program.

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 for Academic Affairs



## Pro-Forma Financials

### New Online Graduate Certificate in Energy Business

#### Tuition Schedule

MBAX Resident Tuition (per credit)	\$ 827.00
MBAX Non Resident Tuition (per credit)	\$ 827.00
Distance Fee (per credit)	\$ 25.00

	Fiscal Year			
	1	2	3	4
<b>Credits &amp; Enrollment Details</b>				
Credits in Certificate	9	9	9	9
Existing Resident Enrollment	2	2	2	2
Existing Non Resident Enrollment	3	3	3	3
New Resident Enrollment	2	4	6	7
New Non Resident Enrollment	2	4	6	7
<b>Total Students</b>	<b>9</b>	<b>13</b>	<b>17</b>	<b>19</b>
Cumulative Students	9	22	39	58
<b>Credit Hours Generated</b>				
New Resident Cr-Hours	18	36	54	63
New Non Resident Cr-Hours	18	36	54	63
<b>Gross Tuition Generated</b>				
New Resident Tuition	\$ 14,886	\$ 29,772	\$ 44,658	\$ 52,101
New Non Resident Tuition	\$ 14,886	\$ 29,772	\$ 44,658	\$ 52,101
Est. Incremental/New Tuition	\$ 29,772	\$ 59,544	\$ 89,316	\$ 104,202
<b>Est. New Revenues</b>	<b>\$ 29,772</b>	<b>\$ 59,544</b>	<b>\$ 89,316</b>	<b>\$ 104,202</b>

assumes no increase in MBA energy concentration

assumes no increase in MBA energy concentration

assumes new Certificate enrollment grows to 14 students

#### Est. New Expenses

##### Compensation and benefits

Faculty	\$ -	\$ -	\$ -	\$ -
Other administrative staff	\$ -	\$ -	\$ -	\$ -
Graduate Assistants	\$ -	\$ -	\$ -	\$ -
Supplies	\$ 500	\$ 500	\$ 500	\$ 500
Travel	\$ -	\$ -	\$ -	\$ -
Marketing	\$ -	\$ -	\$ -	\$ -
Capital expense	\$ -	\$ -	\$ -	\$ -
Other (specify)	\$ -	\$ -	\$ -	\$ -

Courses are already being taught as part of the online MBA. There will be no incremental faculty expense for opening enrollment to non-degree seeking students pursuing the Certificate.

There may be some incremental supply cost associated with printed program materials.

Projected Incremental Finances	FY1	FY2	FY3	FY4
Total New Revenues	\$29,772	\$59,544	\$89,316	\$104,202
Indirect Paid to Academic Affairs	(\$8,932)	(\$17,863)	(\$26,795)	(\$31,261)
New Program Expenses	(\$500)	(\$500)	(\$500)	(\$500)
<b>New Program COB Benefit</b>	<b>\$20,340</b>	<b>\$41,181</b>	<b>\$62,021</b>	<b>\$72,441</b>

## MEMORANDUM

TO: James Ahern, AVP for Graduate Education

FROM: Carolyn Pepper, Graduate Council Chair

DATE: February 21, 2020

SUBJECT: Graduate Certificate in Energy Business

Graduate Council has completed its review of the proposed Graduate Certificate in Energy Business. The Council noted that the proposal presented a clear demand for this certificate and that offering the certificate online would likely reach a large pool of interested students. By using existing coursework from the MBA program, the program would not require new resources; any additional instructors could be hired from revenue generated by the program. The Council was particularly impressed that the program is stackable with the existing MBA program.

Questions and concerns raised by the Council included whether the program might have the unintended consequence of driving students away from the full MBA if they can achieve their goal with a certificate. The proposal was also unclear about whether the College of Business had adequate and consistent staffing available for this program. Although AVP Ahern was able to explain the use of contracted instructors, feasibility studies for future certificate programs should more clearly explain staffing availability and expenses. The Council was also concerned that the projected budget model was based on fixed instructor costs that would likely change going forward.

In spite of these minor concerns, the Graduate Council voted in favor of the Graduate Certificate in Energy Business. The program will likely meet a skills need in Wyoming and the region, appears highly feasible, and will generate revenue to more than offset any costs.

### Graduate Certificate in Energy Business (2020)

Associate Vice Provost for Graduate Education James Ahern referred a proposal from the College of Business for a new graduate certificate in Energy Business to the Academic Planning Committee (APC) for review and recommendation. This program relies exclusively on existing courses and faculty and entails no new expense. It targets energy industry professionals who need specific business training to close a skills gap and is offered entirely online, benefiting workers who wish to avoid the cost and risk of leaving the workforce for a full-time or on-campus graduate program. The APC voted unanimously to recommend approval of the proposed program.

As always, the APC considers each program in relation to student demand, employer demand, cost, and state need. As with any certificate program, there is relatively little empiric evidence relating to demand. Nonetheless, the proposed program does convincingly identify a skills gap and learning trend, suggesting demand for the skills taught and the micro-credential proposed. Since the program does not require any new faculty or other resources, it is low risk. Moreover, the program serves the state by offering a new online credential that will be available to prospective student who are not enrolled in a larger degree program. It also provides a new energy program, an industry that plays a significant role in Wyoming's economy.

In conclusion, the APC recommends that faculty senate approve the graduate certificate in Energy Business. This is a no cost program that could generate revenue and appears to provide benefit to the state.

1 **Faculty Senate Resolution 373**

**Introduced by  
Academic Planning Committee**

2  
3  
4  
5 **RESOLUTION ON GRADUATE CERTIFICATE IN ENERGY BUSINESS**  
6

---

7  
8  
9 **WHEREAS**, the Office of Academic Affairs has proposed the addition of a Graduate Certificate in  
10 Energy Business, as shown in the attached proposal; and

11  
12 **WHEREAS**, the Faculty Senate's Academic Planning Committee (APC) has reviewed the proposal;  
13 and

14  
15 **WHEREAS**, the APC has recommended approval of the certificate program, as shown in the  
16 attached report from the APC;

17  
18 **THEREFORE, BE IT RESOLVED** by Faculty Senate that it supports the recommendation of the  
19 Academic Planning Committee to approve the proposed new certificate, for the reasons specified in the  
20 report of the APC.

**AUTHENTICATION:** *The foregoing Faculty Senate Resolution 373, duly adopted by the Faculty Senate of the University of Wyoming under date of February 24, 2020, is hereby transmitted to the President of the University of Wyoming for review in accordance with UW Regulations.*



Michael G. Barker  
Secretary, Faculty Senate  
Dated: March 5, 2020



**AGENDA ITEM TITLE:** Online Graduate Certificate in Financial Planning, Ahern

## **Feasibility Study for Graduate Certificate in Financial Planning**

### **Executive Summary**

**Degree or Certificate Title:** Graduate Certificate in Financial Planning

**Level of Degree or Certificate:** Graduate

**Delivery Mode(s):** Online

**Estimated Startup Cost of Degree:** No additional cost

**Anticipated Launch Date:** Fall 2020

### **Description:**

The graduates of the proposed certificate will obtain the theoretical and practical knowledge in financial planning and will be eligible to sit for the Certified Financial Planner (CFP®) examination.

The proposed curriculum is in line with the CFP® Board's Principal Knowledge Topics and covers principles and practices of essential areas of financial planning. The graduates of the certificate will have comprehensive understandings of the various topics in financial planning and will complete a written financial plan for a client through the capstone course.

The curriculum includes the following six courses.

- 1) Introduction to Wealth Management
- 2) Investment Management
- 3) Tax Planning for Financial Planners
- 4) Estate Planning
- 5) Insurance and Retirement Planning
- 6) Financial Planning Capstone

## **Table of Contents**

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## **Overview and Description of Degree or Certificate, Purpose, Strategic Play Overlay**

- The degree's / certificate's objectives

The graduates of the proposed certificate will obtain the theoretical and practical knowledge in financial planning and will be eligible to sit for the Certified Financial Planner (CFP®) examination.

The Certificate in Financial Planning is designed for students who have completed an undergraduate degree in business from an AACSB-accredited institution. However, it is possible to be admitted to the program once deficiency courses have been successfully completed. Students holding degrees from within the United States, but not from AACSB-accredited institutions and those from international institutions can still apply for admission once deficiency courses have been successfully completed.

The curriculum includes the following six courses.

- 1) Introduction to Wealth Management
- 2) Investment Management
- 3) Tax Planning for Financial Planners
- 4) Estate Planning
- 5) Insurance and Retirement Planning
- 6) Financial Planning Capstone

- Its fit with the unit's current offerings

The proposed curriculum is in line with the CFP® Board's Principal Knowledge Topics and covers principles and practices of essential areas of financial planning. The graduates of the certificate will have comprehensive understandings of the various topics in financial planning and will complete a written financial plan for a client through the capstone course.

The proposed courses are currently offered as a part of the MS finance curriculum at the frequency required for the certificate. Therefore, the implementation of the certificate requires no additional resources. Should a student decide to pursue a MS finance degree after the completion of the coursework for the proposed certificate, s/he will have an opportunity to take the remaining required courses for the MS in finance degree.

In addition, the list of courses has already been approved by the CFP® Board as the courses/program that meets the Board's standard to be a CFP Board registered program. The proposed certificate will fulfill the education requirement for the CFP® examination, the most prestigious designation in the field of financial planning.



- The rationale for the program, and niche/gap the degree or certificate will fill. Why will it appeal to students? To employers? Graduate schools?

Financial planning is the fastest growing area of finance and CFP® is the most highly regarded certificate in the field. According to survey data from the Bureau of Labor Statistics (BLS) at the U.S. Department of Labor, as of 2017, there were roughly 280,000 financial advisor/planner in the U.S. with an annual median wage of \$91,000. The BLS expects the financial advisor jobs to grow at a 15% annual rate, much faster than all other professions between 2016-2026. Professional surveys reveal that the financial services industry expects even greater demand for financial planners/advisors and wealth managers are expected to grow by 30% by 2021 (CNN/Money Magazine).

Due to regulatory overhauls of the early 2000s and dramatic changes in the competitive landscape of the financial advisory and wealth management industry, the entire industry has moved towards professionalization. The stalwart certification is CFP®. Published and anecdotal evidence point a huge and still growing demand for acquiring certifications among the financial advisory industry.

According to some estimates, more than \$18 trillion is going to pass from the Baby Boomer generation to their descendants in the next two decades. Given that the financial planning industry is currently predominantly populated by aging generations, this provides a tremendous opportunity for young finance major graduates. By offering a certificate in financial planning, the University of Wyoming gains the reputation as the only institution in Wyoming that offers a CFP® Board Registered Program. This also offers great potential for a growing revenue stream for the school as well.

Certificate programs, along with undergraduate and graduate, that meet the education requirement exist at other universities (e.g., undergraduate program in Colorado State University, certificate and undergraduate program in Metropolitan State University of Denver, and certificate and undergraduate program in CU Boulder). However, Graduate Certificate in Financial Planning at the University of Wyoming is unique in the following manners:

- The program has been approved by the CFP® Board to be a Board registered program.
  - The classes are offered exclusively online, giving access to busy industry professionals and financial planners.
  - The classes are taught by faculty members who are academically and/or professionally qualified.
  - The program is housed at the College of Business, an AACSB accredited entity.
- How the degree will support UW's Strategic Plan, the relevant college's strategic plan, and the unit's strategic plan

The proposed certificate program perfectly aligns with the UW and COB's strategic goals that focus on student success and outreach/community engagement.

Student success:

- UW Strategic goal #1: Driving Excellence, goal #2: Inspiring Students
- COB strategic goal #1: Deliver a Valued Student experience

Outreach/community engagement

- UW Strategic goal #3: Impacting Communities
- COB strategic goal #3: Serve the State through Outreach and Engagement

By offering an opportunity to fulfill the education requirement of the most prestigious designation in the financial planning industry, the program allows the graduates to be competitive in one of the fast-growing industries, enhancing the careers of the industry professionals throughout Wyoming and beyond.

<h2 style="text-align: center;">Learning Outcomes</h2>
--

- Demonstrate a comprehensive understanding of the content found within the Financial Planning curriculum and effectively apply and integrate this information in the formulation of a financial plan.
- Effectively communicate the financial plan, both orally and in writing, including information based on research, peer, colleague or simulated client interaction and/or results emanating from synthesis of material.
- Collect all necessary and relevant qualitative and quantitative information required to develop a financial plan.
- Analyze personal financial situations, evaluating clients' objectives, needs, and values to develop an appropriate strategy within the financial plan.
- Demonstrate logic and reasoning to identify the strengths and weaknesses of various approaches to a specific problem.
- Evaluate the impact of economic, political, and regulatory issues with regard to the financial plan.
- Apply the CFP Board Financial Planning Practice Standards to the financial planning process.

**Curriculum Map and Program Structure**

All six courses already exist as a part of MS finance curriculum.

Semester	Term	Course #	Course Title	Delivery
Fall	1 <sup>st</sup> half	FIN 5310	Investment Management	Online
Fall	2 <sup>nd</sup> half	FIN 5070	Tax Planning for Financial Planners	Online
Spring	1 <sup>st</sup> half	FIN 5720	Retirement/Insurance Planning	Online
Spring	2 <sup>nd</sup> half	FIN 5750	Introduction to Wealth Management	Online
Summer	1 <sup>st</sup> 8 week	FIN 5780	Estate Planning	Online
Summer	2 <sup>nd</sup> 8 week	FIN 5800	Financial Planning Capstone	Online

**Course Descriptions**

1) Introduction to Wealth Management

This is a survey course for financial planning and wealth management. The topics include insurance planning, tax planning, investment planning, retirement planning, estate planning, and professional conduct. The course will focus on acquiring a framework for understanding the major components of financial planning and developing a coordinated financial plan.

2) Investment Management

Students taking this course should expect to learn fundamental principles of investments and to develop a clear understanding of the practical implications of financial theory. Students acquire a framework for understanding returns on financial assets, risk and return, fundamentals of portfolio theory, efficient market hypothesis, asset pricing models, and market frictions. Other topics include financial statement analysis, and introduction to options and futures.

3) Tax Planning for financial planners

The course focuses on principles, and practice of income taxation and its impact on financial planning for individuals, couples and families in their roles as investors, employees, and business owners. The objective of this course is to familiarize you with the current income tax system and techniques that can be adopted by individuals or families to plan for and optimize the after-tax return on investments and resources.

4) Estate Planning

This class focuses on the principles and practices of family estate planning for the financial planners. The topics include, but not limited to, methods of property transfer at death, estate planning documents, family and charitable gifting strategies and gift taxation, incapacity planning and calculation, deferral, and minimization of estate and gift taxes.

5) Insurance and Retirement Planning

This class covers the principles in retirement and insurance planning for the financial planners. The retirement planning part of the course covers various types of retirement plans, ethical considerations in providing retirement planning services, assessing and forecasting financial needs in retirement, and integration of retirement plans with government benefits. The topics for the insurance planning part of the course includes, but not limited to, analysis and evaluation of risk exposures, various types of health, disability, life, property and casualty insurances, and insurance needs analysis.

#### 6) Financial Planning Capstone

The purpose of this course is to help students refine their financial planning skills through case study methodologies and the completion of the written financial plans. The students will utilize and integrate the broad range of financial planning knowledge gained throughout the program. Students are expected to demonstrate advanced financial planning skills in the development and implementation of client-centered financial recommendations. This is the capstone course for the students enrolled in the Certificate program.

### **Assessment Plan**

The assessment will be conducted within the Financial Planning Capstone course. The capstone course acts as the checkpoint at the end of the certificate curriculum, ensuring that the students have mastered the necessary knowledge required to form a comprehensive financial plan for a client and skills to professionally present the plan. Contents obtained throughout the prior courses are reinforced during the beginning part of the Capstone course, and students will be required to write a financial plan and present to clients. Each learning outcome is in line with the College of Business assessment process. Each of the learning outcomes will be assessed under four broad areas of program learning goals as follows:

#### **Learning Goal 1: Mastery of knowledge**

Learning Objective 1: Demonstrate a comprehensive understanding of the content found within the Financial Planning curriculum and effectively apply and integrate this information in the formulation of a financial plan.

Learning Objective 3: Collect all necessary and relevant qualitative and quantitative information required to develop a financial plan.

Goal 1 will be assessed via traditional assessment methods such as quizzes and exams as a main assessment method. Students will be required to use the knowledge acquired to make decisions for the financial plan, and therefore the final financial plan will be used as a secondary method.



### **Learning Goal 2: Critical Thinking**

Learning Objective 4: Analyze personal financial situations, evaluating clients' objectives, needs, and values to develop an appropriate strategy within the financial plan.

Learning Objective 5: Demonstrate logic and reasoning to identify the strengths and weaknesses of various approaches to a specific problem.

Goal 2 will be assessed through the final financial plan by observing the degree at which students utilize available information and provide recommendations on each of financial planning areas.

### **Learning Goal 3: Professionalism**

Learning Objective 6: Evaluate the impact of economic, political, and regulatory issues with regard to the financial plan.

Learning Objective 7: Apply the CFP Board Financial Planning Practice Standards to the financial planning process.

Goal 3 will be assessed through the written and oral presentation of the final financial plan by evaluating the steps students take to ensure students represent themselves and the profession professionally and with dignity.

### **Learning Goal 4: Communication skills**

Learning Objective 2: Effectively communicate the financial plan, both orally and in writing, including information based on research, peer, colleague or simulated client interaction and/or results emanating from synthesis of material.

Goal 4 will be assessed through the written and oral presentation of the final financial plan by closely following the oral and written communications rubrics developed by the COB Assessment Committee.

<h2><b>Degree Program Evaluation</b></h2>
---

CFP Board requires each board-registered program to submit program details to the Board annually. By being a board-registered program, the certificate program will be required to report the following criteria:

- Enrollment numbers per period
- Enrollment by Gender
- Enrollment by Race/Ethnicity
- Number of Graduates with matching CFP Board Account
- Number of Graduates who sat for CFP Exam

In addition to collecting required criteria mentioned above, the program will conduct exit surveys in the Capstone course as well as student/employer surveys to track the graduates.

### **Substantive Change Determination**

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, [aaalex@uwyo.edu](mailto:aaalex@uwyo.edu)) to make this determination.

All six courses are already a part of the existing MS Finance curriculum, and therefore the proposed certificate is not classified as "substantive Change."

### **New Resources Required**

All six courses are already a part of the existing MS Finance curriculum, and therefore no new resources are required.

### **Executive Summary of Demand Statistics**

Appendix 1 shows the data from Gray Associates based on the program category "Financial Planning and Services." Appendix 1-A, and B show the results based on 360 miles radius around Laramie, and National market, respectively.

According to the data at all market levels, it is clear that the student demand is consistently at around 90% percentile (Google Search shows the strongest results). There is also fairly high level of employment in the related fields, especially in Laramie 360, and national market.

Both statistics show historic and projected growth rate of related employment is positive, and wages and % unemployed are over 98% percentile.

In short, there is high demand and employment statistics in local and national level market for the degrees in financial planning.



# Appendix 1-A: Financial Planning and Services, Laramie 360


**GRAYASSOCIATES**

**Overall Score 22**

Percentiles: < 40%+ 40%+ 70%+ 90%+ 95%+ 98%+

**Current Selections**  
 Market  Laramie 360  
 6-Digit CIP Title  Financial Planning and Services

Category	Criterion	Value	Score	Total
Inquiries	Total (12 months)	3	0	
	Online (included in Total)	3		
	Year-over-Year Change (Units)	3	0	
	Year-over-Year Change (%)		0	
Google Search*	Total (3 months)	11,416	12	17
	Year-over-Year Change (Units)	328	1	
	Year-over-Year Change (%)	3.0%	0	
	Total (12 months)	54	0	
Completions	Year-over-Year Change (Units)	32	2	
	Year-over-Year Change (%)	145%	2	

Category	Criterion	Value	Score	Total
Job Postings* 	Total (12 months)	508	2	
	Year-over-Year Change (Units)	-2	0	
	Year-over-Year Change (%)	-0.4%	0	
	Job Postings per Graduate*	9.4	0	
	Current Employment	1,910	2	
	Year-over-Year Change (%)	3.7%	0	
	3-Year Historic Growth (CAGR)	7.5%	0	
	5-Year Historic Growth (CAGR)	5.3%	0	
	10-Year Forecast CAGR	1.3%	0	
	Annual Job Openings	197	0	
BLS*	Job Openings per Graduate*	3.6	-1	
	Share of Generalist Employmen	182	1	
	Share of Generalist Openings	18	0	
	10th-Percentile Wages	\$35,794	0	
	Wages (Age < 30)	\$58,868	2	
	Wages (Age 30-60)	\$124,742	2	
	% with Any Graduate Degree	32%	0	
	% with Masters	26%	0	
	% with Doct/Prof Degree	6%	0	
	% Unemployed (Age < 30)**	3%	0	
Nat'l ACS* (Bachelors)	% Unemployed (Age 30-60)*:	3%	0	
	% in Direct Prep Jobs	45%	0	
	GE Wages - Assoc. & Cert	NA	0	
	Placement Rate - Assoc. & Cert	NA	0	
	<b>Employment</b>			
	<b>8</b>			

Category	Criterion	Value	Score	Total
Institutions	Campuses with Graduates**	2	4	
	Year-over-Year Change (Units)**	0	0	
	Average Cost per Inquiry**	\$178	-1	
	Completions per 1,000 Pop**	0.02	0	
Google Search*	Cost per Click**	\$11	0	
	Competition Index**	0.34	0	
	Average Completions/Institution	27	0	
	Median Completions/Institution	27	0	
Program Size	Year-over-Year Change (Units)	16	1	5
	Year-over-Year Change (%)	145%	1	
	Insts. with Program Online**	22		
	% of Institutions	32%	2	
National Distance Education	Online Completions**	3,402	2	
	% of Completions	83%	-2	
	Cost Index**	0.90	0	
	Student:Faculty Index	1.14	0	
Completions	National Completions by Level	-10		-8
	National Workforce Ed Attainment	2		

Category	Criterion	Value	Score	Total
Degree Fit	NHEBI Nat'l 2-Yr	0.90	0	
	Student:Faculty Index	1.14	0	
Completions	National Completions by Level	-10		-8
	National Workforce Ed Attainment	2		

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CIP Description	Total (12 months)	508	2	
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Category	Criterion	Value	Score	Total
CIP Description	Total (12 months)	508	2	
	Year-over-Year Change (Units)	-2	0	
	Year-over-Year Change (%)	-0.4%	0	
	Job Postings per Graduate*	9.4	0	
	Current Employment	1,910	2	
	Year-over-Year Change (%)	3.7%	0	
	3-Year Historic Growth (CAGR)	7.5%	0	
	5-Year Historic Growth (CAGR)	5.3%	0	
	10-Year Forecast CAGR	1.3%	0	
	Annual Job Openings	197	0	
BLS*	Job Openings per Graduate*	3.6	-1	
	Share of Generalist Employmen	182	1	
	Share of Generalist Openings	18	0	
	10th-Percentile Wages	\$35,794	0	
	Wages (Age < 30)	\$58,868	2	
	Wages (Age 30-60)	\$124,742	2	
	% with Any Graduate Degree	32%	0	
	% with Masters	26%	0	
	% with Doct/Prof Degree	6%	0	
	% Unemployed (Age < 30)**	3%	0	
Nat'l ACS* (Bachelors)	% Unemployed (Age 30-60)*:	3%	0	
	% in Direct Prep Jobs	45%	0	
	GE Wages - Assoc. & Cert	NA	0	
	Placement Rate - Assoc. & Cert	NA	0	

Category	Criterion	Value	Score	Total
CIP Description	Total (12 months)	508	2	
	Year-over-Year Change (Units)	-2	0	
	Year-over-Year Change (%)	-0.4%	0	
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	% Unemployed (Age < 30)**	3%	0	
Nat'l ACS* (Bachelors)	% Unemployed (Age 30-60)*:	3%	0	
	% in Direct Prep Jobs	45%	0	
	GE Wages - Assoc. & Cert	NA	0	
	Placement Rate - Assoc. & Cert	NA	0	

Category	Criterion	Value	Score	Total
CIP Description	Total (12 months)	508	2	
	Year-over-Year Change (Units)	-2	0	
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	Job Postings per Graduate*	9.4	0	
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	Year-over-Year Change (%)	3.7%	0	
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Nat'l ACS* (Bachelors)	% Unemployed (Age 30-60)*:	3%	0	
	% in Direct Prep Jobs	45%	0	
	GE Wages - Assoc. & Cert	NA	0	
	Placement Rate - Assoc. & Cert	NA	0	

Category	Criterion	Value	Score	Total
CIP Description	Total (12 months)	508	2	
	Year-over-Year Change (Units)	-2	0	
	Year-over-Year Change (%)	-0.4%	0	
	Job Postings per Graduate*	9.4	0	
	Current Employment	1,910	2	
	Year-over-Year Change (%)	3.7%	0	
	3-Year Historic Growth (CAGR)	7.5%	0	
	5-Year Historic Growth (CAGR)	5.3%	0	
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	Wages (Age 30-60)	\$124,742	2	
	% with Any Graduate Degree	32%	0	
	% with Masters	26%	0	
	% with Doct/Prof Degree	6%	0	
	% Unemployed (Age < 30)**	3%	0	
Nat'l ACS* (Bachelors)	% Unemployed (Age 30-60)*:	3%	0	
	% in Direct Prep Jobs	45%	0	
	GE Wages - Assoc. & Cert	NA	0	
	Placement Rate - Assoc. & Cert	NA	0	

Category	Criterion	Value	Score	Total
CIP Description	Total (12 months)	508	2	
	Year-over-Year Change (Units)	-2	0	
	Year-over-Year Change (%)	-0.4%	0	
	Job Postings per Graduate*	9.4	0	
	Current Employment	1,910	2	
	Year-over-Year Change (%)	3.7%	0	
	3-Year Historic Growth (CAGR)	7.5%	0	
	5-Year Historic Growth (CAGR)	5.3%	0	

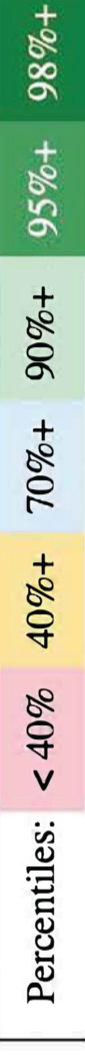


# Appendix 1-B: Financial Planning and Services, National

GRAYASSOCIATES

Overall Score

26



Category	Criterion	Value	Score	Total
Student Demand	Total (12 months)	137	0	21
	Online (included in Total)	137		
	Year-over-Year Change (Units)	98	0	
	Year-over-Year Change (%)	251.3%	1	
Inquiries	Total (3 months)	325,970	12	21
	Year-over-Year Change (Units)	21,040	2	
	Year-over-Year Change (%)	6.9%	0	
	Total (12 months)	4,106	6	
Completions	Year-over-Year Change (Units)	-91	0	0
	Year-over-Year Change (%)	-2%	0	

Category	Criterion	Value	Score	Total
Competitive Intensity	Institutions	57	4	5
	Year-over-Year Change (Units)**	-1	0	
Cost Per Inquiry	Average Cost per Inquiry**	\$155	-1	0
	Completions per 1,000 Pop**	0.05	0	
Google Search*	Cost per Click**	\$10	0	5
	Competition Index**	0.31	0	
	Average Completions/Institution	72	1	
	Median Completions/Institution	10	0	
Program Size	Year-over-Year Change (Units)	5	0	1
	Year-over-Year Change (%)	100%	1	
National Distance Education	Insts. with Program Online**	22	2	2
	% of Institutions	32%	2	
Degree Fit	Online Completions**	3,402	-2	-8
	% of Completions	83%	-2	
NHEBI Nat'l 2-Yr	Cost Index**	0.90	0	0
	Student:Faculty Index	1.14	0	
Completions	National Completions by Level		-10	-8
	National Workforce Ed Attainment		2	

## Award Level Breakdown by Source

### Inquiries and Completions

Award Level	Inquiries (Market)	Completions (Market)	Completions (National)
Certificate	0%	75%	75%
Associates	0%	0%	0%
Bachelors	100%	11%	11%
Postbaccalaureate Certificate	0%	6%	6%
Masters	0%	7%	7%
Doctoral	0%	0%	0%

### Job Postings (Market) - Min. Education

Award Level	Minimum Education Requested
High School/Certificate	14%
Associates	2%
Bachelors	22%
Masters	5%
Doctoral	1%
*Unspecified*	56%

### BLS Workforce Educ. Attainment (Nat'l)

Award Level	Educational Attainment
No College	8%
Some College	14%
Associates	6%
Bachelors	49%
Masters	19%
Doctoral	4%

Category	Criterion	Value	Score	Total
Employment	Job Postings*	13,548	2	8
	Year-over-Year Change (Units)	-748	0	
	Year-over-Year Change (%)	-5.2%	0	
	Job Postings per Graduate*	3.3	0	
	Current Employment	52,754	2	
	Year-over-Year Change (%)	7.4%	0	
	3-Year Historic Growth (CAGR)	11.6%	0	
	5-Year Historic Growth (CAGR)	7.6%	0	
	10-Year Forecast CAGR	1.0%	0	
	Annual Job Openings	5,212	0	
BLS*	Job Openings per Graduate*	1.3	-1	8
	Share of Generalist Employment	5,326	1	
	Share of Generalist Openings	505	0	
	10th-Percentile Wages	\$36,076	0	
	Wages (Age < 30)	\$58,868	2	
	Wages (Age 30-60)	\$124,742	2	
	% with Any Graduate Degree	32%	0	
	% with Masters	26%	0	
	% with Doct/Prof Degree	6%	0	
	% Unemployed (Age < 30)**	3%	0	
Nat'l ACS* (Bachelors)	% Unemployed (Age 30-60)*:	3%	0	0
	% in Direct Prep Jobs	45%	0	
	GE Wages - Assoc. & Cert	NA	0	
	Placement Rate - Assoc. & Cert	NA	0	

### CIP Description

A program that prepares individuals to plan and manage the financial interests and growth of individuals and institutions. Includes instruction in portfolio management, investment management, estate planning, insurance, tax planning, strategic investing and planning, financial consulting services, and client relations.

## Search Box

### Selections

Current Selections

Market

6-Digit CIP

Award Levels

CIP Title

4-Digit CIP

2-Digit CIP

Current Programs

Market

Arizona

Casper 60

Colorado

Laramie 360

National

North Texas Counties

South Texas Counties

Southern California Counties

Wyoming

\* - Google search, employment data and JPG Ratio do not filter by award level.

\*\* - Color scale in reverse.

NA - No data available/not currently tracked.

2-Yr - Associates & certificate programs only.

# UNIVERSITY OF WYOMING

## **Office of Academic Affairs**

1000 E. University Avenue  
Dept. 3302, 312 Old Main  
Laramie, WY 82071  
307.766.4286 • fax: 307.766.2606

June 25, 2020

Board of Trustees:

This letter serves as a Letter of Commitment for a new graduate certificate in Financial Planning to be offered by the Department of Accounting and Finance in the College of Business. The certificate will provide students with the education, training and skills necessary to be able to sit for the Certified Financial Planner (CFP) examination. Students will develop an understanding of wealth management, investment management, tax planning, estate planning, and insurance and retirement planning.

## **Needs**

Demand for certified financial planners is expected to grow by 30% by 2021. Regulatory overhauls in the early 2000s combined with the estimated \$18 trillion that Baby Boomers will pass on to their descendants over the next two decades have created an opportunity for finance graduates. The certificate program will provide a CFP Board Registered opportunity for finance students to prepare for the CFP exam.

## **Requirements**

The course requirements for this certificate are designed to give students coursework necessary to achieve the program's learning outcomes. Course descriptions can be found in the Request for Authorization document for this certificate.

### Graduate Certificate in Financial Planning (18 credits)

Investment Management – 3 credits  
Tax Planning for Financial Planners – 3 credits  
Retirement/Insurance Planning – 3 credits  
Introduction to Wealth Management – 3 credits  
Estate Planning – 3 credits  
Financial Planning Capstone – 3 credits

## **Resources**

Since this certificate program is a packaging of already existing coursework, the certificate program will not require any additional resources to implement.

Total resources requested: \$0.

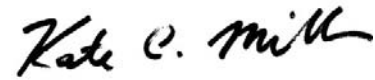
**Timeline**

The present implementation timeline is designed to enable students to enroll in this certificate program in the Fall 2020.

**Campus Review**

I affirm that the university community, including the Executive Team, Deans and Directors, Faculty Senate, Staff Senate and ASUW, have been provided the opportunity to review and present feedback on the proposed certificate program.

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 for Academic Affairs



### Graduate Certificate in Financial Planning Pro Forma Budget

	Fiscal Year			
	1	2	3	4
<b>Revenue</b>				
Total credits in Certificate	18	18	18	18
Resident enrollment	<b>15</b>	<b>15</b>	<b>20</b>	<b>20</b>
Non Resident Enrollment	<b>3</b>	<b>5</b>	<b>5</b>	<b>5</b>
Resident credit hours delivered	270	270	360	360
Non Resident credit hours delivered	54	90	90	90
<b>Per Credit Tuition*</b>				
Resident	\$271	\$282	\$293	\$305
Nonresident (graduate online tuition)	\$432	\$449	\$467	\$486
Total Resident Tuition	\$73,170	\$76,097	\$105,521	\$109,742
Total Non Resident Tuition	\$23,328	\$40,435	\$42,053	\$43,735
<b>Total Tuition from NEW Enrollment</b>	<b>\$96,498</b>	<b>\$116,532</b>	<b>\$147,574</b>	<b>\$153,476</b>
<b>Estimated Expenses</b>				
<u>Compensation and benefits</u>				
Faculty	\$0	\$0	\$0	\$0
Other administrative staff				
Graduate Assistants				
Supplies				
Travel				
Marketing	\$5,000	\$5,000	\$5,000	\$5,000
Capital expense				
Other (specify)				
<b>Projected Financial Results for New Program</b>				
	FY1	FY2	FY3	FY4
Total Expenses	\$5,000	\$5,000	\$5,000	\$5,000
Total Revenues	\$96,498	\$116,532	\$147,574	\$153,476
<b>Program's Total Surplus or Deficit</b>	<b>\$91,498</b>	<b>\$111,532</b>	<b>\$142,574</b>	<b>\$148,476</b>

\* UW's Board of Trustees' current working policy is to raise tuition by 4% each year

Last updated 2/27/19



### Graduate Certificate in Financial Planning (2020)

Associate Vice Provost for Graduate Education James Ahern referred a proposal from Accounting and Finance for a new graduate certificate in Financial Planning to the Academic Planning Committee (APC) for review and recommendation. This program provides courses that enable graduates to sit for the Certified Financial Planner (“CFP”) exam and is offered entirely online. It relies exclusively on existing courses and faculty and entails no new expense. The APC voted unanimously to recommend approval of the proposed program.

As always, the APC considers each program in relation to student demand, employer demand, cost, and state need. Gray’s data reflects robust student demand for this credential at 17. Gray’s data likewise suggests reasonable employer demand at 8. Meanwhile, the program entails no cost, as all courses are already offered and its \$5000 marketing budget will be pulled from the existing budget. The program serves state need by enabling participants to sit for the CFP exam and by offering a new online credential.

In conclusion, the APC recommends that faculty senate approve the graduate certificate in Financial Planning. This is a no cost program with robust student demand that could generate revenue and appears to provide benefit to the state and its residents.

1 **Faculty Senate Resolution 376**

**Introduced by  
Academic Planning Committee**

2  
3  
4  
5 **RESOLUTION ON DEPARTMENT OF ACCOUNTING AND FINANCE**  
6 **GRADUATE CERTIFICATE IN FINANCIAL PLANNING**  
7

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8  
9  
10 **WHEREAS**, the Department of Accounting and Finance has proposed the addition of a new  
11 graduate certificate in Financial Planning, as outlined in the attached program proposal; and  
12

13 **WHEREAS**, the Faculty Senate's Academic Planning Committee (APC) and the Graduate Council  
14 have reviewed the proposal; and  
15

16 **WHEREAS** both APC and the Graduate Council have recommended approval of the program, as  
17 shown in the attached reports from the APC and the Graduate Council;  
18

19 **THEREFORE, BE IT RESOLVED** by Faculty Senate that it supports the recommendation of the APC  
20 and the Graduate Council to approve the graduate certificate in Financial Planning as specified in the  
21 reports of the APC and the Graduate Council attached hereto.

***AUTHENTICATION:*** *The foregoing Faculty Senate Resolution 376, duly adopted by the Faculty Senate of the University of Wyoming under date of April 20, 2020, is hereby transmitted to the President of the University of Wyoming for review in accordance with UW Regulations.*



Michael G. Barker  
Secretary, Faculty Senate  
Dated: May 5, 2020

**AGENDA ITEM TITLE:** Contracts and Grants Report, Synakowski/Jewell

Sponsor	Award Funding Amount	Principal Investigator	Organization	Award Name
American Councils for International Education	25,550.00	Suess, Frederica Robin	English Language Center	English for Tourism and Curriculum Review
Animal and Plant Health Inspection Service/Department of Agriculture	55,321.00	Laegreid, William Wesley	Veterinary Science	One Health WY Inter-laboratory Coordination for Emerging Diseases (Amended start date 03/01/2020)
Battelle Energy Alliance	43,101.00	Fan, Maohong	Petroleum Engineering	Novel Catalyst/Electrocatalyst Development for Electrochemical Processing at Elevated Temperature
Battelle Energy Alliance	32,026.00	Borowczak, Mike	Computer Science	INL-CAES Nuclear Security Certificate - Cybersecurity Course Development
Battelle Energy Alliance	14,858.00	Borowczak, Mike	Computer Science	INL-CAES Nuclear Security Certificate - Working Group 2020
Department of Education	1,946,591.00	Hintz, Debra Tolar	Scholarships & Financial Aid	Direct Student Loans 2019-20
Department of Education	518,552.86	Hintz, Debra Tolar	Scholarships & Financial Aid	Pell Grant 2019-20
Department of Education	3,306,790.00	Hintz, Debra Tolar	Scholarships & Financial Aid	University of Wyoming - CARES Act: Higher Education Emergency Relief Fund
eXtension Foundation	17,550.00	Edwards, Jeffrey Michael	Cooperative Extension Service	Pesticide Safety Education Funds Management (PSEFMP) - 2020
Forest Service (USDA)	24,000.00	Maczko, Kristie Anne	Ecosystem Science & Management	Sustainable Rangelands Roundtable 2019-2024
Halliburton Energy Services, Inc.	2,500.00	Piri, Mohammad	School of Energy Resources Directors Office	Fluid/Fluid and Fluid/Rock Interactions
Health Resources and Services Administration/DHHS	62,766.00	Jones, David L	Laramie Clinic	FY 2020 Coronavirus Supplemental Funding for Health Centers
Meg and Bert Raynes Wildlife Fund	2,300.00	Chalfoun, Anna Lisa D.	Wyoming Coop Unit	Food for thought: Understanding the joint impacts of predation and food limitation on sagebrush song bird nesting success
National Aeronautics & Space Administration	207,082.00	Boothby, Thomas C.	Molecular Biology	Using Water Bears to Identify Biological Countermeasures to Stress During Multigenerational Spaceflight
National Aeronautics & Space Administration	749,999.00	McBride, Shawna M.	Physics & Astronomy	19-EPSCoR-0022, Artificially Intelligent Manufacturing of Flexible Electronics
National Institute of Food and Agriculture/Department of Agriculture	194,695.00	Crane, Kelly Keith	Cooperative Extension Service	University of Wyoming Extension - EFNEP (2019-2024)



Sponsor	Award Funding Amount	Principal Investigator	Organization	Award Name
National Science Foundation	227,252.00	Tahmasebi, Pejman	Petroleum Engineering	Collaborative Research: 4D Visualization and Modeling of Two-Phase Flow and Deformation in Porous Media beyond the Realm of Creeping Flow
National Science Foundation	14,660.00	Kotthoff, Lars	Computer Science	RI: Small: Robust Performance Models
National Science Foundation	299,060.85	Zhu, Mengqiang	Ecosystem Science & Management	Mineralogical and Biogeochemical Control of Phosphorus Transformation During Soil Development
National Wildlife Federation	21,611.00	Smutko, Leonard Steven	Haub School of Environment & Natural Resources	Western Wildlife Corridor Conservation Workshops
Phi Upsilon Omicron Educational Foundation, Inc.	2,500.00	Vincenti, Virginia B.	Family & Consumer Sciences	Preventing Elder Family Financial Exploitation: Risk and Protective Factors within Families by Family-Member Power-of-Attorney Agents
Rocky Mountain Elk Foundation	40,000.00	Holbrook, Joseph Dale	Haub School of Environment & Natural Resources	Investigating Spatiotemporal Responses of Elk to Human Recreation in Northern Colorado: An Assessment within Critical Time Stages
U.S. Geological Survey/Department of the Interior	92,953.00	Ernest, Holly B.	Wyoming Coop Unit	RWO 204: Using genetic analyses to inform on-the-ground conservation for multiple sagebrush-associated wildlife species
U.S. Geological Survey/Department of the Interior	27,610.00	Geerts, Bart	Atmospheric Science	Numerical Simulations of the Impact of Cloud Seeding in the Wind River Range on Precipitation, Snowpack, and Streamflow
U.S. Geological Survey/Department of the Interior	15,000.00	Fan, Maohong	Petroleum Engineering	Recycling Co-Produced Waters (CWS) in the Energy Industry for Economic Development
U.S. Geological Survey/Department of the Interior	12,750.00	Collins, Sarah Michelle	Zoology & Physiology	Understanding the Contribution of Different Microbial Sources to Surface Water for Informed Management of Waterborne Pathogens in Wyoming
U.S. Geological Survey/Department of the Interior	12,000.00	Walters, Annika	Wyoming Coop Unit	Sediment and Fisheries: An Assessment to Inform Sediment Management Practices at Wyoming Dams
U.S. Geological Survey/Department of the Interior	20,635.00	Kerr, Greg Lynn	Veterinary Science	Wyoming Information Transfer 2020-2021

Sponsor	Award Funding Amount	Principal Investigator	Organization	Award Name
University of Arizona	80,000.00	Maczko, Kristie Anne	Ecosystem Science & Management	Evaluating economics of conservation incentive payments and their absence for prescribed grazing for greater sage-grouse on ranching operations in the context of rangeland sustainability
Various Sponsors	12.00	Meuli, Melinda	Cooperative Extension Service	Program Income - SNAP ED
Various Sponsors	3,500.00	Thompson, Jennifer	College of Agriculture & Natural Resources Deans Office	WY BACKYARDS TO BARNYARDS AN EDUCATIONAL NEWSLETTER FOR WY SMALL ACRE ENTHUSIAST
West Virginia University	162,482.20	Fan, Maohong	School of Energy Resources Directors Office	U.S. China Clean Energy Research Center Phase II, Advanced Coal Technology Consortium (CERC II): Developing and Demonstrating a Transformational CO2 Capture Technology
West Virginia University	102,517.20	Jiao, Zunsheng	School of Energy Resources Directors Office	U.S. China Clean Energy Research Center Phase II, Advanced Coal Technology Consortium (CERC II): Joint Study to Develop a Commercial-scale Integrated CCUS Demonstration Project in the Ordos Basin, China
Western Sugar Cooperative	8,000.00	Stump, William	Plant Sciences	Sugar Beet Pest Management in the High Plains Region
WY Dept of Transportation	164,283.00	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	102,001.00	Ksaibati, Khaled	Civil & Architectural Engineering	A Feasibility Study for Establishing a Regional Road Track Pavement Testing Facility in Wyoming
Wyoming Game and Fish Department	30,000.00	Monteith, Kevin L.	Haub School of Environment & Natural Resources	Behavioral Ecology of a Heat-Sensitive Species: Insights for Viability and Management of Shiras Moose
Wyoming Humanities Council	35,970.00	Lockwood, Jeffrey Alan	Visual & Literary Arts	Environmental Humanities: Pop-Up Opera

Externally Funded Programs

\$8,678,479.11

Sponsor	Award Funding Amount	Principal Investigator	Organization	Award Name
American Iron and Steel Institute	25,847.00	Barker, Michael Gary	Civil & Architectural Engineering	Short Span Steel Bridge Alliance
Animal and Plant Health Inspection Service/Department of Agriculture	25,913.00	Miller, Scott N.	Ecosystem Science & Management	WY FY20 PD Small Grains
Animal and Plant Health Inspection Service/Department of Agriculture	80,932.00	Miller, Scott N.	Ecosystem Science & Management	WY FY20 PD Infrastructure
Animal and Plant Health Inspection Service/Department of Agriculture	6,037.00	Miller, Scott N.	Ecosystem Science & Management	WY FY20 PD Nematode Survey
Bionic Surface Technologies	86,947.00	Naughton, Jonathan W.	Mechanical Engineering	Riblet Inspection and Efficiency Assessment (RISPECT)
Department of Education	543,367.00	Kingsley, Sandra	Student Educational Opportunity	Upward Bound PY 2020 - 2021
Input Output HK Limited	505,209.00	Caldwell, James L II	Computer Science	IOHK Research Lab FY 2020-2021
Leonardo Technologies, Inc	40,424.00	Cook, Benjamin R.	Economics	SCO2 Coal Beneficiation Support (C142-C003/Task Order 1)
Leonardo Technologies, Inc	30,240.00	Carpenter, Steven	Enhanced Oil Recovery Institute	SCO2 Coal Beneficiation Support (C142-C002/Task Order 2)
Meg and Bert Raynes Wildlife Fund	4,800.00	Chalfoun, Anna Lisa D.	Wyoming Coop Unit	Variation in seasonal movements, habitat selection, and annual productivity of an irruptive facultative migrant
National Institut of Food and Agriculture/Department of Agriculture	50,794.00	Crane, Kelly Keith	Cooperative Extension Service	University of Wyoming Smith-Lever RREA (2019-21)
National Institute of Food and Agriculture/Department of Agriculture	43,951.00	Crane, Kelly Keith	Cooperative Extension Service	University of Wyoming Smith-Lever 3(b) and 3(c) - Special Needs
National Institute of Food and Agriculture/Department of Agriculture	1,358,219.00	Ritten, John P.	Agriculture Experiment Station	Hatch Regular Capacity 2019-2021
National Institute of General Medical Sciences/NIH/DHHS	3,484,796.00	Seville, Robert S.	INBRE Program	Wyoming IDeA Networks for Biomedical Research Excellence (Phase 4)_Year 1 - Administrative Core
National Science Foundation	131,631.00	Belmont, Erica	Mechanical Engineering	CAREER: Bridging the Gap From Biomass Burning to Atmospheric Pollutants
National Science Foundation	244,235.00	Carling, Matthew	Zoology & Physiology	Local adaptation, hybrid breakdown, and species barriers in North American chickadees

Sponsor	Award Funding Amount	Principal Investigator	Organization	Award Name
National Science Teachers Association	11,200.00	Prather, Jonathan F.	Life Science Program	Building Excellence in STEM Research Among High School Students in Wyoming and Eastern Colorado
National Security Agency	10,000.00	Burrows, Andrea	School of Teacher Education	GenCyber Wyoming: Inspiring Cybersecurity Champions
Pew Charitable Trusts	51,894.00	Kauffman, Matthew	Wyoming Coop Unit	WMI Pew FY20
Small Business Administration	1,280,000.00	Kline, Jill K	Small Business Development Center	Small Business Development Centers CARES Act
United States Energy Association	182,019.00	Righetti, Tara K.	College of Law Deans Office	Study on State's Policies & Regulations per CO2-EOR Storage Conventional, ROZ and EOR in Shale: Permitting, Infrastructure, Incentives, Royalty Owners, Eminent Domain, Mineral-Pore Space, and Storage Lease Issues
University of Colorado Denver	37,174.00	Cherrington, Brian David	Zoology & Physiology	ACPA Generation in the Female Genital Tract and Lactating Mammary Tissue Mucosae
University of Utah	107,216.00	Kvenild, Cassandra Messersmith	University Libraries Administrative Office	National Network of Library of Medicine, Year 5
Various Sponsors	900.00	Beauvais, Gary	Wyo Natural Diversity Database	DATABASE MANAGEMENT
Various Sponsors	16,222.52	Inouye, Martha	Science & Math Teaching Center	SMTC: Supporting Professional Development for Wyoming Science Content and Performance Standards - Program Income
Various Sponsors	41,620.95	Jones, David L	Laramie Clinic	New Access Point - Program Income 2019-2022
WellDog	49,264.00	Saraji, Soheil	Petroleum Engineering	Chemical Tracer Detection in CO2 Stream during Core-flooding using Raman Spectroscopy
WY Dept of Agriculture	47,936.00	Ehmke, Cole C.	Agriculture & Applied Economics	Specialty Crop Agribusiness Directory
WY Dept of Transportation	117,879.00	Ksaibati, Khaled	Civil & Architectural Engineering	Enhancing Crash Data Reporting to Highway Safety Partners in Wyoming by Utilizing Big Data Analysis and Survey
WY State Bar	13,850.00	Anatchkova, Bistra	Wyoming Survey & Analysis Center	Conduct the 2020 poll of Wyoming attorneys regarding the performance of Wyoming judges



Sponsor	Award Funding Amount	Principal Investigator	Organization	Award Name
Wyoming Game and Fish Department	61,230.00	Chalfoun, Anna Lisa D.	Wyoming Coop Unit	Full Life-Cycle Effects of Natural Gas Development on Sagebrush Songbirds
Wyoming Game and Fish Department	130,000.00	Graf, Nicholas	Wyoming Geographic Information Service Center	Density and Disturbance Calculation Tool_Data Steward

Externally Funded Programs

\$8,821,747.47

Sponsor	Award Funding Amount	Principal Investigator	Organization	Award Name
Administration for Community Living/DHHS	305,454.00	McKibbin, Christine L.	Psychology	Wyoming Aging and Disability Resource Center COVID Critical Relief Funds for COVID-19
Align	200,000.00	Baldwin, Nikki Adele	School of Teacher Education	Wyoming Preschool Development Grant Birth Through Five Initial Grant
Altru Health System	800.00	Simpson, Janelle	Wyoming Survey & Analysis Center	Data Analysis of Grand Forks Adult Alcohol Survey
Blue Cross Blue Shield of Wyoming	15,854.00	Schillinger, Jessica Lyn	Wyoming Survey & Analysis Center	System Maintenance for BCBS Website
Bureau of Land Management/Department of the Interior	40,000.00	Monteith, Kevin L.	Haub School of Environment & Natural Resources	WY Whiskey Mountain Big Horn Sheep Survival RM CESU
California Department of Fish and Wildlife	487,785.00	Monteith, Kevin L.	Haub School of Environment & Natural Resources	Sierra Nevada Bighorn Sheep Population Analysis
California Department of Fish and Wildlife	547,020.00	Ernest, Holly B.	Veterinary Science	California Black Bear Molecular Mark-Recapture Genetic Analyses FY2020
Center for Open Science	10,600.00	Jimenez, Tabare	Economics	Assessing and Predicting Replicability of Social-Behavioral Science Findings
Centers for Disease Control and Prevention/DHHS	272,889.00	Jones, David L	College of Health Sciences Deans Office	Medicare Cost Report Payments for the Casper and Cheyenne Residency Programs to Encounter Rate of Services Provided on their Annual Clinic Costs Reports
Colorado State University	49,950.00	Harnisch, Brian J.	Wyoming Survey & Analysis Center	Recruit participants and conduct a survey of households in Arizona regarding fire defensible space
Colorado State University	6,847.00	Norton, Jay B.	Ecosystem Science & Management	Breakthrough in Organic Agriculture: Taking High Plains Organic Farming to the Next Level
Colorado State University	52,647.00	Islam, Md Anowarul	Plant Sciences	Increasing Yield, Quality, and Economy of Alfalfa Hay through Grass Species Selection and Planting Configuration
Colorado State University	6,000.00	Scasta, John Derek	Ecosystem Science & Management	Southern Rockies Fire Science Network
Columbia University	22,790.00	John, Barbara E.	Geology & Geophysics	U.S. Science Support Program Office associated with the International Ocean Discovery Program (USSSP-IODP)
Sponsor	Award Funding Amount	Principal Investigator	Organization	Award Name

Corporation for Public Broadcasting	240,604.00	Kuzmych, Christina	Wyoming Public Media	FY 2020 Radio Community Service Grant - Unrestricted
Department of Education	3,306,790.00	Kean, Alex	General University Operations	University of Wyoming CARES ACT Higher Education Emergency Relief Fund - Institutional Costs
Department of Energy	7,225.00	Adidharma, Hertanto	Petroleum Engineering	Systematic study on the phase transition of confined fluid mixture up to the critical region
Department of the Army	124,250.00	Kelley, Jonathan Patrick	Zoology & Physiology	Testing existing machine-learning tools for the automatic classification of plant-animal interactions in Oahu
Department of the Army	80,991.00	Paige, Virginia B.	Ecosystem Science & Management	Upper Missouri River Basin Plains Snowpack and Soil Moisture Monitoring Station
Department of the Army	135,343.00	Tarwater, Corey	Zoology & Physiology	Predicting Impacts of Species Loss on Ecosystem Resilience: An Experimental Test of a Novel Theoretical Framework
Forest Service (USDA)	16,000.00	Abernethy, Ian	Wyo Natural Diversity Database	Integrated Monitoring in Bird Conservation Regions in Wyoming
Forest Service/Department of Agriculture	10,000.00	Holbrook, Joseph Dale	Haub School of Environment & Natural Resources	University of Wyoming Resident Elk Herd Study
Forest Service/Department of Agriculture	14,760.00	Smutko, Leonard Steven	Haub School of Environment & Natural Resources	Pole Mountain Trails Management Planning Public Involvement Process
Health Resources and Services Administration/DHHS	752,165.00	Jones, David L	Medical Education Administration Division	Health Center Coronavirus Aid, Relief, and Economic Security (CARES) Act Funding
Health Resources and Services Administration/DHHS	278,254.00	Jones, David L	Medical Education Administration Division	FY 2020 Expanding Capacity for Coronavirus Testing (ECT)
Issachar Fund	79,000.00	Thunstrom, Linda Helena	Economics	Coping with Natural Disasters Caused by Climate Change: Religious Meaning-Making and Adaptation
Justice Research and Statistics Association	14,908.00	Grant, Emily A.	Wyoming Survey & Analysis Center	Wind River - Victim Services Data Gap Analysis
Meg and Bert Raynes Wildlife Fund	4,010.00	Collins, Sarah Michelle	Zoology & Physiology	The role of food web structure and resource availability in providing refugia for threatened alpine vertebrates

Sponsor	Award Funding Amount	Principal Investigator	Organization	Award Name
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National Aeronautics & Space Administration	2,815,000.00	McBride, Shawna M.	Physics & Astronomy	National Space Grant College and Fellowship Program - Opportunities in NASA STEM FY 2020-2024: Wyoming NASA Space Grant Consortium Proposal
National Aeronautics & Space Administration	449,982.00	Lebo, Zachary	Atmospheric Science	Two-way momentum coupling between hydrometeors and small-scale air motions: Effects on precipitation and drop size distributions
National Aeronautics & Space Administration	231,164.00	Jang-Condell, Hannah	Physics & Astronomy	Transporting Planet-Forming Material Over the Protoplanetary Disk Lifetime
National Institute of Food and Agriculture/Department of Agriculture	1,743,031.00	Crane, Kelly Keith	Cooperative Extension Service	University of Wyoming Extension Smith-Lever 3(b) & 3 (c)
National Institute of Food and Agriculture/Department of Agriculture	5,000.00	Hewlett, John	Agriculture & Applied Economics	Providing Risk Management Education on Crop Insurance Products and Risk in Agriculture to Underserved Beginning, Veteran, Retiring/Transition, and Other Socially Disadvantaged Farmers/Ranchers in Wyoming 2020-2024
National Institute of Standards & Technology/Technology Administration/DOC	600,000.00	Case, Rocky S	Manufacturing Works	Manufacturing-Works (The Wyoming Manufacturing Extension Partnership) at the University of Wyoming - Year 4
National Institutes of Health	144,500.00	Todd, William	Zoology & Physiology	Parsing the pathways of circadian dysfunction and sundowning-related behavioral aggression in dementia and Alzheimer's disease
National Park Service/Department of the Interior	80,000.00	Kauffman, Matthew	Wyoming Coop Unit	Effects of bison grazing on migratory animals in Yellowstone National Park
National Science Foundation	124,081.00	Snider, Jefferson	Atmospheric Science	Hotplate Precipitation and Wind Measurement Improvement
National Science Foundation	123,441.00	Kelly, Robert L.	Anthropology	Population Growth and Human Behavioral Change
National Science Foundation	25,000.00	McBride, Shawna M.	Physics & Astronomy	Combining Project-based Learning, Citizen Science, and Authentic Research to Enhance the Success of STEM and STEM Education Majors
National Science Foundation	84,732.00	Niu, Zhuang	Mathematics & Statistics	The Structure of Simple Separable Amenable C*-Algebras
<b>Sponsor</b>	<b>Award Funding Amount</b>	<b>Principal Investigator</b>	<b>Organization</b>	<b>Award Name</b>



National Science Foundation	236,676.00	Chapman, James Benjamin V	Geology & Geophysics	Collaborative Research: Internal and external drivers of orogenic episodicity in the Ecuadorian Andes
National Science Foundation	90,372.00	Lau, Kimberly V	Geology & Geophysics	Collaborative Research: Using Ca, Sr, Mg, and Fe isotope proxies to constrain redox and continental weathering during Ocean Anoxic Event 2
New Mexico Institute of Mining and Technology	133,333.00	Maohong, Fan	Chemical Engineering	Carbon Utilization and Storage Partnership (CUSP) for the Western USA
North Dakota, Univ of	630,497.00	Phillips, Erin Heather Writer	School of Energy Resources Directors Office	Plains CO2 Reduction Partnership Initiative to Accelerate Carbon Capture, Utilization, and Storage Deployment
Northern Arizona University	24,992.00	Harnisch, Brian J.	Wyoming Survey & Analysis Center	Conduct a web-based survey of New Mexico residents regrading forest restoration in the Rio Grande Watershed area.
RevEnergy	18,732.24	Person, Debora	Law Library	Proposed, pending and current statutes, regulations and agency decisions and guidelines dealing with H2S laden crude oil
San Francisco State University	60,001.00	Burrows, Andrea	School of Teacher Education	Western Regional Noyce Alliance (WRNA)
Sandia National Laboratories	100,000.00	Mavriplis, Dimitri J	Mechanical Engineering	Fast Multigrid Solvers for SPARC Hypersonic Flow Simulations (PO 2137887)
Sandia National Laboratories	108,696.00	Pierre, John W.	Electrical & Computer Engineering	Small Signal Stability Analysis and Estimation
Sandia National Laboratories	93,333.00	Naughton, Jonathan W.	Mechanical Engineering	Rotor Wake and Validation and Verification Activities for Wind Energy
Science Fiction and Fantasy Writers of America, Inc.	9,610.00	Brotherton, Michael S.	Physics & Astronomy	The Launch Pad Astronomy Workshop for Writers 2020
Sheridan County	15,000.00	Rendall, Scot	Wyo Technology Business Center	Sheridan County/City of Sheridan Incubator Facility
Teton Conservation District	7,859.99	Chalfoun, Anna	Wyoming Coop Unit	Using Recorders to Assess Population Trends for Great Gray Owls in Teton County
University of Arkansas at Little Rock	96,666.00	Wambeam, Rodney A.	Wyoming Survey & Analysis Center	Evaluation of the effectiveness of the Strategic Prevention Framework - Partnership for Success (SPF-PFS)

Sponsor	Award Funding Amount	Prinicipal Investigator	Organization	Award Name
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University of New Mexico	39,238.00	Synakowski, Edmund J.	VP for Research & Economic Development Office	ASCEND: Accelerating Solutions for Commercialization and Entrepreneurial Development in the Mountain West IDEa States
University of North Carolina at Chapel Hill	300,000.00	Boothby, Thomas C.	Molecular Biology	Using Intrinsically Disordered Proteins and Cosolutes to Induce Biostasis via Vitrification in Simple, Complex, and Organismal Systems
University of Wyoming	28,525.00	Dillon, Michael	Zoology & Physiology	UW-NPS Research Center Support 2020-2021 (Internally Funded Projects)
Various Sponsors	2,018.74	Kline, Jill K	Small Business Development Center	Market Research Center Program Income
Various Sponsors	2,585.76	Case, Rocky S	Manufacturing Works	Program Income - NIST Year 3
Various Sponsors	80,031.60	Jones, David L	Laramie Clinic	New Access Point - Program Income 2020-2022
Various Sponsors	150.00	Eberle, Carrie Ann	Plant Sciences	Malt Barley Variety Trials (various sponsors)
Various Sponsors	671.02	Jones, David L	Family Medicine Residency Programs Laramie	New Access Point - Program Income
Washakie County Prevention	1,475.00	Wimbish, Laurel Allison	Wyoming Survey & Analysis Center	Community Survey Data Snapshot
WY Dept of Education	89,617.00	Hardesty, Canyon Leigh	Wyoming Institute for Disabilities WIND	National Instructional Materials Accessibility Center 2020
WY Dept of Health	283,400.00	Canen, Eric	Wyoming Survey & Analysis Center	2018 WY Prevention Needs Assessment FY2019-20
WY Dept of Transportation	1,928,462.08	Kunkel, Paul	Transit & Parking Services	FY20 5311 Rural Public Transit Operating Funding - CARES Supplement
WY Dept of Transportation	117,879.00	Ksaibati, Khaled	Civil & Architectural Engineering	Enhancing Crash Data Reporting to Highway Safety Partners in Wyoming by Utilizing Big Data Analysis and Survey - 80% Federal Funds
WY Dept of Transportation	150,000.00	Ksaibati, Khaled	Civil & Architectural Engineering	A Monitoring Program for Wyoming County Paved Roads 2020
WY Dept of Transportation	75,000.00	Ng, Kam Weng	Civil & Architectural Engineering	Improving Design and Construction of Transportation Infrastructure through Bedrock Characterization

Sponsor	Award Funding Amount	Prinicipal Investigator	Organization	Award Name
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WY Division of Victims Services	15,000.00	Grant, Emily A.	Wyoming Survey & Analysis Center	Human Trafficking Follow-up Study: Understanding the Prevalence, Prevention, and Response to Human Trafficking in Wyoming
WY Office of Homeland Security	120,000.00	Ahmed, Mohamed M.	Civil & Architectural Engineering	Hazardous Materials Commodity Flow Study 2019-2021
Wyoming Business Council	2,491,310.00	Synakowski, Edmund J.	VP for Research & Economic Development Office	Wyoming Business Resource Network Funding 2020-2021
Wyoming Game and Fish Department	26,989.00	Walters, Annika	Wyoming Coop Unit	Statewide Crayfish Survey

Externally Funded Programs \$20,886,987.43

**Total Funding for FY20 4th Quarter \$38,387,214.01**

Month	External Funding
Jul-19	\$8,948,132.35
Aug-19	\$16,859,842.80
Sep-19	\$13,635,867.24
Oct-19	\$6,076,631.49
Nov-19	\$3,101,741.23
Dec-19	\$8,204,031.25 thru 12/17/19
Jan-20	\$1,453,268.00 12/18/19 - 1/31/20
Feb-20	\$4,641,573.00
Mar-20	\$4,204,276.70
Apr-20	\$8,678,479.11
May-20	\$8,821,747.47
Jun-20	\$20,886,987.43 ran 6/24/20, pulled any awarded pending setup into the report from OSP que.
	<u>\$105,512,578.07</u>



**AGENDA ITEM TITLE:** Service Contract and Procurement Reports, Evans

### UW Regulation 7-2 (Signature Authority) Contracts Board Report - April 16, 2020 - June 15, 2020

Contract Number	Contract Header Name	Contract Type	Department	Supplier	Signed Date	Agreed Amount	Signer Name	Signer Job Title
21001-SynarioPFM-Jun2020	Synario - PFM Solutions Software Agreement	Services Contract	Budget & Institutional Planning	Synario	6/9/20	\$150,000.00	William Mai	Interim Vice President for Administration
12202GrowSafe0620	GrowSafe Upgrades 2020	Services Contract	College of Agriculture & Natural Resources	GrowSafe Systems Ltd	6/9/20	\$54,693.00	Barbara Rasco	Dean of AGNR
21040-MSD-Apr2020	MSD	Services Contract	College of Arts & Sciences	Meso Scale Diagnostics, LLC	4/23/20	\$55,000.00	Paula Lutz	Dean/Professor
21040-TSSMicroscopy-May2020	TSS Microscopy	Services Contract	College of Arts & Sciences	TSS Microscopy LLC	5/13/20	\$51,100.00	Paula Lutz	Dean/Professor
14001-EAB-May20	Recruitment and Marketing Services	Services Contract	College of Business	EAB Global Inc	6/9/20	\$874,994.00	Neil Theobald	Acting President
14102-Grand Teton Lodge-Oct19	BIOECON conference Grand Teton Lodge	Services Contract	College of Business	Grand Teton Lodge Co	5/11/20	\$55,000.00	William Mai	Interim Vice President for Administration
16101_SIE_April2020	Amendment No. 1 to the Agreement for Services	Services Contract	College of Engineering & Applied Science	System Integrity Engineering Inc	4/30/20	\$100,000.00	Cameron Wright	Interim Dean/Professor
16101BlosserMay2020	Agreement for Services	Services Contract	College of Engineering & Applied Science	Blosser Engineering LLC	6/9/20	\$164,075.00	David Jewell	Assoc VP, Budget & Inst Plan
16101_AVCON_April 2020	AVCON-Research Aircraft	Services Contract	College of Engineering & Applied Science	Avcon Industries Inc	5/6/20	\$8,114,859.00	Neil Theobald	Acting President*
17012-MGC-Diagnostics	MGC Diagnostics	Services Contract	College of Health Sciences	Medical Graphics Corporation	5/11/20	\$94,258.00	David Jones	Dean
10401YarakAviationMay2020	Agreement for Services	Services Contract	Haub School of Environment and Natural Resources	Yarak Aviation LLC	5/19/20	\$75,000.00	Douglas Wachob	Acting Dean
23001-Skill Survey Inc-May 2020	SkillSurvey Reference	Services Contract	Human Resources	SkillSurvey, Inc	5/29/20	\$95,515.00	William Mai	Interim Vice President for Administration
40002-SAS MLA-May 2020	SAS Master License Agreement	Services Contract	Information Technology	SAS Institute Inc	5/27/20	\$75,000.00	Robert Aylward	Vice President
40003-Qualtrics Site License-April 2020	Qualtrics Order Form	Services Contract	Information Technology	Qualtrics LLC	5/6/20	\$159,540.08	Robert Aylward	Vice President
40004-Presidio Infoblox-May 2020	Infoblox EULA and Terms and Conditions	Services Contract	Information Technology	Presidio Networked Solutions LLC	5/29/20	\$199,096.82	William Mai	Interim Vice President for Administration
40003-Honorlock ShortTerm-March 2020	Master Subscription and Order Form	Services Contract	Information Technology	Honorlock Inc	6/9/20	\$55,000.00	Robert Aylward	Vice President
40003-Ellucian EPC-April 2020	Ellucian Payment Center Renewal	Services Contract	Information Technology	Ellucian Company L.P.	5/15/20	\$197,035.00	William Mai	Interim Vice President for Administration
40003-Zoom MSA-Sept 2019	Master Subscription Agreement	Services Contract	Information Technology	Zoom Video Communications Inc	5/6/20	\$87,117.15	Robert Aylward	Vice President
40003-Zoom MSA-Sept 2019	Amendment Form Number: Q531921	Services Contract	Information Technology	Zoom Video Communications Inc	5/6/20	\$87,117.15	Robert Aylward	Vice President
90202UnivofIdahoMay2020	The University of Wyoming Department of Intercollegiate Athletics Football Agreement	Services Contract	Intercollegiate Athletics	University of Idaho	5/19/20	\$425,000.00	William Mai	Interim Vice President for Administration
90201UnivofArizonaMay2020	2020-21 Season Basketball Agreement	Services Contract	Intercollegiate Athletics	University of Arizona	5/13/20	\$90,000.00	Matthew Whisenant	Deputy Director
90201JacksonStateMay2020	University of Wyoming Athletic Contest Agreement- Form 1	Services Contract	Intercollegiate Athletics	Jackson State University	5/6/20	\$80,000.00	Matthew Whisenant	Deputy Director
90202ArizonaJune2020	Football Agreement	Services Contract	Intercollegiate Athletics	University of Arizona	6/9/20	\$300,000.00	Thomas Burman	Athletic Director
90201SoutheasternLouisianaJanuary2020	Athletic Contest Agreement- Form 1	Services Contract	Intercollegiate Athletics	Southeastern Louisiana University	5/4/20	\$80,000.00	Matthew Whisenant	Deputy Director
90202CalPolyNovember2019	The University of Wyoming Intercollegiate Athletics Football Agreement	Services Contract	Intercollegiate Athletics	California Polytechnic State University, San Luis Obispo	5/6/20	\$425,000.00	William Mai	Interim Vice President for Administration
10031HotcoursesIncApr2020	IDP Connect - Digital Marketing	Services Contract	Provost	Hotcourses Inc	4/24/20	\$63,000.00	Tami Benham-Deal	Vice Provost
70001	Agreement	Services Contract	Research & Economic Development	Sheridan County	5/11/20	\$480,000.00	David Jewell	Assoc VP, Budget & Inst Plan
70012 - NPR KU-Band Agreement - July 2020	KU-Band Satellite Service Agreement	Services Contract	Research & Economic Development	National Public Radio	5/26/20	\$67,740.00	Diana Hulme	Assoc VP, Research

70010-RomeoEntertainmentGroup-May2020	Entertainment Consultant for Innovation 307 Entrepreneur Conference 2021	Services Contract	Research & Economic Development	Romeo Entertainment Group, Inc.	5/29/20	\$50,000.00	Diana Hulme	Assoc VP, Research
10501-AboudheirConsultingLtd-April2020	Aboudheir Consulting Ltd. Amendment no. 4	Services Contract	School of Energy Resources	Aboudheir Consulting Ltd	5/6/20	\$155,000.00	Holly Krutka	Executive Director
10501-AtlasCarbonLLC-May2020	Atlas Carbon Amendment no. 1	Services Contract	School of Energy Resources	Atlas Carbon, LLC	5/13/20	\$114,806.40	Holly Krutka	Executive Director
19003DigitalScience#3May2020	Digital Science / Figshare for Institutions Order Form	Services Contract	University Libraries	Digital Science & Research Solutions Inc	5/29/20	\$54,362.00	Ivan Gaetz	Dean
19003DigitalScience#2May2020	Digital Science / Symplectic Elements Order Form	Services Contract	University Libraries	Digital Science & Research Solutions Inc	6/9/20	\$197,742.00	Ivan Gaetz	Dean
19003WYStateLibraryApril2020	MOU between the Wy State Library and the UW Coe Library	Services Contract	University Libraries	Wyoming State Library	4/29/20	\$50,000.00	Ivan Gaetz	Dean
26001HamakerExcavation,Inc.May2020	Design-Build Project Agreement	Services Contract	University Operations	Hamaker Excavation	5/29/20	\$200,000.00	William Mai	Interim Vice President for Administration
26001ByArchitecturalMeansMay2020Amend3	Amendment No. 3	Services Contract	University Operations	By Architectural Means, PC	5/27/20	\$646,515.00	Neil Theobald	Acting President
26601GEJohnsonConstructionWyomingMay2020AmendNo2	Amendment No. 2	Services Contract	University Operations	GE Johnson Construction Co	5/19/20	\$5,999,462.00	Neil Theobald	Acting President**
26001TridentElectric,LLCJuly2020	Agreement Between Owner and Contractor	Services Contract	University Operations	Trident Electric LLC	5/6/20	\$204,735.00	William Mai	Interim Vice President for Administration
26001GEJohnsonConstructionWyomingMay2020Amend3	Amendment No. 3	Services Contract	University Operations	GE Johnson Construction Co	6/9/20	\$82,297.00	Neil Theobald	Acting President
26001TDSCollectionServiceIncJuly2020	Agreement for Services	Services Contract	University Operations	TDS Collection Service	6/9/20	\$75,000.00	William Mai	Interim Vice President for Administration
26001WWCEngineeringApril2020	Consultant Agreement	Services Contract	University Operations	WWC Engineering	6/9/20	\$50,000.00	William Mai	Interim Vice President for Administration
26001AVIProfessionalCorporationMay2020	Consultant Agreement	Services Contract	University Operations	AVI PC	6/9/20	\$50,000.00	William Mai	Interim Vice President for Administration
26001SasakiAssociatesApril2020Amend3	Amendment No. 3	Services Contract	University Operations	Sasaki Associates Inc	5/27/20	\$50,000.00	Neil Theobald	Acting President
26001DesignPointEngineeringMay2020	Consultant Agreement	Services Contract	University Operations	Design Point Engineering LLC	5/26/20	\$50,000.00	William Mai	Interim Vice President for Administration
26001BurgenerTruckingJuly2020	Agreement Between Owner and Supplier	Services Contract	University Operations	Burgener Trucking	5/19/20	\$3,000,000.00	Neil Theobald	Acting President***
2600RockyMountainFireSystems,IncJuly2020	Amendment No. 2	Services Contract	University Operations	Rocky Mountain Fire Systems, Inc.	6/9/20	\$119,724.00	William Mai	Interim Vice President for Administration
26001ByArchitecturalMeansApril2020AmendNo.2	Amendment No. 2	Services Contract	University Operations	By Architectural Means, PC	5/11/20	\$104,550.00	Neil Theobald	Acting President
26001PrimaryElectricInc.April2020	Agreement Between Owner and Contractor	Services Contract	University Operations	Primary Electric Inc	5/6/20	\$133,700.00	William Mai	Interim Vice President for Administration
26001BigHuhnksExcavationApril2020	Agreement Between Owner and Contractor	Services Contract	University Operations	Big Huhnks Excavation, Inc.	5/6/20	\$166,402.40	William Mai	Interim Vice President for Administration
26001WenckAssociates,Inc.April2020	Consultant Agreement	Services Contract	University Operations	Wenck Associates Inc	5/6/20	\$50,000.00	William Mai	Interim Vice President for Administration

\*Board of Trustees approved on April 15, 2020

\*\*Board of Trustees approved on May 14, 2020

\*\*\*Board of Trustees approved on May 14, 2020

**UW Regulation 7-2 (Signature Authority) Procurement Board Report - April 16, 2020 - June 15, 2020**

PO Processed Date	Supplier Name	Line #	Description	Quantity	Line Unit Price	Total Line Price	Total PO Amount	Department	Last Approver	Last Approver Title	Approval Date
04/16/2020	Vindum Engineering Inc	6	CV-Seal-Kit 210-AFLAS Seal kit for CV-210 Valve	20	40.97	819.39		School of Energy Resources Directors Office	Krutka, Holly	Executive Director	04/16/2020
04/16/2020	Vindum Engineering Inc	3	CV-310-HC-HT-AFLAS 3-Way/4-Position Valve for 10K PSI Maximum Operation	80	1,065.00	85,200.00		School of Energy Resources Directors Office	Krutka, Holly	Executive Director	04/16/2020
04/16/2020	Vindum Engineering Inc	2	CV-MAN-12STA-W/SOL Manifold Base for Twelve Pneumatic Pilot Valves with Solenoids	2	1,155.00	2,310.00		School of Energy Resources Directors Office	Krutka, Holly	Executive Director	04/16/2020
04/16/2020	Vindum Engineering Inc	4	CV-210-HC-HT-AFLAS On/Off Valve for 10K psi Maximum Operation	50	532.50	26,625.00		School of Energy Resources Directors Office	Krutka, Holly	Executive Director	04/16/2020
04/16/2020	Vindum Engineering Inc	1	CV-MAN-10STA-W/SOL Manifold Base for Ten Pneumatic Pilot Valves with Solenoids	18	968.00	17,424.00		School of Energy Resources Directors Office	Krutka, Holly	Executive Director	04/16/2020
04/16/2020	Vindum Engineering Inc	5	TUBE-HC-125-035-F Tubing Hastelloy C-276 0.125" OD x 0.035" wall	1450	9.41	13,644.50	<b>146,022.89</b>	School of Energy Resources Directors Office	Krutka, Holly	Executive Director	04/16/2020
04/22/2020	Casper College	1	UWC Student Fees for Spring 2020 owed to Casper College to provide student services to UWC students. 1336 UWC Credits x \$38/Credit owed to Casper College	1	46,706.56	46,706.56		UW Casper	Hull, Kathleen	Pooled Position Limited Tempor	04/21/2020
04/22/2020	Casper College	1	UWC Student Fees for Spring 2020 owed to Casper College to provide student services to UWC students. 1336 UWC Credits x \$38/Credit owed to Casper College	1	4,061.44	4,061.44	<b>50,768.00</b>	UW Casper	Hull, Kathleen	Pooled Position Limited Tempor	04/21/2020
04/29/2020	Landmark Environmental Inc	1	PROVIDE AS NEEDED INDUSTRIAL HYGIENE AND ENVIRONMENTAL SERVICES UW-CAMPUS WIDE	1	50,426.70	50,426.70	<b>50,426.70</b>	Facilities Management	Bryant, Darcy	Deputy Director, Business Serv	04/28/2020
05/01/2020	Meso Scale Diagnostics, LLC	1	MESO QuickPlex SQ 120MM Reader and installation	1	22,558.76	22,558.76		Chemistry	Worthing, Ian	Accountant	05/01/2020
05/01/2020	Meso Scale Diagnostics, LLC	1	MESO QuickPlex SQ 120MM Reader and installation	1	32,441.24	32,441.24	<b>55,000.00</b>	College of Arts & Sciences Deans Office	Worthing, Ian	Accountant	05/01/2020
05/04/2020	Paramount Supply Co	1	CHICAGO- 943-216082 / 204 FAUCETS	85	232.47	19,759.95		Facilities Construction Mgt	Bryant, Darcy	Deputy Director, Business Serv	05/01/2020
05/04/2020	Paramount Supply Co	2	940-WSLAVCP LAB SINK FAUCET	17	175.55	2,984.35		Facilities Construction Mgt	Bryant, Darcy	Deputy Director, Business Serv	05/01/2020
05/04/2020	Paramount Supply Co	3	954-CP CHICAGO LAB SINK FAUCET	522	57.50	30,015.00		Facilities Construction Mgt	Bryant, Darcy	Deputy Director, Business Serv	05/01/2020
05/04/2020	Paramount Supply Co	4	E22JKCP CHICAGO VAC BREAKER	522	40.90	21,349.80		Facilities Construction Mgt	Bryant, Darcy	Deputy Director, Business Serv	05/01/2020
05/04/2020	Paramount Supply Co	5	3/8 X CLOSE STD BRASS NIPPLE	522	1.00	522.00		Facilities Construction Mgt	Bryant, Darcy	Deputy Director, Business Serv	05/01/2020
05/04/2020	Paramount Supply Co	6	3/8 GALV SO HD PLUG (IMP)	240	0.85	204.00		Facilities Construction Mgt	Bryant, Darcy	Deputy Director, Business Serv	05/01/2020
05/04/2020	Paramount Supply Co	7	1228E FCT HDL CV W/HEAD	180	1.10	198.00		Facilities Construction Mgt	Bryant, Darcy	Deputy Director, Business Serv	05/01/2020
05/04/2020	Paramount Supply Co	8	1/2" BLK SQ HD PLUG (IMP)	100	0.67	67.00	<b>75,100.10</b>	Facilities Construction Mgt	Bryant, Darcy	Deputy Director, Business Serv	05/01/2020
05/06/2020	Piri Technologies LLC	1	PTSP 2019-121 HESS Bakken 0.00 (Milestone 1 (Sec. D1)) SS. rel. perm. Measurement-1; (Milestone 3 (Sec. D3)) SS. rel. perm. Measurement; (Milestone 1 (Sec. D1)) SS. rel. perm. Measurement-2	1	130,000.00	130,000.00	<b>130,000.00</b>	School of Energy Resources Directors Office	Jewell, David	Assoc VP, Budget & Inst Plan	05/06/2020
05/06/2020	Presidio Networked Solutions LLC	1	Aruba AP-515 (US) Unified AP Part O9H63A per attached bid	550	425.00	233,750.00		Enterprise Infrastructure	Jewell, David	Assoc VP, Budget & Inst Plan	05/06/2020
05/06/2020	Presidio Networked Solutions LLC	2	Suspended Ceiling Rail, Flat 9/16 Part JZ370A per attached bid	20	75.77	1,515.40		Enterprise Infrastructure	Jewell, David	Assoc VP, Budget & Inst Plan	05/06/2020
05/06/2020	Presidio Networked Solutions LLC	3	Campus AP Mount Adapter Kit Part R3T20A per attached bid	10	114.58	1,145.80	<b>236,411.20</b>	Enterprise Infrastructure	Jewell, David	Assoc VP, Budget & Inst Plan	05/06/2020
05/12/2020	Medical Graphics Corporation	2	Medical Graphics Corp - distance revenue funded - Mobile Ultima Cardio2 System all associated items Listed as single unit based on feedback fro sbeman	1	47,838.35	47,838.35		Kinesiology & Health	Jensen, Jilljean	Assistant Director	05/12/2020
05/12/2020	Medical Graphics Corporation	1	Medical Graphics Corp - distance revenue funded - Mobile Ultima Cardio2 System all associated items Listed as single unit based on feedback fro sbeman	1	47,838.35	47,838.35	<b>95,676.70</b>	Kinesiology & Health	Jensen, Jilljean	Assistant Director	05/12/2020
05/14/2020	Intermountain Lock & Security Supply	1	SIMPLEX 5021XS-WL-26D-41	220	264.13	58,108.60	<b>58,108.60</b>	Lock Shop	Bryant, Darcy	Deputy Director, Business Serv	05/13/2020
05/14/2020	Sulzer EMS Inc	2	FREIGHT	1	1,100.00	1,100.00		Facilities Management	Bryant, Darcy	Deputy Director, Business Serv	05/13/2020
05/14/2020	Sulzer EMS Inc	1	RECONDITIONED COPPUS RL-20L STEAM TURBINE	1	51,501.00	51,501.00	<b>52,601.00</b>	Facilities Management	Bryant, Darcy	Deputy Director, Business Serv	05/13/2020
05/18/2020	NCI Inc	1	THUNDER Imager 3D Tissue Fully automated upright research microscope Leica DM6 B per quotation LR121219G	0.97	92,196.00	89,430.12		School of Pharmacy	Jensen, Jilljean	Assistant Director	05/18/2020
05/18/2020	NCI Inc	1	THUNDER Imager 3D Tissue Fully automated upright research microscope Leica DM6 B per quotation LR121219G	0.03	92,196.00	2,765.88	<b>92,196.00</b>	School of Pharmacy	Jensen, Jilljean	Assistant Director	05/18/2020
05/19/2020	Innovative Interfaces Inc	1	Annual Maintenance - Perpetual License Agreement with III for an integrated library system requiring an annual maintenance renewal	1	92,794.08	92,794.08	<b>92,794.08</b>	University Libraries Administrative Office	Kvenild, Cassandra	Assoc Dean - University Libraries	05/19/2020
05/21/2020	Cheyenne Winnelson Co	1	CHICAGO 943- 216082/204 FAUCETS	85	232.49	19,761.65		Facilities Construction Mgt	Bryant, Darcy	Deputy Director, Business Serv	05/20/2020
05/21/2020	Cheyenne Winnelson Co	2	CHICAGO 940-WSLAB CP FAUCETS	17	172.60	2,934.20		Facilities Construction Mgt	Bryant, Darcy	Deputy Director, Business Serv	05/20/2020



05/21/2020	Cheyenne Winnelson Co	3	CHICAGO 954-CP SINGLE LAB FAUCETS	522	57.52	30,025.44		Facilities Construction Mgt	Bryant, Darcy	Deputy Director, Business Serv	05/20/2020
05/21/2020	Cheyenne Winnelson Co	4	CHICAGO E22JKCP INLINE VAL BREAKER	522	40.99	21,396.78		Facilities Construction Mgt	Bryant, Darcy	Deputy Director, Business Serv	05/20/2020
05/21/2020	Cheyenne Winnelson Co	5	3/8" X CLOSE BRASS NIPPLES	522	1.07	558.54		Facilities Construction Mgt	Bryant, Darcy	Deputy Director, Business Serv	05/20/2020
05/21/2020	Cheyenne Winnelson Co	6	3/8"GALV SQUARE HEAD PLUGS	240	1.05	252.00		Facilities Construction Mgt	Bryant, Darcy	Deputy Director, Business Serv	05/20/2020
05/21/2020	Cheyenne Winnelson Co	7	1228E FET HANDLE CV W/ HEAD	180	0.64	115.20		Facilities Construction Mgt	Bryant, Darcy	Deputy Director, Business Serv	05/20/2020
05/21/2020	Cheyenne Winnelson Co	8	1/2" BLACK THRD SQUARE HEAD PLUGS	100	0.67	67.00	<b>75,110.81</b>	Facilities Construction Mgt	Bryant, Darcy	Deputy Director, Business Serv	05/20/2020
05/26/2020	Colorado Hazard Control LLC	1	ABATE & DISPOSE OF APPROXIMATELY 3,600 SQFT OF ASBESTOS CONTAINING ACOUSTICAL / DECORATIVE CEILING TEXTURE. ABATE APPROXIMATELY 600 SQFT OF ASBESTOS CONTAINING FLOOR TILE ON STAIRWELL LANDINGS. REMOVE APPROXIMATELY 2,000 SQFT NON ASBESTOS C	1	113,645.00	113,645.00	<b>113,645.00</b>	Facilities Management	Jewell, David	Assoc VP, Budget & Inst Plan	05/26/2020
05/26/2020	Cheyenne Winnelson Co	1	AMERICAN STEAM 01-330-07V 3/4" VITON SENT TRN-30 STRAIGHT F/O	77	67.77	5,218.29		Plumbing Shop	Bryant, Darcy	Deputy Director, Business Serv	05/26/2020
05/26/2020	Cheyenne Winnelson Co	2	AMERICAN STEAM 02-100-00 DIRECT SENSING CONTROLLERS	77	48.00	3,696.00		Plumbing Shop	Bryant, Darcy	Deputy Director, Business Serv	05/26/2020
05/26/2020	Cheyenne Winnelson Co	3	AMERICAN STEAM 01-330-07V 3/4" VITON SEAT TRV-30 STRAIGHT F/O	243	67.77	16,468.11		Plumbing Shop	Bryant, Darcy	Deputy Director, Business Serv	05/26/2020
05/26/2020	Cheyenne Winnelson Co	4	AMERICAN STEAM 02-300-16 T STAT WALL MOUNT W/16' SENSOR	243	141.18	34,306.74		Plumbing Shop	Bryant, Darcy	Deputy Director, Business Serv	05/26/2020
05/26/2020	Cheyenne Winnelson Co	5	IMI 3/4" SWEAT X SWEAT UNION MANUAL BALANCE VIV #3 VENTURI	320	38.83	12,425.60		Plumbing Shop	Bryant, Darcy	Deputy Director, Business Serv	05/26/2020
05/26/2020	Cheyenne Winnelson Co	6	604 3/4 " COPPER MIP ADAPTERS	320	1.66	531.20		Plumbing Shop	Bryant, Darcy	Deputy Director, Business Serv	05/26/2020
05/26/2020	Cheyenne Winnelson Co	7	604 3/4 " COPPER 90 DEGREE ELBOWS	160	1.06	169.60		Plumbing Shop	Bryant, Darcy	Deputy Director, Business Serv	05/26/2020
05/26/2020	Cheyenne Winnelson Co	8	5585-70-66 3/4" BALL VALVES	320	26.48	8,473.60		Plumbing Shop	Bryant, Darcy	Deputy Director, Business Serv	05/26/2020
05/26/2020	Cheyenne Winnelson Co	9	603 3/4" COPPER FIP.ADAPTERS	320	2.16	691.20		Plumbing Shop	Bryant, Darcy	Deputy Director, Business Serv	05/26/2020
05/26/2020	Cheyenne Winnelson Co	10	600 1 1/4 X 3/4 COUPLING-REDUCER W/STOP	200	3.18	636.00	<b>82,616.34</b>	Plumbing Shop	Bryant, Darcy	Deputy Director, Business Serv	05/26/2020
05/26/2020	Presidio Networked Solutions LLC	1	Juniper EX4300, 4-Port 10G SFP+/4-Port 1G SFP Uplink Module (EX-UM-4X4SFP) per attached quote	10	676.94	6,769.40		Information Technology	Christensen, Marqaux	Exec Administrator, IT Business Services	05/26/2020
05/26/2020	Presidio Networked Solutions LLC	3	Juniper EX4300, 48-Port 10/100/1000BaseT PoE-plus + 1100W AC PS (EX4300-48P) per attached quote	20	3,292.47	65,849.40		Information Technology	Christensen, Marqaux	Exec Administrator, IT Business Services	05/26/2020
05/26/2020	Presidio Networked Solutions LLC	2	Juniper Enhanced Feature License for EX 4300-48T/P (EX4300-48-EFL) per attached quote	10	459.53	4,595.30	<b>77,214.10</b>	Information Technology	Christensen, Marqaux	Exec Administrator, IT Business Services	05/26/2020
05/27/2020	Colorado Hazard Control LLC	1	ASBESTOS ABATEMENT ON CRANE HALL RENOVATION	1	78,960.00	78,960.00	<b>78,960.00</b>	Facilities Construction Mgt	Bryant, Darcy	Deputy Director, Business Serv	05/26/2020
05/28/2020	Stone Security LLC	2	ACCESS POWER SUPPLY/CHARGER, 2C82D8E4M1	22	626.25	13,777.50		Facilities Construction Mgt	Bryant, Darcy	Deputy Director, Business Serv	05/26/2020
05/28/2020	Stone Security LLC	3	HID SIGNO READER 40	40	186.25	7,450.00		Facilities Construction Mgt	Bryant, Darcy	Deputy Director, Business Serv	05/26/2020
05/28/2020	Stone Security LLC	4	HID SIGNO READER 20	20	181.25	3,625.00		Facilities Construction Mgt	Bryant, Darcy	Deputy Director, Business Serv	05/26/2020
05/28/2020	Stone Security LLC	5	BOSCH REX MOTION SENSOR, DS160	50	68.75	3,437.50		Facilities Construction Mgt	Bryant, Darcy	Deputy Director, Business Serv	05/26/2020
05/28/2020	Stone Security LLC	6	DPS DOOR CONTACTS, 10 PACK	4	50.13	200.52		Facilities Construction Mgt	Bryant, Darcy	Deputy Director, Business Serv	05/26/2020
05/28/2020	Stone Security LLC	1	S2 MERCURY- LP 1502 CONTROLLERS	25	1,512.50	37,812.50	<b>66,303.02</b>	Facilities Construction Mgt	Bryant, Darcy	Deputy Director, Business Serv	05/26/2020
06/01/2020	Viewpoint Life Sciences Inc	1	ZebraBox setup per quotation PF1417D with estimated shipping of \$1100	1	72,075.00	72,075.00	<b>72,075.00</b>	School of Pharmacy	Jensen, Jilljean	Assistant Director	06/01/2020
06/02/2020	Wintersteiger Inc	1	Combine specifically equipped research combine to harvest research crops for University of Wyoming. Specs are: one (1) 2019 Quantum WINTERSTEIGER with 25 threshing/55 engine	1	273,759.07	273,759.07	<b>273,759.07</b>	Agriculture Experiment Station	Jewell, David	Assoc VP, Budget & Inst Plan	06/02/2020
06/02/2020	Peak Resources Inc	1	IBM V9000 3 Year Support Renewal per attached quote.	1	477,950.00	477,950.00	<b>477,950.00</b>	Enterprise Infrastructure	Jewell, David	Assoc VP, Budget & Inst Plan	06/02/2020
06/03/2020	Olympus America Inc	1	MXV10 Macroscopic Stand	1	57,771.59	57,771.59	<b>57,771.59</b>	Molecular Biology	Zuniga, Bianca	Financial Affairs Associate	06/03/2020
06/04/2020	PCPC Direct	1	Teton Cluster expansion/upgrade, 2 quotes ThinkSystem (nodes, chassis) for complete system configuration	1	5,905.76	5,905.76		Research Computing Support			
06/04/2020	PCPC Direct	2	Teton Cluster expansion/upgrade, 2 quotes ThinkSystem (nodes, chassis) for complete system configuration	1	110,942.24	110,942.24	<b>116,848.00</b>	Research Computing Support	Jewell, David	Assoc VP, Budget & Inst Plan	06/04/2020
06/04/2020	NanoTemper Technologies, Inc	1	Microscale Thermophoresis - Monolith NT.115	1	136,912.30	136,912.30	<b>136,912.30</b>	Agriculture Experiment Station	Jewell, David	Assoc VP, Budget & Inst Plan	06/04/2020
06/08/2020	Landmark Environmental Inc	1	AIR MONITORING AND FINAL VISUAL	1	65,800.00	65,800.00	<b>65,800.00</b>	Facilities Management	Bryant, Darcy	Deputy Director, Business Serv	06/05/2020
06/08/2020	Motorola Solutions Inc	1	APX8500 All Band MP Mobile Radios for Dispatch (4) and Patrol Cars (6) as per attached Quote #QU0000464064 and Inv #41263191	0.22	50,690.92	11,152.00		University Police	Drever, Melanie	Asst to the VP, Administration	06/03/2020
06/08/2020	Motorola Solutions Inc	1	APX8500 All Band MP Mobile Radios for Dispatch (4) and Patrol Cars (6) as per attached Quote #QU0000464064 and Inv #41263191	0.78	50,690.92	39,538.92	<b>50,690.92</b>	University Police	Drever, Melanie	Asst to the VP, Administration	06/03/2020
06/09/2020	Presidio Networked Solutions LLC	1	Aruba AP-515 (US) Unified AP Part O9H63A per attached quote	118	425.00	50,150.00	<b>50,150.00</b>	Enterprise Infrastructure	Christensen, Marqaux	Exec Administrator, IT Business Services	06/09/2020



**AGENDA ITEM TITLE: Capital Construction Report, Mai**

## Capital Construction Progress Report as of June 24, 2020

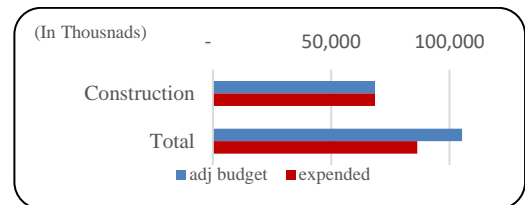
The following is an accounting of the progress and activity of construction and design since the last Trustees meeting. Also reported are approved change orders.

### PROJECTS IN CONSTRUCTION

#### 1. Engineering Education and Research Building (EERB)

Contractor: GE Johnson Construction Wyoming  
 Jackson, WY

Original Project Budget \$ 105,358,910 (a)



<b>Funding Sources:</b>	<b>Original Anticipated:</b>	<b>Actual:</b>
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	(3,475,737.00)	(3,475,737.00)
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	3,475,737.00	3,475,737.00
Foundation donation	3,328,756.00	3,328,756.00
<b>Total Project</b>	<b>105,358,910.00</b>	<b>105,358,910.00</b>

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)
<b>Construction</b>	72,491	(2,406)	(1,575)	68,510	(68,510)	-	-
<b>Equipment</b>	-	3,106	-	3,106	(3,106)	-	-
<b>Contingency</b>	8,205	(4,175)	(2,434)	1,596	-	-	1,596
<b>Reserve</b>	5,243	3,369	8,000	16,612	-	(16,612)	-
<b>Design</b>	7,943	(105)	-	7,838	(7,813)	(23)	2
<b>FF&amp;E</b>	3,993	(75)	303	4,221	(4,053)	(151)	17
<b>Tech</b>	3,474	(75)	(2,951)	448	(450)	-	(2)
<b>Admin</b>	4,010	361	(1,343)	3,028	(2,459)	(128)	441
<b>Total</b>	<b>105,359</b>	-	-	<b>105,359</b>	<b>(86,391)</b>	<b>(16,914)</b>	<b>2,054</b>

**Statement of Contract Amount**

<b>Original contract</b>		<b>\$69,014,882</b>
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
Change order #3	Owner savings to finalize contract value	(1,574,691)
<b>Adj Contract</b>		<b>\$68,481,342</b>

**Work Completed/In Progress:**

- Project is 100% complete.

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

- None at this time.

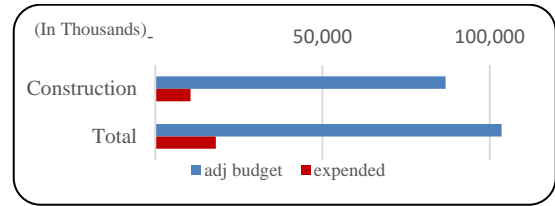
**Work Planned for the Upcoming Month:**

- Site and street remediation as a result of utility work will be completed by month ending 7/31/2020.

## 2. Science Initiative

Contractor: GE Johnson Construction Wyoming  
 Jackson, WY

Original Project Budget \$ 103,000,000 (a)  
 Adjusted Project Budget \$ 103,000,000 (d)



<u>Funding Sources:</u>	<u>Original Anticipated:</u>	<u>Actual:</u>
State	3,000,000.00	3,000,000.00
UW	15,000,000.00	15,000,000.00
State	85,000,000.00	85,000,000.00
UW INBRE program		325,000.00
Major Maintenance		430,000.00
<b>Total Project</b>	<b>103,000,000.00</b>	<b>103,755,000.00</b>

Guaranteed Maximum Price \$74,359,220  
 Contract Substantial Completion Date

(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)
<b>Construction</b>	82,029	-	4,769	86,798	(10,502)	(76,296)	-
<b>Contingency</b>	3,919	430	(3,100)	1,249	-	-	1,249
<b>Reserve</b>	1,702	-	-	1,702	-	-	1,702
<b>Design</b>	6,962	42	296	7,300	(6,297)	(1,003)	-
<b>FF&amp;E</b>	3,100	-	(1,013)	2,087	-	-	2,087
<b>Tech</b>	2,287	-	(118)	2,169	-	-	2,169
<b>Admin</b>	3,001	283	(834)	2,450	(1,337)	(266)	847
<b>Total</b>	<b>103,000</b>	<b>755</b>	<b>-</b>	<b>103,755</b>	<b>(18,136)</b>	<b>(77,565)</b>	<b>8,054</b>

### Statement of Contract Amount

<b>Original contract</b>	<b>Pre-construction</b>	<b>\$142,000</b>
10/16/2019, Amendment #1	GMP established, includes full project scope excluding alternates, reserve held for north greenhouses. (Includes pre-construction)	74,359,220
Amendment #2	Construct research greenhouse	5,999,462
Amendment #3	Multiple scope changes: utility consumption, cw/hw line upsize, vivarium underground, INBRE underground, general duty valves, civil additions & revisions, add L2 bulkheads, ABB drive, INBRE complete, growth chambers	6,439,023
<b>Adj Contract</b>		<b>\$86,797,705</b>

<p><b>Work Completed/In Progress:</b></p> <ul style="list-style-type: none"> <li>• Guaranteed Maximum Price contract amendment was approved 10/16/2019.</li> <li>• Construction activities commenced 10/17/2019.</li> <li>• Deep foundations, grade beams, caps and high walls are complete.</li> <li>• Plumbing and electrical underground are complete.</li> <li>• Level one concrete slab on grade is complete.</li> <li>• Steel erection has topped out. Concrete on metal deck is complete through level 4.</li> <li>• Fireproofing and MEP rough is in progress.</li> <li>• Building water and wastewater services are in progress.</li> </ul>
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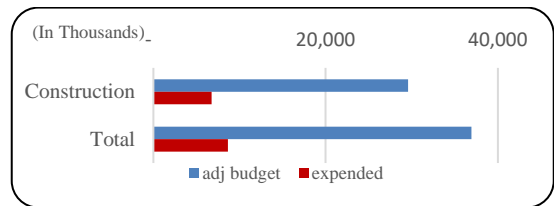
<p><b>Issues Encountered with Proposed Resolution for Each:</b></p> <ul style="list-style-type: none"> <li>• None at this time.</li> </ul>
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<p><b>Work Planned for Upcoming Month:</b></p> <ul style="list-style-type: none"> <li>• Interior priority wall framing and MEP rough-in.</li> </ul>
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**3. West Campus Satellite Energy Plant**

Contractor: GE Johnson Construction Wyoming  
 Jackson, WY

Original Project Budget \$ (a)  
 Adjusted Project Budget \$ (d)



<b>Funding Sources:</b>	<b>Original Anticipated:</b>	<b>Actual:</b>
Major Maintenance	18,000,000.00	22,000,000.00
EERB Project Reserve	12,314,336.00	12,612,600.00
SI Project Reserve	2,000,000.00	1,701,736.00
UW – Capital Reserves (BOT)	4,616,773.00	616,773.00
<b>Total Project</b>	<b>36,931,109.00</b>	<b>36,931,109.00</b>

Guaranteed Maximum Price \$ 29,058,549.00  
 Contract Substantial Completion Date October 19, 2021

(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)
<b>Construction</b>	29,559	-	-	29,559	(6,745)	(22,396)	418
<b>Contingency</b>	3,688	-	-	3,688	-	-	3,688
<b>Design</b>	2,623	-	-	2,623	(1,464)	(595)	564
<b>FF&amp;E</b>	110	-	-	110	-	-	110
<b>Tech</b>	25	-	-	25	-	-	25
<b>Admin</b>	926	-	-	926	(451)	(132)	343
<b>Total</b>	<b>36,931</b>	-	-	<b>36,931</b>	<b>(8,660)</b>	<b>(23,123)</b>	<b>5,148</b>

**Statement of Contract Amount**

<b>Original contract</b>	<b>Pre-construction</b>	<b>\$61,250</b>
Amendment #1	Initial Guaranteed Maximum Price for Foundation and Utilities. (Includes pre-construction)	15,486,191
Amendment #2	Final Guaranteed Maximum Price; full project scope.	13,572,358
Amendment #3	Utility extension and future boiler rough-in	82,297
<b>Adj Contract</b>		<b>\$29,140,846</b>

<b>Work Completed/In Progress:</b>
<ul style="list-style-type: none"> <li>• Bid Package #1 was issued for foundation and utilities. The public bid opening was held 6/18/2019.</li> <li>• Initial Guaranteed Maximum Price was prepared and approved at the August 2019 Board of Trustees Meeting.</li> <li>• Construction activities commenced 9/16/2019.</li> <li>• Bid Package #2 was issued, 100% construction documents. The public bid opening was held 10/4/2019.</li> <li>• Final GMP was approved on 11/14/2019.</li> <li>• Foundation high walls and tank foundation are complete.</li> <li>• Underground plumbing and electrical are complete.</li> <li>• Basement slab on grade is complete.</li> <li>• Steel erection and metal decking are in progress.</li> <li>• Masonry walls are in progress.</li> <li>• Mechanical rough at level one is in progress.</li> <li>• Distribution piping is in progress.</li> </ul>

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

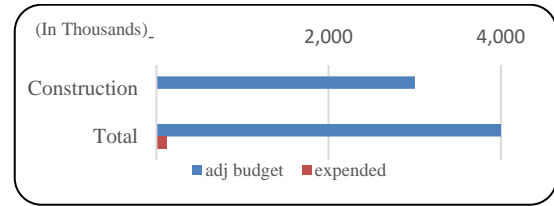
<b>Work Planned for Upcoming Month:</b>
<ul style="list-style-type: none"> <li>• Continue distribution piping.</li> <li>• Continue masonry and MEP rough-in.</li> </ul>



#### 4. 11<sup>th</sup> & 12<sup>th</sup>/Lewis Street Reconstruction

Contractor:

Original Project Budget \$ (a)  
 Adjusted Project Budget \$ (d)



<u>Funding Sources:</u>	<u>Original Anticipated:</u>	<u>Actual:</u>
EERB Project Reserve	4,000,000.00	4,000,000.00
<b>Total Project</b>	<b>4,000,000.00</b>	<b>4,000,000.00</b>

Guaranteed Maximum Price \$  
 Contract Substantial Completion Date

(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)
<b>Construction</b>	3,000	-	-	3,000	-	-	<b>3,000</b>
<b>Contingency</b>	450	-	-	450	-	-	<b>450</b>
<b>Design</b>	365	-	-	365	(92)	(422)	<b>(149)</b>
<b>FF&amp;E</b>	-	-	-	-	-	-	-
<b>Tech</b>	-	-	-	-	-	-	-
<b>Admin</b>	185	-	-	185	(30)	-	<b>155</b>
<b>Total</b>	<b>4,000</b>	-	-	<b>4,000</b>	<b>(122)</b>	<b>(422)</b>	<b>3,456</b>

#### Statement of Contract Amount

<b>Original contract</b>		\$-
<b>Adj Contract</b>		\$-

#### Work Completed/In Progress:

- Schematic design in progress.
- Survey complete.

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

- Will meet with the City/UW Administration to discuss previous MOU, proposed adjustments and any cost sharing strategies. Determine the plan and schedule for the 11<sup>th</sup> – 13th St. vacation and related utility work.

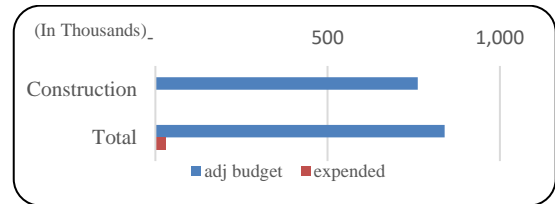
#### Work Planned for Upcoming Month:

- Continue with schematic design.
- Initiate civil design for MOU utility obligations.

**5. Hansen Arena: Design & Construction-Covered practice arena, animal stalls, & animal handling units**

Contractor:

Original Project Budget \$ (a)  
 Adjusted Project Budget \$ (d)



<b>Funding Sources:</b>	<b>Original Anticipated:</b>	<b>Actual:</b>
State appropriation	500,000.00	500,000.00
Ag Permanent Income Funds (STO)	-	340,168.00
<b>Total Project</b>	<b>500,000.00</b>	<b>840,168.00</b>

Guaranteed Maximum Price \$  
 Contract Substantial Completion Date July 15, 2020

(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)
<b>Construction</b>	762	-	-	762	-	(200)	562
<b>Contingency</b>	30	-	-	30	-	-	30
<b>Design</b>	11	-	-	11	(10)	-	1
<b>FF&amp;E</b>	-	-	-	-	-	-	-
<b>Tech</b>	-	-	-	-	-	-	-
<b>Admin</b>	37	-	-	37	(21)	(2)	14
<b>Total</b>	<b>840</b>	-	-	<b>840</b>	<b>(31)</b>	<b>(202)</b>	<b>607</b>

**Statement of Contract Amount**

<b>Original contract</b>	<b>Design Build agreement</b>	<b>\$200,000</b>
<b>Adj Contract</b>		<b>\$200,000</b>

<b>Work Completed/In Progress:</b>
<ul style="list-style-type: none"> <li>• Earthwork is in progress.</li> </ul>

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

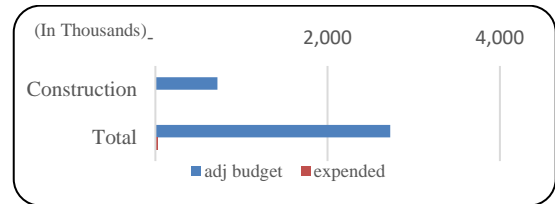
<b>Work Planned for Upcoming Month:</b>
<ul style="list-style-type: none"> <li>• Foundations, power, plumbing rough, and grading.</li> </ul>

## UW Housing Phase I

### 6. Wyoming Hall Demolition

Contractor:

Original Project Budget \$ (a)  
 Adjusted Project Budget \$ (d)



<b>Funding Sources:</b>	<b>Original Anticipated:</b>	<b>Actual:</b>
UW – Housing Reserve Account	2,726,536.00	2,726,536.00
<b>Total Project</b>	<b>2,726,536.00</b>	<b>2,726,536.00</b>

Guaranteed Maximum Price \$  
 Contract Substantial Completion Date

(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)
<b>Construction</b>	720	-	-	720	-	-	720
<b>Contingency</b>	108	-	-	108	-	-	108
<b>Design</b>	43	-	-	43	(12)	(10)	21
<b>FF&amp;E</b>	-	-	-	-	-	-	-
<b>Tech</b>	-	-	-	-	-	-	-
<b>Admin</b>	1,856	-	-	1,856	(12)	(29)	1,815
<b>Total</b>	<b>2,727</b>	-	-	<b>2,727</b>	<b>(24)</b>	<b>(39)</b>	<b>2,664</b>

#### Statement of Contract Amount

<b>Original contract</b>		\$-
<b>Adj Contract</b>		\$-

#### **Work Completed/In Progress:**

- Construction documents complete.
- Bid documents complete and out for bid.

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

- None at this time.

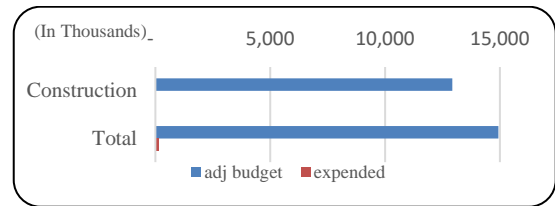
#### **Work Planned for Upcoming Month:**

- Secure and scope bids and prepare GMP for August Board meeting

## 7. Wyoming Hall Utility Relocation

Contractor:

Original Project Budget \$ (a)  
 Adjusted Project Budget \$ (d)



<u>Funding Sources:</u>	<u>Original Anticipated:</u>	<u>Actual:</u>
UW – Construction Reserve Account	10,000,000.00	10,000,000.00
Major Maintenance	4,929,300.00	4,929,300.00
<b>Total Project</b>	<b>14,929,300.00</b>	<b>14,929,300.00</b>

Guaranteed Maximum Price \$  
 Contract Substantial Completion Date

(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)
<b>Construction</b>	12,929	-	-	12,929	-	-	<b>12,929</b>
<b>Contingency</b>	1,200	-	-	1,200	-	-	<b>1,200</b>
<b>Design</b>	331	-	-	331	(130)	(201)	-
<b>FF&amp;E</b>	-	-	-	-	-	-	-
<b>Tech</b>	240	-	-	240	-	-	<b>240</b>
<b>Admin</b>	229	-	-	229	(9)	(19)	<b>201</b>
<b>Total</b>	<b>14,929</b>	-	-	<b>14,929</b>	<b>(139)</b>	<b>(220)</b>	<b>14,570</b>

### Statement of Contract Amount

<b>Original contract</b>		\$-
<b>Adj Contract</b>		\$-

#### **Work Completed/In Progress:**

- Construction documents complete,
- Bid documents complete and out for bid,

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

- None at this time.

#### **Work Planned for Upcoming Month:**

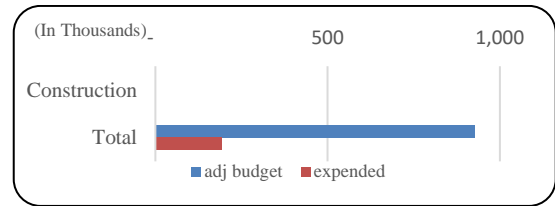
- Secure and scope bids and prepare GMP for August Board meeting.

## 8. Ivinson Lot Parking Garage

Contractor:

Original Project Budget \$ (a)

Adjusted Project Budget \$ (d)



<b>Funding Sources:</b>	<b>Original Anticipated:</b>	<b>Actual:</b>
UW – Housing Reserve Account	926,400.00	926,400.00
	-	-
<b>Total Project</b>	<b>926,400.00</b>	<b>926,400.00</b>

Guaranteed Maximum Price \$  
 Contract Substantial Completion Date

(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)
<b>Construction</b>	-	-	-	-	-	-	-
<b>Contingency</b>	-	-	-	-	-	-	-
<b>Design</b>	726	-	-	726	(92)	(8)	626
<b>FF&amp;E</b>	-	-	-	-	-	-	-
<b>Tech</b>	-	-	-	-	-	-	-
<b>Admin</b>	200	-	-	200	(100)	(87)	13
<b>Total</b>	<b>926</b>	-	-	<b>926</b>	<b>(192)</b>	<b>(95)</b>	<b>639</b>

### Statement of Contract Amount

<b>Original contract</b>		\$-
<b>Adj Contract</b>		\$-

#### **Work Completed/In Progress:**

- Schematic design nearing completion.
- Recommendation from the EDAC to the FCC and BOT in July.
- Initial budget and project schedules being prepared by the CMAR.

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

- None at this time.

#### **Work Planned for Upcoming Month:**

- Complete schematic design,
- Begin design development,

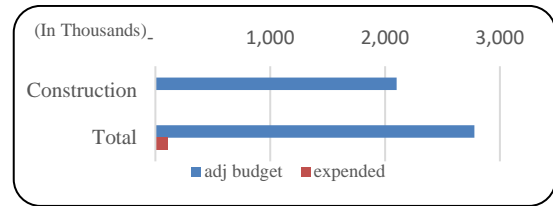


## 9. Bus Garage/Fleet Relocation

Contractor:

Original Project Budget \$ (a)

Adjusted Project Budget \$ (d)



<u>Funding Sources:</u>	<u>Original Anticipated:</u>	<u>Actual:</u>
UW – Construction Reserve Account	2,779,260.00	2,779,260.00
<b>Total Project</b>	<b>2,779,260.00</b>	<b>2,779,260.00</b>

Guaranteed Maximum Price \$  
 Contract Substantial Completion Date

(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)
<b>Construction</b>	2,100	-	-	2,100	-	-	2,100
<b>Contingency</b>	315	-	-	315	-	-	315
<b>Design</b>	125	-	-	125	(10)	(153)	(38)
<b>FF&amp;E</b>	86	-	-	86	-	-	86
<b>Tech</b>	71	-	-	71	-	-	71
<b>Admin</b>	82	-	-	82	(97)	(67)	(82)
<b>Total</b>	<b>2,779</b>	-	-	<b>2,779</b>	<b>(107)</b>	<b>(220)</b>	<b>2,452</b>

### Statement of Contract Amount

<b>Original contract</b>		\$-
<b>Adj Contract</b>		\$-

### Work Completed/In Progress:

- Pricing for the renovation of the existing facility is complete.
- Abatement of existing facility is complete.
- Demolition of existing materials is 80% complete.
- Mechanical, electrical and plumbing (MEP) rough in is underway on existing building
- Exterior painting on existing building is underway.
- Construction documents for new bus maintenance facility 95% complete.
- Finalizing CMAR agreement for new facility.

### Issues Encountered with Proposed Resolution for Each:

- None at this time.

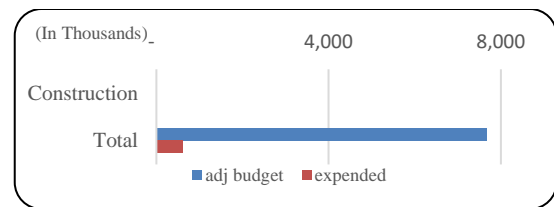
<b>Work Planned for Upcoming Month:</b>
<ul style="list-style-type: none"> <li>• Continue designing the new facility.</li> <li>• Continue construction on the renovation.</li> <li>• Rough carpentry renovation.</li> <li>• Exterior painting renovation.</li> <li>• MEP rough renovation.</li> <li>• Audio Visual/Information Technology rough renovation.</li> <li>• Submit site plan review and receive comments for new facility.</li> <li>• Onboard CMAR and develop GMP for new facility.</li> <li>• Finalize construction documents for new facility.</li> </ul>

**10. UW Student Housing**

Contractor:

Original Project Budget \$ (a)

Adjusted Project Budget \$ (d)



<b>Funding Sources:</b>	<b>Original Anticipated:</b>	<b>Actual:</b>
UW – Housing Reserve Account	590,000.00	7,681,675.00
<b>Total Project</b>	<b>590,000.00</b>	<b>7,681,675.00</b>

Guaranteed Maximum Price \$  
 Contract Substantial Completion Date

(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)
<b>Construction</b>	-	-	-		-	-	-
<b>Contingency</b>	-	-	-		-	-	-
<b>Design</b>	7,682	-	-	7,682	(570)	(27)	7,085
<b>FF&amp;E</b>	-	-	-		-	-	-
<b>Tech</b>	-	-	-		-	-	-
<b>Admin</b>	-	-	-		(47)	-	(47)
<b>Total</b>	<b>7,682</b>	-	-	<b>7,682</b>	<b>(617)</b>	<b>(27)</b>	<b>7,038</b>

**Statement of Contract Amount**

<b>Original contract</b>		\$-
<b>Adj Contract</b>		\$-

<b>Work Completed/In Progress:</b>
------------------------------------

- |   |
|---|
| <ul style="list-style-type: none"><li>• Schematic design in progress.</li></ul> |
|---|

<b>Issues Encountered with Proposed Resolution for Each:</b>
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- |   |
|---|
| <ul style="list-style-type: none"><li>• EDAC provided recommendation to re-examine the site for the project. Issue to be presented to the Facilities Contracting Committee in July.</li></ul> |
|---|

<b>Work Planned for Upcoming Month:</b>
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- |   |
|---|
| <ul style="list-style-type: none"><li>• Continue with schematic design.</li></ul> |
|---|