



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

PUBLIC SESSION

May 8-10, 2024

This document can also be found on the University of Wyoming Board of Trustees website.

University of Wyoming

Vision

Use our unique strengths to make Wyoming and the world a better place.

Mission

As Wyoming's university, we unlock the extraordinary in every person through education, research, innovation, engagement, and service.

Values

- Access to an affordable, high-quality education.
- Real-world education where students learn by doing.
- A welcoming and supportive learning community fostered by integrity, inclusivity, freedom of expression, and respect.
- The growth, health, and leadership capacity of all members of the university community.
- Wyoming's wild and working lands as an asset to be utilized, understood, stewarded, and treasured.
- Our partnership and engagement with Wyoming communities in the creation and exchange of knowledge and resources.
- Our role as a catalyst for innovation and economic vitality.

(Accepted January 2023)



**TRUSTEES OF THE UNIVERSITY OF WYOMING
BOARD MEETING AGENDA
Wednesday, May 8 -Friday, May 10, 2024
Marian H. Rochelle Gateway Center; Laramie, Wyoming**

UNOFFICIAL MEETING SCHEDULE – COMMITTEE MEETINGS

Monday, May 6 and Tuesday, May 7, 2024

Meeting Location – Marian H. Rochelle Gateway Center. Salon D

Budget Hearings

[The budget hearing schedule can be found on the UW Board of Trustees website.]

Committee Members: Laura Schmid-Pizzato (Chair)/Brad Bonner/Carol Linton/John McKinley

Wednesday, May 8, 2024

Lunch will be provided to Trustees at the meeting location.

Meeting Location – Marian H. Rochelle Gateway Center

8:00 – 10:00 a.m. – Facilities Contracting Committee

Committee Members: Carol Linton (Chairman)/Brad LaCroix/Jim Mathis/John McKinley/Dave True
Salon D

10:00 a.m. – Noon – Fiscal and Legal Affairs Committee

Committee Members: Macey Moore (Chairman)/David Fall/ Elizabeth Greenwood/ Dave True
Salon C

11:00 a.m. – 1:00 p.m. – Biennium Budget Committee

Committee Members: Laura Schmid-Pizzato (Chairman)/Brad Bonner/ Carol Linton/John McKinley
Salon D

1:00 – 3:00 p.m. – Research and Economic Development Committee

Committee Members: David Fall (Chairman)/ Brad Bonner/Elizabeth Greenwood/Brad LaCroix
Salon C

3:00 – 5:00 p.m. – Academic and Student Affairs Committee

Committee Members: Michelle Sullivan (Chairman)/Brad Bonner/Jim Mathis/Macey Moore/ Laura Schmid-Pizzato
Salon C

The Legislative Relations Committee will not meet in May.

Special Event:

Wednesday, May 8, 2024, 5:30 p.m.

Reception at UW President Residence [Invitation Only]



**TRUSTEES OF THE UNIVERSITY OF WYOMING
BOARD MEETING AGENDA
Wednesday, May 8 -Friday, May 10, 2024
Marian H. Rochelle Gateway Center; Laramie, Wyoming**

OFFICIAL MEETING SCHEDULE

Thursday, May 9, 2024

- 7:00-7:45 a.m.** **Informal breakfast at the Holiday Inn**
- Travel to the Marian H. Rochelle Gateway Center for the regular Board meeting**
- 8:00 – 9:30 a.m.** ***Executive Session [Session I]***
Meeting Location – Marian H. Rochelle Gateway Center, Salon D
- 9:30 a.m.** ***Pledge of Allegiance [Marty Martinez, UW Marna M. Kuehne Foundation Veterans Services Center]***
- 9:45 a.m.** Recognition and Board Resolution:
- Outgoing Board Chairman John McKinley
- Recognition:
- Re-election of ASUW President Kameron Murfitt
 - Re-election of Staff Senate President Adam Comeau
 - Outgoing Faculty Senate Chairman Robert Sprague, and Incoming Faculty Senate Chairman, Professor of Mechanical Engineering Ray Fertig
- 10:00 a.m.** ***Public Testimony***
[Public comment is limited to a duration of three (3) minutes per person and is subject to the discretion of the UW Board of Trustees Chairman.]
- 11:00 a.m.** DEI Recommendations in response to footnote in the Wyoming Legislature’s FY25-26 budget bill – Seidel.....10/19
- 12:30 p.m.** ***Break***
- 12:45 p.m.** ***Working Lunch – Trustee Open Discussion on Any Topic***
- 1:30 p.m.** UW President Update – Seidel
- 1:45 p.m.** Research Excellence Presentation.....11/194
- Wind Energy Resource Center, Johnathan Naughton
- 2:15 p.m.** Consideration and Action: University-wide written process for access to and use of UW equipment in High Bay – Chitnis *[Provided as Supplemental]*



**TRUSTEES OF THE UNIVERSITY OF WYOMING
BOARD MEETING AGENDA
Wednesday, May 8 -Friday, May 10, 2024
Marian H. Rochelle Gateway Center; Laramie, Wyoming**

2:30 p.m. *Break*

2:45 – 5:00 p.m. Trustee Committee Reports [Items listed below are per the *Trustees’ Annual Schedule of Items to Approve, Discuss or Report*, see Trustee Committee packets for additional information.]

Academic and Student Affairs Committee; Michelle Sullivan (Chairman)

- Consideration and Action: Master List of Academic Programs (per UW regulation 2-119)

Biennium Budget Committee; Laura Schmid-Pizzato (Chairman)

- Consideration and Action: Salary Distribution Policy for next Fiscal Year *[placeholder]*
- Information: Biennium/Supplemental Budget Timeline

Facilities Contracting Committee; Carol Linton (Chairman)

Fiscal and Legal Affairs Committee; Macey Moore (Chairman)

- Consideration and Action:
 - Annual Internal Audit Plan (per Trustee Bylaws)
 - Internal Audit Charter

Legislative Relations Committee; John McKinley (Chairman)

Research and Economic Development Committee; David Fall (Chairman)

Special Event

Thursday, May 9, 2024

2024 President’s Commencement Dinner [Invitation Only]

5:30 p.m. Reception, 6:30 p.m. Dinner and Program

Marian H. Rochelle Gateway Center

Friday, May 10, 2023

Breakfast on your own at the Holiday Inn

7:00 a.m. Transportation from Marian H. Rochelle Gateway Center to new Student Housing and Dining

7:15 a.m. Student Housing and Dining Topping Out Ceremony

7:45 a.m. Transportation to Marian H. Rochelle Gateway Center



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BOARD MEETING AGENDA
Wednesday, May 8 -Friday, May 10, 2024
Marian H. Rochelle Gateway Center; Laramie, Wyoming**

8:00 – 9:30 a.m. *Executive Session [Session II]*

Meeting Location – Marian H. Rochelle Gateway Center, Salon D

9:30 – 11:30 a.m. - Business Meeting

Meeting Location – Marian H. Rochelle Gateway Center, Salon D

Roll Call

Approval of Board of Trustees Meeting Minutes (*Public Session & Executive Session*)

- March 20-22, 2024, UW Board of Trustees Meeting
- April 10, 2024, UW Board of Trustees Conference Call Meeting

Administer Oath to Board Secretary (W.S. Sec. 21-17-206) [File Oath of Office]

Information: Trustees Conflict of Interest – Evans/Brown

Reports

- Wyoming Community College Commission Executive Director – Ben Moritz
- ASUW – President, Kameron Murfitt
- Staff Senate – President, Adam Comeau
- Faculty Senate – Chairman, Ray Fertig

Public Testimony [*Scheduled for Thursday, May 9, 2024, 10:00 a.m.*]

Committee of the Whole

Regular Business

Board Committee Reports [*Scheduled for Thursday, May 9, 2024, at 2:45 p.m.*]

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

Liaison to Other Boards –

- UW Alumni Association Board – Laura Schmid-Pizzato & Jack Tennant
- Foundation Board – Brad Bonner & David Fall
- Haub School of Environment & Natural Resources – Michelle Sullivan
- Energy Resources Council – Dave True
- Cowboy Joe – John McKinley



**TRUSTEES OF THE UNIVERSITY OF WYOMING
BOARD MEETING AGENDA
Wednesday, May 8 -Friday, May 10, 2024
Marian H. Rochelle Gateway Center; Laramie, Wyoming**

Proposed Items for Action:

- I. Academic Personnel – Carman/Benham-Deal
- II. Contracts, agreements, procurements over \$2 million or 10 years in length – Evans
- III. Set the amount of the Deputy Treasurer’s and Treasurer’s bond and designate/set any other appropriate bonds (W.S. Sec. 21-3-110 a.) – Evans12
- IV. Designate depositories for UW Funds (W.S. Sec. 21-17-426) – Kean.....15

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

- Contracts and Procurement Report (per UW Regulation 7-2) – Evans17/209
- Capital Construction Report – Mai *[See Facilities Contracting Committee Packet]*
- Foundation Monthly Giving Report – Stark

New Business

- Attendance and Travel: July 17-19, 2024, UW Board of Trustees out-of-town meeting, Neltje Center for Excellence and Creativity in the Arts, Banner, Wyoming - Brown

Date of Next Meeting: June 12, 2024 (conference call)

Adjourn Meeting



**TRUSTEES OF THE UNIVERSITY OF WYOMING
BOARD MEETING AGENDA
Wednesday, May 8 -Friday, May 10, 2024
Marian H. Rochelle Gateway Center; Laramie, Wyoming**

Commencement and Graduation Ceremonies – May 2024

Friday, May 10, 2024

UW Military Connected Graduation Ceremony

12:00 p.m., College of Education Auditorium (followed by lunch in the Wyoming Union Family Room)

School of Nursing Convocation and Pinning Ceremony

2:00 p.m., College of Arts and Sciences Auditorium

International Students and Scholars and Multicultural Affairs Graduation

2:00 p.m., Wyoming Union, Yellowstone Ballroom

Honors Graduation Ceremony

4:00 p.m., Buchanan Center for Performing Arts – Thrust Theater

Haub School of Environmental & Natural Resources Graduation

4:00 p.m., Alice Hardie Stevens Center, 603 E. University Avenue

Saturday, May 11th, 2024

8:30 AM Undergraduate Ceremony – Arena Auditorium

College of Agriculture, Life Sciences and Natural Resources; College of Business; Haub School of Environment and Natural Resources; College of Health Sciences; Honors College

10:00 AM College of Law Ceremony – Buchanan Center

College of Law

12:15 PM Graduate Ceremony – Arena Auditorium

College of Agriculture, Life Sciences and Natural Resources; College of Arts and Sciences; College of Business; College of Education; College of Engineering and Physical Sciences; Haub School of Environment and Natural Resources; College of Health Sciences; Honors College; Office of Academic Affairs

3:30 PM Undergraduate Ceremony – Arena Auditorium

College of Arts and Sciences; College of Education; School of Energy Resources; College of Engineering and Physical Sciences; Office of Academic Affairs

Army ROTC Commissioning Ceremony

7:00 p.m. Buchanan Center for the Performing Arts



**TRUSTEES OF THE UNIVERSITY OF WYOMING
BOARD MEETING AGENDA
Wednesday, May 8 -Friday, May 10, 2024
Marian H. Rochelle Gateway Center; Laramie, Wyoming**

Sunday, May 12, 2024

UW at Casper College Commencement Ceremony
2:30 p.m., Best Western Downtown Casper Hotel, 123 W E Street, Casper, Wyoming

AGENDA ITEM TITLE: DEI Recommendations in response to footnote in the Wyoming Legislature’s FY25-26 budget bill, Seidel

SESSION TYPE:

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

APPLIES TO STRATEGIC GOALS:

- Yes (select below):
 - Institutional Excellence
 - Student Success
 - Service to the State
 - Financial Growth and Stability
- No [Regular Business]

Attachments are provided with the narrative.

EXECUTIVE SUMMARY:

The Wyoming Legislature included a footnote in its FY 25-26 budget bill that reads “No funds from this appropriation shall be expended on the office of diversity, equity, and inclusion at the University of Wyoming or on any diversity, equity and inclusion program, activity or function.” Governor Gordon vetoed the statement “or on any diversity, equity and inclusion program, activity or function.” In response to this and discussion with the UW Board of Trustees at its March 2024 meeting, President Seidel charged a working group, inclusive of faculty, staff, students, and administrators, to comprehensively review UW’s DEI programs, activities, and functions and to make suggestions on next steps. The working group’s report was released to campus on April 17 with an opportunity to provide feedback via a survey. The working group’s charge, report and addenda are provided as supporting materials. During this agenda item, President Seidel will summarize the process and make recommendations to the UW Board of Trustees on next steps for diversity, equity and inclusion at UW.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

This topic was last discussed during the March 2024 Board of Trustees meeting.

WHY THIS ITEM IS BEFORE THE BOARD:

This item is before the Board at the request of the Chair of the Board of Trustees.

ACTION REQUIRED AT THIS BOARD MEETING:

N/A

PROPOSED MOTION:

N/A

PRESIDENT’S RECOMMENDATION:

N/A

AGENDA ITEM TITLE: Research Excellence Presentation: Wind Energy Research Center-Jonathan Naughton

SESSION TYPE:

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

APPLIES TO STRATEGIC GOALS:

- Yes (select below):
 - Institutional Excellence
 - Student Success
 - Service to the State
 - Financial Growth and Stability
- No [Regular Business]

Attachments are provided with the narrative.

EXECUTIVE SUMMARY:

In collaboration with the College of Engineering and Applied Science and the School of Energy Resources, the Wind Energy Research Center (WERC) focuses its research efforts on optimal conversion technologies and transmission grid impacts. Through theoretical, computational, and experimental processes, WERC concentrates on wind turbine performance and the modeling of the geophysical and turbulent wind flows on turbines. Co-Director, Dr. Jonathan Naughton provides an overview of the Vision, Mission, Goal and Motivations of the Center.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

N/A

WHY THIS ITEM IS BEFORE THE BOARD:

Informational item

ACTION REQUIRED AT THIS BOARD MEETING:

N/A.

PROPOSED MOTION:

N/A

PRESIDENT'S RECOMMENDATION:

N/A

AGENDA ITEM TITLE: Execution of Bond pursuant to W.S. § 21-17-203, 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.

BACKGROUND AND POLICY CONTEXT OF ISSUE:

Wyoming Statute § 21-17-203 requires that the Treasurer of the Board of Trustees execute a bond “with approved sureties in double the sum likely to come into his hands, for the faithful discharge of his duties.” Because the Treasurer of the Board does not have access to any of the University’s bank accounts, and therefore does not have access to any University funds, it is not necessary to execute a bond to remain in compliance with the statute.

W.S. § 21-17-203 also states that “the board may from time to time appoint and authorize a person to examine and approve for payment all legal claims against the corporation. The person shall give bond with surety approved by the board, payable to the state of Wyoming in such sum as the board may fix, conditioned for the faithful performance of his duties.”

Per Section 6-2 of the Bylaws of the Trustees, the “Deputy Treasurer shall be nominated by the President of the University for appointment by the Trustees, shall be an officer of the University of Wyoming whose duties include responsibility for the receipt, custody, and expenditure of all funds of the University of Wyoming not held by the State Treasurer, and shall exercise the same responsibility with respect to any funds or monies of the Trustees of the University of Wyoming.”

Per UW Regulation 1-1, the Board has appointed the Vice President for Budget and Finance as the Deputy Treasurer: “In accordance with the Bylaws, the head of [Budget and Finance] shall serve as the Deputy Treasurer of the Trustees of the University of Wyoming, and shall exercise all duties and responsibilities incident to this position, including the receipt, custody and recording of all monies or funds payable to the Trustees, the Treasurer, the University, or any of its colleges, divisions, or departments and the disbursement or investment of such funds and monies as authorized by the Trustees.”

Additionally, the Financial Affairs’ Department Administrative Policy and Procedure for Receipt and Handling of University Funds includes the following policy regarding electronic payments from a University bank account:

Automated Clearing House (ACH) payments may only be initiated by the University’s Accounting Office using the bank’s customer portal, which enhances the security of the transaction by the layered security features offered by these interfaces. Authorized signors will not initiate ACH payments in person at any bank

branch except in limited cases. In those limited cases that an ACH would need to be initiated in-person at a bank branch, the Deputy Vice President for Budget and Finance or the Associate Vice President for Finance will accompany one of the authorized Accounting Office Personnel.

Wire transactions will only be initiated by authorized individuals within the Accounting Office by delivery of a letter which shall include wire details to the bank. Once in receipt of this letter, the bank will confirm the wire and amount with another authorized individual within the Accounting Office.

Wire transactions for investing purposes will only be initiated by the authorized individuals within Financial Affairs on the bank's customer portal to take advantage of the layered security features offered in these interfaces. In the case that UW's operating bank is not accessible due to technical difficulties, the steps required to initiate a wire transaction for operating purposes listed in the previous paragraph will be followed.

The overnight cash institution is only authorized to wire funds to UW's operating bank account. Wires out of the overnight cash institution are deposited directly into the general fund bank account. In the case the online customer portal for overnight cash is not accessible due to technical difficulties; the Financial Affairs personnel may call the overnight cash institution to initiate the wire transaction into the general fund bank account.

The University of Wyoming Accounting Office maintains a listing of recurring wires that occur either monthly or several times per year to increase control and monitoring of these transactions. These recurring wire transactions will only be initiated by the authorized individuals within the Accounting Office on the bank's customer portal, so that that enhanced layered security features offered by the interface are utilized. In the case that a recurring wire transaction would need to be initiated in-person at a bank branch, the Deputy Vice President for Budget and Finance or the Associate Vice President for Finance will accompany one of the authorized individuals within the Accounting Office.

With these controls in place, the University recommends the Vice President for Budget and Finance execute a bond in the amount of one million dollars (\$1,000,000.00) in accordance with W.S. § 21-17-203.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

The Board of Trustees annually approve the execution of bonds.

WHY THIS ITEM IS BEFORE THE BOARD:

W.S. § 21-17-203 requires the Deputy Treasurer “shall give bond with surety approved by the board, payable to the state of Wyoming in such sum as the board may fix, conditioned for the faithful performance of his duties.”

ACTION REQUIRED AT THIS BOARD MEETING:

Board approval for the Vice President for Budget and Finance to execute a \$1,000,000.00 bond.

PROPOSED MOTION

I move to approve the Vice President for Budget and Finance to execute a \$1,000,000.00 bond to fulfill the requirement of Wyoming Statute 21-17-203.

AGENDA ITEM TITLE: Designate Depositories for UW Funds, Kean

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:

Board of Trustees to annually review and approve listing of depositories for UW Funds.

Administration recommends approval of UW depositories.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

At the May 2023 meeting, the Board of Trustees last reviewed and approved depositories for UW funds.

WHY THIS ITEM IS BEFORE THE BOARD:

Per W.S. 9-4-817 “monies collected and held by a treasurer of a political subdivision, municipality or special district within the state shall be deposited in bank which qualify as depositories for public monies as specified in W.S. 9-4-803(a).”

See attachment 1 for listing of designated depositories approved by the State Treasurer.

Current UW depositories

Type	Description	Institution	Balance as of 3/31/2024
Operating	Cash Account-Operating	First Interstate Bank	\$14,629,608
Operating	Cash Account-Payroll	BMO	\$795,149
Operating	Cash Account-Student Loan Funds	American National Bank	\$4,364,447
<i>Investment</i>	<i>Liquid cash is invested and is available for withdrawal or investment on a daily basis. Wyoming Government Investment Fund was designed exclusively for Wyoming public entities (W.S. 9-4-831 (a)(viii)).</i>	<i>Wyoming Government Investment Fund</i>	<i>\$170,221,025</i>

ACTION REQUIRED AT THIS BOARD MEETING:

Board approval or disapproval of the UW repositories.

PROPOSED MOTION:

“I move to approve the depositories for UW funds as presented in the attached document.”

PRESIDENT’S RECOMMENDATION:

The President recommends approval.

AGENDA ITEM TITLE: Service Contract and Procurement Reports, Evans

SESSION TYPE:

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

APPLIES TO STRATEGIC GOALS:

- Yes (select below):
 - Institutional Excellence
 - Student Success
 - Service to the State
 - Financial Growth and Stability
- No [Regular Business]

Attachments are provided with the narrative.

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 \$2,000,000 (one-time or in aggregate), and for which the term is less than ten 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 \$1,000,000 (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 February 16, 2024 – April 15, 2024
- 2) Procurements valued at \$50,000 or above (one-time or in aggregate) from February 16, 2024 – April 15, 2024

Service contract workflow

Per the University's Standard Policy and Procedure (Signature Authority), the President can delegate signature authority to University officers for service contracts valued less than \$1,000,000 (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 \$499,999. Vice Presidents are the final approvers for purchases between \$500,000 and \$999,999. The President is the final approver for purchases between \$1,000,000 and \$1,999,999. The Board of Trustees approves purchases of \$2,000,000 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: DEI Recommendations in response to footnote in the Wyoming Legislature's FY25-26 budget bill, Seidel



March 28, 2024 (Revised)

To: Tara Evans, Vice President & General Counsel, Chair

Zebadiah Hall, Vice President for Diversity, Equity & Inclusion, Co-Chair
Kim Chestnut, Vice President for Student Affairs
Parag Chitnis, Vice President for Research & Economic Development
Becky Garcia, Senior Internal Auditor
Ray Fertig, Faculty Senate Chair-Elect
Isa Helfgott, Vice Provost for Global Engagement
Alex Kean, Vice President for Budget & Finance
Bob Link, Associate Vice President, Human Resources
Laura McGinley, Staff Senate Representative
Paula Medina, ASUW Representative
Brent Pickett, UW Casper
Mike Smith, Vice President for Governmental Affairs & Community Engagement
Scott Turpen, Dean, College of Arts & Sciences

From: Ed Seidel, President 

Re: Diversity, Equity & Inclusion Review Working Group

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

- Inventory and critically review all of the University's DEI programs, activities, and functions, regardless of where they may be housed in the University
- Detail compliance with required applicable federal and state laws, rules, regulations, court orders, or executive orders related to DEI
- Review contracts or grants requiring DEI efforts
- Review the requirements of accreditors or similar entities

- Review UW regulations, policies, and procedures for language that requires DEI efforts or advocates for DEI
- Review the University's four pillars and strategic plan to assess whether and to what extent UW's DEI efforts are aligned with the overall mission and purpose of the institution
- Review UW's websites to identify content related to DEI
- Provide suggestions (not formal recommendations) on how essential DEI programs, activities, and functions could be organized and funded within the university to make them most effective

I ask that Vice President and General Counsel Tara Evans chair this working group and submit the working group's report to me by April 22, 2024. This will ensure there is adequate time to prepare a report to the UW Board of Trustees during their May 2024 meeting

My office will be in touch to schedule a kick-off meeting during which I will further articulate my vision and expectations for this group.

I appreciate in advance your assistance, collaboration, and input on this important topic.

cc: President's Cabinet
Faculty Senate Chair
Staff Senate President
ASUW President

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

April 16, 2024

I. Working Group Charge

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

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

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

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

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

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

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

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

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

III. Background and Context

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

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

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

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

The group recommended the following:

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

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

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

IV. Working Group Scope

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

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

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

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

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

V. Definition of DEI

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

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

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

This excludes any of the following:

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

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

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

VI. Appendices

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

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

This information can be found in appendices A-F.

VII. Working Group Process

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

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

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

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

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

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

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

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

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

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

VII. Working Group Suggestions

Office of DEI

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DEI programs, activities, and functions

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

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

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

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

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

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

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

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

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

VII. Conclusion

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

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

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

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

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

Appendix A

Current and Planned DEI Programs, Activities, and Functions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix C

Executive Orders and Granting Agencies Requiring DEI Efforts

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

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

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

DEI Requirements of Accreditors or Similar Entities

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

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

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

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

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

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

Appendix E

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

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

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

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

Appendix F

Other State Laws Restricting DEI

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

ADDENDUM

to the

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

April 22, 2024

I. Constituent Feedback

On April 16, 2024, the Working Group produced a final report that was made available to member constituent groups, including but not limited to Faculty Senate, Staff Senate, ASUW, Deans, Cabinet, Academic Affairs, UW Foundation, Athletics, the DEI community, and faculty, staff, and students. Constituent groups were given the opportunity to provide written feedback that would be included in the final report to the President and the Board of Trustees. Five groups chose to include written feedback: ASUW, UW Casper, several members of the faculty and staff, the Office of Academic Affairs, and the DEI Community (see Appendix 1 to this Addendum).

On April 17, 2024, the report was also made publicly available through *A Message from the President* that invited the University community to share their perspectives through an anonymous survey open through April 21, 2024. The survey results are included as Appendix 2 to this Addendum.

Additionally, the University's Vice President for Governmental Affairs and Community Engagement will share the report with state officials and community members for their opportunity to provide written feedback. Any written feedback will be shared publicly with the President and the Board of Trustees.

II. Content neutral rules

Some constituent feedback stated that creating a content-neutral rule will discourage speakers from attending the University and would violate the University's Freedom of Expression policy. The Working Group wants to note that the only reference in the report to a content-neutral rule is the following: "The Working Group acknowledges that further review is needed to develop a content-neutral rule related to hosting, inviting, or sponsoring guest speakers with state dollars." The Working Group supports development of a rule regarding the circumstances under which state funds can be used for hosting. This rule would best serve the interests of the University and all constituents if the rule itself can be applied neutrally with respect to content. The Working Group did not intend to make any recommendations about criteria based on content itself. Content neutral refers to rules that apply to all expression without regard to the substance or message of the expression. Such rules generally regulate only the time, place, and manner of speech in contrast to content-based rules, which regulate speech based on content.

III. Definition of DEI and Appendix A

The Working Group received several comments related to the perceived inconsistency between the programs, functions, and activities listed in Appendix A and the definition of diversity, equity, and inclusion in Section V. As the Working Group noted in its report,

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

Appendix A was created prior to the Working Group's definition of DEI. The intent of Appendix A was to meet the President's request for an inventory of all the University's DEI programs, activities, and functions regardless of their administrative location. To accomplish this request, the Working Group collected the information using key words such as ableism, access, affirmative action, ageism, belonging, bias, cultural competency, identity, marginalized, microaggression, minority, preferential treatment, power, racism, and underrepresented.

The goal of the narrow definition of DEI was to be responsive to legislative intent and to uphold the nondiscrimination requirements of the law but to protect the University's core values, such as academic freedom and freedom of expression, and the University's ability to meet accreditation requirements and granting agency requirements. This narrow definition also provides flexibility for the University to continue to support programs, activities, and functions critical to student success and institutional excellence.

Additionally, the Working Group acknowledges that it made errors in program titles and ownership attribution, unintentionally omitted certain programs, and implemented adjustments to the wording in the notes section for purposes of consistency and tone. The short time period in which the Working Group had to produce a report did not allow for time to share the content of the appendices with constituents. The Working Group offers its apologies for any offense or hurt feelings caused by this omission.

Appendix 1

**Constituent Feedback to April 16, 2024
Diversity, Equity, and Inclusion Review Working Group
Report to President Ed Seidel**

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ASUW FEEDBACK REPORT

I. Background and Context

The ASUW (Associated Students of the University of Wyoming) finds that the following summaries of ASUW working documents, the ASUW Internal Audit, and relevant UW Regulations are essential to understand ASUW's feedback to the Working Group. See Addendum A of this report for the full policies and documents.

- The University of Wyoming's ASUW underwent an Internal Audit completed October 17, 2023. The audit "assessed activity during FY22 though FY23," and provided two formal observations:

Observation #1: The review of financial activity (including utilization of student fees, ASUW Mandatory Fee) lacks documented procedures to ensure transparency and accountability.

Observation #2: Some ASUW documents were found to be inconsistent with UW Regulations; or not copesetic with best practices."

The audit aimed to clarify ASUW's operational and financial authority. Noting that ASUW fees are beheld to UW Regulation 11-5, the ASUW Constitution, Regulations of Trustees Section 2 of Chapter VIII, and the ASUW Finance Policy which states, "student activity fees are state funds which must be administered in a manner consistent with the educational mission of the University of Wyoming," and "funds allocated to ASUW Programs, Services and Strategic Partners shall be administered according to this policy and other University financial policies."

- UW Regulation 11-5 recognizes ASUW's right to self-determine funding. In section "IV. Financial Matters," the regulation states:

"Consistent with UW Regulations, policies, and procedures, the ASUW Student Government is authorized to establish financial policies under its Constitution for the oversight of ASUW Student Government business."

- ASUW's Student Organization Funding Board Policy recognizes ASUW's right to allocate funds to Student Organizations:

"Section 2.01 SOFB Authority

1. The ASUW Senate provides the SOFB sole authority to allocate ASUW funds directly to SOs which are not Programs of the ASUW;
2. SOs shall not receive funding from ASUW for normal operating expenses, membership fees, or dues;
3. The SOFB shall have the sole authority to approve requests totaling up to \$3,500.00;
 - a. Any requests of \$3,500.01 or more that are approved by the SOFB shall be subject to final approval by the ASUW Senate;

- i. All votes concerning final funding allotments by the ASUW Senate shall be conducted via a standing vote and require a simple majority in affirmation for approval.”

II. ASUW DEI Program, Activities, and Functions Feedback:

- 1) The ASUW finds issues with point 3 “Hosting, inviting, or sponsoring speaker” under Section VII of the Working Group’s report. The ASUW believes creating a “content-neutral rule” will a) discourage speakers from attending the University of Wyoming due to retaliation fears against their content, and b) violates the University's Freedom of Expression policy.
- 2) The ASUW has found that point 4, “Co-Curricular identity-based centers, services, support groups, seminars, and events,” under Section VII of the Working Group’s report is inconsistent with current Student Organizations’ funding and managerial capacities. The ASUW recommends that the Working Group find a better alternative to supplement the suggested removal of co-curricular identity-based centers, services, support groups, seminars, and events. If not, given ASUW’s monetary constraints, ASUW requests that a clear financial support plan be drafted for Student Organizations.

The ASUW further recommends that there be detailed explanations written as to what would happen to co-curricular centers under the Working Group’s DEI definition as the ASUW finds that these centers are invaluable to student lives and success and will not be able and should not be supplemented by student organizations.

The ASUW also asks that the Working Group clearly and publicly provide a list of what they consider co-curricular centers and why.

- 3) The ASUW finds similar issues with point 12, “Support for Student Organizations,” under Section VII of the Working Group’s report. The ASUW notes that in FY23-24 the ASUW has funded 32 Conferences and Competitions, 9 New Student Organizations, and 48 Student Organization Events in accordance with the ASUW Finance Policy, the ASUW By-Laws, the ASUW Student Organization Funding Board (SOFB) Policy, and UW Regulation 11-5. The ASUW recognizes that 5 Conferences and Competitions, 3 New Student Organizations, and 73% (35 out of 48) Student Organization Events would not have received critical funding under the current Working Group suggestions of “content-neutrality” as ASUW money is considered state-dollars and is behold to UW Regulations, policies, and procedures (see I. Background and Context above). A breakdown of ASUW’s FY 23-24 contributions to a sample of Student Organizations functions is provided below (a list of all ASUW funded Student Organization Programming for FY 23-34 was provided to the Working Group as a separate attachment):
 - a) Bangladesh Night: a yearly event put on by the Bangladesh Student Association received \$9,500 from ASUW out of their total of \$13,450.

- b) “Conservative Principles Are Good for Mental Health” Sean Campbell Speaker Event: a speaker event put on by Turning Point UWYO received \$2000 out of their total speaker fee of \$2000
- c) Fiesta Primavera: a yearly event put on by M.E.Cha received \$9,959 out of their total event fee of \$10,959
- d) Speaking with Activism: event put on by the Competitive Speech Team received \$925 out of their total event fee of \$925
- e) Diverse Faculty Panel: panel hosted by the Graduate Student Work received \$3420 out of their total panel fee of \$3,420.
- f) Republican Debate Watch party: hosted by the Political Science club received \$155 out of their total fee of \$155.

ASUW notes that its Student Organization funding process is not preferential or exclusionary, and that ASUW funds all events that adhere with the SOFB Policy. The ASUW believes that maintaining its current funding guidelines is essential to support all Student Organizations, and that proposed UW regulations for state fees to fund “content-neutral” programming only would prevent ASUW to continue supporting all Student Organization programming equally.

The ASUW further notes that in its Student Issues Spring Survey when asked “How would you describe your sense of belonging on campus?” the largest percentage of responses (~29%) indicated a strong sense of belonging in the University, a major contributing factor being involvement in Student Organizations.

For these reasons, the ASUW requests that the Working Group edit point 12 to also exclude ASUW support to instead read, “...exclude these organizations (and ASUW and faculty support for these organizations).” Or clarify ASUW’s role in supporting Student Organizations in the future. The ASUW urges the Working Group to state that ASUW is a student fee funded program whose role is “to support student-led organizations” recognizing that maintaining the status of ASUW money as state dollars would functionally prevent students from freely organizing (they would no longer be able to get New Student Organization Startup Money from ASUW), and freely determining their own actions (they would not have financial support to host events or bring speakers to campus that align with their organization) violating UW Regulation 11-4.

The ASUW believes that a report that does not detail the role ASUW will be able to play in Student Organization support will be incomplete and inaccurate.

- 4) The ASUW makes the following additional recommendations to point 7, “Scholarships, awards, and assistantship programs,” in Section VII of the Working Group’s Report. While the ASUW recognizes the struggles with fulfilling non-discrimination requirements with identity-based scholarships, the ASUW urges the Working Group to present alternative methods of funding or modification that will help scholarships fulfill

the requirements of Civil Rights Act Titles VI and IX. ASUW also strongly suggests the Working Group to encourage a “pool and match” system to be widely implemented to maintain identity-based scholarships.

- 5) The ASUW is in strong support of point 11, “Symposia and research centers (including but not limited to MLK Days of Dialogue, Matthew Shepherd Symposium, Social Justice Research Center, and the Black Studies Center,” under Section VII of the Working Group’s Report. The ASUW further indicates that these programs are major student recruitment and retention tools, and thus must be maintained at all costs.
- 6) In response to point 5: “Utilizing a land acknowledgment statement not approved by the University.” The ASUW notes that in the Spring of 2020, the ASUW Senate unanimously passed Senate Bill #2699 which created a land acknowledgment in collaboration with former ASUW Senators and Executives, ASUW’s United Multicultural Council, Dr. Jaime from Native American & Indigenous Studies, Reinette Tendore from the NAERCC, Multicultural Affairs, and students from the Keepers of the Fire Student Organization, which reads:

“We collectively acknowledge that the University of Wyoming occupies the ancestral and traditional lands of the Cheyenne, Arapaho, Crow, and Shoshone Indigenous peoples along with other Native tribes who call the Great Basin and Rocky Mountain region home. We recognize, support, and advocate alongside Indigenous individuals and communities who live here now, and with those forcibly removed from their Homelands.”

This land acknowledgment is read at all ASUW Senate meetings and is widely used by other campus entities during events, course syllabi, and other UW functions. The ASUW recommends that the University recognize this land acknowledgment as the official UW land acknowledgement as it was created in collaboration with Native Communities, Native Students, and UW partners across campus. The ASUW further clarifies that it does not endorse any UW policies or regulations that would force campus entities to read ASUW’s land acknowledgment, but instead hopes that its recognition will help address the issues presented by the Working Group in this report.

III. ASUW Office of Diversity, Equity, and Inclusion Feedback:

The ASUW fully supports the following two options presented by the Working Group:

1. *Continue to fund the DEI office, its employees, and functions through private support.*
2. *Continue to fund the DEI office, its employees, and functions through state dollars and/or private support but change the name to accurately reflect the work of the office and legislative intent.*

The ASUW believes it is in all students' interest that there is a centralized DEI office moving forward, and that not having one would do a disservice to students at the University of Wyoming. The ASUW believes funding a DEI office through private funds is a viable strategy, and that the Working Group should try to clearly outline some private funding sources, such as Alumni donations, in the report under options 1 and 2.

The ASUW further expresses options 3, 4, and 5 that decentralize, reorganize, and close the Office of DEI would have the following impacts on students:

- a. *Reduce support for LGBTQIA2S+ students.* When asked in ASUW's Spring Issue survey "Do you believe the University of Wyoming is doing enough to support LGBTQIA2S+ students?" 19 out of 121 students said yes, 61 out of 121 students said no, and 41 out of 121 students said maybe. When asked "What more could the University of Wyoming do to support LGBTQIA2S+ students?" approximately 20% of responses mentioned the University should continue to fund DEI programs including finding ways to keep the Office of DEI.
- b. *Reduce support for students with disabilities.* When asked "What do you feel the campus needs to do to increase Disability Awareness?" approximately 32% of students answered Infrastructure and Accessibility, 18% answered Information and Education, 8% mentioned the need for Inclusive Policies and Practices, and 5% mentioned Infrastructure Maintenance all of which fall under the ADA Coordinator position in the Office of DEI.
- c. *Reduce sense of belonging among students.* When asked "How would you describe your sense of belonging on campus?" 18% of students described a low sense of belonging citing being part of a minority/marginalized group as a reason, and 16% of students mentioned that their sense of belonging decreased recently due to legislative actions impacting DEI. The ASUW believed these sentiments would continue to grow without a centralized office of DEI.

The ASUW further sees big logistical issues with options 3 and 4 as they are likely to overburden other offices on campus harming students that use ODEI services and students that use and benefit from programming and services other campus offices. The ASUW does not see these options as viable but does recommend that the Working Group comment on the managerial capabilities of the offices on campus that would take over ODEI's functions.

The ASUW disagrees fully with option 5.

ASUW Student Feedback Report

On April 17-18th, ASUW's Director of Justice & Equity, Paula Medina, hosted a series of student feedback sessions in response to the FINAL April 16, 2024, Diversity, Equity, and Inclusion Review Working Group Report and Appendices. ASUW's Director of Justice Equity shared the report with the ASUW Legislative and Executive Branch, all registered Student

Organizations leadership, the QCC listserv, the Multicultural Affairs listserv, and other interested students at large.

The following Feedback was provided by students:

I. Feedback on “V. Definition of DEI”

There was major student confusion about the purpose of the definition. Clearly identifying that they do not believe that DEI programs, activities, and functions at the University of Wyoming do what the provided definition of DEI describes. To clarify, students ask the Working Group to add an introductory sentence prior to the first paragraph on the section clearly stating the definition's purpose. Students further request that a second definition be drafted to clearly and explicitly state the type of DEI work that the University of Wyoming can do.

The following definition of the type of DEI work that the University of Wyoming can do was provided by students:

“Diversity, Equity, and Inclusion efforts are defined as advocating, promoting, or funding a program, activity, or function that: Seeks to equalize participation, representation, or sense of self of individuals and groups, in order to reduce and/or alleviate the effects of systemic, historical, conscious, or unconscious bias, discrimination, and oppression that occur on the basis of race, color, sex, national origin, gender identity, and sexual orientation.”

Students expressed confusion with the definition carve outs, their purpose, and their basis.

Students ask the Working Group to clarify the following sections of the definition:

1. “Legislative intent of the budget footnote” and “perceived legislative intent”: students believe the report must clearly state what the Working Group believed was the legislative intent of the budget footnote.
2. “Implicitly biased.”
3. “Promoted the position...”: students wondered what constitutes a “promotion” citing flags and posters around campus as a particular concern.
4. “Advantage” and “disadvantage.”

Students ask that the Working Group modify the following parts of the definition:

1. Modify line 2 “...or inherently superior or inferior on the basis of color, sex, etc.” in accordance with the following guidelines:
 - a. Striking “inherently superior or inferior;” or,
 - b. Rewording the definition to make a clear distinction between hate groups and DEI work; or,

- c. Providing clarity as to what the Working Group would consider “inferior” or “superior.”; and,
- d. Add “race” to the list of attributes.

II. Office of DEI Options Feedback:

- Option 1: Students see this as *the* most viable option. Noting that this option would:
 - a. Show University support for Diversity, Equity, and Inclusion.
 - b. Show University support for the stated values of equal access and opportunities for all students.
 - c. Centralize all DEI programs giving students full access to programs and services that fit their needs academically and personally.
- Option 2: Majority of students expressed that this option would be the best backup if Option 1 wasn’t chosen by President Seidel. However, some students voiced concern about rebranding the Office as they believed it will lead to misunderstandings about the role of the office on campus.
- Option 3: Two students viewed this as a viable option.
 - a. Students ask for the Working Group to state what they believed the legislative intent to be.
 - b. Students ask that the Working Group clearly state the “existing budget authority” of the current Office of Diversity Equity and Inclusion.
- Option 4: Students did not see this as a viable option, but offer the following feedback:
 - a. Students ask why “ii. Coordination of Native American Affairs” is mentioned as a DEI duty as they believed the Native American Center and other Native Programming was excluded from the Working Group’s conversations.
 - b. Students request that the wishes of the Black 14 be honored, and that the University no longer hosts the Black 14 Social Justice Summer Institute until told otherwise by members of the Black 14.
 - c. Students ask that this option recognizes the budgetary constraints and financial burdens new departments would have to face due to managing the Matthew Shepherd Symposium, and Black 14 Social Justice Summer Institute. Students ask the Working Group to provide the colleges and schools that would take over this programming with adequate support.
 - d. Students ask that the Working Group recognizes the number of employees affected due to this option.
- Option 5: The majority of students believe this option is *not* viable and would be harmful to student success and belonging. Two students expressed their full support for this option.
 - a. Students ask that the Working Group recognizes the number of employees affected due to this option.

III. DEI programs, activities, and functions Feedback:

1. Students ask that the Working Group clarifies what they believe the “national headlines” we do not align with are.
2. Students ask the Working Group to clarify what “preferential treatment” and “exclusion” refer to.
3. Point 3: “Hosting, inviting, or sponsoring speakers”
 - a. Students ask for a definition of “content-neutral”
 - b. Students note that enforcing “content-neutrality” does not align with the University’s Freedom of Expression commitments.
 - c. Students ask the Working Group to address the following logistical issues with this point:
 - i. How would the University ensure that speakers are content-neutral?
 - ii. Would campus departments and non-student fee funded programs have to get individual approval every time they brought speakers to campus?
 - iii. Who would approve speakers?
 - iv. Would UW programs, departments, and colleges be allowed to sponsor events put on by Student Organizations? What level of support would they be allowed to provide?
 - v. Would UW programs, departments, and colleges be allowed to privately fund non-content neutral events?
 - d. Students reiterate ASUW’s feedback that the Working Group must provide a clear guideline of how ASUW is to fund speakers invited/hosted by student organizations given that their money is considered state-dollars. Students further add that they believe ASUW money should be considered student-fees only (and not be treated as state dollars), which would allow them to continue to best support Student Organizations.
4. Point 4: “Co-Curricular identity-based center, services, support groups, seminars, and events”
 - a. Students ask that the Working Group clearly details what they consider a “Co-Curricular identity-based center.”
 - b. Students disagree with the statement that these centers, services, support groups, seminars, and events offer preferential treatment, and instead offer that these events simply help equalize opportunities and representation for all students, which aligns with the University’s value of equitable access and equal opportunity as noted in Section IV point 2 of the Working Group’s Report.
 - c. Students ask the Working Group to clarify how these centers, services, support groups, seminars, and events will have to be modified to reinforce

“success for all.” Students further note that centers, such as but not limited to, the Poke Pride Center, the Black Studies Center, the Native Center, and the Multicultural Resource Center and their respective programming are open to any student at UW. Students see point 4 as a mischaracterization of “Co-Curricular identity-based centers” and ask that the Working Group corrects this by stating that these centers are open for all students. Students wanted to express their full support for these centers.

- d. Students disagree with the statement that “these activities might be better aligned thorough Student Organizations.” Three major comments:
 - i. Students believe their primary role in the university is to be students, not support services for others.
 - ii. Students believe that Student Organizations will never be able to replace the support services, spaces, events, and seminars provided by “co-curricular identity-based centers.”
 - iii. Students ask that the Working Group name ASUW fees as student fees to help manage the added burden provided to Student Organizations under this suggestion.

IV. Appendices Feedback: Student feedback focused on Appendix A:

- Students requested that the Working Group states the definition of DEI they used to create Appendix A
- Students request that the Working Group state the departments, colleges, deans, and programs that provided the information detailed in Appendix A
- Students request that the notes related to each respective program, activity, or function reflect the descriptions in the University’s website or those provided by the spokesperson of each program, activity, or function.
- Students ask that the Working Group provide their rationale for including programs, activities, or functions in Appendix A since students find that the Appendix is inaccurate and incomplete. Students point out the following inaccuracies:
 - Line 21 - Graduate Student Network: This Student Organization is listed as a part of Graduate Education, which goes against the carveouts in the Working Group’s DEI definition, and is not a university program, activity, or function. Further, the note does not accurately reflect what the Graduate Student Network does, “provide social and professional development opportunities for graduate students.”
 - Line 46 – DEI Student Group: this is a Student Organization and should not be included in the Working Group’s list.
 - Line 83 – Violence Prevention Training: the Violence Prevention Center is listed as a DEI program because the "Curriculum addresses gender distinctions regarding rates of violence," or in other words, uses evidence-based teaching to approach rape and sexual abuse prevention. Addressing

gender distinctions in rape programming is not promoting or disparaging a diversity agenda so much as it is educating on this topic. As an academic institution, it is not UW's job to omit facts and statistics to make people more comfortable, it is their job to educate. Further students point out that, "rates of violence prevention" discussed in the curriculum are based on the 2022 Sexual Misconduct UW Climate Survey.

- Line 85 – Student Wellness Center Sexual Health: Sexual Wellness programming offered by the Wellness Center is not DEI, but a crucial education tool used to prevent STIs, abortions, unwanted pregnancies, and sexual assault.

V. Working Group Creation, Meeting Schedule, and Constituent Feedback:

Students ask that the University includes more students in future conversations about DEI in UW per UW Regulation 1-4. Specifically noting that they do not believe they were properly consulted "in the early stages of discussion and decision-making" (UW Reg 1-4, A. Key Principles) nor that students had the ability to actively engage in governance activities (UW Reg 1-4, B. Best Practices, subsection 3). Although students appreciated the later feedback sessions, many expressed feelings of hopelessness when providing feedback, seeing the feedback period as too short and too late in the decision-making stage to make changes.

Addendum A



UNIVERSITY OF WYOMING

Internal Audit

The Associated Students of the University of Wyoming (ASUW)

October 17, 2023

Auditors:

Danika Salmans MBA, CIA, CRMA

Rebecca Garcia, MBA, CIA

October 17, 2023

University of Wyoming Board of Trustees:

Internal Audit has completed a review of the Associated Students of the University of Wyoming (ASUW).

This audit assessed activity during FY2022 through FY23 and represents an independent assessment regarding the design and effectiveness of operational, financial, compliance, and strategic controls. This evaluation presents opportunities for improvement by identifying any risks to the University related to internal control weaknesses.

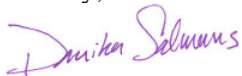
Any concerns and weaknesses identified have been discussed with management and may be subject to follow-up. If the department is not in compliance with criteria, policies, procedures, or best-practice, this situation is described in a formal observation so that the department can develop an action plan to mitigate the risks. The following observations have been made:

- **Observation #1:** The review of financial activity (including utilization of student fees, ASUW Mandatory Fee) lacks documented procedures to ensure transparency and accountability
- **Observation #2:** Some ASUW documents were found to be inconsistent with UW Regulations; or not copesetic with best practices

A follow-up will be performed in nine (9) months to assess progress related to the audit recommendations. The audit will remain open until the completion of the follow-up review, at which time a closing report will be provided.

We would like to thank Saber Smith – ASUW President, Jessica Petri – ASUW Vice President, Jerry Henderson – ASUW Director of Policy and Analysis. In addition, we would like to thank Shelly Schaefer – Accountant, Cameron Craft – Project Coordinator, and Ryan O’Neil – Dean of Students of ASUW, and all the other ASUW members and professional staff for the assistance we received on this audit.

Sincerely,



Danika Salmans MBA, CIA, CRMA
Director of Internal Audit

Sincerely,



Becky Garcia MBA, CIA
Senior Internal Auditor

Background

ASUW OPERATIONAL AND FINANCIAL AUTHORITY

UW Regulation 11-5 recognizes and authorizes the Associated Students of the University of Wyoming to promote the general welfare of all students and the University, to represent and serve as a voice for the concerns of the student body.

This regulation serves as the basis to evaluate ASUW's operational, financial, governance, strategic, and compliance internal controls so that risk to this entity are mitigated. The regulation states that ASUW is expected to conduct all its programs, services, and operations in accordance with University regulations, policies, and procedures.

The Constitution of ASUW recognizes that ASUW is an "...inseparable part of the University of Wyoming, and derives all power and authority from the Trustees of the University." ASUW seeks to "...**provide an effective organization to promote the general welfare of all students at the University, to represent the concerns for the student body**, and to provide for and regulate such other matters..."

By the authority given by UW Regulation 11-5, ASUW Constitution, and recognized in ASUW By-Laws, ASUW Senate shall, "In accordance with applicable University regulations, the provisions of the Constitution, and ASUW Finance Policy, ASUW Senate shall have the authority to annually allocate all ASUW funds received through student registration fees." This allocation is recommended to the Trustees for review and approval.

This coincides with language in the Regulations of Trustees Section 2 of Chapter VIII which stipulates that, "All student fees, charges, refunds, and deposits shall be fixed by resolution of the Trustees and shall be published in the appropriate university publications."

In the administration and distribution of these student registration fees, ASUW Finance Policy recognizes that, "**Student Activity fees are state funds which must be administered in a manner consistent with the educational mission of the University of Wyoming.**" In addition, "Funds allocated to ASUW Programs, Services and Strategic Partners shall be administered according to this policy and other University financial policies."

As per ASUW website and various other supplemental documents:

- **MISSION STATEMENT**

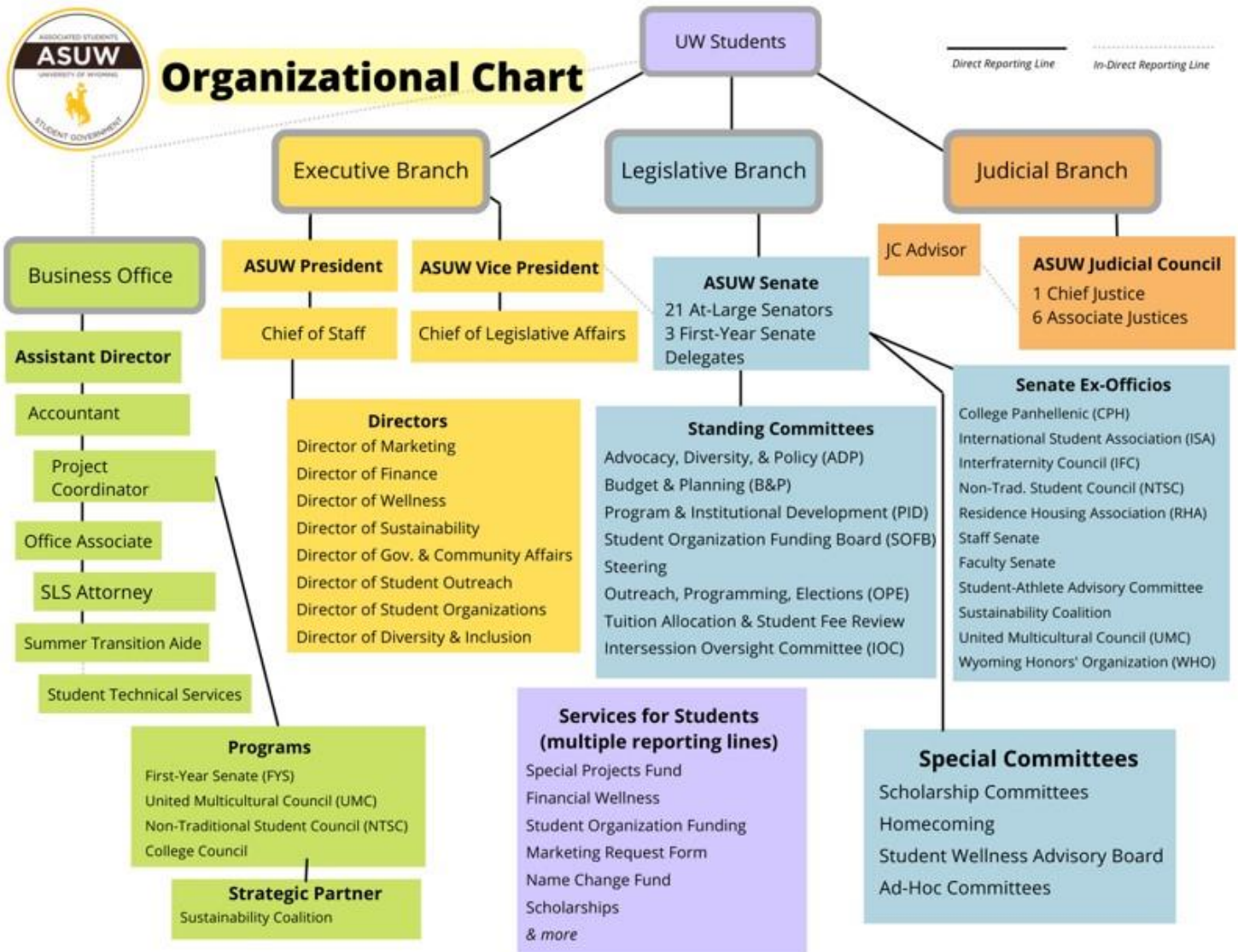
The purpose of the Student Government of the Associated Students of the University of Wyoming is to serve our fellow students in the best manner possible through accurate representation, professional interaction with campus programs and organizations, and responsible, effective leadership.

- **ASUW'S IMPACT and FINANCIAL INFORMATION**

ASUW controls a budget of over \$1,000,000, and they use those funds to give back to students and support programs and initiatives that make UW a better place. They give \$140,000 a year to student orgs to host events, and throw Homecoming. ASUW also advocates for students - ASUW President sits on the Board of Trustee as student representation, and ASUW is in charge of representing student concerns and voice to administration.

In addition, ASUW also has various foundation fund sources from which ASUW supports special projects and scholarships.

ASUW ORGANIZATION AND BRANCHES



Executive Branch

- ASUW Executive Branch includes ASUW President and ASUW Vice President. The President shall promote, improve, and pursue the goals and objectives of ASUW and the University. The President is charged with insuring that all resolutions and recommendations passed by the legislative branch are enforced or brought to the attention of those University officials with authority to take the recommended action. The President serves as an ex-officio member on the UW Board of Trustees
- ASUW Vice President is charged with organizing and coordinating all ASUW committees

Legislative Branch

- ASUW Legislative Branch is ASUW Vice President and ASUW Senate. ASUW Senate is comprised of 21 Senators who represent the entire student body.
- ASUW Legislative Branch directly represent the students by ensuring the efficient, responsible, and coordinated functioning of student life and ASUW activities at the University, through the enactment of legislation in the form of bills or resolutions. The Senate is comprised of multiple committees all with various purposes in order to accurately represent our fellow students.
 - Advocacy, Diversity, and Policy
 - The Committee shall serve as a medium for individual students, student organizations, and underrepresented communities to voice opinions and concerns regarding university policy, administration, or other issues associated with student life.
 - Budget and Planning¹
 - As per their website, the budget and planning committee oversees, manages, and ensures fiscal responsibility of ASUW's \$1.15 million budget comprised of student fee dollars and endowment funds. Each year, ASUW sets aside money from students fees to be used on one-time special requests. This money has in the past funded things such as technology upgrades, artwork for Union meeting rooms, free menstrual products, and expansion of the UW Bike Library.
 - Programming and Institutional Development
 - The Program and Institutional Development Committee shall serve as a means by which ASUW Student Senate shall advise and assist with all ASUW programs. Furthermore, the committee shall be responsible for ensuring that ASUW is constantly developing into a more effective organization.
 - Student Organization Funding Board
 - The Board shall, pursuant to the provisions of ASUW Finance Policy, serve to consider and recommend approval by the Senate for the use of budgeted ASUW funds to facilitate, during a fiscal period, the on-going requests by students and student organizations for ASUW financial support.
 - Outreach, Programming, and Elections
 - The Committee shall assist in organization and execution of events, workshops, and all outreach including but not limited to all events involving elections and Homecoming.
 - Steering
 - The Committee shall provide coordination for the various issues, legislative activities, program involvements of ASUW Executive and Legislative branches, and serve to pursue ASUW recommendations and actions that are referred to, or require action by the University Trustees, the faculty, or administrative units of the University.

¹ [Budget & Planning | Associated Students of UW | University of Wyoming \(uwyo.edu\)](#)

- Tuition Allocation and Student Fee Review
 - The committee shall serve as ASUW's oversight board for all university fees, including programmatic, advising, mandatory student and student services fees, as well as tuition dollars. The Committee shall have the power to investigate all fees in a manner they deem appropriate in order to complete an annual report. The investigation may include, but is not limited to, hearing from representatives of University of Wyoming colleges, departments, and programs.
- Every single ASUW Senator is elected at large. This means that they are elected by, and serve, every single student at the University of Wyoming. There is no division by college.

Judicial Branch

- ASUW Judicial Council provides interpretation of all ASUW working documents. The council has jurisdiction over all actions of ASUW Executive branch and over all violations of ASUW rules, regulations, policies, procedures and/or standards governing student conduct or requirement of students who participate in officially approved ASUW program.

ASUW PROGRAMS

- Student Technical Services (STS) 6056
 - STS is the premiere audio/visual services provider on campus. Since 1980, STS has been providing free services to registered student organizations and paid services to the rest of the UW community. Student groups can get help with events from projectors for weekly meetings to large scale systems for special events. The mission of Students Technical Services (STS) is to serve the students of the University of Wyoming (UW) by providing production technologies, programming, and event consultation to create a platform for expanding student ideas, enhancing the impact of presentations and performances, and developing co-curricular education.
- First-Year Senate
 - First-Year Senate is a program for incoming students interested in collegiate government and general campus involvement. The group is open to any first-year student and meets every Tuesday at 5:15 pm in the Union Senate Chambers.
- Non-Traditional Student Council
 - NTSC is an organization of students who advocate by identifying concerns, increasing awareness, and providing a collective voice for the non-traditional student community of the University of Wyoming. The group is open to any non-traditional student.
- Student Legal Services
 - ASUW Student Legal Services offers legal services to all fee paying UW students. The Program is funded through the allocation of a portion of ASUW fee paid each semester by fee paying students. The consultation services provided by the Student Legal Services are free, therefore, to those students who have prepaid their fee packages.
- United Multicultural Council
 - The purpose of the United Multicultural Council is to improve the campus climate through community education, progressive action and appropriate reactions to diversity and social justice issues as they arise, and increased communication in the promotion of respect for diversity and social justice at the University of Wyoming. UMC is open to any UW student.
- Food Share Pantry

- The Food Share Pantry is a project that is currently overseen and managed by the Dean of Student Office, committed to nourishing our UW community by providing access to a variety of good healthy foods and hygiene products. This is a UW community effort, made possible with student leadership, financial support and ongoing collaboration between ASUW and the UW Food Security Task Force, the Sustainability Coalition, the Dean of Students Office and our local community partner, Interfaith and United Way. All students and employees are invited to share in this campus resource! Their page offers information on location, hours, pick up orders (incl. request form), and donation opportunities.

As per WyoCloud financial reports: The following tables present revenue and spending that occurred in ASUW’s Designated Operating account. This is the account that holds collected student fees and expenditures associated with ASUW. Spending was noted in additional accounts that will require correction. For example, in FY 2023 there was an additional \$20,000 expended in unrestricted operating for salaries, wages and benefits. ASUW does not receive unrestricted funding.

FY 2022 Budget to Actual Comparison

Summary Level Natural Accounts	Budget	Total Actuals	\$ Variance	% Variance
010002-Designated Operating General				
Revenue				
Tuition & Educational Fees Net	(820,840)	(868,084)	47,244	105.8%
Gifts	(177,400)		(177,400)	
Total Revenue	(998,240)	(868,084)	(130,156)	87.0%
Expenses Before Transfers				
Salary, Wages & Benefits	477,866	306,870	170,996	64.2%
Services, Travel and Supplies	339,277	237,586	101,691	70.0%
Util., Repair & Maint., and Rentals	600	1,941	(1,341)	323.6%
Int., Claims, Other Exp., Subcontracts, Depr. & Amort.	165,840	15,163	150,677	9.1%
Total Expenses Before Transfers	983,583	561,561	422,022	57.1%
Funding Transfers				
Internal Allocations & Sales	14,830	45,883	(31,053)	309.4%
Total Funding Transfers	14,830	45,883	(31,053)	309.4%
010002-Designated Operating General Total	173	(260,640)	260,813	-151033.5%
Statement of Activities Net Result	173	(232,483)	232,656	-134717.3%

FY 2023 Budget to Actual Comparison

Natural Account Rollup	Budget	Actuals	Variance \$	Variance %
010002-Designated Operating General				
Revenue				
Tuition & Educational Fees (net)	(956,390)	(921,629)	(34,761)	96.4%
Total Revenue	(956,390)	(921,629)	(34,761)	96.4%
Expenses Before Transfers				
Salary, Wages & Benefits	633,123	521,458	111,665	82.4%
Services, Travel and Supplies	246,629	201,095	45,534	81.5%
Util., Repair & Maint., and Rentals	1,000	1,622	(622)	162.2%
Int., Claims, Other Exp., Subcontracts, Depr. & Amort.	85,301	23,693	61,608	27.8%
Total Expenses Before Transfers	966,053	747,867	218,186	77.4%
Funding Transfers				
Internal Allocations & Sales	9,388	58,829	(49,441)	626.6%
Total Funding Transfers	9,388	58,829	(49,441)	626.6%
Statement of Activities Net Result	19,051	(114,932)	133,983	-603.3%

Audit Scope, Procedures, and Outcomes

The scope of this review focused on the following accounts (guide prepared by the Budget Office for ASUW reference in fund utilization):

Fund Class	Fund Source	Balance at 6/30/22	Notes
105 Unrestricted-Operating	000001 Unrestricted-Operating	N/A	Do not use (ASUW has no budget in this Fund Class / Fund Source)
110 Unrestricted Operating Reserve	005001 Unrestricted Operating Reserve	\$380,753.36	The only activity should be transfers in/out. Not for "regular" expenses (e.g., salaries, scholarships, honoraria, etc.)
200 Designated Operating	010002 Designated Operating General	\$303,833.45	For day-to-day operations (this is where fee revenue is deposited)
300 Restricted Expendable Contribution	500045 DDF-ASUW	\$2,781.55	Non-endowed Foundation funds (aka "gift accounts"): no permanent funds.
	500315 RSO Discretionary Funds	**	
305 Restricted True Endowment Spendable	600021 ASUW Endowment Fund	\$96,475.20	Endowed Foundation funds: these have permanent funds, so the expendable balances (shown here) come from interest income.
	600025 ASUW Student Services Endowment	\$399,986.45	
	600026 ASUW/Cowboy Parents Family Emergency Fund	\$530.30	
	600575 Abas, Julian Isaias Music Production Excellence Fund	\$13,160.74	
	600637 ASUW Student Priorities Fund	\$0.00	
	600638 Lupton, A.L. Financial Literacy	\$9,356.53	
	630034 ASUW Leadership Scholarship Fund	\$27,657.71	
	630035 ASUW Service Exchange Endowment	\$11,763.70	
	630131 Davis, Charlotte Hearne Scholarship	\$8,036.24	
	630356 Hurst, James C. Scholarship	\$16,321.00	
	630359 Iron Skull Scholarship	\$739.71	
	630887 ASUW Childcare Assistance Scholarship	\$8,371.49	
	631051 ASUW Non-Citizen/Intrntl Stndt Support Fnd	\$35,436.52	
631052 ASUW Special Projects	\$1,368.75		
	680001 ASUW/2007 Senior Class Legacy Endow	\$5,196.90	

The following steps represent the extent of work needed to achieve the audit objectives and are summarized below. The status includes an evaluation of risks to the achievement of objectives.

- **Commendation** – The department is operating in an exemplary manner toward satisfying a criterion, policy, or procedure.
- **Satisfactory** – The department currently satisfies a criterion, policy, or procedure.
- **Improvements Recommended** – The department should strengthen areas of compliance with criterion, policy, or procedure to ensure that the quality of the program will not be compromised. These areas are discussed formally with management and may not be subject to formal observation and recommendation.
- **Action Required** – The department is not in compliance with the criterion, policy, or procedures. A formal observation is made, and recommendation is issued that will require the department to develop an action plan to mitigate the risks.

Function	Status	Summary of Findings/Recommendations
Foundation Accounts	Satisfactory	<p>The objective was to review foundation accounts, determine that management is reviewing reports, verify a sample of restricted accounts to ensure they are being spent in compliance with the agreements, and verify UW fund balance.</p> <p>Monitoring needs to continue to include reviewing of activity by fund source and review of Foundation data to ensure that fund balance is monitored. Spending appears to be compliant with criteria.</p>
Financial Management and Reporting	Action Required	<p>The objective was to ensure that management is using accurate, timely, and reliable financial information that meets the needs of ASUW. Controls over financial processes were also assessed.</p> <p>ASUW Business Office tracks financial expenditures in external ledgers to track financial activity. However, ASUW Business Office does not have a process to regularly report on financial data to ASUW. The ledgers could serve this need in a supplemental manner if accompanied by a WyoCloud reconciliation report. (See Observation #1)</p>
Budgeting	Action Required	<p>The objective was to ensure that the budget is accurate and representative of operations. Accounts were reviewed to ensure variances are managed and reported as per policy. Budgets appear to be appropriate for operation. However, account balances should be reviewed and addressed to maximize benefit to the general student population. (See Observation #1)</p> <p>Unbudgeted spending was observed in unrestricted operating. This was due to accidental payroll and expenditure coding that is being addressed. Regular monitoring of account data will facilitate timely identification of these errors and allow for adequate correction.</p>
Payroll	Improvement Recommended	<p>The objective was to ensure that payroll records are complete and properly approved, to assess compliance with UW payroll policies and procedures, and to evaluate internal controls for payroll transactions.</p> <p>Job descriptions for ASUW Business Office and ASUW paid students were reviewed.</p> <p>The adequacy of the ASUW Business Office job descriptions were further assessed to ensure that ASUW efforts have adequate oversight and direction. As per job descriptions, and ASUW Finance Policy, ASUW Business Office Accountant is to serve as the financial advisor for all ASUW funded activities. It is imperative that financial allowability and feasibility is assessed, and direction provided during the development phase of student programs to ensure the efficiency of ASUW planning efforts.</p> <p>ASUW Advisor position has been reported vacant for months and is not currently advertised as accepting applications. This individual serves as a critical link between ASUW objectives and the administrative support of Student Affairs. It is advised that the roles of current staff be evaluated in conjunction with the job description, in consultation with ASUW, to ensure that the job description be the Advisor meets the critical needs of ASUW. (See Observation #2)</p>

Function	Status	Summary of Findings/Recommendations
Cash Handling	Improvement Recommended	<p>The objective was to ensure that cash handling expectations are established and enforced.</p> <p>ASUW receives occasional checks/cash. The unit is encouraged to develop and document cash handling procedures that detail segregation of duties.</p>
Expenditures	Improvements Recommended	<p>100% of institutional transactional data is analyzed using data analytics software through the Continuous Monitoring Program to find potential duplicate or fraudulent transactions, and/or other suspicious areas. Transactions related to ASUW are included in this process.</p> <p>Purchase orders after goods/services ordered/received; areas for increased compliance were discussed with management.</p>
Access and Assets	Improvements Recommended	<p>The objective was to determine adequate accountability and controls for building access and assets under the department’s jurisdiction. The most recent property listing of capitalized assets (5 items) and sensitive assets (3 items) was obtained.</p> <p>100% of assets was tested to ensure that ASUW was still in possession of equipment. All items were verified except for 2 computers purchased in early 2000 which were reported as assumed to have been taken to surplus; items will need to be declared to Asset Management as “lost, stolen, sold or junked,” to be removed from the inventory. ASUW does not have a process to track or regularly inventory sensitive assets and is advised to develop this process.</p> <p>Access to office space is managed through physical key distribution. ASUW Executives, President and Vice President have keys to their offices. Senators are intentionally not given keys as a control measure and are only able to be in the office when Business Office staff or executives are present.</p>
Strategic Objectives	Improvements Recommended	<p>ASUW has a fully developed strategic plan with detailed objectives. The plan is developed around three pillars addressing Improve Structure, Stability, and Capacity of ASUW; Represent, Support, and Engage Diverse & Marginalized Student Groups; and Expand Student Outreach and Engagement. There are process owners indicated for each tactic.</p> <p>ASUW By-laws instruct the Program and Institutional Development Committee to annually review the Strategic Plan. ASUW is advised to further establish due dates for each tactic to ensure accountability and completion. In addition, they are also encouraged to further develop pillars and objectives by documenting direct and relational support of the UW 2022+ Strategic Plan and Presidential goals. Failure to align goals institution-wide may result in failure to meet objectives. (See Observation #2)</p>

Function	Status	Summary of Findings/Recommendations
Student Fees	Action Required	<p>The objective was to ensure that student fees are being utilized for their intended purpose and according to university policies, the information in the fee book is representative of actual activity, and fees are appropriately accounted for. The amount collected should be adequate but not in excess to meet the needs.</p> <p>ASUW reviews the utilization of fees by campus entities, collects and expends Mandatory Fees for the support and operations of ASUW. The controls associated with the review of fee utilization should be improved.</p> <p>A balance of \$683,000 of student fees was carried forward into FY23, and the assessment of the utilization lacks transparency and documented external review for assessment of adequacy. (See Observation #1)</p> <p>The Fee Books states that ASUW portion of the Mandatory Fee “supports the Associated Students of the University of Wyoming operations and programs.”</p> <p>A review of expenditures demonstrated that fees were used for purposes not defined in the Fee Book such as, donations, special events, etc. (See Observation #2)</p>
Culture and Governance	Action Required	<p>The objective was to ensure adequate dissemination of information and representation for the development of consistent processes throughout ASUW. The degree to which governance impacts culture and the strength of internal controls was also assessed. ASUW is to be recognized for developing and maintaining a comprehensive portfolio of regulation documents to include Constitution, By-Laws, Finance Policy, Budget and Planning Finance Policy, Student Organization Funding Board Finance Policy, etc.</p> <p>A review of guidance documentation identified areas where guidance should be improved to secure the necessary ASUW autonomy yet ensure that there is adequate oversight to ensure financial, compliance, strategic, reputational, and operational risks are mitigated. (See Observation #2)</p>

ASUW has provided information in Attachment A offering additional context for each of the audited elements.

Observations, Recommendations, and Responses

Observation #1

The review of financial activity (including utilization of student fees, ASUW Mandatory Fee) lacks documented procedures to ensure transparency and accountability.

Criteria (control framework or policy that establishes the standard)

As per ASUW Finance Policy

ASUW Business Office shall serve as the financial advisor for all ASUW funded activities.

As per the UW Fee Book 2023 fees are to be adequate but not in excess.

The Vice President for Administration, with approval by the Trustees, is authorized to establish fees, charges, or **deposits for interdepartmental purposes. In no case shall the assessment of such fee, charge, or deposit exceed the direct cost plus reasonable administrative overhead.**

Condition (the current state based on testing)

ASUW Business Office does not have a regular process reporting on ASUW financial activity and variances to ASUW leadership.

Substantial balances were observed representing unused student fee funds as defined in ASUW Finance Policy. At the end of FY22, financial reports indicate a cumulative balance in the Designated Operating (010002) account of \$303,833. ASUW also maintains an Unrestricted Operating Reserve Account; at the end of FY22, financial reports indicate a balance of \$380,753. At the end of FY23 the estimated balances of the two accounts were \$374,753 and \$418,7662, respectively.

No evidence was provided that ASUW Mandatory fees utilization and account balance was presented at the annual **Tuition Allocation and Student Fee Review Committee** meeting in the spring of 2023 for review and consideration of potential alternations in the fee structure. No transparent process or presentation was observed to allow the students of UW an opportunity to evaluate how student fees have been spent by ASUW.

ASUW Finance Policy states that at the completion of the fiscal year, all remaining student fee money shall be transferred to ASUW Reserve. It also states that the Reserve shall maintain a minimum balance of at least \$100,000 but be no larger than \$300,000. Currently, the balance exceeds this amount by over 100%.

Cause (the reason for the difference between criteria and condition)

ASUW offered contributing factors of the accumulating student fees balance to be position vacancies and planned activities determined unallowable.

² This amount will be finalized at the conclusion of the UW's single audit

Consequence (the impact to the unit or the University)

Failure to regularly review financial activity and understand variances impedes ASUW's ability to manage risks and make informed decisions in the best interests of UW students.

As stated in the Fee Book, **the assessment of fees should not exceed the direct cost plus reasonable administrative overhead.** Continuing to collect fees that contribute to a growing balance presents financial and reputational risks.

The absence of an independent and unbiased entity to review the adequacy of ASUW Mandatory Fees could result in excess fees being charged to students and exacerbates financial and reputational risks.

Corrective Action (action plans that address the condition, recommendations)

It is recommended that:

- ASUW develops and transparently presents a plan for the utilization of excess reserve and carry-forward funds and plan to ensure that fee book expectations are met.
- Evaluate the continued use of a legacy Unrestricted Reserve account due to the transition to a more flexible Designated accounting structure allowing roll-over of funds rather than limited reserves.
- In cooperation with administrative oversight provided by Vice President of Student Affairs, ASUW business office should develop a documented plan to present financial data that is timely and useful to guide decision making. This plan should consider the expectations of presentation to ASUW leadership on a regular basis,
- Utilization of ASUW Mandatory Fees, carry forward and reserve balances, should be included in the presentation to the Central Fee Committee as well as development of a mechanism to widely disseminate detailed revenue and expenditure data to the student body.

Response:

Our action plan to implement the audit recommendations is:

- A: The current ASUW student leadership is working with the student government to outline projects for funding through excess reserves and carry over. The ASUW Business Office, in consultation with the offices of the Dean of Students and Vice President of Student Affairs, will develop a plan and review process to spend these accounts down by February 1, 2024. The intention is to fully utilize the Unrestricted Reserve account so it can be officially closed by January 30, 2024.
- B: The ASUW Business Office, in consultation with the offices of the Dean of Students and Vice President of Student Affairs, will develop financial reporting to be regularly shared with both internal (ASUW leadership, senators and executives) and external constituents (student body as whole) by January 16, 2024.
- C: ASUW, in consultation with the offices of the Dean of Students and Vice President of Student Affairs, will develop a presentation to the Central Fee Committee outlining the intended use of proposed ASUW fees, along with carry forward and reserve balances starting for FY 25 discussions.

The VPSA Office supports the proposed response and will ensure provisions of support and oversight to successfully complete the process by the anticipated deadline.

Observation #2

Some ASUW documents were found to be inconsistent with UW Regulations; or not copesetic with best practices.

Criteria (control framework or policy that establishes the standard)

As per language in the UW Regulation 11-5 (Student Government), ASUW Constitution and ASUW By-Laws:

ASUW serves a very important role in advocating for the UW students by being a voice for the general student to UW leadership. In order to fulfil this function ASUW has to have the autonomy to have this voice and the funds to give strength to that voice; but in granting this autonomy, there is risk. There is risk associated with compliance issues, reputation risks, financial risk and these need to be mediated with proper governance, oversight, education, transparency and consistency.

As per the UW Fee Book 2023

ASUW fee “support the Associated Students of the University of Wyoming operations and programs.” ASUW

Student Program Fee Audit of November 2022 recommended that the Fee Book review process include a disclosure and review of fund balances. This has been integrated into current practice.

As per UW Regulation 11-5(Student Government) grants ASUW the authority to review and recommended changes to the student fee structure to the to the Vice President for Student Affairs and the University President

ASUW Student Government is authorized to create and implement a process for the annual review of all mandatory student fees and program fees, including recommendations of changes to a fee proposal. ASUW Student Government shall provide any recommendations to the Vice President for Student Affairs and the University President.

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

As per ASUW By-Laws ASUW Tuition Allocation and Student Fee Review Committee is to serve as the oversight board for all university fees, including programmatic, advising, mandatory student and student services fees, as well as tuition dollars.

Their recommendations shall be presented to ASUW Senate in the form of legislation and shared with the appropriate university officials upon passage.

The committee shall also hear mandatory fee increase requests from campus fee units and may recommend adjusting the requested fee, giving a vote of non-support for their quest, or endorsing the requested amount.

As per UW Regulation 11-5: ASUW Student Government, Financial Matters and Administrative Oversight

Through the Vice President for Student Affairs, and in consultation with the University President, ASUW Student Government shall prepare and present for approval to the UW Board of Trustees, an annual fiscal year budget for conducting its programs, services and operations.

...ASUW Student Government as an organization shall be responsible administratively through the Dean of Students Office to the Vice President for Student Affairs.

Condition (the current state based on testing)

General Use of Student Fees

A review of utilization of ASUW student fees was conducted. Salary expenditures for Business Office staff and ASUW executives and senators constituted approximately 35% of total fees collected in FY22 and 57% in FY23.

A review of supplies and services purchased during the scope of the audit found that student fees were used to support operations (14%), designated programs (20%) as well as other special projects and events (66%) which included donations. The practice of using a portion of student fees on special projects is a part of their documented practices, though this utilization of student fees does not appear to be consistent with the current fee book, nor is it consistent with the UW Regulation 11-5 expectation that student fees will be used for the general student population.

Review of carry forward balances and independent review of ASUW Mandatory fee

Though UW has instituted a previous audit recommendation institution-wide that balances held in fees accounts be disclosed during the annual Fee Book review process, ASUW By-Laws have not been updated to include this level of transparency during the process of review by ASUW **Tuition Allocation and Student Fee Review Committee**.

Strategic Plan

ASUW has a fully developed strategic plan with detailed objectives. The plan is developed around three pillars addressing Improve Structure, Stability, and Capacity of ASUW; Represent, Support, and Engage Diverse & Marginalized Student Groups; and Expand Student Outreach and Engagement. There are process owners indicated for each tactic.

Their strategic plan does not document direct and relational support of the UW 2022+ Strategic Plan and Presidential goals.

Autonomy, Governance and Oversight

A review of close comparator institutions was conducted to assess governance structures and fees charged to students. Consistent with UW, most student governments have a documented responsibility to report to divisions that parallel UW Student Affairs.

While the UW Regulation 11-5 expects ASUW to follow all UW HR policies and actions, there is not mention of this requirement in ASUW documents. In addition, the regulation gives administrative responsibility to the Vice President of Student Affairs through the Dean of Students Office. No ASUW document recognizes accountability through this designated chain of command. Rather, ASUW Constitution states that “ASUW shall be responsible to the authority of the President of the University.” In addition, there is no document that clearly outlines these expectations with the purpose of establishing areas of autonomy and non-interference or oversight and limitations of power.

ASUW has reported frustrations that they have engaged in program development only to find out during the submission of finalized plans and/or expenditures, that the associated expenditures will not pass through instituted internal controls due to a lack of compliance. The lack of training on UW policies and procedures and documented expectations has led to confusion and compromised effectiveness and efficiency of operations.

ASUW Advisor is a position that serves as a vital link between ASUW and UW Administration (Student Affairs). This individual, along with ASUW Business Office, is charged with advising ASUW as they develop programs and obligate precious funds to ensure compliance with federal, state, and University rules. This position has experienced regular turnover and is currently vacant. This turnover has led to a gap in guidance and lack of continuity with administrative oversight.

Consequence (the impact to the unit or the University)

Due to the lack of timely and accurate guidance, time and resources have been wasted in planning for events that are not compliant with UW Regulations, policies, and procedures resulting in the development of compliance and financial risks.

Failure to align goals institution-wide may result in failure to meet objectives.

Corrective Action (action plans that address the condition, recommendations)

It is recommended that:

- General use of student fees be clarified in formalized documentation:
 - The Fee Book language should be evaluated to ensure a clear and transparent presentation of usage of fees.
 - To ensure expected use of student fees, a delineation of activities that support the general student population versus special groups needs to be completed and separate funding sources need to be identified/distinguished.
- Expectations to follow institutional policies should be addressed in formalized documentation:
 - Update ASUW guidelines to include responsibility to follow all UW HR policies and actions will conform to UW regulations.
 - UW policies and procedures need to be included as a training component of ASUW.
 - ASUW By-Laws be reviewed for update to include compliance with institution-wide expectation that balances held in fees accounts be disclosed during the annual Fee Book review process, as well as consider update for this level of transparency during the process of review by ASUW **Tuition Allocation and Student Fee Review Committee** to guide the **Tuition Allocation and Student Fee Review Committee** in the process of developing a recommendation for future fee amounts.

- Strategic Plan
 - Further develop pillars and objectives by documenting direct and relational support of the UW 2022+ Strategic Plan and Presidential goals.
- Autonomy, Governance, and Oversight be addressed in formalized documentation:
 - The administrative responsibility of the Vice President of Student Affairs be sufficiently detailed so that adequate governance and oversight and compliant autonomy may be maintained. This document should include information that clearly outlines these establishing expectations in areas of non-interference yet limitations of power.
 - A regular reporting of timely and accurate financial information and advice should be developed to ensure that resource plan development is in full compliance with UW regulations, policies, and procedures.
 - ASUW Advisor position needs be formally posted so that a hire may be expeditiously made to ensure continued continuity in governance and oversight.

Response:

Our action plan to implement the audit recommendations is:

- A: ASUW Tuition and Student Fees Review Advisory Committee (TSFRAC) will work with the ASUW Business Office to revise their student fee description by November 30, 2023.
- B: The ASUW Business Office and student leadership, in consultation with the offices of the Dean of Students and Vice President of Student Affairs, will work to bring all existing ASUW policies and bylaws into alignment with university financial policies by June 30, 2024.
- C: ASUW student leadership will draft a memo to outline the alignment between the ASUW Strategic Plan 2022-2027 and the University of Wyoming Strategic Plan 2023+ by May 1, 2024.
- D: Vice President of Student Affairs and Dean of Students will organize a working group involving representation from ASUW student leaders and professional staff to determine how existing working documents can be revised to provide for both the necessary ASUW autonomy while also ensuring adequate oversight by administration to ensure financial, compliance, strategic, reputational, and operational risks are mitigated.

The VPSA Office fully supports the work needed to refine and implement clear documentation of ASUW documents being in alignment with UW Regulations. VPSA and ASUW understand that UW Regulations have top authority in determining how departments within divisions operate and that policy and practice at the department level need to comply with Regulation guidance.

Distribution List

Edward Seidel, President of the University of Wyoming

Saber Smith, President of the Associated Students of the University of Wyoming

Kimberly Chestnut Steich, Vice President for Student Affairs

Ryan O'Neil, AVP and Dean of Students

Alex Kean, Vice President for Budget and Finance

Kevin Carman, Provost and Executive Vice President

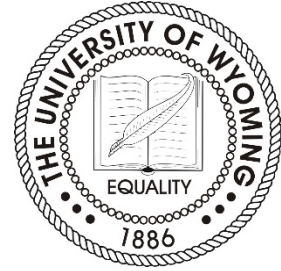
Attachment A : ASUW provided additional information related to audited elements

Function	Response to Finding
Foundation Accounts	<ul style="list-style-type: none"> - CDO reports have not been shared since June 2023 because of UW Foundation software changes. - When CDO reports have been shared prior to June 2023, they were forwarded to ASUW Pres, ASUW VP, Advisor and Budget & Planning Chair. - Moving forward, ASUW plans to have the Accountant give monthly reports in Senate accompanied by documents shared in advance that give an overview of the current ledger and foundation accounts. - It is important to note that the ASUW Foundation/Endowment Accounts were frozen by Student Affairs/General Counsel from November – March 30th of last year, preventing the 110th Administration from spending out of these accounts. This is the primary reason for the large balances in these accounts this year.
Financial Management and Reporting	<ul style="list-style-type: none"> - ASUW’s current practice is for the Accountant to regularly update a ledger in the shared drive that all ASUW administration and senators can access. - Budget decisions are driven by the Budget & Planning Committee as well as Student Organization Funding Board. - Any changes to the budget as outlined for the current fiscal year must be approved by the Budget & Planning committee. Amounts exceeding \$3500 are also voted on by the Senate. - Prior to initiation of the audit, the Director of Finance and Director of Policy Analysis have been developing a page on ASUW’s website aimed at increasing transparency about ASUW funds and spending. This should be live by October 27, 2023 and will provide monthly data on the current expenditures. - Following the audit, ASUW proposed the following changes to increase transparency about budgeting and expenditures within ASUW. <ol style="list-style-type: none"> 1. Include a session in the orientation curriculum to give Senators and Executives a better understanding about budgeting process and how to stay updated on expenditures. 2. The ASUW Accountant can share a monthly report in Senate accompanied by documents shared in advance that give an overview of the current ledger and foundation accounts.
Budgeting	<p>Prior to audit, the division’s Director of Business Services was in progress to address the errors with payroll being charged to the wrong line item. Other errant spending in unrestricted operating was clarified to mean ASUW end of year spending to support the Food Share Pantry. It has since been clarified that these expenses are not allowable. Further errors should be addressed and corrected in monthly reconciliation processes.</p>
Payroll	<p>With respect to programming expenses process concerns, prior to the recent clarification regarding allowable expenses with state funds, ASUW had followed a process by which project proposals or expenses were reviewed by the appropriate committee and put forward for funding. As allowable expenses continue to be clarified, ASUW will need to educate students about those determinations. Further, the professional staff team can coach students on how to define the question of intent for spending to build skills around how to meet the identified needs in different ways even when allowable expenses rules do not support their initial plan.</p>
Cash Handling	<p>The Accountant has codified a cash handling process for the ASUW Business Office.</p>

Expenditures	ASUW has put in place systems for management of purchase card training and check out for student organizations. The Accountant met this summer with procurement team, Dean of Students Business Manager, and Director of Student Affairs Business Operations to review current processes. This team remains in regular communication with Procurement to ensure compliance with university processes.
Access and Assets	The Audit process outlined a need for compliance with sensitive assets policy and the ASUW team is working to establish these practices now with inventories and regular processes to update. Further, items purchased under “special projects” or end of year spending should be considered as assets for the department who submitted the request. ASUW has submitted a request to transfer the items that are overseen by other departments.
Strategic Objectives	<p>The current ASUW Strategic plan was developed in the 2021-2022 academic year under the 109th Administration of ASUW and adopted by the 110th Administration. As such, this plan preceded the final university strategic plan from the university released in Spring 2023. While changes to the strategic plan are not intended, the current administration commits to drafting a memo that outlines the areas of alignment with the current university strategic plan.</p> <p>Moving forward, the Policy, Infrastructure and Development (PID) Committee commit to discussion on the status of the strategic plan and, subsequently, update the full senate regarding status, next steps and progress towards completion.</p>
Student Fees	<p>The Tuition and Student Fee Review Advisory Committee will be reviewing and revising the ASUW student fee description. This committee will share these edits along with additional recommendations related to the ASUW fee. We anticipate a fee reduction will be recommended to the committee this year.</p> <p>There are several contributing factors that explain why the full student fee has not been spent:</p> <ol style="list-style-type: none"> 1) Significant salary savings due to vacant positions has been a factor every year for the last five years. The Accountant has compiled a spreadsheet of salary savings in the last five years to give more information. With key professional staff positions vacant, ASUW saw a reduction in spending consistent with what is observed when other fee funded areas have vacancies. 2) In FY23, there was \$319K not transferred to endowments as the request was reviewed by the University’s Board of Trustees and General Counsel. 3) The impact of the COVID pandemic was also significant in that traditional programs and expenses were not possible or markedly altered. 4) Changes to ASUW’s understanding of allowable expenses resulted in carry over from FY23 to FY24 as proposed expenses were rejected with little time remaining to adapt proposals before the end of the fiscal year. Adaptations to the process for this spending are happening now. <p>Further, it should be noted that ASUW administration rejected the proposed 4% increase in connection to Student Affairs annual increase.</p>
Culture and Governance	<p>Over the past four administrations, there has been a continued back and forth about the limits of administration’s oversight of the student government and administration. Further, ASUW has recognized the need to outline expectations for the employment aspects of these student roles.</p> <p>Suggestion: ASUW President can call for an Ad Hoc committee to work on refining expectations and language in the bylaws for ASUW President, Vice President, Senate and Executives regarding reporting structure to Dean of Students and authority of Dean of Students and Vice President of Student Affairs.</p>

UNIVERSITY OF WYOMING REGULATIONS

Subject: ASUW Student Government
Number: UW Regulation 11-5



I. PURPOSE

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

II. CONSTITUTION

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

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

III. PROGRAMS, SERVICES, AND OPERATIONS

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

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

IV. FINANCIAL MATTERS

Consistent with UW Regulations, policies, and procedures, the ASUW Student Government is authorized to establish financial policies under its Constitution for the oversight of ASUW Student Government business.

Through the Vice President for Student Affairs, and in consultation with the University President, the ASUW Student Government shall prepare and present for approval to the UW Board of Trustees, an annual fiscal year budget for conducting its programs, services, and operations.

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

The ASUW Student Government is authorized to create and implement a process for the annual review of all mandatory student fees and program fees, including recommendations of changes to a fee proposal. The ASUW Student Government shall provide any recommendations to the Vice President for Student Affairs and the University President.

The ASUW Student Government is authorized to review and recommend changes to any University Regulations or policies that oversee the collection and use of mandatory student fees and program fees. The ASUW Student Government shall provide any recommendations to the Vice President for Student Affairs and the University President.

The ASUW Student Government is authorized to allocate student fee receipts under its control to ASUW programs, services, and operations, and to UW Recognized Student Organizations.

The ASUW Student Government is authorized to create reserve funds, as it deems appropriate.

The ASUW Student Government is authorized to establish endowment funds at the University Foundation, with the approval of the Board of Trustees, which are in accordance with Foundation rules and regulations and/or any applicable State or Federal laws in force at the time an endowment is created.

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

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

The ASUW Student Government is authorized to create and implement policies for awarding and enforcing contracts related to its programs, services, and operations, in accordance University regulations, policies, and procedures.

V. PERSONNEL

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

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

The ASUW Student Government shall conform to University Human Resource regulations, policies, and procedures.

VI. CODE OF ETHICS

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

VII. ADMINISTRATIVE RESPONSIBILITY

Notwithstanding the role of the ASUW President as an *ex officio* member of the Board of Trustees, the ASUW Student Government as an organization shall be responsible administratively through the Dean of Students Office to the Vice President for Student Affairs.

Responsible Division/Unit: Division of Student Affairs

Source: None

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

Associated Regulations, Policies, and Forms: None

History:

University Regulation 8-249; adopted 3/5/2009 Board of Trustees meeting

Revisions adopted 11/14/2014 Board of Trustees meeting

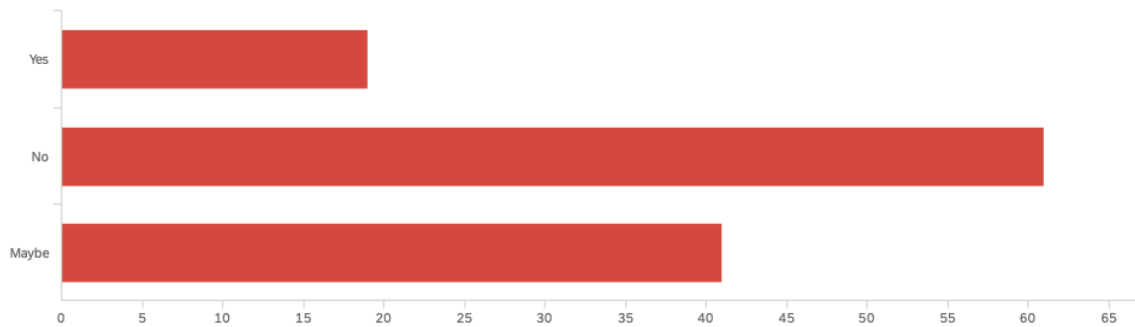
Reformatted 7/1/2018: previously UW Regulation 8-249, now UW Regulation 11-5

Revisions adopted 11/14/2019 Board of Trustees meeting

Report on ASUW Student Issue Survey, Spring 2024

In March of 2024, the Associated Students of the University of Wyoming circulated a survey to the student body to gain knowledge about issues students are concerned about and receive feedback. About 700 students at least partially completed the survey. Overall, common issues that arise in the results are support for LGBTQIA2S+ students, accessibility and disability support, mental health and wellness, the future of diversity, equity, and inclusion, parking and transportation, housing and tenant rights, financial accessibility, and campus infrastructure and maintenance. The following report summarizes student responses to each survey question.

Q8: “Do you believe the University of Wyoming is doing enough to support LGBTQIA2S+ students?”

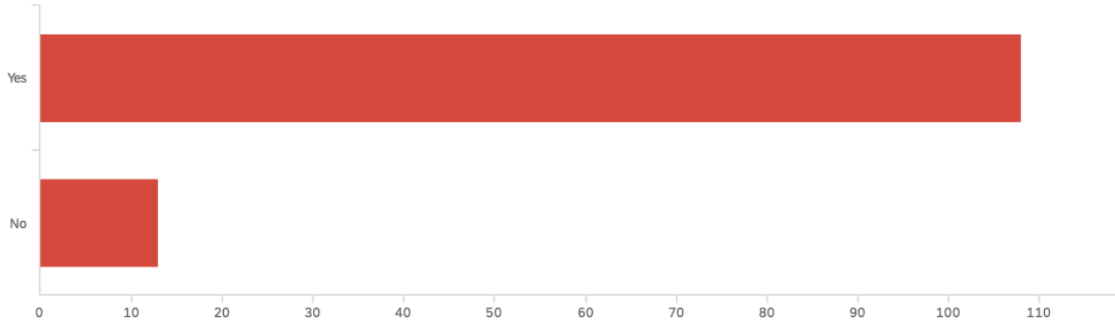


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you believe the University of Wyoming is doing enough to support LGBTQIA2S+ students?	1.00	3.00	2.18	0.68	0.46	121

#	Field	Choice Count
1	Yes	15.70% 19
2	No	50.41% 61
3	Maybe	33.88% 41
		121

Showing rows 1 - 4 of 4

Q9: “Are you aware of on-campus student interest groups for queer students (Queer Community Coalition, Multicultural Affairs student circles, Rainbow Resource Center, etc.)?”



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you aware of on-campus student interest groups for queer students? (Queer Community Coalition, Multicultural Affairs student circles, Rainbow resource center etc.)	1.00	2.00	1.11	0.31	0.10	121

#	Field	Choice Count
1	Yes	89.26% 108
2	No	10.74% 13
		121

Showing rows 1 - 3 of 3

Q11: "What more could the University of Wyoming do to support LGBTQIA2S+ students?"

Overall, the responses highlight a desire for a more visibly supportive, inclusive, and protective environment for LGBTQIA2S+ students at the University of Wyoming. Here are the top categories of responses, organized by frequency:

1. Not allowing or promoting hate speech, homophobia, transphobia, or hateful conduct against the LGBTQIA2S+ community on campus, especially in public spaces like the student union. (mentioned in ~26% of responses)

- "Not allowing bigotry and hate towards the community on campus."
- "Penalize homophobic actions and attitudes."
- "not allow hate speech in the Union"
- "Not allow transphobic tables to be set up in the Union"

2. Continuing to fund, support, and expand diversity, equity, and inclusion (DEI) programs, multicultural affairs, LGBTQIA2S+ organizations, and related academic programs/majors. (mentioned in ~20% of responses)

- "Become adamant about keeping the ODEI and related programs at the University of Wyoming."
- "not get rid of multicultural affairs"
- "Figure out how DEI is going to be funded"
- "Not remove DEI initiatives"
- "Not defund dei."

3. Increasing visible signs of support and inclusion, such as pride flags, stickers, banners around campus, and more LGBTQIA2S+ focused events. (mentioned in ~18% of responses)

- "have more decor/outward displays of pride support such as stickers, flags, banners, signs, etc. around campus"
- "Take stronger stances in support of LBGTQ+ communities and create campus visibility."
- "increase the number of LGBTQIA2S+ Students on campus"
- "fund our organizations and club events."
- "Offer more classes as well as more events that cater towards queer individuals"
- "More events with a larger reach"
- "More events focusing on queer culture and community building."

4. Providing more gender-neutral bathrooms across campus buildings. (mentioned in ~8% of responses)

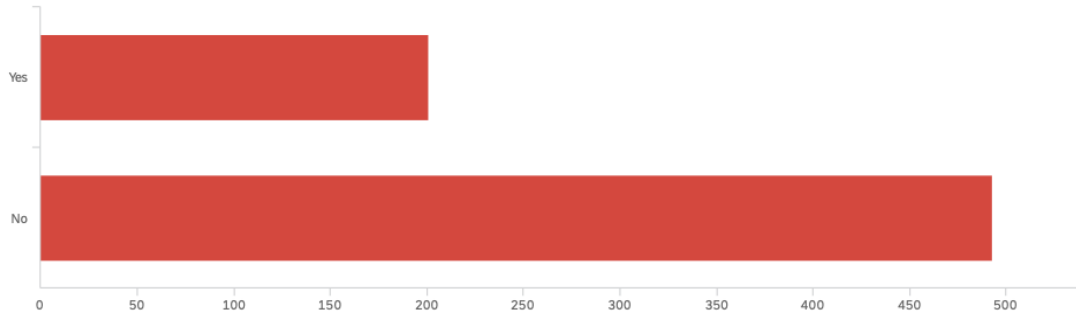
5. Not allowing or promoting organizations/businesses with histories of anti-LGBTQIA2S+ stances or policies on campus. Ensuring safe spaces on campus, addressing concerns about harassment or discrimination, and taking firmer stances against incidents targeting LGBTQIA2S+ students. (mentioned in ~6% of responses)

- "Not allow hate speech against the community to have a platform in our educational centers (union)"
- "Don't allow the entire majority student body to railroad them (e.g., Chik-Fil-a being invited to campus)"
- "Have stricter rules to keep members of the Laramie community (not UW community) from airing their hate and bigotry for groups on campus."

6. Fostering greater understanding and cultural shift towards acceptance among the broader student population. (2%)

7. Increased outreach, partnership, and support for LGBTQIA2S+ students in rural areas or attending remotely. (2%)

Q10: “Do you manage a diagnosis or disability that impacts your experience as a student?”



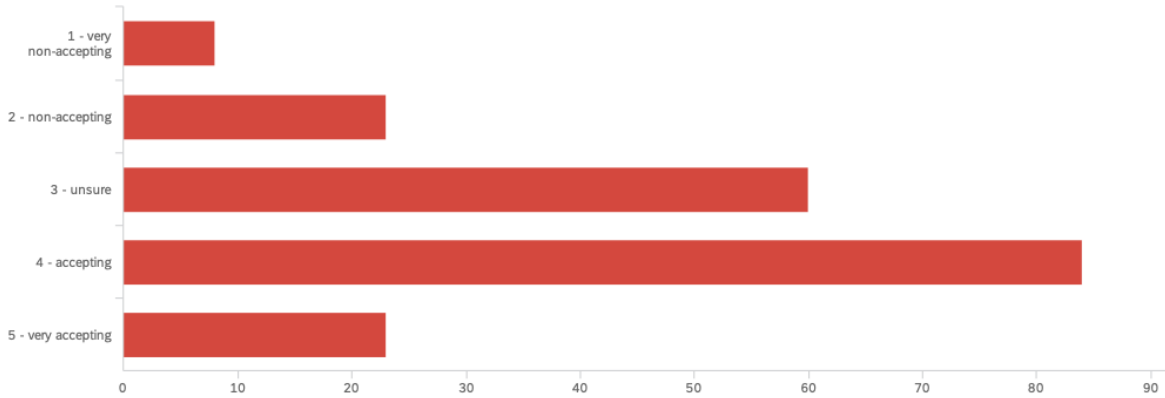
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you manage a diagnosis or disability that impacts your experience as a student?	1.00	2.00	1.71	0.45	0.21	694

#	Field	Choice Count
1	Yes	28.96% 201
2	No	71.04% 493

694

Showing rows 1 - 3 of 3

Q11: “How accepting do you find the campus climate regarding disability?”



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How accepting do you find the campus climate regarding disability?	1.00	5.00	3.46	0.98	0.96	198

#	Field	Choice Count
1	1 - very non-accepting	4.04% 8
2	2 - non-accepting	11.62% 23
3	3 - unsure	30.30% 60
4	4 - accepting	42.42% 84
5	5 - very accepting	11.62% 23
		198

Showing rows 1 - 6 of 6

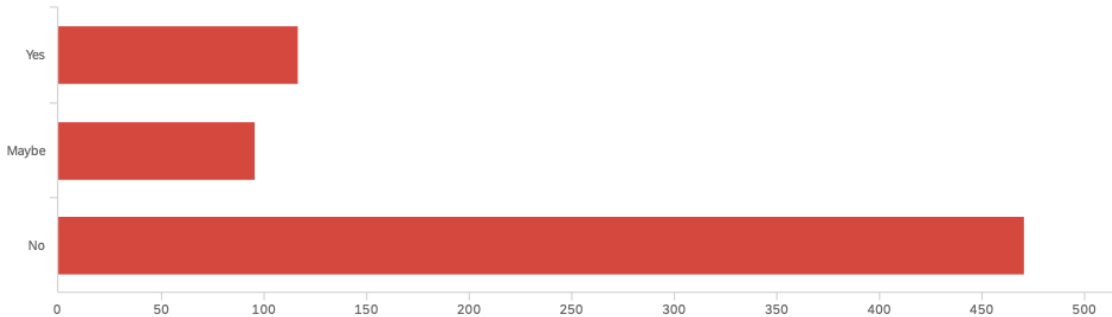
Q12: "What do you feel the campus needs to do to increase Disability Awareness?"

Overall, the responses indicate a need for greater physical access, stronger institutional support and education around disabilities, improved resources, and a campus-wide commitment to creating a truly inclusive environment for all students with disabilities. Here are the categories of responses organized by frequency:

1. Infrastructure and Accessibility (~32%)

- Many respondents emphasized the need for improved infrastructure, such as ensuring all elevators are operational, maintaining accessible pathways, and increasing wheelchair-accessible buildings and parking options.
2. Information and Education (~18%)
 - There is a call for more information sessions, workshops, and education about disabilities for both students and faculty. This includes providing more comprehensive information to new students about available accommodations and raising awareness about different types of disabilities, including invisible ones like mental health conditions.
 3. Faculty Training (~17%)
 - Several respondents highlighted the importance of training faculty on accommodating students with disabilities and ensuring they follow through with accommodations. There are concerns about some professors' lack of awareness or resistance to accommodating disabilities.
 4. Communication and Visibility (~15%)
 - Suggestions were made to improve the visibility and accessibility of Disability Support Services (DSS) offices, possibly relocating them to more central areas like the Union. Additionally, there were requests for clearer signage and better communication about the services available.
 5. Advocacy and Support (~12%)
 - Respondents called for increased advocacy for disability rights, more proactive support from both DSS and upper administration, and addressing issues like discrimination and ableism on campus.
 6. Inclusive Policies and Practices (~8%)
 - Some respondents mentioned the need for clearer and more uniform policies for accommodating disabilities, as well as greater consideration for different types of disabilities, including cognitive and invisible ones.
 7. Infrastructure Maintenance (~5%)
 - Beyond initial infrastructure improvements, there is a need for ongoing maintenance to ensure accessibility features like disability door buttons and ramps remain functional.
 8. Community Engagement (~5%)
 - Suggestions include increasing campus involvement with disability organizations, promoting mental health awareness, and addressing the needs of students with invisible illnesses.

Q28: “I have found one or more spaces, events, or facilities inaccessible?”



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I have found one or more spaces, events, or facilities inaccessible?	1.00	3.00	2.52	0.77	0.59	684

#	Field	Choice Count
1	Yes	17.11% 117
2	Maybe	14.04% 96
3	No	68.86% 471
		684

Showing rows 1 - 4 of 4

Q29: “If you feel comfortable, please name the spaces, events, or facilities on campus you had issues accessing?”

The most frequently cited issues were with building accessibility (outdated facilities, lack of elevators, narrow doorways/buttons) and poorly maintained outdoor pathways, especially in winter conditions. Parking and certain events/activities were also highlighted as problematic by multiple respondents. Here are specific areas of concern mentioned by respondents:

1. Building Infrastructure Issues (~40%):

- Elevator problems: 11 mentions
- Narrow doorways: 7 mentions
- Inaccessible restrooms: 4 mentions
- Specific buildings: 11 mentions
 - Hoyt Hall: 10.71%

- Ross Hall: 10.71%
- Knight Hall: 10.71%
- McWhinnie Hall: 7.14%
- Engineering Building: 7.14%
- Classroom Building: 7.14%
- History Building: 3.57%
- Coe Library: 3.57%
- Mercia Hall: 3.57%
- Agriculture Building: 3.57%
- Arts and Sciences Building: 3.57%
- Tobin House: 3.57%
- Molecular Biology Department: 3.57%
- BCPA: 3.57%

2. Outdoor Accessibility Issues (~40%):

- Hazardous sidewalks/crosswalks: 11 mentions
- Specific problematic areas (15th street construction detour, Bradley street): 4 mentions

3. Parking Concerns (~11%):

- Lack of designated DSS spaces: 3 mentions
- Misuse of accessible curbs by UW Police and Operations vehicles: 2 mentions

4. Miscellaneous Accessibility Issues (~30%):

- Accessibility issues in the Union: 2 mentions
- Concerns about the Counseling Center: 1 mention
- Accessibility issues in Cheney International Center: 1 mention
- Accessibility issues in STEM test locations: 1 mention
- Accessibility issues in the Classroom Building: 2 mentions
- Accessibility issues in Residence Halls: 3 mentions

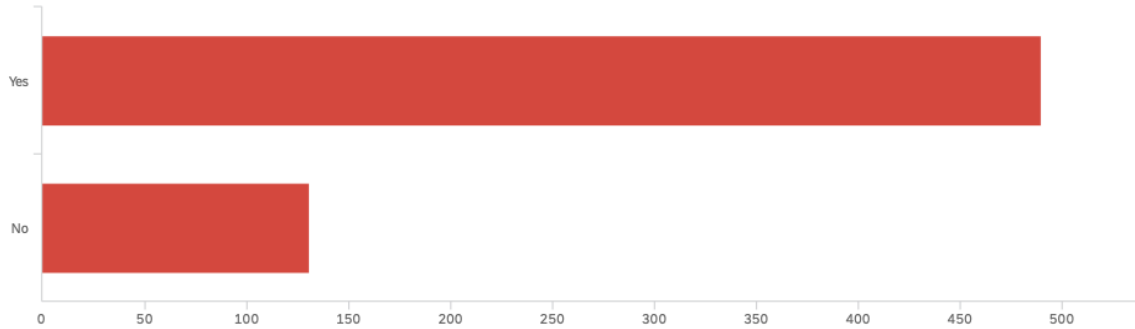
5. Systemic Discrimination (~7%):

- Disability discrimination within specific departments (e.g., molecular biology department): 2 mentions

6. Other Concerns (~15%):

- Inadequate snow removal: 2 mentions
- Inaccessible dorm entrances: 2 mentions
- Lack of crosswalks: 2 mentions

Q13: “Do you believe that overall wellness is well represented on campus?”

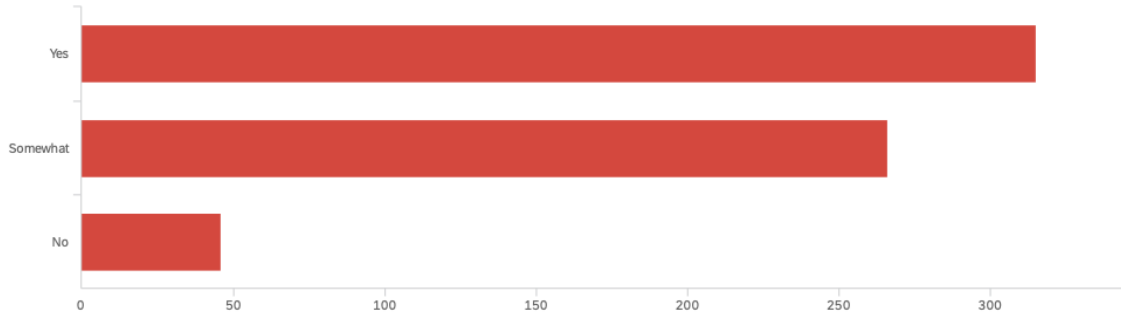


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you believe that overall wellness is well represented on campus?	1.00	2.00	1.21	0.41	0.17	621

#	Field	Choice Count
1	Yes	78.90% 490
2	No	21.10% 131
		621

Showing rows 1 - 3 of 3

Q14: “Are you aware of all of the wellness resources on campus?”

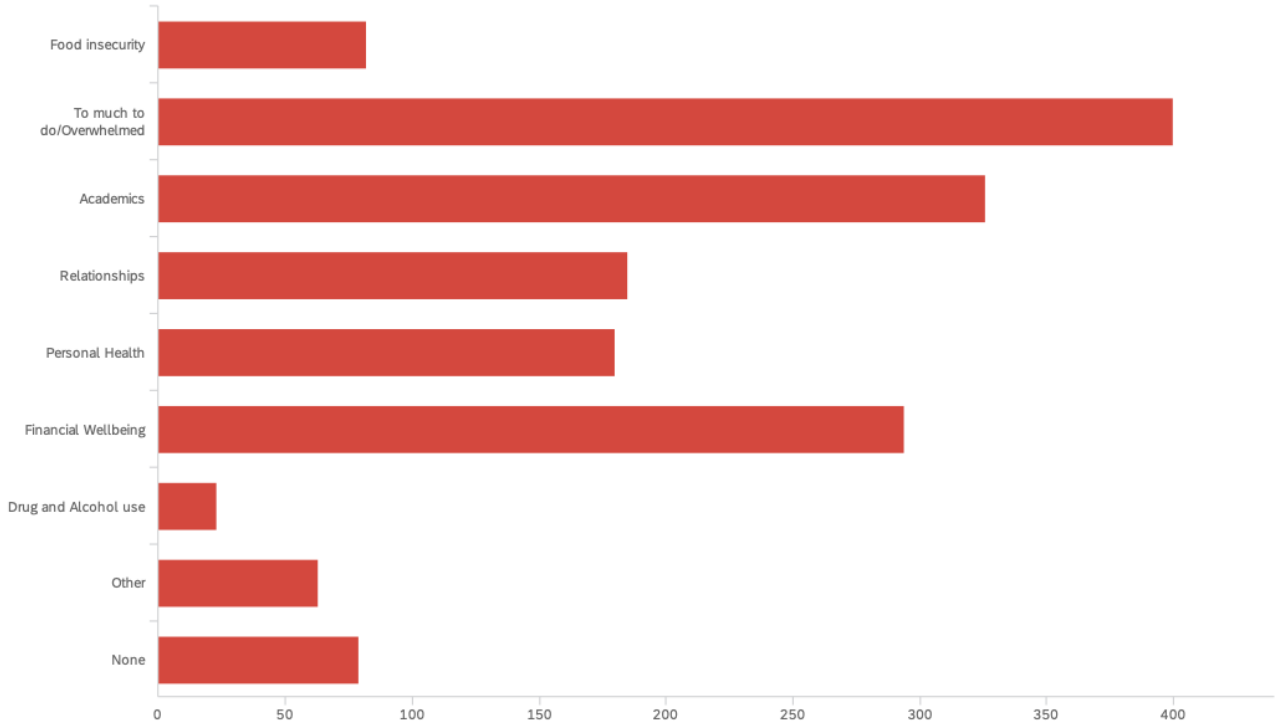


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you aware of all the wellness resources on campus?	1.00	3.00	1.57	0.63	0.39	627

#	Field	Choice Count
1	Yes	50.24% 315
2	Somewhat	42.42% 266
3	No	7.34% 46
		627

Showing rows 1 - 4 of 4

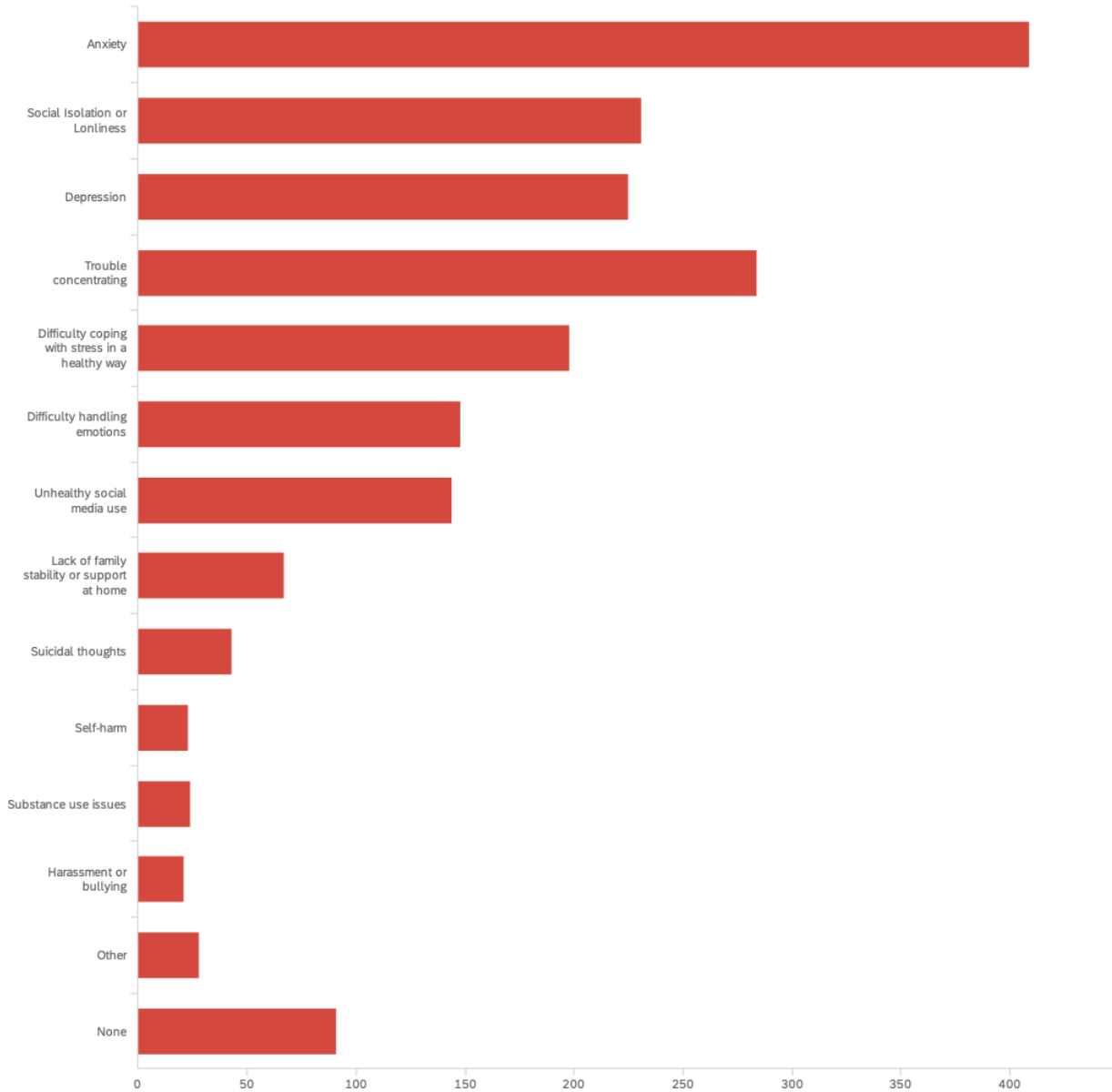
Q15: “Which of the following has contributed to a decline in your mental health?”



#	Field	Choice Count
1	Food insecurity	5.02% 82
2	To much to do/Overwhelmed	24.51% 400
3	Academics	19.98% 326
4	Relationships	11.34% 185
5	Personal Health	11.03% 180
6	Financial Wellbeing	18.01% 294
7	Drug and Alcohol use	1.41% 23
8	Other	3.86% 63
9	None	4.84% 79
		1632

Showing rows 1 - 10 of 10

Q16: “Which of the following mental or emotional health challenges have you experience in the past month?”

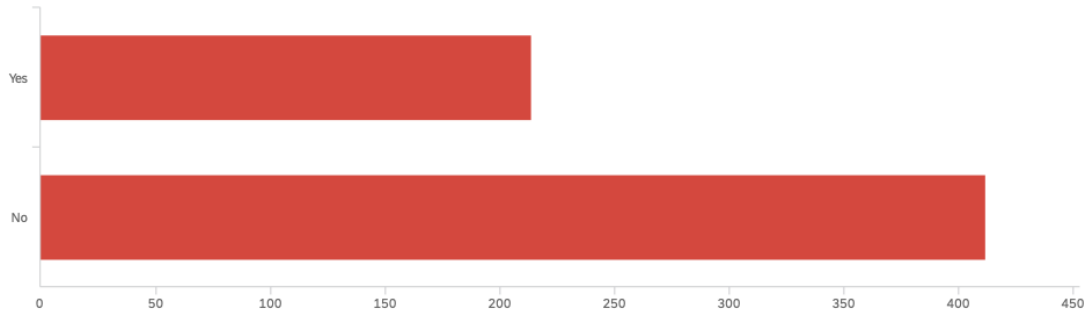


#	Field	Choice Count
1	Anxiety	21.13% 409
2	Social Isolation or Lonliness	11.93% 231
3	Depression	11.62% 225
4	Trouble concentrating	14.67% 284
5	Difficulty coping with stress in a healthy way	10.23% 198
6	Difficulty handling emotions	7.64% 148
7	Unhealthy social media use	7.44% 144
8	Lack of family stability or support at home	3.46% 67
9	Suicidal thoughts	2.22% 43
10	Self-harm	1.19% 23
11	Substance use issues	1.24% 24
12	Harassment or bullying	1.08% 21
13	Other	1.45% 28
14	None	4.70% 91

1936

Showing rows 1 - 15 of 15

Q17: “Have you used mental health/wellness resources on campus?”



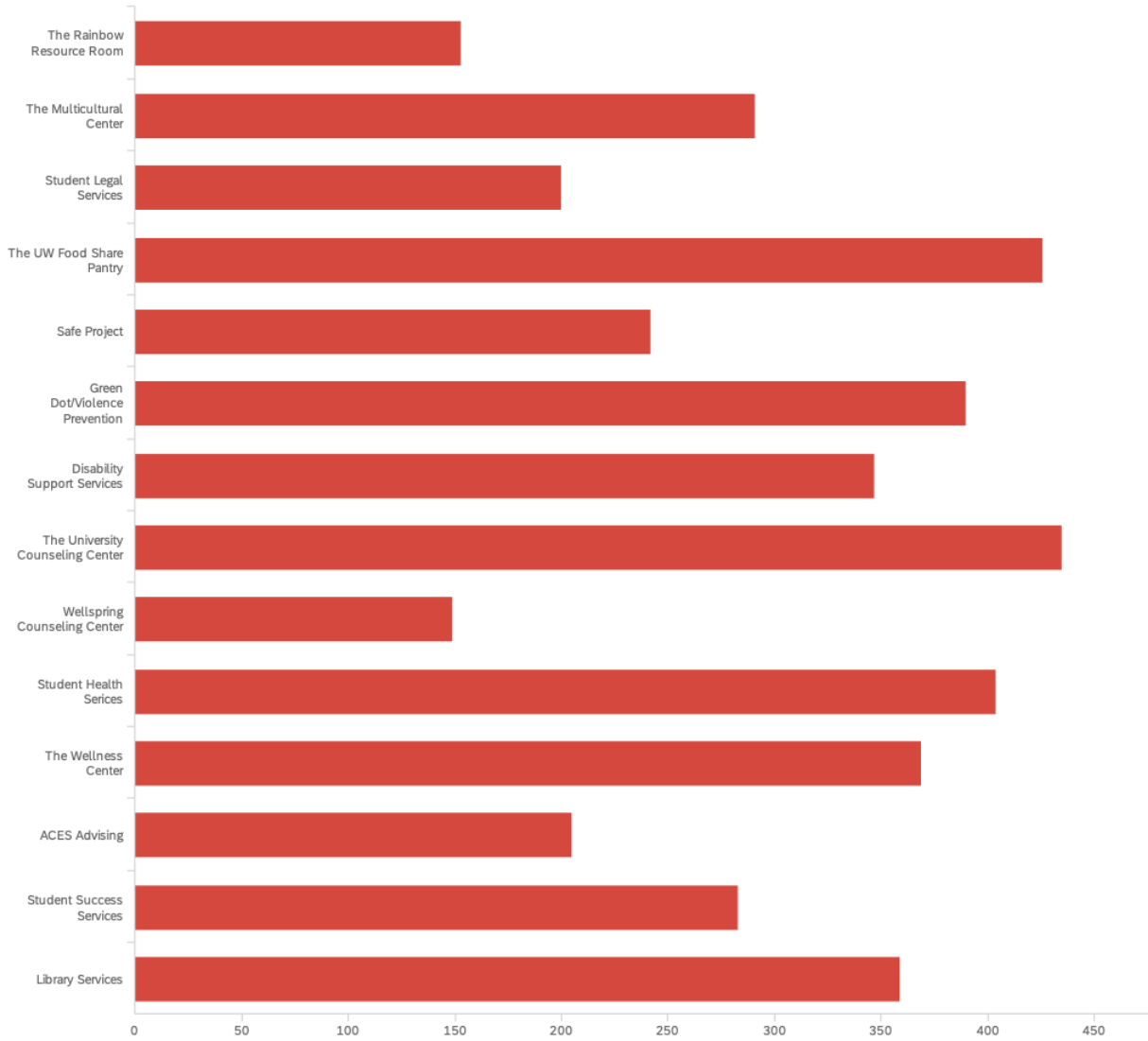
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you used mental health/wellness resources on campus?	1.00	2.00	1.66	0.47	0.22	626

#	Field	Choice Count
1	Yes	34.19% 214
2	No	65.81% 412

626

Showing rows 1 - 3 of 3

Q18: “Which of the following student support services are you aware of?”



#	Field	Choice Count
1	The Rainbow Resource Room	3.60% 153
2	The Multicultural Center	6.84% 291
3	Student Legal Services	4.70% 200
4	The UW Food Share Pantry	10.02% 426
5	Safe Project	5.69% 242
6	Green Dot/Violence Prevention	9.17% 390
7	Disability Support Services	8.16% 347
8	The University Counseling Center	10.23% 435
9	Wellspring Counseling Center	3.50% 149
10	Student Health Services	9.50% 404
11	The Wellness Center	8.68% 369
12	ACES Advising	4.82% 205
13	Student Success Services	6.65% 283
14	Library Services	8.44% 359
		4253

Q27: “How would you describe your sense of belonging on campus?”

While many students reported positive experiences of belonging, there was also a significant portion who felt marginalized, excluded or lacking a true sense of community on the UW campus. Improving inclusion efforts for underrepresented and marginalized groups emerges as an area needing more attention.

The largest percentage (~29%) indicated a strong sense of belonging on campus, but there was also a significant portion (~30% combined) that felt marginalized or excluded with little to no sense of belonging. Following is a more comprehensive breakdown.

Strong Sense of Belonging (~29%):

- Students indicated feeling a strong sense of belonging with answers such as "great", "amazing", "high", "very good", "strong", "welcomed", "included".
- Contributing factors mentioned were being involved in clubs/organizations, having supportive friend groups, feeling comfortable/at home on campus.

Moderate/Average Sense of Belonging (~25%):

- Students indicated a moderate/average sense of belonging with answers such as "moderate", "mid-range", "average", "fine", "decent", "alright", "neutral".
- Some felt they belonged in certain circles (e.g. their department) but not universally across campus.

Low Sense of Belonging (~18%):

- Students expressed a low sense of belonging using words like "minimal", "poor", "lacking", "isolated", "disconnected", "misplaced", "unwelcome".
- Reasons cited included being a minority/marginalized group, transfer student, non-traditional/older student, distance/online student, and general struggles to find community.

No Sense of Belonging (~12%):

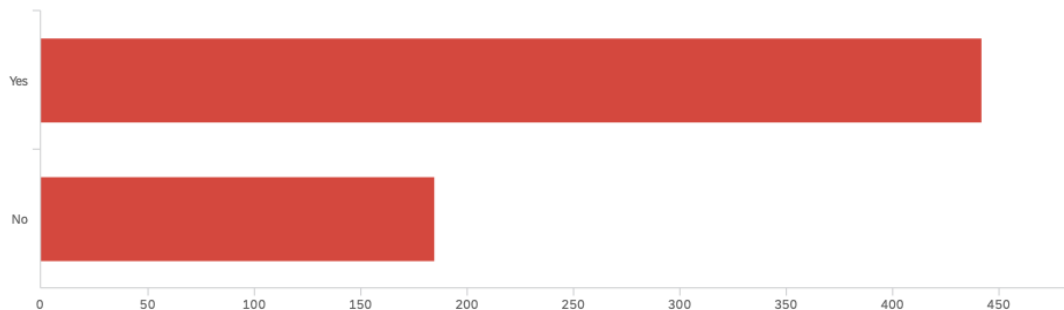
- A number of responses bluntly stated "I don't belong" or said they have "no" or "almost non-existent" sense of belonging on campus.

Other/Unclear Responses (~16%)

Other Noteworthy Responses:

- Some indicated their sense of belonging decreased recently due to legislative actions impacting DEI/multicultural programs.
- A few felt singled out or uncomfortable due to their identities/demographics in an unwelcoming campus climate.
- Convenience/job obligations rather than community were priorities for some students.

Q19: “Do you currently rent in Laramie?”



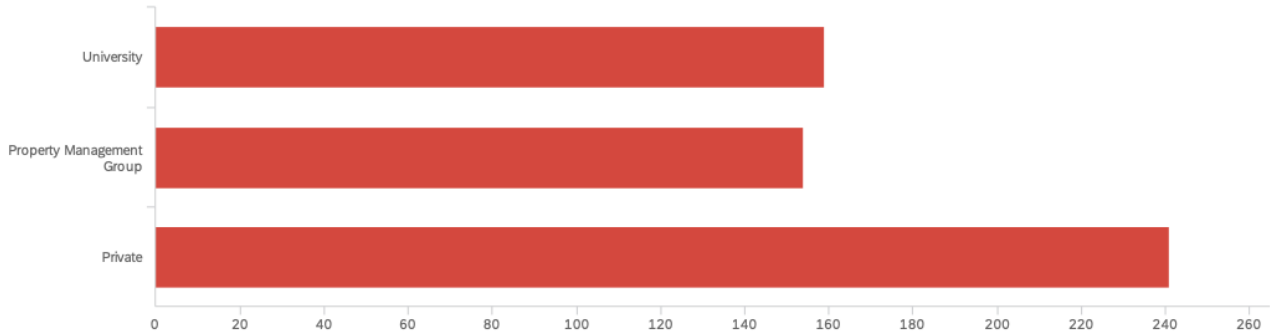
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you currently rent in Laramie?	1.00	2.00	1.30	0.46	0.21	627

#	Field	Choice Count
1	Yes	70.49% 442
2	No	29.51% 185

627

Showing rows 1 - 3 of 3

Q20: “Who is your landlord?”

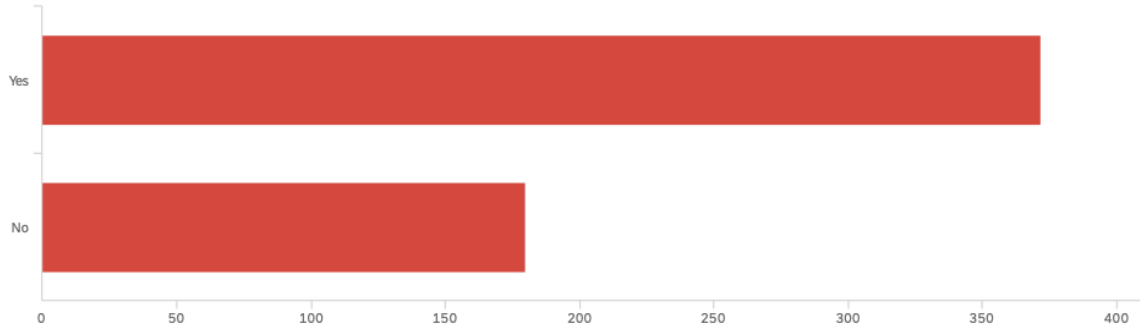


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Who is your landlord?	1.00	3.00	2.15	0.84	0.70	554

#	Field	Choice Count
1	University	28.70% 159
2	Property Management Group	27.80% 154
3	Private	43.50% 241
		554

Showing rows 1 - 4 of 4

Q24: “Would you say Laramie is friendly towards tenants?”

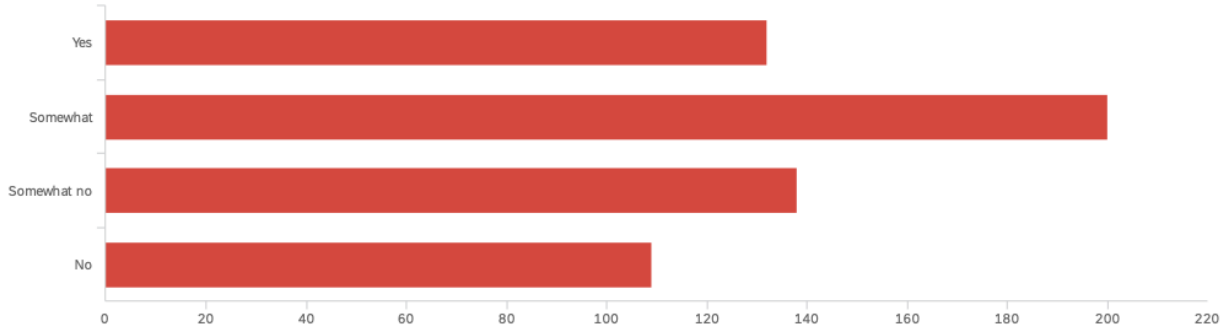


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you say Laramie is friendly towards tenants?	1.00	2.00	1.33	0.47	0.22	552

#	Field	Choice Count
1	Yes	67.39% 372
2	No	32.61% 180
		552

Showing rows 1 - 3 of 3

Q25: “Are you aware of your rights as a tenant in Wyoming?”

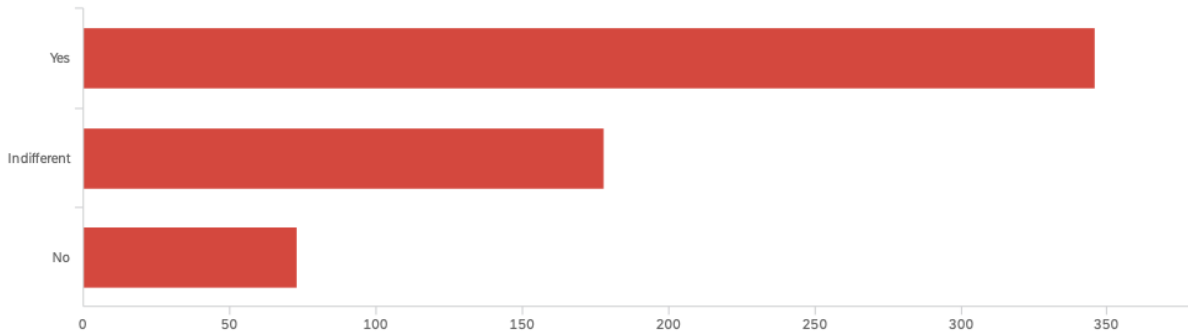


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you aware of your rights as a tenant in Wyoming?	1.00	4.00	2.39	1.03	1.07	579

#	Field	Choice Count
1	Yes	22.80% 132
2	Somewhat	34.54% 200
3	Somewhat no	23.83% 138
4	No	18.83% 109
		579

Showing rows 1 - 5 of 5

Q26: “Would you be interested in ASUW making tenant-right booklets?”



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you be interested in ASUW making tenant-right booklets?	1.00	3.00	1.54	0.70	0.49	597

#	Field	Choice Count
1	Yes	57.96% 346
2	Indifferent	29.82% 178
3	No	12.23% 73
		597

Showing rows 1 - 4 of 4

Q21: “How has your experience renting been?”

Many students had positive renting experiences, but there was also a significant portion reporting negative issues, especially around affordability and property maintenance/management. Cost and availability of quality student housing near campus also emerges as a prominent challenge. Here is a more specific breakdown of satisfaction with the renting experience:

High Satisfaction (~23%) & General Satisfaction (~31%)

- Students indicated high/general satisfaction with responses such as "good", "great", "easy", "pleasant", "amazing".

- Positive factors mentioned included good landlords, well-maintained properties, affordable rent, responsive maintenance/management.

Neutral/Mixed experiences (~24%)

- Average/neutral experiences were expressed with responses such as "fine", "decent", "okay", "mediocre"
- Several students mentioned rent being expensive but overall experience being satisfactory.

Dissatisfaction (~17%)

- Negative experiences were indicated with words like "bad", "poor", "horrible", "terrible", "awful".
- Common complaints included high/increasing rent costs, unresponsive landlords, poorly maintained properties, lack of affordable options near campus.
- Some felt taken advantage of or that landlords prioritized profit over tenants.

Other/Unclear Responses (~5%)

Other Notes:

- Cost of rent was by far the most frequently cited issue, with many saying it is too high, especially for students.
- University-owned housing/apartments received mixed reviews - some good, some poor.
- A few students mentioned challenges like finding pet-friendly rentals or housing for families/non-traditional students.
- Winter maintenance (e.g. clearing ice/snow) was an accessibility concern raised.

Q22: “What do you think the biggest issue facing tenants in Laramie is?”

Overall, the key themes revolved around affordability, landlord-tenant relations, lack of rights, and challenges specific to the student population. Here are categories of responses organized by frequency:

- Affordability (~39%):
 - Many students cited high rent prices and lack of affordable housing as major concerns.
- Landlord Issues (~25%):
 - Several respondents mentioned negligent or malicious landlords, unfair lease agreements, and poor maintenance of properties.
- Lack of Rights (~14%):
 - Several students raised concerns about tenant rights, lack of legal recourse for issues with landlords, and inadequate regulations.
- Specific Issues (~13%):
 - Several students highlighted issues such as difficulty finding pet-friendly housing, lack of parking, and poor living conditions.
- Student-specific Challenges (~9%):

- Some students pointed out challenges specific to university housing, such as the high cost, limited options for non-traditional students, and the impact of rising rents on student budgets.

Q23: “How do you think landlords can be held more accountable?”

The majority of students indicated that landlords should be held accountable but did not provide methods how (ex. “yes”, “they definitely should be”), or that they were unsure. Of responses that indicated strategies to hold landlords accountable, regulation and transparency were the most prevalent. Following is a more comprehensive breakdown.

Regulation and Legislation (~25%):

- This includes suggestions for stricter laws, regulations, and city ordinances to hold landlords more accountable, such as rent control and enforcement of building codes.

Transparency and Communication (~15%):

- Several students emphasized the importance of transparent communication between landlords and tenants, as well as more responsiveness to maintenance requests.

Tenant Education and Resources (~10%):

- This includes suggestions for providing more resources and education for tenants about their rights and creating tenant unions or advocacy groups.

Property Maintenance (~18%):

- This includes responses that emphasized the need for landlords to take better care of their properties, including regular maintenance and upgrades.

Affordability (~8%):

- Suggestions for addressing high rental prices and implementing measures like rent control to make housing more affordable.

Government Oversight (~10%):

- Suggestions for increased oversight from local government or university authorities to ensure landlords adhere to standards and regulations.

Enforcement and Consequences (~8%):

- This category includes suggestions for imposing consequences for landlords who fail to meet their obligations, such as fines or license revocation.

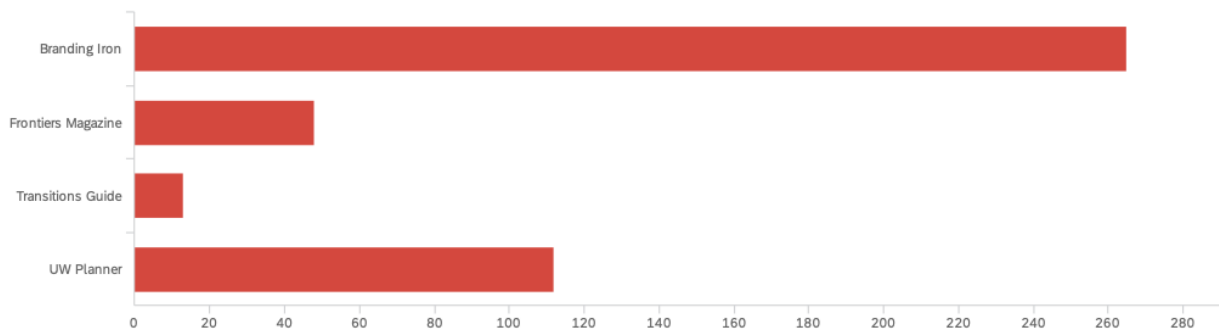
Improving the Renting Process (~5%):

- Suggestions for improving the leasing process, providing clearer contracts, and making it easier for tenants to report violations.

Other suggestions (~6%):

- Suggestions for specific actions like regular inspections, stricter tenant screening, or providing promised amenities.

Q30: “Please select every service from Student Media you have accessed?”



#	Field	Choice Count
1	Branding Iron	60.50% 265
2	Frontiers Magazine	10.96% 48
3	Transitions Guide	2.97% 13
4	UW Planner	25.57% 112
		438

Showing rows 1 - 5 of 5

Q31: “ASUW is unable to host a town hall with President Seidel this semester, however, please write down any questions you would like ASUW to pass over to President Seidel?”

Questions are organized into categories with some specific examples included for each. For the full list of questions, contact the ASUW President.

Parking Issues (~19%)

Many respondents expressed concerns about the lack of parking on campus, the removal of existing parking lots, and the impact of construction projects on parking availability.

- “Why is it that the university has known about parking being an issue for a while and they are still removing places students can park at?”
- “Are there any plans to increase parking options around campus?”
- “Is the University true doing what it can to support commuting students during this time of construction? What about students who have to travel across campus for classes and activities and now have only one place to safely walk, no ability to drive themselves, and increased length of bus rides, not to mention lack of parking. Has any of the administration actually ridden on a bus or walked across campus?”

Diversity, Equity, and Inclusion (DEI) (~16%)

Questions related to how the university is addressing issues of diversity, equity, and inclusion, including support for marginalized groups such as transgender students, LGBTQ+ community, religious minorities, and international students.

- “What alternative funding has he looked into that is separate from Wyoleg funding to allow DEI to continue to function as it has since its beginning? Also, the last board of trustees meeting was the first time I have attended in person. These are open to the public but not accessible for those who are hard of hearing or d/Deaf. Will they bring on an interpreter to future sessions and/or allow for captions to be displayed in large font?”
- “How will you make trans people feel more welcome at the University?”
- “How are you going to clearly indicate what the university's ongoing efforts to ensure DEI are? How is the university going to stand up to the legislature's ongoing efforts to end DEI and programs it dislikes at UW?”

Financial Accessibility (~11%)

Concerns about the rising cost of living, tuition fees, and affordability of campus resources for students, as well as questions about the allocation of funds for various campus projects.

- “What plans does the President have to reduce the cost of tuition or at least fees for students? Can fees on campus be made optional if students do not use them? Why do online courses cost more in fees?”
- “What is the university doing to combat the rising cost of living?”

Transparency and Communication (~9%)

Questions about what President Seidel does, transparency of university decisions, communication with students, and the process for making decisions regarding campus policies and resources.

- “I am not sure who President Seidel is. I would like to bring up concern about an email that was sent out last week discussing cancelling certain diversity programs for the university on account of a bill that was not even passed. Why are they discussing cancelling DEI programs when no bill has currently been passed that prohibits them?”

- “Why is the university of Wyoming more concerned with constructed a mega million swimming pool instead of renovating old buildings such as Ag or providing more student resources”
- “Why does the university prioritize a walking campus that is only nice for a fourth of the year?”

Student Support and Resources (~8%)

Inquiries about support for academic success, including resources for non-traditional students, mental health services, faculty-student interactions, and accommodations for students with disabilities.

- “Why does UW continue to make life more difficult for students resulting in the continuing decrease in students?”
- “Why is the disability support office understaffed?”
- “What are you and your employees doing for this generation of students, especially the disabled ones and the members of the LGBTQ+ community. So far, I have only seen inaction or harm against these groups”

Campus Infrastructure and Construction (~8%)

Concerns about campus infrastructure, including the impact of construction projects on accessibility and safety, the decision-making process for renovations and new buildings, and the allocation of resources for campus improvements.

- “Why has there been no effort to ensure this campus is ADA compliant? How will you work to create more transparency in the upper administration?”
- “Will campus still be accessible to disabled students with the frequent movement of construction zones? Things to consider: ramp access, access to automatic doors, correct amount of disabled parking spots per zone.”

Specific Policy Questions (~8%)

Questions about specific university policies, decisions, or actions, such as funding for specific programs and support for housing issues.

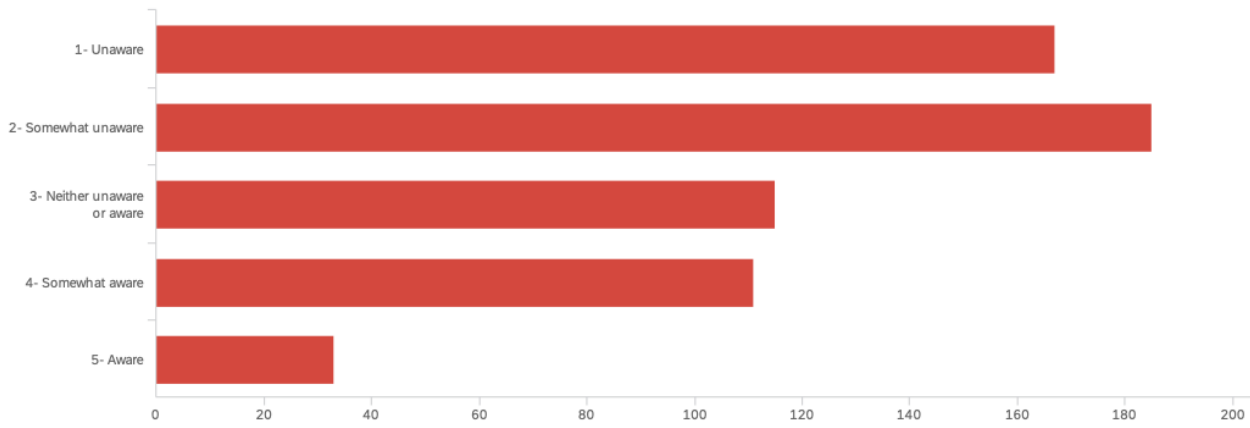
- “Is funding provided to ASUW overseen by others at the university? If not, will it be given the body's recent issues?”
- “What do you intend to do about the housing, food insecurity and sexual assault crises on our campus?”
- “Why is there such a focus on boosting AI when many arts and sciences classes and professors still ban AI.”
- “Do you foresee the current decline in enrollment to continue or do you forecast an increase in enrollment in the future?”

Other Concerns (~12%):

Miscellaneous questions and comments that did not fit into the above categories, including questions about astrophysics, women's parenting rights, and support for certain clubs.

- “Why aren’t the agricultural clubs such as livestock/meat judging teams getting scholarships or at least meals paid for?”
- “What factors present the largest weaknesses in theories explaining the existence of White Holes (astrophysics question)?”
- “What do you plan on doing about shady practices in women’s parenting rights at the graduate and employee levels? The equal opportunity office is of basically no help.”

Q32: “On a scale of 1-5 (1 being entirely unaware, and 5 being fully informed) how would you rank your knowledge about ASUW's projects, legislation, and involvement on campus?”



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	On a scale of 1-5 (1 being entirely unaware, and 5 being fully informed) how would you rank your knowledge about ASUW's projects, legislation, and involvement on campus?	1.00	5.00	2.44	1.22	1.48	611

#	Field	Choice Count
1	1- Unaware	27.33% 167
2	2- Somewhat unaware	30.28% 185
3	3- Neither unaware or aware	18.82% 115
4	4- Somewhat aware	18.17% 111
5	5- Aware	5.40% 33
		611

Showing rows 1 - 6 of 6

Q33: “What are some small-scale projects you would like to see ASUW pursue? Examples could be a free business professional clothing closet, ensuring icy sidewalks are addressed, etc.”

Responses are broken down by category. Dealing with icy sidewalks/sidewalk maintenance was the most popular response. Following is a breakdown of all the categories of responses.

1. Addressing icy/poorly maintained sidewalks (~45% of responses)
2. Free professional clothing closet (~25% of responses)
3. Improving parking availability/access (~20% of responses)
4. Expanding/improving food pantry (~10% of responses)
5. More social events/activities (~10% of responses)
6. Enhancing resources for underrepresented groups (LGBTQ+, international, disabled, etc.) (~ 5% of responses)

7. Better bus routes/transportation (~5% of responses)
8. Lighting improvements (~3% of responses)
9. Ensuring accessibility for mobility issues (~3% of responses)
10. Promoting sustainability initiatives (~2% of responses)
11. Providing basic amenities like free feminine products (~2% of responses)

Q34: “What are some large-scale projects you would like to see ASUW pursue? Examples could be pursuing universal minimum wage for student employees, sustainability campus-wide, etc.”

Responses are broken down by category. Improving student wages and parking were the two most commonly cited large-scale projects. Following is a breakdown of all the categories of responses.

1. Improving wages/pursuing universal minimum wage for student employees (~35% of responses)
2. Improving parking availability, affordability and access (~30% of responses)
3. Enhancing sustainability efforts like recycling, composting, energy efficiency (~20% of responses)
4. Addressing accessibility and accommodations for students with disabilities (~10% of responses)
5. Pursuing diversity, equity and inclusion initiatives (~10% of responses)
6. Lowering tuition/fees (~5% of responses)
7. Increasing food options on campus (~5% of responses)
8. Improving campus safety/lighting (~5% of responses)
9. Advocating for student rights (~3% of responses)
10. Expanding childcare facilities (~2% of responses)
11. Developing more student housing options (~2% of responses)

Q35: “Do you have any other comments for ASUW at this time?”

Comments for ASUW are organized based on the general positivity/negativity of feedback and specific suggestions. Negative feedback is the most common category, though most demonstrate a lack of understanding about the function of ASUW and/or do not provide suggestions for improvement. Substantial feedback commonly mentions issues like transparency about what ASUW does and focusing on resolving student issues rather than debating/encouraging controversy. The categories are broken down as follows.

Negative Feedback (~40% of responses)

- Criticizing ASUW as ineffective, irrelevant, out of touch
- Complaints about wasting money on offices instead of students
- Not representing the majority of students
- Lack of action on parking issues

Suggestions (~30% of responses)

- Increase transparency about work/accomplishments

- Better represent diverse student groups
- Focus on substantive student issues, not controversies
- Improve communication/outreach to students

Neutral/No Commentary (~25% of responses)

- Simply stating "No", "None", "N/A" etc.

Positive Feedback (10% of responses)

- Appreciation for ASUW's work
- Encouragement to keep up the good work

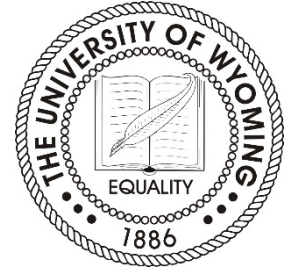
Other Comments (~15% of responses)

- Comments about free speech, certain initiatives
- Concerns about UW's direction/priorities
- General dissatisfaction with UW/ASUW leadership

End of Report

UNIVERSITY OF WYOMING REGULATIONS

Subject: Shared Governance
Number: UW Regulation 1-4



I. PREAMBLE

This Regulation articulates and establishes the University of Wyoming's strong commitment to the principles and practices of Shared Governance. The University expects leadership to seek, listen, consider, and reflect back input in decision-making and to define processes and procedures that will hold them accountable to students, faculty, staff and other constituents. The University also believes it is the responsibility of these constituents to timely engage in the decision-making process. The University recognizes there are multiple Shared Governance models. Based on University community feedback, the institution has adopted a model of aligning priorities as a way to achieve shared governance.

II. PURPOSE

To outline the best practices and key principles necessary to develop and maintain a culture of robust Shared Governance at the University of Wyoming.

III. DEFINITIONS

Constituents: Students, staff, faculty, administration, and the Board of Trustees.

Shared Governance: Is the process by which various institutional constituents contribute to decision making related to University policies and procedures. Shared Governance is a basic tenet of universities as intellectual communities and represents a philosophy and practice that brings to bear community expertise to inform deliberations and to shape actions. Robust Shared Governance leads to a culture of shared accountability and responsibility for the welfare of the institution that contributes to the institution staying mission centered. Shared Governance is not a substitution for effective leadership. Instead Shared Governance represents a way of carrying out leaders' roles and responsibilities in a manner that involves all relevant stakeholder participation and utilizes the vast combined knowledge of the University community in planning and decision making, while allowing for students, faculty, staff, administration, the Board of Trustees and other constituencies to be transparent and align priorities across the institution.

IV. POLICY

It is the policy of the University of Wyoming to engage in a system of Shared Governance, which accomplishes the principles set forth in this Regulation. Shared Governance works to create a culture of shared responsibility for the welfare of the institution. It derives from open communication and operates through a system of structural/institutional checks and balances that contributes to the institution staying both collaborative and mission-centered.

The University community supports a Shared Governance model reflecting **Aligning Priorities**. In this model, University constituents align and share priorities through a collaborative and consultative process, which keeps the academic mission of the University at the forefront.

Specific areas of responsibility for the University's communities are indicated in the Wyoming Constitution Article 7, Wyoming Statute 21-17-103, and in the Regulations of the University. In carrying out these responsibilities, members of the University community commit to the philosophies and key principles of Shared Governance outlined in this document, with the understanding and acknowledgement that Shared Governance strengthens the quality of leadership and decision making within our institution and helps bring the very best thinking by all parties to bear on institutional challenges.

A. Key Principles

Shared Governance requires careful attention, generous participation from the wide and diverse University community, and a high level of discourse. Consultation through established structures and also with the broad community, especially in the early stages of discussion and decision-making, utilizes relevant expertise and builds trust across the University.

The power and effectiveness of the University are enhanced when all members of the University community acknowledge these fundamental principles:

- 1. Communication:** Principle of open communication accomplished through dialogue designed to engage and utilize the broad expertise within the University.
- 2. Service and participation:** Principle by which all members of the University are prepared for service through a robust onboarding process and all members take seriously their responsibility to prepare conscientiously for service and to participate in shared governance.
- 3. Responsibility, community, and civility:** Principle that recognizes that robust Shared Governance requires informed, sustained, civil and respectful

participation of all members of the diverse community that makes up the University.

B. Best Practices

To allow for the development of a robust Shared Governance process that becomes embedded within the University system, now and into the future, there are four fundamental Shared Governance best practices:

1. Transparent and frequent communication;
2. Decision-making collaboration;
3. Active faculty, staff, and student engagement in governance activities; and
4. Regular assessment of Shared Governance.

C. Implementation

The University community, including the Board of Trustees, the President's Office, and all divisions and units shall establish processes and procedures to fully implement Shared Governance that involve relevant stakeholder participation and adhere to the key principles and best practices outlined herein. The University community shall regularly evaluate its Shared Governance practices so that all constituents are adhering to this Regulation and timely engaging in the decision-making process. Coming to a shared understanding of these principles, including timely response, is imperative to the success of Shared Governance on campus.

Shared Governance does not limit the powers or authority of students, faculty, staff, academic or administrative officers, the University President or the Board of Trustees, or any unit, department, School, or College, granted by law, the Bylaws of the Trustees, the UW Regulations, or other University policies and procedures. Instead, it complements these powers and authority by emphasizing and cultivating a system of institutional culture of good will, good intentions and commitment to common values. It requires developing ways to engender trust and respect and to periodically recalibrate. When done well, it will allow the University to more effectively meet the challenges it faces both now and in the future.

Responsible Division/Unit: Office of the President

Source: American Association of University Professors (AAUP); Association of Governing Boards (AGB); Pythian Paper: Shared Governance at the University of Wyoming

References: The “Definition” and “Policy” sections of this regulation rely on concepts and language taken from: Association of Governing Boards (AGB) White Paper. 2017. “Shared Governance: Changing with the Times.”

Further elaboration of the principles and best practices contained in this University Regulation can be found in the following Pythian paper: “Shared Governance at the University of Wyoming: A Pythian Paper” (November 5, 2020).

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

Associated Regulations, Policies, and Forms: None

History:

UW Regulation 1-4 adopted 6/16/2021 Board of Trustees meeting

Led By: Dean of UW Casper

Purpose: To address the proposed legislative changes affecting DEI funding and discuss actionable recommendations.

Discussions & Highlights

1. Concerns About the Law:

- The discussion began with a faculty member questioning how the new legislation would impact DEI in courses, programs, and accreditation, sparking immediate concern over the potential degradation of educational quality and inclusivity.

2. Funding for DEI Initiatives:

- A proposal to sustain DEI functions through private funds was met with mixed feelings. A faculty member brought up the importance of DEI, expressing concerns that private funding might introduce biases. This led to a robust discussion about maintaining the integrity and impartiality of DEI initiatives.

3. Compliance and Funding Strategies:

- Another faculty member emphasized the necessity to comply with federal regulations and suggested seeking more government and private funds to support the DEI office. The sense of urgency to safeguard the university's commitment to diversity was palpable.

4. Renaming the DEI Department:

- There was a reluctant agreement on the possibility of renaming the department to better align with legislative expectations while still reflecting its core mission. This was seen as a strategic yet uncomfortable necessity.

5. Educating Legislators and Statewide Public:

- A call was made for efforts to educate legislators and constituents on the comprehensive role of DEI, which extends beyond just race and gender, highlighting its importance in providing equitable educational opportunities.

6. Emphasizing Local Needs:

- A faculty member gave a stirring speech about focusing on Wyoming's needs and resisting external influences on state education policies. There was a strong emphasis on Wyoming's identity as the "Equality State" and the need for decisions that resonate with this ethos.

7. Governor's Veto and Its Impact:

- The discussion around the Governor's veto, which prevented a complete shutdown of DEI efforts, was filled with relief and gratitude, emphasizing its importance in continuing services for diverse groups, including Native Americans.

8. Strategic Decisions on DEI Functions:

- Concerns were voiced about the potential discontinuation of DEI functions and how this could affect the university's reputation and accreditation. The discussion underscored DEI's essential role in fostering an inclusive and equitable educational environment.

9. Unanimous Decision to Pursue Option #2:

- The meeting concluded with a unanimous vote to pursue Option #2, advocating for a combined approach of federal and private funding to support DEI efforts, highlighting a collective commitment to maintaining these initiatives despite legislative pressures.

DEI 04/18/24

UW Casper Dean convened the meeting and talked about working group and told faculty member if they have questions on process, questions, etc, to reach out to him. Directed that he wants to focus on discussing recommendations and action items.

Faculty member had question on whether the DEI legislation is including programs, courses and accreditation.

- There is an attempt to carve out where the DEI pertains (section 5-2, A-1)- athletics and programs.

Recommendations/suggestions

- Continue to employ the DEI departments functions and support through private funds.
 - Recommendations 4-5 is termination to persons in this office. We have to verify with compliance on things like American Disabilities act etc. Half time goes to regulatory compliance and the other half goes to DEI activities. #1
 - #2-One faculty member said that we are obligated to ensure federal regulatory compliance. One suggestion is privately fund the department and rename the department.
 - Question on private donor- faculty asked if having one donor would create an issue with the initiative of diversity. When we start to outsource it, it is not addressing the intent from the members of the state legislature. Many concerns coming from having it privately funded. ie: agendas, etc.
 - Think there is a really good chance that the case is actually that legislatures are going to keep pushing back, whether we close it or not.
 - Pint- I think there is a fear of compliance. Legislatures will continue to push back no matter what we do. Should we push back and stand our ground for what we believe.
 - Faculty member- we should push for option 2. We need to support our office and get more Federal and private dollars.
 - Maybe changing the name is warranted. This is about our Wyomingites having access to education.
 - Faculty- hopefully this educates the legislatures that DEI involves much more than race and gender. It is about way more and I strong believe that they are not educated on what this office does.
 - Should we vote on the suggestion for funding the DEI office.
 - Faculty member- this is coming from the legislature, we are the university. How can we make and infuse this Wyoming centric. We are the equality state and I do not think you can have equality without equity. How can we shift the focus to put out there we are serving the needs of this state and not people outside of the state. This law did not

come from this state. We need to stand up and say we are Wyoming and will determine what is best for us. I do not appreciate that someone outside of this state is influencing process more than I can.

- There are now 10 or 13 other states now that are closing their DEI offices and the trend is continuing.
- Thank god Governor vetoed what he did or we could be not serving the people we need including our native American population.
- In regards to the difference between 2 and 3. How do we push back to compliance. May not like the legislation so we have to comply. That means we actually have to do this.
- I am still worried about this affecting accreditation even though the working group has stated that it will not. Is this compliance going to continue and the programs and accreditation will be next- should we put accreditation into the new title if we go with option 1.
- Carnegie engaged community. R1 ranking? Will this affect this.
- Vote- #2 unanimous.- Some comment about private funding sources and having some cautionary stipulation when they are working with donors. And actually this is a good point with 1,2, and 3.
- Nobody at UW Casper supports #4 and 5.
- DEI programs, activities and functions
 - What happened in terms of process is- series of administration and said give us all of these. What we got back was 300 pages of this is all the programs, activities and functions. This list was reviewed and decided on what actually pertained to it or whether it did not and now it is an 85 page document. After reviewing those-we now have 6 functions that might be discontinued.
 - Veteran status is not one of the protected classes and therefor not included- not national origin etc.
 - Question- is there going to be a uw official statement that we cannot use DEI initiatives within your email signature line. If you recognized that this was passed by UW Student senate we are good.
 - Question on #1, page 15- are we discontuing to hire on the grounds of DEI. Yes, that is being discontinued. If there is anything that states that we value diversity. Can we still evaluate candidates on DEI but not on the rubric? Can we swap the word diversity to professional ethical practice? I want an ethics statement from you as defined by the profession! Will this create red flags? This pivot is good for social work, counseling etc but how does departments like Zoo/phys pivot?

- There is learning withing the higher education standards that we could use to pivot. You can hang your head on that. Also there is federal law about diversity statements can be deleted but at the end of the requisition, federal law requires the diversity statement at the bottom.
- Looking at HLC accreditation, they have changed language and renamed DEI things, we should change language to adhere to HLC.
- Do they realize that they are scaring students and faculty alike. At risk for decreased enrollment and quality faculty.
- Right now DEI is embedded deep into hiring process. Nomenclature will change but specific diversity percentages and interview criteria will go away.
- On page 15 we need to clarify if that pertains to social work ethics, etc. Does it pertain to students? Non-discrimination is a huge part of ethical code of Social work and counseling nationally so this is extremely important to keep. This code of ethics is still in the Wyoming code of ethics laws.

Question- there is nothing in the appendix about social work items. Only counseling and college of health science. This needs to be addressed.

They want to set Wyoming students back. If we cannot be accredited, we will not have healthcare, counseling, social work, etc.. This is written into the statute that they have to follow code of ethics that are embedded within the law. This will mean people not getting reimbursed for things for insurance. Can't work with veterans, Medicaid etc.

Faculty and Staff Feedback

It's been brought to my attention that the Department of Zoology and Physiology is listed as having a Diversity, Equity, and Inclusion Committee. This is not correct; we do not have a DEI Committee.

We have noticed that our ACMGE DEI requirements were not noted in the appendices. I assume this was just an oversight error as I sent all of the ACGME requirement documents to [REDACTED] which I'm sure she passed on. The DEI requirements in the ACGME world are extensive-see attachment above. It would be very important to our GME programs to have the ACGME referenced in the appendices, so I hope that can be edited prior to going to the BOT if possible.

[RE: Line Item 43 in Appendix A]

The appendices includes one item that is a bit misleading in how it was written (our fault during submission) Here's what is included now:

"Includes discussions in career services meetings with students covering microaggressions, racism, agism, ableism and some aspects of the hiring process."

I think it would be more accurate to write it as follows:

"Career services and interview training teaches students how to respond if they are asked in appropriate or illegal questions during a job interview, such as those covering microaggressions, racism, agism, ableism throughout the hiring process."

Is it possible to adjust this?

Comments:

1. This is pretty minor but on Appendix A (#93, page 11) can we change "Transgender Inclusion Policy" to "Transgender Inclusion/Participation Policy (in adherence to NCAA guidelines/policy)"
 2. Page 25 states that in our S/A Handbook that we "promote and offer trainings on DEI." This is a little misleading as that info in our S/A Handbook references the UW Office of DEI and EEO. In other words, we cut and pasted info regarding the UW Office of DEI and EEO into our S/A Handbook. It is their (DEI/EEO) offices that "promote and offer trainings on DEI."
-

I am writing [REDACTED] to ask you to please revise the description of our services in the appendices of your report. The way it is currently described gives the impression that we only serve the groups listed but this is not the case. We are open to all students and community members. Our services are not given preferentially to any specific groups. I think it would also be helpful to remove the glossary of diversity terms given that it might give people the inaccurate perception that these are the only groups that we serve. Here is the current description with my suggested changes:

51	UW Psychology	College of Arts and Sciences	Provides assessment and mental health services to all UW students, Laramie community members, and individuals across the state of Wyoming including the following populations as required by professional ethics guidelines: those facing health
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Center
Services

disparities, have experienced racism or ableism, minorities, those affiliated with political parties, neurodivergent populations, first-generation students.

~~Glossary of Diversity Terms:~~

~~<https://www.uwyo.edu/psychology/diversity-committee/glossary.html>~~

Thank you for your work on this and for reaching out to faculty.

I have been seeing many of my more vocal peers emailing out on list serves and similar forums their condemnation of restricting DEI functions, so would like to make sure a different perspective is represented as well. I filled out the survey, but would like the President to see my comments too on the document:

I would like the Working Group and the President to be aware that there are many of us in support of these DEI revisions. I and others find DEI functions that end up being exclusionary/preferential to people based on immutable characteristics reprehensible, and celebrate the legislature's decision to visit this issue. We need to treat people fairly based on everyone as an individual -- just like Martin Luther King, Jr. said -- and I am very pleased that this opportunity has come up to turn things in that direction. Some DEI functions actually increase, rather than mitigate, discrimination. As an example, in my own department, I have seen pushes to lower faculty candidates in rank based solely on race/sex of someone not in a favored group (comments such as "we don't want a white man" and "given the choice of two excellent candidates, we should take the 'diverse' one"), in the minds of those saying these things validated by DEI/"diversity" principles. This is entirely unethical, and is inconsistent with our University values. This DEI review has given me hope that the University can head in a less discriminatory/bigoted direction, to see people as individuals rather than on traits they cannot help. We need to get rid of the toxic mindset of seeing people based on their race/sex/etc. Policies such as requiring diversity statements undermines fairness, objectivity, and ethical treatment of people. I strongly support discontinuation of the functions listed on page 15 of the report.

I would also like to note that I find the suggestions to change the DEI office name in order to continue funding it reprehensible to the extreme. In the report, it is acknowledged that doing so may risk "reputational harm" to the University. Yes, it absolutely would -- and not just "risk" it, but certainly cause it. I, as a faculty member, would seriously consider leaving the university as a result of this reputational harm if the University were to take that route: I do not want to have anything whatsoever to do with an institution that would promote such dishonesty at a high level to subvert the legislature's decision.

Hope you are well. I noticed that the U.S. Department of Education is not on the list of granting agencies. There are a number of DoEd grant funded programs here on campus. Most have very specific participant eligibility outlined in the legs and regs guiding the program administration. Here is the link to McNair's (we are 100% funded off a DoEd grant):
<https://www2.ed.gov/programs/triomcnair/legislation.html>

As a land grant institution NA affairs should not even be a part of this DEI plan.

I think of the options on how to move forward, #3 is by far the most prudent option. #1 and #2 will only make things worse and I hope our institution and colleagues have enough common sense to recognize that. We can clearly make things worse if we're not careful.

On the departmental level, I think we need to heed the governor's advice and "stop the woke nonsense" as he puts it. We can (and should) keep doing what we're doing, but I think it would be wise to proceed with caution and not do anything to make ourselves a target. Simply put, we cannot do anything for the better good if we are no longer employed

I submitted some comments at the survey. In my opinion, the survey questions are poorly worded and the space provided does not encourage thoughtful commentary. So here are more voluminous (although not necessarily more useful comments).

1. The Working Group did a terrific job. The report is thorough, fair, and enlightening. I now hope that UW will use this report in a similarly thoughtful manner.
2. As the report shows, efforts to enhance diversity and to provide equal opportunities at UW are fully embedded throughout the campus. This is not a surprise, given the length of time UW has been working to address federal law and regulations that address these issues. Additionally, for the most part, these activities are important and necessary for UW to accomplish its missions. This is important information that may help inform all stakeholders.
3. The definition of DEI provided by the Working Group is critically important. It captures the crux of the political challenges related to these terms and clearly delineates DEI from all of the important work that we do at UW to provide all students and employees the opportunities that they deserve to be successful. By the way, I have no idea when DEI became what the Working Group defined. The words themselves appear innocuous and admirable.
4. In my opinion, UW should not be conducting the DEI activities as defined by the Working Group. I fully support equality, I have developed a thermodynamic derivation that proves diversity is beneficial, and inclusion is critically important for successful societies (and every day we see tragic and violent results of exclusion). Also, based on my limited understanding of history, it is clear to me that there are systemic challenges in

U.S. society that deserve examination and improvement. But the DEI activities, now clearly defined, do not help.

5. To my knowledge, there have been few DEI activities (as defined by the Working Group) at UW, although the thorough list in the appendix indicates that there are some. That is not a surprise to me - UW is not a hotbed of progressive activism. Documenting this as the Working Group has done is incredibly useful. Now we can focus the discussion appropriately on those areas that may trouble some stakeholders.
6. The five options presented for the DEI office are thoughtful and actionable.
7. Although probably not needed at this time, here are my opinions about the options.
 - a. Option 1 is not viable. It flies directly in the face of the legislature and keeps the term DEI front and center. I would expect the legislature to punish UW if we went with Option 1.
 - b. Option 2 was the correct option - 2 years ago. It is no longer viable. Even though the term DEI has been removed, the legislature will (rightly or wrongly) consider this an end around and punish UW.
 - c. Option 5 is what the legislature wants and what reasonable people may feel is appropriate. UW was able to accomplish its federally mandated requirements prior to the establishment of a DEI office, so why not go back to that? I personally feel that this is excessive and that we will decrease our ability to accomplish UW's missions.
 - d. Option 4 is close to what the legislature wants. I personally see value in this option as an intermediate step but we lose the coordination of many important activities and that will decrease our ability to accomplish UW's missions, although not as dramatically as Option 5.
 - e. Option 3 is the most reasonable and ultimately the best option. Additionally, when reorganizing the office, it should be downgraded from Vice Presidential level to no higher than Associate Vice Presidential level. To where it reports - good question that I will leave for others to consider.
 - f. But we cannot get to Option 3 directly in one step. The legislature will (rightly or wrongly) consider this an end around and punish UW. I feel that we have to start with Option 4 and then work our way back to Option 3 over the next several years. I personally have no desire to see people fired from UW but from a practical standpoint, the program they work in has been defunded. Even tenured faculty can be fired when their program has been defunded. At the very least, we have to decrease the size of the DEI office immediately (how many associate vice presidents does that office need?) to show responsiveness to the legislature.

I did not have enough room in the survey to provide these points. You may use them verbatim if you think that is helpful, but please use them anonymously.

President's DEI Working Group – Feedback from Academic Affairs units for discussion at the 4.19.2024 meeting

1. Section V - Definition of DEI.
 - a. Feedback from Academic Affairs points to a need to define DEI in UW's terms (what it is *intended* to address), rather than as the Wyoming legislature would define it (which we are guessing at, based on the experience of other anti-DEI states, because the Wyoming legislature did not provide a definition).
 - b. The definition of DEI as outlined in section V is at odds with the inventory of activities provided in Appendix A.

2. Section VII - Working group recommendations
 - a. Section VII, number 4 needs clarification - "This refocused effort could be consolidated under the Office of Academic Affairs, Student Affairs, Budget and Finance, or General Counsel, or could be a joint position between two of the units." Does the last part of the sentence refer to the possibility of the employees' positions being joint, or does it imply the reorganized office could report to two different vice presidents?
 - b. Option 4 – Close the DEI office: There is no impact described here as there is in sections 1-3.
 - i. The possible impact stemming from options 4 and 5 are rolled into the statement for option 5.
 - ii. A stronger statement is needed to emphasize that any absorption of duties will have an impact on the workload of other employees, and it is likely that some services may no longer be available due to the redistribution of these duties.
 - iii. As it is, one could read option 4 and conclude that the office could be closed and other units have the capacity/bandwidth to pick up these extra duties. Perhaps
 - c. These options do not recognize the intersectionality of DEI activities and the importance for students of having multiple points of support, for example centralized support from ODEI and student-centered support from Multicultural Affairs. Together, the different offices engaged in supporting students of diverse backgrounds provide a complete community of care without which students may fall between the cracks.
 - i. The exclusions of veterans, first-gen students, low-income students, students with disabilities, etc. hinders UW from recognizing the multiple factors that contribute to a student's needs. The current proposal suggests to students that we will support one part of them but not the entirety of them.

3. Inventory of activities in Appendix A
 - a. The feedback is that the inventory is misaligned with the working definition of DEI in section V and therefore should be given context as to what criteria the

working group used to decide what to include, or all items that do not meet the report's definition of DEI should be expunged.

- b. There are many offices, initiatives, and student organizations are missing from the report. Groups like Turning Point USA and Chi Alpha Ministries are not shown in the report and do engage in DEI initiatives as defined here. The report should include every faith-based organization and all fraternities and sororities that have language about diversity, equity and inclusion in their histories.

4. Other comments

- a. Restructure the preamble to highlight key language that currently appears late in the document from the university's founding documents, Wyoming acts, and the mission statement, and make it clear that what follows takes its lead from that history, goals and ethics.
- b. Eliminate appendix F because it is not relevant to Wyoming.
- c. The language about land acknowledgements on p. 15 as something that might be discontinued should be eliminated from the report. Individual UW community members should have the right to state a land acknowledgement as "constitutionally-protected speech or actions." There are legitimate academic and ethical reasons for faculty, students and departments to use land acknowledgments. Restricting these could hinder UW's relations with indigenous communities. Furthermore, land acknowledgements relate to Native American sovereign communities, and the protected-class issues do not apply.
- d. Two typos
 - i. Page 2: President Seidel acknowledged that enormity of the task,
 - ii. Page 13: The work of many of these committees likely align with the University's commitment
- e. Page 13, #4. *Co-curricular, identity-based centers* – how could the activities be better aligned through student organizations. Do we not think that students running this work could end poorly? Having staff serve as points of contact for students is a health and safety issue and also helps steer the conversation.
- f. On page 15 # 12 I am concerned about the carve outs for student organizations – they are funded by student fees but events they host are also funded by different unit dollars. What will the impact be on those events?

University of Wyoming Inclusion Council

To: DEI Working Group

From: University of Wyoming Inclusion Council

Subject: Feedback on Final Report

Date: April 22, 2024

Introduction

Dear DEI Working Group,

We, the University of Wyoming Inclusion Council, have diligently reviewed the "FINAL Diversity, Equity, and Inclusion Review Working Group Report and Appendices" and received comprehensive feedback and comments provided by various individuals and groups associated with the Inclusion Council. As representatives committed to fostering an inclusive and equitable environment on our campus, we value the insights shared and recognize the importance of addressing each concern thoughtfully and thoroughly. Thus, please find an overview of the Inclusion Council's feedback and comments regarding the final report that we hope the DEI Working Group, University of Wyoming leadership, and the Board of Trustees will take into thoughtful consideration as well.

Summary

The compilation of feedback highlights several recurring themes and main concerns that warrant careful consideration:

- 1. Definition of DEI:** There is a concern regarding the vagueness of the DEI definition, which has led to confusion and misinterpretation, particularly during student feedback sessions. It is imperative to clarify and articulate a comprehensive understanding of DEI to guide future initiatives effectively.

2. **Preferential Treatment:** Emphasizing the importance of avoiding preferential treatment while acknowledging the unique challenges faced by marginalized groups is crucial. Extra support for underserved populations should be provided without implying that other groups do not require support.
3. **Understanding Identity Groups:** Recognizing the diverse needs of different identity groups and providing targeted support tailored to address those needs is essential for fostering inclusivity.
4. **Handling Feedback:** Consideration must be given to how individual and group feedback are handled to ensure that all voices are heard and valued.
5. **Impact of Diversity Report:** The report's impact on university staff, faculty, and students, as well as its implications for campus leadership and protected classes, must be carefully assessed.
6. **Scope of DEI:** The scope of DEI, including its impact on various spaces and issues beyond gender, race, and sexuality, needs to be adequately addressed.
7. **Accreditation and Land Acknowledgement:** The inclusion of accreditation pieces and the importance of the land acknowledgment statement in recognizing the university's history and fostering relationships with Indigenous communities should be prioritized.
8. **Enforcement Mechanisms and Viewpoint Diversity:** Concerns regarding enforcement mechanisms, viewpoint diversity, and freedom of expression within student organizations' events require attention.
9. **Inclusion/Exclusion of Certain Groups:** The perception of certain groups being targeted or discriminated against in the document needs to be addressed to ensure inclusivity and fairness.

Areas of Consideration

In reviewing the feedback provided, it is evident that there are critical areas of concern that require careful consideration and action. The DEI Working Group must address these concerns to ensure that the final report accurately reflects the diverse perspectives and needs of the University of Wyoming community.

DEI Definition and Implementation: The definition of DEI must be clearly articulated to avoid ambiguity and ensure alignment with the university's values and goals. It is essential to emphasize the importance of providing support to all marginalized groups while avoiding preferential treatment.

Understanding and Addressing Unique Challenges: Recognizing the unique challenges faced by marginalized groups and providing targeted support tailored to address those challenges is paramount. UW must prioritize understanding the needs of different identity groups and developing initiatives that address those needs effectively.

Handling Feedback and Ensuring Representation: The process for handling feedback must be transparent and inclusive, ensuring that all voices are heard and valued. It is crucial to consider the impact of these decisions on all stakeholders, including staff, faculty, students, and campus leadership.

Scope of DEI and Inclusivity: The scope of DEI should encompass a broad range of issues beyond gender, race, and sexuality, reflecting the university's commitment to inclusivity and equity. UW must ensure that all aspects of diversity are adequately addressed in the final report.

Accreditation and Land Acknowledgement: The inclusion of accreditation pieces and the land acknowledgment statement is essential in recognizing the university's history and fostering relationships with Indigenous communities. These elements should be preserved and prioritized in the final report.

Enforcement Mechanisms and Viewpoint Diversity: Concerns regarding enforcement mechanisms, viewpoint diversity, and freedom of expression within student organizations' events should be addressed to ensure inclusivity and fairness for all members of the university community.

Inclusion/Exclusion of Certain Groups: The perception of certain groups being targeted or discriminated against in the document must be addressed to uphold the principles of inclusivity and fairness.

Conclusion

In conclusion, the University of Wyoming Inclusion Council appreciates the opportunity to provide feedback on the "FINAL Diversity, Equity, and Inclusion Review Working Group Report and Appendices." We urge the DEI Working Group and UW leadership to carefully

consider the concerns raised and take appropriate action to address them in implementation. It is imperative that the report accurately reflects the diverse perspectives and needs of our university community to ensure progress toward a more inclusive and equitable campus environment.

Sincerely,

University of Wyoming Inclusion Council

Inclusion Council Compiled Feedback – Full Comments

Multicultural Affairs:

About: This doc is feedback & comments from Koraline (Kora) Wolfgang (they/them) on the “FINAL Diversity, Equity, and Inclusion Review Working Group Report and Appendices” provided by the DEI Working Group created by President Seidel and chaired by Tara Evans and Zebadiah Hall.

Links to FINAL Diversity, Equity, and Inclusion Review Working Group Report and Appendices:

- [FINAL Diversity, Equity, and Inclusion Review Working Group Report_4-16-24](#)
- [FINAL Diversity, Equity, and Inclusion Review Working Group Appendices_4-16-24](#)

Feedback (Comments/Concerns/Questions):

Impact for Native-focused units

The decision to move the Native units – NAERCC, NAIS and HIPARI – seems unrelated to the legislative decision. These areas were informed they were not impacted by these budget line item or the subsequent veto. While the each of the three unit directors have discussed a model of reporting to a singular VP or Executive Director, the envision this person to have experience and qualifications to help support the development in these areas. It is believed that the current person in the Special Advisor to the President position, which the report suggests would be the new reporting line for all Native units, was transitioned out of these areas due to conflict and questions about productivity. This position should be someone with an advanced degree and demonstrated experience of leading Native-related research, education or support services programs.

Further, the inclusion of the land acknowledgement statements on the proposed list of cutting also feels out of alignment with the scope of the legislation. The land acknowledgement has been drafted in partnership with ASUW, native staff and students as well as tribal leaders. It is voluntarily used by various programs and events, and as such, it is not a “required DEI practice.”

Division of Student Affairs DEI Activities

There is no obvious approach for what specific items tied to DEI are shown in the Appendix. Most of the “current” programs, activities, and functions are related to women in STEM, and academic related. It is leaving many student orgs, or other programming offered by student affairs.

Are these the areas the group deems necessary for potential changes? If so, what is the rationale for these specific areas being noted. Our review includes several other programs or policies that have connection to DEI work, including:

- Living Learning Communities (identity-based communities)
- Multicultural Affairs Students of LGBTQIA+ circles
- Multicultural Affairs Speakers Series

- Multicultural Affairs Heritage/Awareness/History Month or Day programs
- Various other protected class, identity-based student organizations that are not listed
- Student Affairs strategic plan with specific focus on belonging and DEI programming, training
- Student health services support for affirming care
- Fraternity and Sorority Life, governing councils and individual chapters all have specific DEI values, programs and/or student leader positions
- Fraternity and Sorority Life is planning to launch multicultural chapters and governing organizations next year
- Student Code of Conduct & We Are UW values
- UW Alumni Association and the affinity networks
- 7220 Entertainment speakers/guests/events bring in LGBTQIA focused programs a few times a year
- University Counseling Center and Student Health Services accreditation and licensing requirements



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University of Wyoming – April 17, 2024

Update on DEI Working Group

UW Community,

As I shared [last month](#), I have charged a working group, composed of faculty, staff, students and administrators, to review all of UW's DEI activities and to provide a range of suggestions on how to move forward in a way that best supports UW's goals and is responsive to the expectations of the Legislature.

The working group has finalized its [report](#), and I invite you to share your perspectives via this [survey](#) by Sunday, April 21, at 11:59 p.m. MDT. The members of the working group will also circulate the report to their constituent groups for input. Both forms of feedback will inform my recommendations to the Board of Trustees and will be included as an additional appendix to the report. Campus voices are critical to this process, and I look forward to reviewing your comments.

I will make my official recommendations to the Board of Trustees during its May meeting, but, in the meantime, I want to reiterate several points to questions I have heard.

- Academic freedom will continue to be protected and celebrated at this institution. We will not diminish our exceptional faculty's ability to decide what to teach or research.
- Similarly, our freedom of expression initiative will continue to support and respect the perspectives of all and promote ways for everyone to engage productively.

I appreciate the many thoughtful conversations I have had with you and comments received on the future of DEI at UW. While we must make some changes, I am confident that UW will continue to be a place that welcomes and values all. This is a critical issue for our campus, and I am grateful so many are invested in the process.

Sincerely,

Ed Seidel, President

Feedback from Kora Wolfgang:

My name is Koraline (Kora) Wolfgang (they/them) and I am the Gender & Sexuality Coordinator at [Multicultural Affairs](#) that oversee the management of the historic [Poke Pride Center](#) (a resource center open to [all](#), located in the Wyoming Student Union, founded in 2000 in the wake of the murder of Matthew Shepard), oversee to the commitment of the donors and private accounts of the Poke Pride Center scholarship and Poke Pride Center discretionary fund, a Shepard Symposium on Social Justice ([founded in 1997 as a “social justice” symposium at the College of Education, adopted the Shepard name in 2002](#)) Co-Chair (from Spring 2022- to the present), and a official staff advisor for the UWYO student organization Queer Community Coalition (which won the Sara Axelson Outstanding Student Organization award in 2023, the highest award given at the UWYO Student Org Awards). In two years ½ year in my multiple roles I listed above, I have been awarded the Community Award (presented by the Division of Student Affairs), All-Star Team Staff Award (2023, presented by UWYO Staff Senate), Dolores S. Cardona Commitment to Diversity Award (2023, presented by the Division of Student Affairs), & the Shepard Symposium on Social Justice Faculty/Staff Award (2023, awarded by Shepard Symposium on Social Justice Planning Committee).

I say all of this as I feel my institutional knowledge in the work I do at the University of Wyoming in regards to UWYO 2SLGBTQIAP+ information is both appreciated, honored and respected by my colleagues and the community. However, I am deeply concerned by the DEI Working Group committee appointed by President Seidel and their released [“FINAL Diversity, Equity, and Inclusion Review Working Group Report and Appendices”](#) the campus wide email on April 17th, 2024 at 10:30am, on how the report limited scope in narrowing on limited aspects (resources, areas, programs) of DEI that are protected classes, which is gender, sexual orientation & race (mainly 2SLGBTQIAP+ and BIPOC communities). This concerns me as these communities are clearly singled out and targeted in the report , by leaving out/outlining out other components of DEI (some areas are preferential and some are not, why is this?), making these areas purposely vague and changing & shaping the narrative of the names and definitions/information (when accessible definitions are available on websites) about these areas at UWYO in order to fit another narrative.

Below I have compiled specific evidence that backs up these points and how this evidence can be seen as discriminatory towards protected classes (Appendix B, Federal Executive Orders, Executive Order 11246: Equal Employment Opportunity). Not once did any of the committee members besides a few in person interactions with VP Zebadiah Hall and ASUW Executive Paula Medina) reach out to me, the Shepard Symposium on Social Justice co-chairs, and Queer Community Coalition. Even with the information we provided to VP Hall and Paula Medina about these areas, it was either not shared to the committee to be included in this report or it was purposely left out by those who wrote up the report. I also added in concerning incidents that have happened in the wake of this working group being appointed, at my work that feel specifically targeted and intentional in limiting the work I do, while not applying that directive to any other areas (example: censoring event marketing, see examples below).

- The Report
 - I. Working Group Charge (page 1, paragraph two, sentence two): “While Governor Gordon vetoed the portion of the footnote stating “or any diversity, equity and inclusion program, activity, or function,” we received

the clear message from the Legislature and the Governor’s veto message – UW needs to make changes.”

- After the March Board of Trustees meeting, with the overwhelming support of DEI and no anti DEI public comment provided, why is this being continued to move forward with? Many members of the legislature and even Governor Gordon do not unanimously agree with the idea of defunding “any diversity, equity and inclusion program, activity, or function”. The governor made a line item veto and the legislature was not unanimous on this decision.
- What is the “message” that is being referred to here? Did the working group ask President Seidel to clearly articulate the meaning/context of this “message”? This needs more context from the President, this should not be interpreted.
- II. Working Group Creation, Meeting Schedule, and Constituent Feedback (page2)
 - What qualifies and/or is the reasoning for the selected members for this working group?
 - Specifically, what qualifies Tara Evans to chair this group along VP Hall
 - Why is there one student representative? In a message sent via UWYO communications on a campus wide email Saturday 4/13/2024, the message said the working group was made up of the inclusion of “students”.



University of Wyoming -- April 13, 2024

No Decisions on UW Black 14 Social Justice Summer Institute

April 13, 2024 – Contrary to a message posted on a University of Wyoming unit’s website Friday, no decisions have been made regarding the 2024 Black 14 Social Justice Summer Institute.

The future of the institute, along with other UW activities related to diversity, equity and inclusion, is among the issues being considered by a [working group appointed by President Ed Seidel](#). The group was formed in response to legislative action that directed that no state funding be spent on UW’s Office of Diversity, Equity and Inclusion effective July 1, 2024 – and additional legislative language, vetoed by the governor, directing that no state funding be spent on DEI activities, functions or programs.

As noted in the earlier communication, the working group that includes administrators, faculty, staff and students was charged to look closely at all of UW’s programs and activities in this area; consider which can and should be continued; and explore how funding sources other than state appropriations can potentially be deployed to support essential functions. The group will report to the president, who plans to present a proposed pathway forward to UW’s Board of Trustees at its May meeting.

In the meantime, UW’s administration restates its commitment to continue to value and serve students, employees and community members of all genders, ethnicities and backgrounds, and work to make everyone feel welcome. While the legislative action has created a degree of uncertainty regarding some aspects of how that commitment will be met – as is the case in a number of states where legislative action has targeted DEI programs – the commitment remains, as ever. Most importantly, UW remains a safe place where all perspectives can be aired and debated.

- Working Group Suggestions:
 - Bias in the Report by Keeping Language Vague
 - Page 9: “The Spirit of the Legislature Direction and Intent”
 - Page 9, Section VII, 1: “The Working Group notes that this option complies with the letter of the law but might lead to a perception that the University is not following the spirit of legislature’s direction and/or intent.”
 - Page 9, Section VII, 2: “Again, the Working Group notes that this option might lead to a perception that the University is not following the spirit of the legislature’s direction and/or intent.”
 - What is meant by the spirit of the legislature’s direction and/or intent”
 - Why is this vague?
 - Please list out what the spirit is and/or the intent.
 - Keeping it vague makes it seem like this is open to interpretation or the report is not comfortable naming what it actually deems to think the legislature wants to remove with defunding DEI.
 - Page 12: “National Headlines”
 - Page 12, final paragraph, third sentence: “In addition, many of the DEI-related programs, activities, and functions across the University—not directly managed by the office—do not align with the issues making national headlines.”
 - Again, what does the report mean by “National Headlines”?
 - Please list out what the “national headlines” is and/or the intent
 - Keeping it vague makes it seem like this is open to interpretation or the report is not comfortable naming what it actually means by using “national headlines” as a reasoning to remove DEI programs, activities and functions (which shows unfair bias).
- Appendix A:
 - If Appendix A is a list of “Current and Planned DEI Programs, Activities, and Functions”, why is the majority of the listed programs, activities, and functions focused on gender, sexual orientation & race (mainly 2SLGBTQIAP+ and BIPOC communities) and not all DEI components on campus?
 - For Example:
 - Listed under Student Affairs in Appendix A on page 10 is only four DEI programs: “Violence Prevention training, Multicultural Affairs & Pride Center (**THIS IS**

INCORRECT, please see context below why this matter and is of a concern),

Campus Rec – Wellness Center Sexual Health, SAFE Training/Y'all Means All Training

- This is false that these are the only DEI programs under Student Affairs. I find it especially concerning that one of the Working Group members from student affairs, Paula Medina, left off her United Multicultural Council (which she participates in), or did the working group members leave this purposely off and were selective in what they included and not included? Listed Here are areas in Student Affairs
 - 7220 Entertainment
 - DEI Speakers/Event
 - Drag Bingo
 - 2SLGBTQAIP+ Comedians
 - ASUW
- By only mainly listing Multicultural Affairs programs in Student Affairs, make this report seem biased and specifically targeting only areas they wanted included. Going back to the idea of this list being a “hit list”.
- Changing Definitions, when accessible definitions have been available on the website
 - Names and Definitions of Areas/Programs are incorrect
 - Many names and definitions listed are wrong when it comes to Multicultural Affairs and 2SLGBTQAIP+ programming/areas. Why is it that other area that are listed have direct quotes pulled from their websites, yet when it comes to Multicultural Affairs, the service definitions and even names are wrong and listed incorrectly and made to sound like something they are not (limiting the scope and introducing a false narrative).
 - At MA
 - Correct Version: Multicultural Affairs (linked [here](#) is our website, which includes our mission.
 - Shepard Symposium on Social Justice
 - Incorrectly labeled and respectfully spelled wrong as “Matthew Shepherd Symposium” of just “Shepard Symposium” (throughout the report, not limited to the appendix)
 - The Correct name is: “Shepard Symposium on Social Justice”
 - Why does this matter?
 - Misspelling the name Shepard and also adding Matthew’s name in the front is extremely disrespectful to Matthew Shepard and his parents Dennis and Judy Shepard, including the Matthew Shepard Foundation. Misspelling the name shows the lack of research or even the small commitment to properly reaching out to the Shepard Symposium on Social Justice Co-Chairs and/or visit the website (which is accessible and open to the public to search online)
 - Leaving out Social Justice from the name, erases the history of this legacy programs at the University. This report needs to address that “social Justice” programs at UWYO, including Shepard Symposium on Social Justice have existed for decades. Removing aspects of the name and/or changing the name directly impacts the program and those who volunteer their time to work on it.

I want to thank those who read my feedback and take all my concerns from the “[FINAL Diversity, Equity, and Inclusion Review Working Group Report and Appendices](#)” into account and that possible changes are made before President Seidel offers this report to the Board of Trustees in time for the May Board of Trustees meeting, either those changes be from this working group or President Seidel.

I have also taken the time to get comments and feedback from 2SLGBTQIA+ communities on campus, including: Shepard Symposium on Social Justice Planning Committee, Queer Community Coalition Members/2SLGBTQIAP+ UWYO Students and UWYO 2SLGBTQAIAP+ Employees. Links provided below:

- [Feedback from Shepard Symposium on Social Justice Planning Committee](#)
- [Feedback from Queer Community Coalition Members/2SLGBTQIAP+ UWYO Students](#)
- [Feedback from UWYO 2SLGBTQAIAP+ Employees](#)

Finally, I want to state that I am profoundly disappointed by the leadership of the University of Wyoming, including President Seidel, Tara Evans, and the DEI appointed Working Group in regards to this report and the lack of support this institution (specifically the University of Wyoming leadership) has had over the years in regards to lack of protections against harmful incidents on this campus towards the 2SLGBTQIAP+ community (settling on the Union Tabling Incident/lawsuit from Fall 2022, the anti-trans sorority case that’s still ongoing, 2SLGBTQIAP+ events being postponed in the Fall of 2022 due to safety concerns, lack of protections of staff/faculty being doxed by media outlets for their work last Spring of 2023, student & staff that hold these identities died by suicide 2021, etc). This directive and overall report is harmful and will have lasting repercussions at this University. All of this adds up and truly shows that even 25 years after Matthew Shepard’s murder, the University of Wyoming still cannot figure out ways to support and heal the 2SLGBTQIP+ community members at UWYO, leaving the wound 25 years ago more open than ever as we journey backwards in progress. I am considering all options in my future at this University and I know many of my colleagues, students, alumni and donors are doing the same.

NAERCC, HPAIRI, and NAIS:

Feedback to the UW DEI Review Working Group
April 17, 2024

The Native American Education, Research, and Cultural Center was established in 2017. It has experienced many growing pains since the opening. The NAERCC started off with one director for a full year and then suddenly was without and left with only one staff, the program coordinator, Sr. position until 2022, where a new Director of the NAERCC and was named, as well as approved to hire two new staff. The NAERCC was originally under the Office of the President when the doors opened, but over the years the NAERCC was moved under the umbrella of Student Affairs, due to many challenges when it came to oversight and

management under the President's Office. The growth and success of the NAERCC has been largely due to the move to Student Affairs, where it sits with all the other student support and engagement teams and programs and has team of support for not only the students, but the staff and faculty as well. It helped tremendously to be part of a larger teams with the other centers like the Multicultural Resource Center, Pokes Pride Center, and the Veteran Center. Over the years, Student Affairs was able to provide office support staff when the NAERCC was not fully staffed and continues to provide strong support along with the Business Manager from the Dean of Students, who has provided financial management support to the NAERCC. After recently going through an audit, the accounting us and will continue to be a priority. The most support the NAERCC has received since 2017 has been from Student Affairs and with the Dean of Students, who the director of the NAERCC reports to. In 2023, the NAERCC received the NASPA-IPKC Outstanding Indigenous Student Support Program Award. This would not have been possible without the support and oversight of Student Affairs.

One of the primary goals of the NAERCC is to focus on recruitment and retention of Native American Students and to provide a sense of belonging and community for Native American Students. It is important to honor the sovereignty and self-determination of Native American tribe's governance with relations to the Federal and State Government, especially when it comes to Native Education. This does allow relationship building and outreach with tribes where our Native Students are coming from and also representing. All UW Native programs work to develop, build and sustain relationships with our tribal governments and provide outreach to the tribal communities.

Each of the Native Programs has its own purpose and goals. HPAIRI is Research and Economic Development, Native American & Indigenous Studies is an academic area with a Minor & Major, and the NAERCC provides student support services and engagement, which aligns very well under student affairs with all the Student Affairs and Dean of Students Programs.

The model that each UW Native program currently uses is tied closely to each other unit and/or area. Currently there are three (3) Directors who are very well versed in their respective area and well educated to hold the title Director of each program, Dr. Bridget Groat, Dr. Tarissa Spoonhunter, and ReINETTE Curry, MSW. Each of the directors report to a Dean, a VP, and the Dean of Students. It does help each director to report to an administrator, due to the uniqueness of each of the Native Director's and administrator's role, education, experience, and expertise to allow for success. All three Native Programs have been the most successful they have been in many years, due to bringing on the new directors for each program and being able to build a Native Director team.

Other universities especially regionally are moving towards a VP of Indigenous Affairs model, which is an administration position. If that was where we were at the University now, then having our programs under one office and/or person could possibly be sustainable, but with the current model we have now, that is impossible due to the fact that the current special advisor is not an administration position to oversee the Native Programs here at the University. The current Special Advisor position was also not an advertised position and did not go through the HR process of hiring, the Special advisor position was created and the advisor was named. The Native team and the Native American Affairs Advisory Council to the President was not able to see the current job description of the special advisor after several requests throughout the year to assist in managing the teams and help guide each director's role in Indigenous Affairs. So

therefore, re-organizing all our Native Programs under the Special Advisor in this current time is not a move the University needs to make. All Native Programs may all be housed within the NAERCC, but each belong in their respective areas and should continue to report to their specific administrators.

The land Acknowledgement is important to all our Native programs and the work that we all continue to do with the sovereign tribal governments, tribal communities, and with our tribal students. It is important that we do recognize the tribes we work very closely with and that we acknowledge that the land the University sits on, as it is a recognized Land Grant Institution. The ASUW Senate Bill #2699 was written with ASUW alongside a collaborative group of Indigenous staff, faculty, and students and it is important for all that we continue to use the land acknowledgment on the UW Campus.

Cass Underwood
NAERCC Program Coordinator, Sr.

Reinette Curry, MSW
Director of the UW NAERCC

As a land grant institution, the University of Wyoming has benefited from the treaty lands of the tribes from Fort Laramie Treaty of 1851. UW has recently been trying to work with Indigenous nations as sovereign government to government as a responsibility of land grant institution through Memorandum of Understanding signed with the Eastern Shoshone and Northern Arapaho Tribes. UW has profited from the treaty lands granted to them based on the "POLITICAL not minority" relationship with tribes. This is one of the reasons for the Senate Select Committee bi-annual updates to discuss the relationship of how UW is working with the tribes and providing educational opportunities for tribal students.

High Plains American Indian Research Institute was dormant for many years with no reciprocal partnership/collaboration on the Wind River Indian Reservation. EPSCoR has rebuilt the trust relationship through Education Outreach and Diversity with the subaward work with Central Wyoming College and Wind River Tribal College. Since the Office of Research Economic Development has taken over and funded HPAIRI partnership, outreach and transparency to the Wind River has flourished rebuilding the trust with the tribes in Wyoming. HPAIRI has given the tribes a seat at the table in grant planning and building capacity on the Wind River Indian Reservation.

HPAIRI is not DEI at the University of Wyoming. UW has utilized the reservation to meet the underrepresented minority status in grants that has led to a misunderstanding of the land grant status and government to government relationship with tribes.

The option to be put under the Advisor to the President to save that position is detrimental to the academic and research work of HPAIRI. An advisor according to that title should provide advice not oversee academic and research programs. An advisor is not an administrator. Second, the advisor was hired for advice, their skills do not include oversight of programs such

as HPAIRI, NAERCC, or NAIS. Those positions have degrees and qualifications needed to oversee such programming in their respective areas the President advisor does not have.

Tarissa Spoonhunter

Hello, my name is Dr. Bridget Groat and I am the director of the Native American and Indigenous Studies program here at the University of Wyoming. There are many problems with this suggestion and I will try to outline them here. I have been a member of the Native American Affairs Advisory Council since I was hired here at UW in August of 2022.

One of the first problems I see is that the Special Advisor (S.A.) is not in any of our chains of command and he does not outrank us as far as experience and education. By definition, according to Merriam-Webster, a chain of command is a series of positions in order of authority. Given the fact that the S.A. has also been let got from two out of three of these positions, it does not make much sense for him to coordinate these efforts. In addition, the S.A. has poor communication skills and fails to inform the Native American Affairs Advisory Council about the events he plans or the listen when we make suggestion. The S.A. scheduled a significant scholarship event without input from the other members of the NAAAC. He would not reschedule this event even when asked by othere member of the NAAAC.

One of the issues this year occurred when the S.A. scheduled an event the week after the President told the rest of us that the S.A. could not schedule any more events. This costly event was scheduled in a short time period and we were not able to attend as we all had prior commitments.

The University falls far behind in supporting Native American and Indigenous Studies program in many ways. By failing to hire an adequate number of faculty, the program is struggling to meet the needs of our students. I have already restructured the minor to be more flexible and I am in the process of revising the major. We have no choice but to be more flexible with what classes we will accept. We are limited by the number of classes we can teach in the semester and try to make up for it somewhat in the summer. These are the creative solutions that we have in place simply because we are not a well-supported program. We had a great opportunity in the 2022-2023 academic year as were asked by the Mellon Foundation to submit a proposal to improve our Native American and Indigenous studies program by adding more faculty. The President would not stand behind this proposal because he was not willing to add academic positions in NAIS or a recruiter that we asked for. Unfortunately, another school in our region received a multi-million grant to support their NAIS program.

Cutting the land acknowledgement would be one more step in erasing the history of Native Americans from this campus. Besides the NAERCC, there are no visual representation of who occupied the lands that the university sits on. These are stolen lands, given to the University under the Morrill Act. I think it is time that UW as a land grant institution took steps in recognizing its own history.

The academic positions held by the Director of NAIS and the Director of HPAIRI are academic positions held in two different schools. Although both have administrative duties, the majority of our jobs focus on teaching, research, and publications. These duties belong in the academic departments and not in the office of the president as this would change our job descriptions and are not what we were hired for.

The memorandum of understanding between the tribal and the University were signed in good faith as a way for the tribes to make sure that their tribal sovereignty was being recognized and that tribal students were supported at UW. Unfortunately, the MOU is not widely circulated, and the chain of command has a very difficult time understanding what tribal sovereignty is. As the Director of NAIS, I have had a very difficult time getting those simple concepts across to a very resistant administration. We are not like any other academic unit on this campus.

The S.A. position is not mentioned in the MOU and is not one that the tribes requested. In addition, the S.A. does not work with Native American students directly, does not attend events at the NAERCC, and does not work closely with myself, the director of the HPAIRI, or the Director of the NAERCC. The three of us usually meet weekly to coordinate our efforts. We have always been up front and very open about the activities we hold at the center and we all work together and show up at as many events as we can.

The S.A. was also part of a group that complained about those housed in the NAERCC leading to several investigations. Not once did he confront the complaints face to face or try to get to the bottom of them by talking to any of the directors in the NAERCC. This demonstrates a lack of leadership skills and the inability to work well with others. It would be a great burden to oversee by an individual displaying those characteristics. How could we trust someone like that?

Cutting the land acknowledgement would be one more step in erasing the history of Native Americans from this campus. How can UW say that it supports tribes and tribal programs if this is eliminated. Besides the NAERCC, there are no visual representation of who occupied the lands that the university sits on. These are stolen lands, given to the University under the Morrill Act of 1862. I think it is time that UW as a land grant institution took steps in recognizing its own history.

Inclusion Council 4.18.2024 Meeting Notes:

- DEI definition and its vagueness.
 - There was confusion around a definition in a student feedback session.
 - Emphasizing the importance of avoiding preferential treatment.
- Concern that working group's focus on gender, sexual orientation, and race may imply underserved populations don't require additional support.
 - Providing extra support to marginalized groups is important because they face unique challenges that require tailored solutions.
 - Emphasize the importance of understanding the needs of different identity groups and providing targeted support to address those needs.
- Considering how to handle individual vs. group feedback.
 - Impact of diversity report on university staff, faculty, and students.
- Challenges of maintaining a welcoming environment in a rapidly changing landscape.
- Concerns about the impact of the ODEI report on campus, leadership, and protected classes.

- The scope of ODEI, including its impact on other spaces and issues beyond gender, race, and sexuality.
- Missing accreditation pieces.
- Land acknowledgement statement and its implications for freedom of expression and university regulations.
 - Concerns about enforcement mechanism and viewpoint diversity.
 - Concerns about freedom of expression and university control in student organizations' events.
- Inclusion/exclusion of certain groups in the document, feeling they are being "blatantly targeted" and "discriminated against."
- Concern about written feedback being lost in a sea of comments.
- Zebadiah asks for high-level feedback to be sent to him by 10am tomorrow for review before the meeting.
 - Zebadiah acknowledges the finality of the report but is open to feedback through implementation at a later time.

Additional Comments:

Hi all,

I'm afraid that I cannot attend today's meeting, because I teach at 3:00. I do have a couple of comments on the DEI working group report that I wanted to share:

- Seems to be a misalignment between the report's working definition of DEI (pp.6-7) and the inventory of UW DEI activities. I think the inventory should either be more clearly contextualized as including many activities that fall outside of the WG's DEI definition or the inventory needs to be expunged of all items that do not fit the definition.
- P. 15 of the report includes things that the WG thought "might" be discontinued. Given the charge and larger context, I can understand why 1-4 & 6 are listed here. However, I do not understand why #5 (land acknowledgements) is on this list. Certainly, individual UW community members should have the right to state a land acknowledgement as "constitutionally-protected speech or actions." There are legitimate academic and ethical reasons for faculty, students and departments to use land acknowledgments. Restricting these could hinder UW's relations with indigenous communities. Furthermore, land acknowledgements relate to Native American sovereign communities, and the protected-class issues do not apply.

Best,

Jim

I think the overall message that would be helpful for folks to know is the intersectionality (I know – probably a dirty word in these days...) of what all of the DEI offices do. I include ISS in that. The best way I can describe this is that students demand/ask for/want a variety of sources of support and we respond accordingly. And while advertising might seem like it is tailored to one audience or only provides support and programming to one group, that simply isn't the case. And I can give some examples. We have a post-doc – not even a student – from Hungary who attends and is welcomed to everything. He attends every Wake-Up Wednesday. He attends Welcome Black (hosted by MA). He attends student circles (hosted by MA). He attends our summer BBQs. He attends all of it. He feels supported by that. This may demonstrate some holes in our support for post-docs here (I have many concerns there but that is a different conversation) but it also shows the needs that all the different units fill. We had a student from Jordan a few years ago – very bright and very involved. He was active in our programming but also really appreciated the opportunities to attend drag shows, student circles and other programming offered by MA. He felt this was his opportunity to learn as much as he could about other experiences but knew that the support we provide and the support he would find in his own community would still be there waiting. Another example is the support needs of our Latin American international students seeking support and programming (Loteria games and Cafecito and Donuts) from MA and the non-international Latin American students seeking support and immigration guidance that we offer here. It creates a community of care for our students. And we as staff also find support with our colleagues in MA and ODEI. We can refer students and staff to resources through those channels. I think I hadn't thought about how often we "share" students and experiences and how we NEVER turn students away. All of our students (all students, actually) are welcomed at MA and ODEI events and vice versa. The work we do to support students will be impacted if MA staff is put in different units and if ODEI goes away completely. What we do is so very similar but it takes all of us to support all of the students on this campus.

Our celebratory event, Multicultural Graduation is a prime example of an event that is open to all. Since the inception of the event, well over 15 years ago, we have included LGBTQIA students in that graduation. And also white, cis-gendered, straight folks as well. This past graduation, we had a few international students who opted to not participate because of the lavender stoles worn by some participants in previous events. That is fine. The students who chose to not participate were welcomed to do so but chose not to. This graduation ceremony is one of the best things we do here to recognize our students. If MA goes away or is divided up, there would be an impact on this event. Any celebration we would come up with in ISS would be less than what we are able to offer by partnering with our friends and colleagues in MA.

I'm also concerned about the exclusions of veterans, first-gen students, low-income students, students with disabilities, etc. I think doing so doesn't acknowledge that a person can be more than one thing. A latino-male veteran? Or a student of a different national origin that is in a wheelchair? I don't know how to adequately express my thoughts here but this makes it seem like we'll support a part of you but not the entirety of you.

I'll answer the survey questions as they are asked but wanted you to have some bigger thoughts for the discussion tomorrow.

Some specifics in the report? I have some thoughts below:

On page 13, #5 What are the divisive statements in the Inclusivity pillar? I think having the term "divisive statements" in this document is dangerous. We know that is an upcoming piece of legislation and we need to prepare to fight it rather than say that we have divisive statements in our pillar document.

On page 14, #9. I think from my above statements it is clear that I don't believe student support services are limiting services to one group although will hold safe spaces for students that are in unsafe conditions.

On page 15 # 12 I feel concerned about the carve outs for student orgs. Student orgs are funded by student fees but events they host are also funded by different unit dollars (like WyoGlobal providing funding for Bangladesh Night, for example). How will that be impacted?


Thanks for your patience with me.

Jill

Here are all the links to the feedback docs and the response/message/statement from the Shepard Symposium on Social Justice planning committee.

- **Response & Feedback from Shepard Symposium on Social Justice Planning Committee on the FINAL Diversity, Equity, and Inclusion Review Working Group Report and Appendices:**

https://docs.google.com/document/d/1LHmV7h58ody_VVgJS2dFUeXxnFOVpsFDCf44NF4yEM/edit?usp=sharing

 <p>April 22, 2024 Response & Feedback from Shepard Symposium on Social Justice Planning Committee on the FINAL Diversity, Equity, and Inclusion Review Working Group Report and Appendices</p> <p>To Whom It May Concern:</p> <p>The Shepard Symposium on Social Justice (SSJ) Planning Committee, made up of University of Wyoming campus and Albany county community members would like to address the "FINAL Diversity, Equity, and Inclusion Review Working Group Report and Appendices" produced by the DEI Working Group, created by UWYO President Ed Saeber and chaired by Tom Brann and Deborah Hall. We would like to take control of our narrative, and provide context and information about our program that does not appear in the report, yet is widely accessible on our website.</p> <p>The Mission: The mission of the Shepard Symposium on Social Justice is to spotlight contemporary issues in order to promote transformative learning and engagement in the pursuit of justice. Each year, we bring together leading voices in social justice—educators, students,</p>	<p>Response & Feedback from Shepard Symposium on Social Justice Planning Committee on the FINAL Diversity, Equity, and Inclusion</p>
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Review Working
Group Report
and Appendices

docs.google.com

- **Feedback from 2SLGBTQIAP+ UWYO Employees on the FINAL Diversity, Equity, and Inclusion Review Working Group Report and Appendices:**
https://docs.google.com/document/d/1dKAptXM41mR3KBpFgkaLaFqFey_uXj8UoHfcM4lswtY/edit?usp=sharing

Feedback from
2SLGBTQIAP+
UWYO Employees
on the FINAL
Diversity, Equity,
and Inclusion
Review Working
Group Report and
Appendices

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- FINAL Diversity, Equity, and Inclusion Review Working Group Report_4-16-24
- FINAL Diversity, Equity, and Inclusion Review Working Group Appendices_4-16-24

Feedback from 2SLGBTQIAP+ Employees (anonymous):

- My biggest concern is that options 4 and 5 are even being considered. I know other universities have faced similar challenges from legislatures yet pivoted to a model similar to options 1 thru 3
- I disagree with the very limited scope of DEI programs listed in the report. DEI includes a lot of items that are being explicitly excluded and by keeping them out of the definition, it makes it harder to defend these programs, even though the report doesn't really seem interested in fighting to defend the programs it concerns.
- I have a strong preference for options 1-3.
- I have concerns about how DEI is being defined as disadvantaging or attempting to disadvantage certain groups; it falls on the line of why "reverse racism" isn't a concept that holds water.
- Dislike the lack of transparency and concrete reasoning as to why this working group or these measures HEED to be taken at this time; if it is "preemptive" in some way that we can't see, I want to know why being "preemptive" will help students/staff/faculty in any way versus just adapting if next year's legislature for sure strikes all these programs
- Could the University identify reputable, stable, ongoing community resources and organizations that fill the holes left by these programs/services if cut?

- **Feedback from 2SLGBTQIAP+ UWYO Students & Queer Community Coalition (QCC) Members on the FINAL Diversity, Equity, and Inclusion Review Working Group Report and Appendices:**
https://docs.google.com/document/d/1RYN3VxPYgeUoz0GNpkuUqhly9zhaja_3lcLx8p8WNR8/edit?usp=sharing

Feedback from
2SLGBTQIAP+
UWYO Students &
Queer Community
Coalition (QCC)
Members on the
FINAL Diversity,
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Inclusion Review
Working Group



Feedback from 2SLGBTQIAP+ UWYO Students & Queer Community Coalition (QCC) Members on the FINAL Diversity, Equity, and Inclusion Review Working Group Report and Appendices

About: This doc is feedback from anonymous 2SLGBTQIAP+ UWYO Students & Queer Community Coalition (QCC) members in regards to the "FINAL Diversity, Equity, and Inclusion Review Working Group Report and Appendices" provided by the DEI Working Group created by [Deborah Sander](#) and [Christina de Toro](#) on [Twitter](#) and [Facebook](#).

Report and
Appendices

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Appendix 2

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

The Diversity, Equity, and Inclusion Review Working Group submitted a Final Report to the President on April 16, 2024 providing suggestions (not formal recommendations) on how essential diversity, equity, and inclusion (DEI) programs, activities, and functions could be organized and funded within the university to make them most effective.

President Seidel invited public comment on the Final Report via survey from April 16, 2024 through April 21, 2024 to help inform his feedback to the Board of Trustees. Those results are provided as part of this Appendix 2. To protect the privacy of specific individuals within our community, names have been redacted.

What is your primary UW affiliation?	What aspects of the report do you find most preferable for the future of Diversity, Equity and Inclusion at UW?	What aspects of the report do you find least preferable for the future of Diversity, Equity, and Inclusion at UW?	Please use the space below to provide any additional feedback on the report.
1 Student			Programs, activities, and functions that might be continued (i.e., those critical to the University's core mission but not based on preferential treatment or exclusion of particular identities). DEI office have to work according to include people who historically excluded from any educational and career oppotunities based on the race, skin color and gender ...etc. so any part of report that mentioned this is disappointing. for me as first generation student and woman of color living and educatinf in any university without DEI office in impossible.
2 Student	Keeping the office as is and reviewing its organization and funding	Closing offices and letting go of staff. Most of the aspects seems to be tone deaf and don't seem to take into the consideration the impacts of these efforts on recruitment,access, and retention. Sends a certain type of message to those affected by the decisions. Fosters a sense of unwelcoming to those who are bipoc, LGBTQ, veterans, women,"folks with disabilities. Does not validate the express of students and staff from these GroupS.	This is absolutely absurd and insane. As an alum who received scholarships and support from the office of multicultural affairs,it makes me feel very sad and disheartened. If any of this passes I will not send my students to the university nor will I continue to donate. You are moving 100steps backwards.
3 Student	The aspects of the report that I find most preferable for the future of DEI at UW include the extensiveness of it; it goes into detail and attempts to firmly create a structure that outlines many duties of DEI for the campus. Another item was the inclusion of state and federal laws; this puts DEI at UW into the context of broader structures, which is crucial. I find it most preferable that the report is starting place for developing an encompassing idea of what DEI is at UW and how it may be in the future.	On that note, I find that I have more least preferable items of the report for the future of DEI. While Appendix B has many direct quotes from the sources, mostly governmental, Appendix A has fewer, skewing the objectives of certain DEI work, and to be blunt, diminishes certain groups that these programs are designed to help exist in a space that can be more freely maneuvered by most others. Other than that, it is not preferable that the report leaves many definitions and fine lines broad, this makes it more difficult to see DEI at UW in the macro and micro contexts that it truly exists in.r	Other thoughts include how this report is not a decision on DEI and states that all groups are inherently biased, but fails to show the discussion between the working group and how biased they are. An individual has approached Multicultural Affairs staff regarding posters about the Schuyler Bailar event on campus this month stating that the sponsorship marks of UW should be concealed or removed, and this individual was disclosed to have had major influence in the exclusion of direct quotes for LGBTQ events. Per ██████████, Tara Evans was a little more biased in action in the working group and outside before any decisions have been made.
4 Faculty	I support the university pursuing Option 2 or 3 of the Working Group Suggestions for the Office of DEI. Option 3 seems worrisome however because of the burden placed on existing departments, and I suspect that with this option, we would lose employees who don't want to be shifted into other programs, and that students will not be able to find or access important resources. I think that it is absolutely necessary to defer to the current employees of the ODEI office about whether Option 2 or Option 3 are preferable and which option they feel is the safest.	Based on the Working Group Suggestions for the Office of DEI, I feel that Option 1 is risky and doesn't provide long-term guarantee of people's positions or the continuation of mandated programs. I feel that option 4 and 5 are unacceptable, unfair to existing employees supporting students, and that they place an undue burden on the university to maintain federally mandated programs.	I am extremely concerned about jeopardizing any current programming on the report's list, particularly grants, scholarships, conferences, and private mentoring groups, many of which are tangential to the university, rely on private funds or take place in private spaces, and are primarily for the benefit of students (which makes me wonder why a few of these are on the list at all). The Shepherd Symposium as an example using public funds, is an essential part of our university and represents an expression of academic freedom and our right to honor the life of one of our own. I know the working group supports continuing events like this, and I hope that the university will ensure that the freedom to hold events like this is not suppressed or discouraged in any way. Further, for the record, I do not support or agree with the legislature's efforts. I think that this mandate demonstrates an ignorant disregard for federal law, and a misunderstanding of both the mission and purpose of a University of Wyoming and the population of tuition-paying students that it serves (both from Wyoming and elsewhere). Given that there are no reported cases of discrimination enacted by the DEI office, I can only assume that the law's purpose is to create a culture of fear and confusion that suppresses free speech and prevents the university from serving the needs of it's students—who again, as a reminder, pay tuition and support these services. I am afraid for the future of the university and I'm very sorry that the working group and administration have to waste so much time dealing with this. Thank you to the Working Group Committee who spent time on this report.
5 Community Member	I prefer options 1-3 for the future of DEI at UW.	Options 4 & 5 are the least preferable.	Please maintain the office of DEI at UW. Laramie is forever paying a penance of being known as the place of the hate crime levied against Matthew Shepard. Getting rid of the DEI department only solidifies that smear on our state and in our University town. There are so many essential programs and support for all students (and community members)through the office of DEI, including the restorative Justice program. Please continue to fund these essential programs.
6 Student	I find it preferable to continue to maintain the functions which the DEI office offers. I think the best way to do this would be through renaming the office and continuing to utilize state funds, followed by the option of utilizing private funds to support the office.	I find the fourth option entirely eliminating the DEI office least preferable. I also find the third option where the functions of the DEI office is absorbed by other entities less preferable. The DEI Office offers programs and functions which utilize similar resources and skills, so it would not make sense to split apart the people who collaborate on these issues into different places in the institution.	The report seems to imply that DEI results in "preferential treatment" of various groups. I strongly disagree with this description, as DEI aims to elevate historically marginalized groups. It does not take away opportunities from dominant groups; it broadens the opportunities given to groups that previously did not have such opportunities. It is evident that the legislators who passed the bill do not have a strong understanding of DEI, as they did not include a definition for it in their legislation. Further, Governor Gordon stating that the University needs to stop with the "woke nonsense" shows further lack of awareness in the essential functions which the DEI office carries out. As Wyoming's sole 4-year University, it is IMPERATIVE that UW creates the most supportive and attractive environment for all students, both within and outside of the state. If renaming the office is necessary to comply with the legislature, so be it. Language matters, so if this is the language which needs to be changed, so be it. It is just essential to maintain support for the people and the programs who need it.
7 Student	"In addition to the University's core missions of teaching, research, outreach, and service, the Working Group would reaffirm the University's principal values of being open and welcoming to all, to supporting and treating everyone fairly and respectfully, to political neutrality as an institution, to merit-based hiring and grading, to inquiry versus advocacy in the classroom, to academic freedom in teaching and research, to freedom of expression and creating a space for all voices, to equitable access and equal opportunity, and to consider the needs of every student."		
8 Faculty	The DEI office needs to continue in its present configuration with VP Hall leading the efforts.	Phasing out the DEI office.	The DEI functions across campus supporting faculty, staff, students and research need to continue in their present form. If private funding must sustain, then make it a priority with fundraising efforts. All of these functions have been in place for a lengthy period of time and are inherent to the success of the university.
9 Staff	Options 4 & 5. If the DEI staff are as in-demand and talented as they claim to be, they will have no issue finding employment elsewhere.	Options 1, 2 & 3.	The state of Wyoming, our largest funder, has spoken. Biting the hand that feeds us will not end well for us.
10 Student		Taking away the functionality of the places that allow for minorities to feel as though they belong in a place that does not visibly show that, is a huge step backwards. There is a need for those who are not the majority to have spaces where inclusion is a priority and they are shown that they are as much of a priority as others. It doesn't seem fair to automatically move in the direction of showing that some students are less of a priority than others. As a minority who attended and graduated from the University of Wyoming, have a place where I felt heard and understood made all of the difference in my success. Being that all minorities that attend the university are not in athletics that has to be effort shown to them that they still count and matter without that. I think there needs to be a better look at this proposal and what message it is sending to those students who are not a part of the majority.	
11 Community Member	Do away with the office, staff and programs etirely.	Continue the program in any way.	I find it reprehensible that this "working group" would submit a majority of suggestions that are duplicitous toward the public. What kind of integrity says "lets hide this from the very people who fund this program." There is no intellectual honesty in those type of comments. This entire group should apoligize to the people of Wyoming for submitting this report. I am ashamed to say any of you represent me.

12	Staff	-If I were to choose on the Diversity, Equity, and Inclusion Review report, I would choose option one: Continue to fund the DEI Office, its employees, and functions without affecting any other functions around campus related to DEI.	After reading the report, I can only express disagreement and frustration with what is happening at the University of Wyoming. I dislike the report and its contents. However, if I had to elect the least preferable options from the proposal, they would be options five and four.	As mentioned above, this proposal feels like an attack on the University of Wyoming community. The definition of Diversity and Inclusion seems to focus only on gender identity and race, and it leaves other protected classes out of the conversation. A question that arises in this report is, why are only some protected classes protected while the others are considered "preferential"? What makes the topic of race and gender identity preferential while veteran affairs and disability services are considered a protected class? Also, what makes an activity, program, and function preferential? This only proves that this report is biased!! The report demonstrates that the university's mission is to silence the community by removing their voices. This can be seen throughout the entire report, but specifically on page fifteen, where the Working group has proposed to remove the land acknowledgment statement and not require evaluating an employee's commitment to the DEI annual evaluation. We also see a lack of empathy for employees' workloads. Moving tasks from DEI's office to other departments demonstrates that the university does not care about the employees' well-being. Is the university thinking about creating new positions to compensate for the work that will be handed in by the DEI office? It saddens me that I now have to consider my future at this university. I am sad to hear from colleagues that they no longer see themselves at the University and are looking for other opportunities elsewhere. It also devastates to hear from students how uncertain they feel at the University. Even though we hear that the University is doing everything possible to create a welcoming experience for all, it is not reflected in the report. I hope that President Ed Seidel, the Working group, and the Board of Trustees come to a consensus and consider the future of UW. The proposal is not acceptable, and I disagree with it.
13	Community Member	It is essential to maintain most of the functions of the DEI office. I am in support of preserving the office with or without state dollars.	Closing the office and terminating employees.	These services are not only important for staff and students, but as a kid who grew up in the closet here, diversity generated by the university was essential to my wellbeing.
14	Community Member	Continue to fund privately and publicly without name change.	Least preferable to close or take away financial support.	
15	Student	I strongly support: 1. Continue to fund the DEI office, its employees, and functions through private support.	I strongly oppose: 4. Close the DEI office, including termination of its employees, and redirect duties to other University units. 5. Close the DEI office, including termination of its employees, and redirect any federally required duties to other University units	The current programs listed in appendix A are critical for the wellbeing and mental health of historically marginalized groups. If you remove such programming there will be notable mental health impacts and likely impacts to enrollment. As a student, I would not have enrolled at UW if DEI programming did not exist. By removing DEI programming the diversity at UW will dramatically decrease. Additionally loss of accreditation in many graduate programs may occur if DEI instruction is limited. For example the psychology PhD program has the largest PhD granting graduate program at the university. If the PhD program loses its accreditation the research productivity at UW will drop and aspirations of being a R1 institution will be hindered
16	Community Member	Close the office and move federal requirements elsewhere. This does not mean I support any mistreatment or bias against anyone. Each individual should be considered a unique individual. Funding, promotion, etcetera should be based on ability and merit. I do not think anyone should be terminated, but an effort made to move them elsewhere in the college as well.	Do not rename it and continue on. That's a lie.	Treat others the way you wish to be treated. Do what's right for everyone to the best of your ability. Do not cater to one group or another. We are all people.
17	Community Member	Options 2 and 3 are the ones that will allow UW to remain an inclusive space. Just seeing how integrated this programming is, it cannot be eradicated without destroying something fundamental.	Options 4 and 5 would be terrible for the University and should not be considered.	UW has a chance to comply with but continue in essence to stand against legislation that is contrary to its values. Please make the right call and continue to fund programming that welcomes all and provides safety and support to those who need it.
18	Community Member	I preferred the option to consolidate the functions of DEI under other departments. I believe that "DEI" has become a target of the legislature because it is used as a talking point in many political arguments, the core functions of DEI themselves are not particularly contentious.	Privately funding DEI would leave it open as a target for future legislation and, in a worse-case scenario, violence against community members. The people benefiting from DEI cannot be legislated out of existence and I believe funding their progress through other departments is the only safe option.	Thank you for your thoughtfulness on this issue. Erasing DEI cannot erase diverse students and I hope that the University can see their benefit to society as clearly as my community can.
19	Community Member	I would support option 2, and could make my peace with options 1 and 3 and would strenuously object to option 4.	Doing away with the office altogether seems like a bleak abdication to a bad-faith political process that undermines the public trust in the University.	I stand all amazed by the rapidity of the various colleges that were able to collate this information in such short order. From working with Dr Hall and Ms Titus I have a keen appreciation for the way they go about their jobs, namely, being acutely focused on being responsive to the culture of Wyoming and the University, being grounded in the mission of the college and the Wyoming Constitution and being receptive to a wide array of feedback. I am disappointed that the University did not offer a more robust defense of this program through the legislative process. It is never easy to resist the twin forces of financial coercion and moral panic, but how we respond to it will define our character for a long time to come. It is my hope that the trustees and everyone affiliated with this process will find their moral courage and hold fast to it. Leadership is so fraught and often unpopular but we are in such need of it right now. / Sara Burlingame on behalf of Wyoming Equality
20	Student	Keeping ODEI intact and using private funding	Discontinuing following through with the strategic plan, other policies, functions, and programs that support vulnerable and oppressed populations under the guise of not wanting to be perceived "as preferential or exclusionary."	It's disheartening to witness the University of Wyoming abandoning Diversity, Equity, and Inclusion (DEI) efforts, especially considering the significant strides our society has made towards equality and equity. After years of advocating for social justice and inclusivity, it's troubling to see this institution backtrack on their commitment to supporting oppressed populations. This regression not only undermines the progress we've made but also perpetuates discrimination and inequality, eroding the foundations of a fair and just society.
21	Community Member	As a University of Wyoming alumni and a person of color I believe the university should continue to fund DEI efforts. I support the idea of private funds or changing the name. But to eliminate the programs entirely is heartbreaking and disappointing, especially for the "equality state". If we want all of our Wyoming students to have an equal education then we must support the idea of equity. This includes programs that support topics of diversity. During my studies at UW I was an active member of the multicultural student organizations and attended several diversity events. These programs and opportunities helped me be successful as a student. I could connect with other students who shared my culture and life experiences. Because Wyoming doesn't have a lot of diversity in its population it's crucial that these programs exist. It allows for everyone to find a sense of belonging and feel like they are apart of the community. I am now a public school teacher in Wyoming and I'm still passionate about DEI work at the elementary level. I'm also a mother, my son will graduate in 4 years. We will pursue higher education programs that aren't afraid to speak about diversity. I was hoping he could share my college experience at the University of Wyoming, but eliminating these programs would make me reconsider.	My least preferred aspect is to lose the DEI funds and to eliminate positions. These positions and programs are the reasons why students of color and underrepresented demographics can find success at UW..	
22	Faculty	If I had to choose I would suggest either option 1 or 2 as I cannot see how 3 would, "This option would continue to support a welcoming environment for all and provide critical oversight of DEI functions"	I am very concerned with any option that would cause federal and/or grant funding to stop coming to UW. I also am vehemently opposed to any option that discontinues support for ANY student or student group.	I found it pretty confusing, especially the definition of DEI. I think basically every program at UW would fall under that in some way. In fact there is much research around specific disciplines and how they support specific groups.
23	Staff	None	Eliminating a central office responsible for ensuring various voices can be heard across our campus is a terrible idea.	This plan is the first step in a slippery slope and I fear the institution will soon block any dissenting voices entirely. Freedom of thought is the cornerstone of higher education. This is a great plan if we want to rubber-stamp students through a propaganda machine, but if we want to lead innovation and research there needs to be offices ensuring that underrepresented students are welcome and freedom of speech is protected.
24	Staff	Either move it to private funding or change the name	Eliminating DEI and restructuring units	
25	Faculty	I appreciate that the working group defined DEI in a way that excludes all teaching and research activities.	By listing all possible DEI activities at UW, the President's office has placed a target on the backs of all activities focused on racial/ethnic and sexual and gender minority groups on campus. I hope that the President's Office makes a clear statement of support for activities that aim to improve the recruitment and retention of students, faculty, and staff within these groups.	My hope is that the President continues to fund the DEI office through development funds. I urge the administration to make the minimum changes needed at this point, knowing that the Freedom Caucus will continue to attack and challenge the University, no matter what it does. Do not give up everything in hopes that it will appease the unappeasable. In the meantime, we need to continue to educate the Governor on the importance of these activities, particularly in the era of declining enrollments.

26	Student	I am glad that there are suggestions about keeping the DEI Office in its current form, with different funding. That is the best option for serving students needs.	Suggestions 4 and 5, that dissolve the DEI Office, are unacceptable. Dissolving the DEI Office would be a catastrophic loss for the student body and university. Students and potential students would see it as an attack against the student body (which it is) and the university would lose many current and future students because they would, completely correctly, not feel welcome here.	Diversity, Equity, and Inclusion is essential for the future of the university. The DEI Office, what it represents, and the services it offers makes it possible for so many students to come to UW and stay here, and getting rid of it would send the (completely correct) message that they are not welcome here. The committee should be ashamed to even consider getting rid of the DEI Office. I know the legislature doesn't want it but they can't even decide what they mean when they say that. Ignore their self-contradicting statements and focus on what is best for UW's students.
27	Staff	Get rid of DEI and let functions go back to other departments like they were before 2017	Keeping DEI as it is.	Why is religion not included. Jews on campus are excluded and are a minority that is ignored by DEI. Why would a program see to disadvantage someone such as in the statement, "Function that..... advantages or disadvantages." It is not clear why this would be the case.
28	Community Member	Keep the office and the programming, change its name.	Eliminate the office and its programming.	
29	Faculty	The continuation of the DEI Office (even under a different name) as it serves distinct programming & services that strengthen the university community. The maintaining of current DEI Office administration and staff is a high priority.	The termination of DEI office administration and staff; the discontinuation or minimizing of programming, such as the Black 14 summer institute and Shepard Symposium	The response of the university to this will deeply impact how faculty feel safe to teach their courses and research and for the university members to feel safe and supported on campus. I have major reservations in continuing my affiliation with the university if the support of DEI practices is terminated.
30	Community Member	Close the department	Trying to privately find it waste of money	As an alumni seeing the wokeness has been disheartening. A 43 page report on this is beyond ridiculous and a waste of time and resources. Have one or two employees focus on ADA and/or the other federal protections which must be provided and take politics and feelings out of UW. You are allowing a small minority of people destruct which was once a great institution. Insanity is amok across US higher education.
31	Community Member	Funding through private support and possibly changing the name.	Closing the office. How dare you even think about this an option.	I think it's cowardly that this report even has to be made. And I've heard rumors that the working group and President Seidel already have their minds made up and this is just to save face. People's livelihoods and student support and mental health is at stake. Be the equality state and actually mean it .
32	Community Member	None. The report is woefully lacking it substance, completeness and thoroughness. None the "supposed options" have been given more than a few paragraphs of review. The entire report excluding appendices is only 16 pages.	All of them, but most especially, the doing away with the DEI Office in its entirety. President Sidell and the Board of Trustees need to stand up to the legislature and champion diversity, equity and inclusion and the benefits it has brought and will continue to bring to University of Wyoming and to its students, faculty and staff.	I'm a proud 1988 Graduate of University of Wyoming in Broadcast Journalism.
33	Student	Keeping the office and not canceling classes that include DEI in them	Having the office closed	The report was bullshit. The unit is giving in to alt right ideology and creating an unsafe environment for marginalized people. TurnungPoint is allowed to spew their hateful rhetoric but talk about diversity, inclusion, and equity??? That you cannot do. I'm tired of having to watch what I say in class because it might offend the alt right assholes on this campus. What I want to learn and the classes I want to take are so I know how to be a better person to society and INCLUDE those from different backgrounds. You are letting white supremest ideologies flood the campus and it is sickening.
34	Student	Keep DEI office funded by outside funding sources	Closing the DEI office	
35	Student	Continuing to fund DEI through private support and alternative funding (Working Group Suggestion #1). Change the name but otherwise continueing operating the same (Working Group Suggestion #2).	Reorganize/consolidate the DEI office (Working Group Suggestion #3). Closing the DEI office (Working Group Suggestions #4 and #5).	You MUST continue to fund this office and its activities. Scholarships for marginalized groups and identity-based services and groups are crucial to any university and to that university's reputation. The Matthew Shepard Symposium, the Black 14 Social Justice Summer Program Institute, the Latina Youth Conference, and other symposia and research centers that seem to be particularly targeted in this report MUST be funded and continue on campus. DEI attracts students from all walks of life and from all over the world to our state and this university. I am extremely disturbed by the number of times this report refers to DEI as any kind of preferential or exclusive office. That language tells me that you still don't understand the purpose of DEI, which is the EXACT opposite of exclusionary and preferential. DEI exists to protect students, faculty, and staff, and increases diversity, ensures equality, and includes all people. Anyone who feels that have been excluded as a result of DEI does not understand what it is nor do they understand how it functions. The State of Wyoming used to be about small government, states' rights, and individual liberty, but now it is bowing down before misinformed national narratives and federal politics. It is disgusting to see. As people in administrator roles for the University of Wyoming, you have a duty to the states' citizens and to the students who come here. You must fund these programs. You will lose students and faculty if you remove the DEI and fail to continue to fund its resources. Most of all, you will lose integrity and UW's reputation will be tarnished. No one will trust a university that does not have these essential programs. If you remove the DEI or otherwise fail to fund the work that office does, then the University of Wyoming will never recover. Fund this office. Fund these programs. In doing so, you protect your students, you protect the people of Wyoming, and you protect the integrity of this university.
36	Community Member	Keep DEI	Keep DEI	Do not cave, keep DEI.
37	Community Member	Keep it well funded	Don't cut it	DEI is essential to helping folks understand how to work with people who are different from them. Please continue to prioritize it
38	Community Member	Continue to fund the office with state funds under a new name.	Close the office, terminate employees and redirect only federally required duties elsewhere.	I do not agree with any name change for the office! Anything else implies exclusion and is not acceptable!
39	Community Member	Continuing to fund via any means possible	Closing and firing everyone	
40	Community Member	Shut it down. Treat everyone the same. Don't be racist.	Continuing to give certain groups preferential treatment.	DEI and its mission is morally wrong. Shut it down.
41	Community Member	I find it disturbing that lawmakers are dictating the Universities policy and curriculum.	The world of the future is going to need citizens who understand and enjoy diversity. Society now is not inclusive or equitable for many people and that won't change unless young people are exposed to ideas that they may struggle with.	None
42	Community Member	Closing DEI office and only doing federal mandates.Private funding	Private or state funding and changing name to hide from legislative oversight.	We send kids for an education to be able to be a productive, working member of society, DEI does not provide the education that students need to accomplish that goal.
43	Community Member	Close the DEI office.	A University education has to be based on academic achievement. If some get a passthrough because of race or color, how RACIST is that? And, it won't be long and the people of Wyoming will not be sending their youth to UW.	UW advances communist ideology over academic excellence and preparation for lifeswork.
44	Community Member	I support the suggest made by the working group on UW DEI.	Legislators involvement.	It's important to have Diversity, Equity and inclusion at UW.

45	Staff	I found the report difficult for the general public not involved in the work groups to understand, as it was extremely vague for implementing any helpful suggestions. It would be nice to include smaller details of how things would actually be changed and impact people or departments.	I'm white and female. So, if other ethnicities don't feel like they are getting enough help, why don't they go to their own respective parts of campus highlighted for them, build it up further and better if they wish, and do what they need, and better succeed on their own with the peers that support them and their views and be proud? Sorry, I believe we're different and we can't all function equally together all the time and have this constant hand-holding unrealistic view pretending like we are children worshipping Barney and we love everyone and there's no problems when that may not actually be true. College of Black Support. College of White Support. College of Mixed Support WITHOUT Inclusion. College of Inclusion for All. College for Undecided or Undeclared Ethnicity. College for Men's Support. College for Women's Support. College for Israel Support. College for Palestine Support. College for Both Israel and Palestine. To each their own. And if people want to intermingle, great. There can be scholarships that can intermingle if they want, or not. If people don't want to, great. Many scholarships I applied for didn't specify it was for a White scholarship, but I wasn't unhappy like many others do today. I found my way with the help I could from others and went on, why are minorities getting this extra attention whining when there are others who have different beliefs keeping quiet too so as to not rock the boat? We need to live in the real world where the role of success is up to YOU and YOU must find your path. If you stay in your lane, great. If you don't stay in your lane, great. If you want to stay in a lane where you want to change the minds of others, provided you complain in the section of campus that doesn't step on my toes, great. If my college and your college don't get along and we fight and argue about what side gets what service, and the campus isn't split fairly isn't that life as well called war, and guess what it ends up moving on anyway? Fight or move on? *RESPONSE HAS BEEN TRUNCATED FOR FORMATTING. COMPLETE REPOSENSE AVAILABLE ON PAGE 26*	respect to diversity of employees. Employees are discriminated for not being current students, jobs should be open to variety of candidates provided they meet the regulations and goals of the university..
46	Faculty	Recognizing the need for a diverse population of students, faculty and staff and recognizing there are federal laws and regulations that prohibit the total abundance of DEI.	The two options of closing DEI office is very concerning. First, the WY Legislature didn't mandate the closing, and second, serious consequences, both financially and reputation-wise, may ensue if we close the DEI office.	The report seems to suggest that supporting some summer institutes and symposia and centers are optional. They are actually necessary for student learning and for maintaining a diverse campus.
47	Student		all of it	If everyone follows the Golden Rule of Treat others as you want to be treated, then you will recognize that we are all diverse, all are equal and all are included. It's a simple concept and so easy to follow. Because we all are diverse, we can learn from each other: other cultures, other meal plans, other traditions. By treating others how we want to be treated, that is how we grow closer. The DEI agenda separates us and pushes us apart.
48	Faculty	This is a very oddly worded question. I do appreciate that there are a number of options, but reflecting what the Office and units do is the important element. Additionally, most of what I see in Appendix A does not provide for preferential treatment as outlined in the definition. In fact, what most of these activities do is outline how we try to value all. To me that means that most of this could and should continue.	Also oddly worded. I would encourage the administration to think very carefully about redirecting duties to other units, especially colleges or schools. Many of these units are already overwhelmed. Additionally, if the move is made whereby many of the activities that are designated as so called "DEI" activities are required to be moved to foundation funding, that will limit the ability of certain units to engage in these activities as foundation funding is not equitable across the institution. This will mean that those with more funding will be able to provide these types of activities whereby those without will not - thus creating an inequity.	While I think reflecting on what we do is important, I think it would behoove the administration to keep in mind that the original bill on DEI did not pass through the legislature. Instead of supporting these individuals for standing up and supporting the university, the current actions by the administration are being perceived as letting the loud minority direct what we do on a daily basis. There is always room for improvement and if we are not in compliance, then we should address that - but that is a simple statement - "as things are brought to our attention, we will examine and address as appropriate" instead of going full throttle forward. Ignoring the fact that we have underrepresented groups and trying to assume that everyone has equal opportunities runs in the face of decades of research. I'm not suggesting that we provide preferential treatment, but moving to the other extreme will also have it's own consequences in a number of areas at the institution.
49	Community Member	Terminate and fire employees or seek private funding	Race is valued over merit	Cancel gender studies program. A degree in this is Jon skilled labor.
50	Community Member	Continue to fund the work under a new name	Closing the office & complying with bare minimum to receive federal funds	Don't have any more to say about the report but a lot about the legislature.
51	Student	Retaining the office as well as services, but also educating the community about the actual services UW DEI provides to combat misinformation	Terminating or defunding- people doing great work will lose jobs and UW will lose valuable services when people who aren't paid to provide them are forced to leave	I believe that UW needs to stand up for truth and liberty and against misinformation and propaganda reinforced by UW legislators who are so far removed from the UW community they are quite literally ignorant about these issues. DEI provides valuable services and the employees there cannot provide those services if they're shuffled to another job where they will have entirely different job responsibilities. If UW wants to maintain a robust program to assist those with disabilities, kids, veteran status, mental illnesses, different racial backgrounds as well as the LGBTQ community, UW needs to protect the office of DEI, even if it's renamed, and pay good people to do the good work.
52	Staff	Close the DEI office, including termination of its employees, and redirect duties to other University units	Continue to fund the DEI office, its employees, and functions through private support	The federally required duties and responsibilities could be redirected to other offices.
53	Student	Option 1: Continue to fund DEI office through public support. The legislature controls funding, but with their limited knowledge and frank disregard for anything outside of their contrived narrative, it makes sense to limit their control over crucial DEI services. At the end of the day, the University of Wyoming exists to provide a well rounded education and experience for students. Option 1 is the option that best serves this, while ensuring that the UW can still grow in size and recruit a diverse student body. This is crucial to the longevity of the institution, despite what our legislators chose to believe.	Option 4 and 5. This sends a message to current and future students that the University of Wyoming has no interest in creating a welcoming environment for students. These options would be a detriment to admissions, thoroughness of education, and to the state as whole as UW will produce students who lack the ability to navigate a world that requires empathy and self-awareness.	

54	Faculty			My overall feeling is one of confusion. Research has shown that traditional STEM education, “Advantages or disadvantages, or attempts to advantage or disadvantage, an individual or group on the basis of race, color, sex, national origin, gender identity, or sexual orientation, to equalize or increase outcomes, participation or representation as compared to other individuals or groups;” (DEI definition 1, Diversity, Equity, and Inclusion Review Working Group Report to President Ed Seidel p. 6). Hatfield, Brown and Topaz (2022) showed that, “The probability of obtaining a STEM degree for a STEM-intending white male student with average academic preparation who receives grades of C or better in all introductory courses is 48%. In contrast, for an otherwise similar URM female student, the probability is merely 35%.” Thus, we see that traditional STEM education squarely fits the definition of DEI as provided by the working group. It advantages white male students. It disadvantages URM female students who have equal preparation and merit. Therefore, by the legislative intent, no legislatively appropriated funds shall be allocated to traditional STEM education. Contrastingly, programs and efforts that dub themselves inclusion efforts (e.g. evidence-based teaching strategies) are the opposite of the definitions used in the report to the President. They offer strategies to counter current situations that advantage or disadvantage a particular group. They enhance success for all students. For example, active learning (which is an inclusive practice) increases success for all students irrespective of identity (Freeman, 2014). References: Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. <i>Proceedings of the National Academy of Sciences</i> , 111(23), 8410–8415. doi: 10.1073/pnas.1319030111 Hatfield, N. Brown, N and Topaz, C.M. (2022). Do introductory courses disproportionately drive minoritized students out of STEM pathways?. <i>PNAS Nexus</i> , 1(4), 1-10. doi: 10.1093/pnasnexus/pgac167 I appreciate that the report acknowledges that the proposed legislation could risk the loss of federal dollars. I would like to add that it also will cause the loss of grant dollars from private philanthropic funding agencies such as the Howard Hughes Medical Institute (HHMI). The Inclusive Excellence funding streams through HHMI are awarded using inclusive practices and the HHMI ie3 Team prefers that Universities provide some type of match for the grant dollars. Clearly, if the legislative intent is realized, no matching funds could be appropriated and thus, it would be very unlikely that UW would ever again be competitive for this type of distinguished grant award.
55	Community Member	It acknowledges the vague of diversity programs when recruiting incoming students	The fact stripping certain portions of the program will make it weaker	I am a Cody wy residents with two daughters who are top of their class and considering UW. At this point I am discouraging them from considering this option. Of UW legislature keeps overreaching into education, we will loose top talent from UW student body.
56	Community Member	Fund the office with private support.	Closing the whole DEI office.	This is a set back for people of color including Native people indigenous to Wyoming before it became a stare. Eduction is a treaty right and Wyoming needs to honor that obligation.
57	Community Member	Reorganize under another re-named university unit	closing the office and terminating employees	It is essential to the future of our state to have an educated citizenry. This requires recruiting students throughout the state. We cannot legislate our state into a monoculture that never existed in the past.
58	Community Member	Let the university decide what programs are needed. Do not micromanage their attempts to create environments where students feel safe, included, and valued.	Eliminating the department	Mt family has lived in Wyoming for 5 generations. As a child i grew up living all over WY but my world experiences were very limited. It wasn't until I attended the university that I discovered a rainbow of diversity I had never been privileged to view. We live in a global community noy just a Wyoming world. If our students are to be successful they need a global view a nd understanding of the world. They need to learn tolerance and understanding.
59	Faculty			University administration has set its own hair on fire by taking on too much, and much more than is needed or required, in too short a time. The final version of the budget restriction states only, “No funds from this appropriation shall be expended on the office of diversity, equity and inclusion at the University of Wyoming.” The Final Report conveys a complete capitulation to an unfounded radical right-wing ideology and the Governor’s political pandering. Rather than defend the good work the University does, it comes across as a whipped dog dancing on its hind legs in the futile hope the beatings will stop.
60	Student	The legislature and governors decision.	Rather than eliminating the program going to a merit based system the university is seeking to reallocate funds and staff, meaning the DEI program initiatives won't be eliminated, just reclassified.	Article 7 Section 16 of the Wyoming State Constitution gives very clear guidance that any type of discrimination is prohibited. Can we let the laws in our state determine our direction rather than spending tax dollars on "woke nonsense" as described by the governor? I've lived in Wyoming long enough to know the citizens of this state out their best forwards every single day, we should only accept the best at this university. Switching to a system where merit exceeds program initiatives would not only increase the standing of our program in a national perspective but would also lead to the students who come through this institution being outstanding citizens
61	Student	I agree with the supreme court that DEI is racist and needs to be removed from this campus.	That it is going to continue at all. Remove this racist program.	This should not be happening the elected representatives of the people of Wyoming have made it clear the we do not want this.
62	Community Member	There is no need for the DEI office at the University of Wyoming. Students need to be working on future degrees rather than socialistic tendencies as espoused by the DEI.	The DEI has done nothing favorable for the students or the state of Wyoming that supports the university	The DEI use the money to further education, not socialism
63	Community Member	As a community member and UW alumni, I support the need to have funding for the UW Student Safety and Support Office. The current ODEI center and staff work with ALL, veterans, disabilities, native Americans, ethnicity, genders., ect, WE ARE WYOMING. Keep a center and staff.	Bowing to Legislature, when current and future center and staff meets the letter of the law.	How our university to be competitive nationally and enrich our educational experience. “Programs such as these in question, benefit not only underrepresented communities but also the entire student body and workforce by creating a more inclusive and welcoming environment. Diversity brings different perspectives, experiences, and ideas to the table, enriching the educational and professional experiences of everyone involved. It fosters creativity, innovation, and critical thinking, which are essential skills in today's interconnected and diverse world.” Keep the center and staff. UW must be given the freedom to program services and staff due to being the experts in this area.
64	Student	Continue to have a DEI office	Removing all aspects of the DEI office and getting rid of non-essential employees	
65	Student	Outreach for Private Support	Clisure and Firing Everybody	Thanks to Kermit Browne!!!
66	Student	De-funding the official office of Diversity, Equity, and Inclusion while still maintaining the federal requirements.	Re-naming or re-labeling the same service under different auspices. It is clear that the people who represent the citizens have made clear their intentions..	
67	Community Member	Continue to fund the office with state funds under a new name.	Close the office, terminate employees and redirect some of its duties elsewhere	This is sad news for the university that I used to be so proud to have graduated from. It makes me sad to think that future Hispanics that want to consider attending UW won't have the same support group and village of people that I had during my time there. I have children that are getting closer to college age and I've always encouraged them to consider UW. If DEI is cut, I would never consider spending my children there. But maybe that is what the state of Wyoming wants. An all “white”college experience.
68	Community Member	We should keep DEI programs open and available for anyone who wants to participate. I think finding private funding could help if Wyoming chose to adopt these bills that terminate programs like this.	Terminate employees and put duties elsewhere. I believe it's in the best interest for Wyoming to not adopt policies or bills that terminate DEI programs and offices. These kinds of programs help Wyoming be more inclusive and diverse in its communities. It's not a bad thing to have these programs.	I think by adopting these policies and regulations on DEI programs, it shows that Wyoming wants to join the nation in creating false accusations about these programs. Some people like to believe DEI programs are indoctrination programs but they simply are not!
69	Community Member	To end it.	To rename it.	The University needs to follow the law set by the Wyoming Legislature. UW is not above the law.
70	Community Member	Use of non-state dollars for supporting programs and services after a review of existing offerings. Support options 1-3 related to the DEI office.	Closing the DEI office is least preferable of options listed. Centers, services, support groups, seminars and events should not be aligned through student organizations since the organizations do not have physical and financial resources to support all of these efforts and ASUW's infrastructure is also limited to support these efforts. UW Foundation needs to support private donor intentions related to scholarships in its work otherwise donors will not give if original intent is changed in the process. UW has limited private resources and the report's recommendation's to secure private funding place additional burden on the UW Foundation.	If units are closed, provide a plan for employees to stay with UW (something akin to UW's retrenchment policy). Otherwise, UW's optics will appear that is throwing its diverse employees out into the streets with no option to continue to contribute their skills to UW (could include financial support if feasible). This would show UW has some humanity in terminating employees when it is not performance based situation. The existing centers in the union should be retained after a review of services and included in student support services since they are part of Student Affairs so I am not sure why they were listed separately.
71	Community Member	Close office, terminate employees and redirect only federally directed duties.	Keeping the office open and funding it with tax payer dollars.	DEI is destroying our children and society and should be abolished.
72	Student	Close the office, terminate employees and redirect only federally required duties elsewhere.	Continue to fund the office with state funds under a new name.	
73	Community Member	None. It is a racist waste of money	DEI should not be an acronym used by an instruction of higher learning (sarc)	Stop wasting tax dollars on non essential/on educational depatments. .

74	Community Member	Dissolving the dept entirely and moving core federal services to other departments.	Keeping the dept as is and simply renaming it in a shady way.	Stop the coddling culture cycle. Just focus on the values of the university and the state that houses it- if people live by these values people will be not only included and respected, they'll also be prepared for the real world after college.
75	Community Member	Close the office and terminate employees.	Leaving the DEI and renaming it.	The Legislature speaks on behalf of Wyoming constituents and voted as the majority requested.
76	Student	Options 1 ("Continue to fund the DEI office, its employees, and functions through private support), 2 (Continue to fund the DEI office, its employees, and functions through state dollars..."), and 3 ("Reorganize or consolidate the DEI office..."). DEI is essential at UW and all academic institutions. Continued funding to DEI is essential for student enrollment, faculty recruitment, well-being of all those affiliated with UW, and academic prosperity. Without funding, retention and recruitment of students, faculty, and staff may be likely to reduce. My interactions with my fellow students, particularly those with diverse identities, as enriched my academic experience and contributed to my own personal development within my field of study. In addition, several of the current DEI programs, activities, and functions (Appendix A) are integral to creating a welcoming and prosperous environment. For example, UW Psychology Center Services ensures that community members are able to receive culturally-responsive, individualized, and effective mental health services; something that many around the world need and deserve. Entities with functions that pertain to recruiting diverse students and faculty (e.g., Graduate Admissions, Faculty and staff DEI committees) are necessary to create a rich academic environment. Many graduate students, like me, value the importance of diverse faculty to provide a well-rounded educational experience. Maintaining funding ensures that UW can continue to grow as an academic institution. Many of the academic initiatives surrounding DEI, such as those related to research, provide necessary funds and academic alignment to pursue UW gaining R1 status in the future. That milestone, alone, would allow UW to grow financially and continue to expand upon the institutions impact on the state, national, and global levels. Without funding for DEI, I fear that UW will fail to achieve R1 status and miss out on the associated benefits.	Options 4 ("Close the DEI office..." and 5 ("Close the DEI office..."). Through closing the DEI office, UW would lose individuals that have been essential to the very success of the institution. Importantly, loss of such funding and structure would prospectively negatively impact the ability of the university to recruit and retain students and faculty. As a graduate student, I would not have made the decision to pursue my graduate studies at UW if there was no structure or funding for DEI during that time. This is because I recognize that value of DEI in my life as an individual and it is integral to the degree I am pursuing. Through these cuts and loss of structure, I fear that many applicants (both faculty and students) would no longer consider UW as place for them. Academia nationally and globally recognizes the importance of DEI and many, if not all, of the R1 research institutions in the United States maintain structure and funding related to DEI. Closing the DEI office and reallocation of funds is antithetical to the goal of making UW and R1 institution.	
77	Staff	I think obviously, I like the options that lead to us retaining services as they are to the best of our abilities. I understand this may lead to future challenges with the legislature but I think we can expect that anyhow. Students (not just diverse students) ask for more services and opportunities of the type the MA, NAIS, ODEI, ISS and others offer. UW is responding their demands. It is not the other way around.	One of my main concerns is the idea of there being "divisive" language in the Inclusivity Pillar. There are no divisive topics or language in the Pillar document. Simply a stated idea that there are some populations of students/staff/faculty that need additional supports and connections. I also think including the word, "divisive" is very problematic. The document also seems to push a lot of the work/responsibility to student organizations. As wonderful as our student orgs are, I think we could be setting ourselves up for very challenging situations by doing this. I also don't feel like the document recognizes the ways that offices like MA, ODEI, ISS, NAIS, Veterans, etc. all work together to support students. Not just their "target" populations of students but ALL students. The work together creates a whole community of care. That is not recognized in the document. I'm uncomfortable with the exclusions of certain populations that should fall into DEI definition.	I strongly believe we will be under attack again next year by the legislature no matter what we do. We need to be prepared months in advance on how to fight these fights. We need to be coordinated. We need to educate our legislature about what we actually do and about what students these days demand. We should prepare with our colleagues at CC's since they didn't face the same legislative battles but can probably expect to in the future.
78	Faculty	Rename/reconfigure all DEI activities to avoid legislative targeting in future, redistribute staff within university, keep Black14 summer program	Eradicating all DEI programming, firing staff	Let us avoid putting a target on our backs with unnecessarily provocative programming (ex. social justice major), there is no good faith conversation to be had with Freedom Caucus, stop legitimating Turning Point on campus
79	Staff	Renaming the DEI office to reflect its work accurately is a good start. However, how do we ensure that they don't target it again if their "intent" could be seen as dissolving the entire thought process?	The vagueness of the phrase "spirit of the legislature's direction and/or intent."	I am concerned about the future of safety on this campus for our students.
80	Staff	Maintain the DEI office even if have to call it something else	The definitions of DEI considered focus on advantage/disadvantage of particular groups, rather than recognizing historical harms with intention to create parity. Disappointed in references to the "spirit" of a misguided and ill-informed legislature without taking a stand. The idea that DEI would be broken down and parceled out to different units on campus will not support equity, and will lose momentum in efforts to attain equity. The trajectory and strength of efforts would be diminished. The Black 14 social justice institute should not be continued without full support of the Black 14, as doing so without their support would likely open UW to a lawsuit and would be an unforgivable cultural appropriation. What are the "issues making national headlines"? This smacks of cherry-picking only some headlines, and the lack of clarity is concerning. Not prioritizing DEI efforts means not recognizing DEI as an essential function. How is "essential function" defined in a state institution that has historically catered to the priorities of cis-gender white men? What is "content-neutral" and how is it defined and by whom, and how does that square with freedom of expression, or the (seemingly untruthfully stated) priority about UW being a place where all will be welcomed? Talking out of both sides of the mouth here. The phrase "some may suggest" is also cherry-picking some perspectives over others and should be backed by evidence. For a university, this plan is sorely lacking the opportunity for data-informed decision making as the request for information for the Working Group did not include information or evidence about the impact of the DEI programs that do exist. Student organizations should absolutely not bear the burden of DEI efforts, as students' job is to learn - history has shown how inappropriate and unfair it is for the historically marginalized communities to be the ones responsible for righting the wrongs of cis-gender white culture as it just increases inequity. *RESPONSE HAS BEEN TRUNCATED FOR FORMATTING. COMPLETE REPONSE AVAILABLE ON PAGE 26*	The decision to allow less than 4 days (and less than 2 full business days) for the university employees and students to respond to this dense, 43-page report indicates that the request for feedback is simply pro-forma and is crafted to avoid receiving well-thought-out responses. It is not a true and honest recognition that feedback is desired from employees and students balancing already-full lives with work, studies, families, and more. Many do not have the ability to drop other responsibilities, deadlines, deliverables, assignments, family needs, in order to consider a thoughtful response on such a short notice. On the surface, this indicates that the university will do what it wants anyway. This is deeply disappointing and you should be ashamed of yourselves for pretending this is appropriate opportunity for input.
81	Community Member	Close the office and redirect only federally required duties elsewhere	Keeping the office in any form.	Diversity, Equity and Inclusion(DEI) offices and programs are thinly veiled and disarmingly named fronts for Marxist ideology. While free speech continues to be the most important aspect of of any intelligent discussion, DEI programs heavily rely on group identities (ie stereotypes) rather than individuals. This enhances cultural division by scaling standards based off group stereotypes rather than individual performance.
82	Community Member	KEEP DE&!! fund privately!	closing the office	Equity is not possible with first acknowledging it as a need!

83	Student	Keeping the office and using private funds to keep providing service	Allowing progress of diversity on campus to stop or lessen in any way. The campus is in a predominantly white state and it is reflected.	Please continue to make ALL students feel welcome and don't restrict faculty in their positions.
84	Student	I support the retention of the DEI office, followed by renaming it. While I recognize that all of its functions can be done by other departments, having it centralized seems to best serve efficiently overseeing how all of its services operate.	Absolving the office of DEI entirely does not seem like the most appropriate response that would support students feeling welcome and safe here. For that reason, I don't believe that this is an appropriate course of action.	For context, I am originally from Texas and I went to undergrad at Alabama. When moving here from Washington (which has felt the most like "home") I had concerns about if Wyoming would mirror the places that I've spent most of my life. A critical concern, because I fully recognize that my appearance shows my queerness more outwardly. Would Laramie be a place I felt safe? Would I find members of my community here? Would I experience harm? So far, I've felt more supported here than in the South which is contrary to what I was expecting. While it is NOT the same as Portland, Oregon there are programs here that have contributed to my experience of safety and community. In August and LGBTQ+ friendly bbq event was held on campus and this is initially where I realized that I am not here alone. My self expression does not single me out or target me, and I have community here. Since then, I frequently attend GeekOUT at the Makerspace which is a program I love. I feel like I can learn something new, have community, feel safe, and do something that provides a mental break for me. While I am not involved in Society of Women in Engineering here (I was at Alabama) I cannot emphasize enough the importance of programming related to women in stem. Engineering for me was so isolating as a woman. I felt unsupported, alone, and like I could never measure up, and ultimately I changed my major. Programs like SWE build community for women in programs who often feel like how I felt. Currently, I am still involved in my Oregon chapter of Portland Women in STEM and I had so many amazing opportunities for mentorship and community through that type of program. Women are capable of doing amazing science and they deserve support and community to help them achieve their goals. Lastly, the UW Psychology Center provides a vital mental health care service not only on campus but in our community. Community members can access the care they need here in Laramie, without it so many people experiencing really difficult challenges would not have anywhere to go. I believe in UW and the sense of community fostered here. This campus is wonderful in so many ways and I hope we can retain all of the things we do here that help us take care of one another. The cowboy spirit is that we take care of the herd, and we don't leave anyone behind.
85	Community Member	I sincerely hope this report will lead the DEI office to continue in the same or similar capacities while moving past the Legislature's overstep in this past Budget Session.	This report should not be necessary as the Legislature shouldn't support indoctrination by eliminating every department they disagree with.	I am fully in support of UW's DEI office. If we want to continue being an overwhelmingly old and white state then eliminating DEI is a great step to continue to discourage folks from moving and reinvigorating our state.
86	Staff	It seems to acknowledge detrimental aspects for how some DEI programs are managed. The University can achieve a safe and welcoming place without a DEI office and create cost saving that can be passed down to all students.	Typically, DEI offices tend to focus on a small set of specific individuals, while excluding others who may be experiencing other types of "marginalization" that do not fall into the categories that make the most headlines.. DEI offices tend to facilitate greater divisions in the campus community by supporting and grouping us by characteristics we can not alter.	The job of a University is to educate and teach people how to think, not what to think. While I appreciate UW and it's current DEI office strives to include all, at it's roots, it gives more support to certain groups than others. I would love to see it be more neutral in support and funding of various groups. I see much more funds, advertising and support for a few certain groups than for others. It is good people have passions and beliefs but the University needs to remain neutral. Teach students life if not fair for anyone or any group, and they, as individuals, are not any more of a victim than their neighbor - their struggles are just different and they have the power to succeed and overcome what ever life throws their way.
87	Community Member	Close the DEI office	Trying to get around the actions of the the cut from State funds.	Everybody should be treated equally, then there is no need for DEI.
88	Student	Reaffirming the University's principal values . . . with a commitment to continuing the work of DEI that is integrated into higher education.	The Governor's statement that the University should stop the "woke nonsense" was inherently political and misrepresents the important work of institutions of higher learning to educate students (and others) about the reality of the world in which live, how to be respectful human beings, and how to function in a multi-cultural/multi-ethnic world. I would have liked the "woke" language and its implications to have been challenged.	While I understand the challenges of meeting state, federal, and other funding requirements, as the flagship university of Wyoming, the work of diversity, equity and inclusion is critical to the sustainability of a well-educated, well-informed, and thoughtful populace. I would like the University to make a more overt commitment to continuing this work.
89	Community Member	Continue to fund office through private support or through renaming + acknowledgement that services that promote wellbeing of marginalized groups are not preferential treatment but necessary practices to ensure opportunity, access, and social/mental health.	Eliminating, moving to other departments.	B14 and Shepherd Symposium names must not be retained by UW without express permission from both entities
90	Faculty	Options 4 or 5	Options 1 through 3.	The state was very clear in its intentions and desires towards removing the emphasis on DEI as it has been the cause of some contention and the state questions the value of the investment. To argue that it is small relative to other endeavors is disingenuous. Many core areas of instruction that are critical to the success of the students and, in turn, the state but are underfunded due to the lack of resources. It is also insulting to insinuate that there is a necessity of a DEI office because, as implied, people of the University and state are NOT welcoming and open to others, and that we need institutionalized support to accomplish these goals.
91	Community Member	I don't really like that anything might be on the chopping block, frankly. I would like for the University to make a principled stand against flagrant partisanship that harms UW's community.	Kowtowing to external pressures that are motivated by bad faith politics is not conducive to the effective management of a place of higher education.	I think it would behoove the people in positions of power to defend anything and everything that falls under DEI classifications. Point out the hypocrisy and the obvious harms being done. Don't go out of your way to cater to bigots with ulterior motives. Support your people.
92	Student	The most preferable option would be maintaining DEIC operations, if by private funding and/or changing the name of department. This could be changing the language regarding the scope of the DEIC to better fit requirements by legislation.	The suggestions regarding closing the DEI office and/or redistributing DEI office responsibilities to other offices would be a negative outcome. The elimination of DEI at the University of Wyoming would hurt the overall community, student's education, and faculty and staff work within the university. DEIC is instrumental especially when considering the humanistic departments. The idea of taking away these departments would be inexcusable when considering accreditation for graduate programs that require DEIC. As well as the loss of jobs and straining resources for those who used resources within the DEIC.	This legislation is determinatal to the academic community at the University of Wyoming and not acknowledging the pain that this is causing within the community is detrimental and needs to be considered.
93	Student	DEI creates a welcoming space for students of all backgrounds. Without DEI, UW will be even more one tips of person and will lack diversity of thought. DEI programs also help students with disabilities. Lastly, DEI programs make UW a safe space for students of color to be athletes at. Without DEI we loose all of that security.	It seems that those who did the report were confused about what DEI is. For example, some examples of DEI were like discussing gender differences in sexual assaults. That's not DEI. That's the fact the women and non-binary students are being raped at the university of Wyoming in higher numbers than men. If men get raped the same amount, does that program become not dei? No. That's not how it works. I saw that with some of the title 9 stuff and what not- I just think that dei is important, but yall may be categorizing things that are not dei as so.	If UW gets rid of all DEI programs I will continue grad school else where. This is pathetic
94	Student	I prefer option 2 (Continue to fund the office but change the name) the most.	I strongly oppose options 4 and 5 (closing of the office in any capacity).	I have several concerns. The first is why are student fees considered state-funded when that comes from the bill students pay? If the students contribute towards that fund, then the legislature should not be able to control it by deciding what benefits the students cannot have. Feel free to ignore if this is an inaccurate description. Next, I understand that the university must make some changes in the face of legislative actions, but enrollment in the university is already down. Creating an environment that makes people of diverse groups fear their safety will not help, then everyone will suffer. I would also like to remind those considering the results of this survey of the resulting doctor shortages that followed certain states creating abortion bans. Are we willing to risk a similar avoidance, especially when UWyo is trying to become a research-heavy institution? Thirdly, I do strongly support ensuring that DEI events/offices aren't discouraging other groups from interacting, but I see an issue with scholarships. If someone external creates a fund aimed at helping a certain demographic, that should remain their choice. Finally, this is merely a general statement and not a direct comment on the working group (as it sounds like they did their best). However, if the DEI office is forced to close, then I believe it is only fair that every identity-based group must be restricted as well-- including groups like Turning Point USA, religious stands, and political activism. You cannot close only the office regarding diversity and claim it is to remain neutral while allowing generally conservative and/or religious groups to remain as is. Anti-DEI legislation cannot result in having cake and eating it too. That being said, I hope the office can mere shift to be renamed and/or better project an opening environment, which I believe will be the best option for the the university and those associated with it. I also hope that the following few weeks while this decision is being made is filled with constructive thoughts, calm discussion, and that we find our best path forward regardless of outcome. I admire everyone tackling this tough topic, and am grateful for the push for input from the body of the university. My best wishes go forward for everyone involved with this topic.

95	Staff	Based on the report I find the most preferable course of action lies within suggestion two. Understanding that the state has the obligation to fund federal requirements laid out by Title IV and Title VI while maintaining an obligation to fund specific programs related to ADA, Veteran's Affairs, etc. The state also has an obligation to ensure that its own constitutional laws are upheld as noted later in the report.	I do not like that the report highlighted the working group asking the legislature what their legislative intent was behind the bill. If the legislature is going to pass a bill they need to clearly and concisely highlight and delineate all intent within that bill. Too often have they gotten away with vague passages that require more in depth research and we should not be returning to them to ask them what they mean when the bill is already passed. They should have stated what they meant in the first place. I also would like to acknowledge that a land statement is incredibly important and should be retained and backed by the University. It is incredibly important to acknowledge the land that was once home to indigenous cultures and touches on our history as an institution.	Overall, I am grateful for the opportunity to make my voice heard. I am a Laramie, WY born and raised individual who graduated from UW in 2015. As someone who has seen, for more than 20 years, response after response of UW to irresponsible legislative action, it is quite frankly offensive and exhausting that we as an institution must continue to back pedal on programs, accreditation requirements, and more to please a handful of folks who clearly don't understand the purpose of higher education. As someone who worked for corporate entities and has a vast amount of experience in other cities and states, DEI is not a bad thing, it is not evil. As a white, openly gay, male, I am displeased that we are not doing more to "buck the system" as our motto goes and would advise that we keep that at the forefront of our minds as we look to the future of our institution, which includes a vast variety of people. I will say that if our institution decides to shift in the direction of anti-DEI action, I, a UW Award Winning staff member, will promptly be looking for jobs in states where I know I will be accepted. Accepted, not only for who I am, but states who desire my talents as someone different to better prepare their state for the future and that future includes DEI.
96	Staff	Continue to fund the DEI office, its employees, and functions through private support.	Closing the office of Diversity, Equity, and Inclusion	I am hopeful that Appendix A is meant to be an exhaustive list with an understanding that many items listed are not "DEI" efforts/programs. I'm afraid the University may throw the baby out with the bathwater in an attempt to show the Legislature that we intend to comply with the spirit of the law. The law only states that state funds cannot be used to fund the DEI office or activities. It seems pretty clear to me that the "law is the law" and we do not have an obligation, nor do we have an expectation, to try and define the "spirit of the law." Please do the right thing.
97	Student	Keeping the DEI office open and functioning in all capacities, retaining all employees	The prospect of closing the DEI office and terminating all employees	
98	Staff	Option 3, p. 10; potential concerns 1-6, p. 15;	Options 1-2, p. 9;	It seems clear that the legislature isn't suggesting that the university get rid of ADA and other federal compliance programs that have been around for decades. Regardless of what is coming out of D.C., based on whichever polarized party is in charge, Wyoming by and large is a conservative state. So many legislatures probably are representing their constituents, whether members of the UW community or half of the nation agree or not. Even LGBTQ and programs like the Shepherd Symposium have been around for years. So why now? Historically, Wyoming residents are known for the attitude of do what you want, just don't force it on me. It seems the targeted legislature is really about the reputation of DEI nationally and specifically about people changing their gender/species identity based on how they feel and forcing everyone to acknowledge that with pronouns, etc. And events/articles like this, https://cowboystatedaily.com/2023/05/22/dave-simpson-thats-the-craziest-thing-i-ever-heard/ and the controversy of the Kappa Kappa Gamma sorority/transgender lawsuit. Not to mention, trying to force hiring of minorities that don't necessarily want to be in Wyoming. It's hard enough to recruit to Wyoming as it is. It's cold and remote, it's not for everyone and trying to force a one size fits all matrix on everyone seems unrealistic. Especially when it's common knowledge that if a person high enough up the food chain really wants to hire someone they will just do it without posting the position or interviewing multiple candidates, even if it breaches a contract with a consultant or especially if it's a spousal hire to recruit someone's partner. Look at the President's cabinet or the BOT's, not a lot of racial diversity. This doesn't mean the president or the governor are racists, it isn't mutually exclusive that you have to have every race on every committee/departments or you're a racist bigot. It's all about optics and perception as has been discussed and some of the policies/names that UW has adopted to be more like other places isn't working. I don't know how you maintain freedom of expression to respect everyone's perspectives when our country is so polarized and some perspectives are fundamentally opposed to one another.
99	Staff	Continue to fund the DEI office, its employees, and functions through private support; Continuing to partner with UW Foundation and fundraise for private support for summer institutes and programming & symposia and research centers	Any suggestion of dissolving the DEI office altogether or "reorganizing" within another university unit; Lack of suggestion to seek out additional private support for hosting, inviting, and sponsoring speakers with DEI-focused content; Implying that student support services should veer away from identity-based supports; The suggestion that requiring some sort of standard for assessing employee's commitment to DEI could be discontinued.	I understand the importance of the working group attempting to find some objective ground to assess the current state of all things DEI at the university, yet I think this report fails to make a stronger case for finding alternative sources of funding to continue supporting DEI initiatives. In an overwhelmingly white, republican super-majority state, the university should be a safehaven for diversity of thought and minority populations. While the university may have to abide by the legislature's ignorant and ill-thought mandates, UW has the responsibility to actively uphold inclusive, equitable values and practices, lest it just be an institution stymied in a rigid, small-minded world view, cranking out the next right-wing maniac to join the legislature and make everything even worse.
100	Staff	Under section VII. Working Group Suggestions, it is my personal opinion that the University should prioritize the funding of the DEI office if at all possible. These programs are not only central to the beliefs of UW and Wyoming (as the equality state), but many (as noted in this report) are federally mandated. For these reasons, I strongly petition the working group and UW Administration to prioritize options 1, 2, or 3 in relation to options related to the Office of DEI.	Under section VII. Working Group Suggestions, I find options 4 and 5 to be the least preferable options. As noted in this report, there is a wide array of University programs, policies, and groups that rely on support from the DEI Office. To completely disband this office and remove its employees would be an error that would have grave impact on UW function in the future. While certain roles and functions could be reorganized, it would be a loss to the UW community to terminate a central office of resources related to diversity and inclusion.	Thank you to the BOT, President, UW Administration, and members of this working group for seeking to find a viable solution to this upcoming change. In a time where enrollment is a high priority for UW, I would caution that failure to prioritize issues related to diversity, equity, and inclusion could have a negative impact on recruitment to our University. Thank you for your continued diligence and discernment while navigating these changes.
101	Staff	Looking for private funding for the DEI Office and programs, and keeping it the same.	Closing the office and terminating the employees	We should not bow down to people who are misunderstanding what DEI is. Their desire to remain informed by propaganda is not how we should be forced to run this university. If the DEI office closes, we will lose funding and we will lose prospective students.
102	Staff	Closing the DEI office and absorbing those duties in existing offices	Keeping the office open and/or funding it through grants or other	I believe that the DEI office is a great example of waste and unneeded redundancy. Anti-discrimination laws already exist and spending millions more on DEI efforts makes little sense especially with a decreasing enrollment model.
103	Community Member	The acknowledgement of options other than dismantling the DEI office.	The willingness of the university to even consider dismantling the DEI office, which tells any student, staff, faculty, or community member who benefits from the office that they are not valued, nor welcome.	This is a horrendously vague survey which indicates a lack of desire for true feedback.
104	Community Member	Continue to fund perhaps under a new name	Closing and terminating employees	The office is needed and doing good work.
105	Staff	Continuing to fund the DEI office, its employees, and functions with state dollars and/or private support but change the name to accurately reflect the work of the office and legislative intent	Closing the DEI office, including termination of its employees and reallocation of federal funds	Overall, I'm grateful that the university was able to establish a working group so quickly. Nevertheless, I am deeply concerned about the direction the university is headed. I graduated from the university of Wyoming with a BS in biology. I recently applied to the graduate school to pursue a PhD at UW, and I've been working as a researcher at the university for the last two years. My appreciation for Wyoming's commitment to higher education and STEM research is why I've stayed at the university in one capacity or another for so long. Additionally, the university of Wyoming and the city of Laramie provides a welcoming and accepting atmosphere to minority groups, which is not something every county or city in this state does adequately. I am saddened at the list of DEI-related activities, events, and services that could be targeted by this abhorrent state law. As someone who grew up in Wyoming and had the opportunity to learn about the research that takes place at UW via university outreach events like Women in STEM, I'm furious to see programs like these being targeted by partisan fear-mongering. Wyoming cannot truly call itself the equality state if we eliminate the DEI program and stop DEI events. Lastly, the research lab that I work in submitted an NSF- grant in November that would provide enough funding to cover three years of research and two PhD stipends, and I had to write a statement of DEI commitment and list DEI services that would be available to students and staff funded by the grant. Every single on-campus resource that I listed is now potentially at risk of being closed. What happens to researchers that receive or want to apply for funding that requires DEI acknowledgement and commitment? I hope the university of Wyoming will do everything in its power to let the governor and legislature know that this law is morally wrong and will have many unintended consequences.
106	Community Member	There is no place for DEI in our state funded public institutions especially the University of Wyoming.	DEI doesn't provide inclusion at all. It actually creates division amongst students and also with staff and employees of the university.	
107	Faculty	The fact that each and every function of the University is in fact equitable and inclusive and in fact neuro diversity and non obvious diversity are also supported here in this Equality State.	Resources and funding if not directed to coordinate and preferably centrally the efforts of this institution will lead to chaos.	I would and each of us would be able to get focused on our part in bringing in the 120 million federal grant dollars if the discussions on DEIA lead to safety and knowledge that this campus is supported by administration and clear that making lists and definitions and labeling is divisive in and of itself, thank you for opportunity to share.
108	Community Member	Relocation of funds to worthwhile programs that value merit, open vigorous dialogue,	I support the closing of the DEI program	

109	Faculty	changing the name of the office to maybe make it more reflective of the breadth of activities to show that the office, the staff, and their work is more than just what some think "DEI" is when it's being politicized.	total closure of the DEI office	One thing I noticed in the last section of recommendations about departments not including diversity, equity and inclusion in staff performance reviews, that was one of the competencies that HR requested we include (along with two others). I'm not sure what would have happened if we didn't include it, but that is why it is likely in many staff evaluations.
110	Student	4 or 5	1	DEI is division and exclusions disguised
111	Staff	Continuing to fund the DEI office	Closing the DEI office	
112	Student	Continue to fund the DEI office with private support	Close the DEI office	
113	Community Member	Reorganizing and Renaming the DEI Office: The suggestion to reorganize or consolidate the DEI office and potentially change its name to better reflect its focus on access, engagement, equality, and/or compliance seems practical. This could help align the office's work with legislative intent while still upholding the university's commitment to a welcoming and inclusive environment. It also has the potential to minimize redundancy and optimize resource use. Private Funding and Foundation Support: The option to continue funding the DEI office, its employees, and functions through private support, including the establishment of foundation accounts, could ensure the continuation of these vital functions without contravening legislative directives about state funding. This approach could provide a sustainable funding model that is somewhat insulated from political fluctuations. Incorporating DEI into Broader University Goals: The report emphasizes aligning DEI efforts with the overall mission and strategic plans of the university. This integration ensures that DEI is not seen as an isolated or ancillary activity but as integral to the university's core operations and objectives, which include teaching, research, and public service. Continued Compliance and Federal Mandates: The working group's focus on ensuring compliance with federal and state laws and regulations is crucial for maintaining necessary standards and avoiding legal repercussions. The continuation of federally required functions like ADA coordination and Title VI, VII, and IX compliance within other university units is a responsible approach. Community and Cultural Engagement: Recommendations to enhance community engagement and cultural awareness through events and programming that include diverse perspectives are important. This approach not only supports DEI but also enriches the educational environment for all students.*RESPONSE HAS BEEN TRUNCATED FOR FORMATTING. COMPLETE REPOSENSE AVAILABLE ON PAGE 26*	While the report offers many constructive suggestions for sustaining Diversity, Equity, and Inclusion (DEI) efforts at the University of Wyoming, some aspects might be less preferable or potentially problematic for the future of DEI at the university: Potential Closure of the DEI Office: The option to close the DEI office, including terminating its employees and redistributing its duties across other university units, could be seen as a step backward for DEI efforts. This move might send a message that DEI is not a priority, potentially impacting the university's reputation and its ability to attract a diverse student body and faculty. Perception of Compliance Over Commitment: While the report emphasizes compliance with state and federal regulations, focusing primarily on compliance might give the impression that the university's commitment to DEI is driven more by legal necessity than by a genuine commitment to fostering an inclusive community. This could undermine the authenticity of DEI initiatives and decrease trust among stakeholders. Reduced Central Oversight for DEI Activities: Distributing DEI responsibilities across different units without centralized oversight could lead to inconsistencies in how DEI principles are applied and monitored. Central oversight is crucial for coordinating efforts, measuring progress, and ensuring that DEI values are uniformly implemented across the university. Reliance on Private Funding: While using private funding to support the DEI office is a practical solution to legislative funding restrictions, over-reliance on this source could lead to instability. Private funding can be variable and may not provide the consistent support needed for long-term planning and implementation of DEI initiatives. Modification or Reduction of Programs: Suggestions for modifying or potentially discontinuing some DEI-related programs could diminish support services that benefit underrepresented groups. *RESPONSE HAS BEEN TRUNCATED FOR FORMATTING. COMPLETE REPOSENSE AVAILABLE ON PAGE 26*	The report by the Diversity, Equity, and Inclusion Review Working Group at the University of Wyoming is comprehensive and reflects a deep consideration of the practical and political realities facing the institution. It effectively outlines a range of strategies to sustain DEI efforts within legislative and financial constraints, demonstrating a pragmatic approach to maintaining inclusivity initiatives under challenging conditions. The detailed review of DEI definitions, along with the nuanced discussion of federal and state compliance requirements, provides a robust framework for the university's ongoing commitment to these principles. However, the report could enhance its focus on the qualitative impacts of DEI initiatives, such as student and faculty satisfaction, recruitment and retention rates among underrepresented groups, and the broader cultural impact on campus life, which are crucial for evaluating the true effectiveness of these efforts. Furthermore, while the report does an admirable job of navigating potential funding and administrative challenges, it somewhat lacks a forward-looking perspective on how DEI can be innovatively integrated into all aspects of university operations beyond compliance. Future iterations of this work could benefit from including more case studies or examples of successful DEI programs from similar institutions, which could offer creative and effective solutions that have been proven elsewhere. Additionally, fostering an environment that encourages ongoing dialogue and feedback from the university community regarding DEI could further enrich the development and implementation of these initiatives, ensuring they are responsive and adaptive to the needs of all campus stakeholders.
114	Staff	Continue DEI with private funds	Terminating program and employees	
115	Faculty	Maintaining full DEI at the university	Closing DEI office	Closing the DEI office will jeopardize many programs at UW that have DEI requirements as well as jeopardize both present and future funding that may have a DEI element.
116	Student	I would be fine with changing the name from DEI to something else if it would piss state legislature off less, but I think using Private funds would be better.	Shutting down DEI would be insane, and cause severe damage to our ability to get federal funding and remain an accredited institution. The DEI office is important, and the function it serves is important.	On the appendices, I think it absurd some of the offices that are considered DEI or DEI related. Human resources stood out as a particularly bad one, simply because they allow people to self identify on paperwork. Violence Prevention, Title IX and the the Wellness center being considered DEI is really strange too. Violence Prevention and Title IX have to acknowledge gender literally due to education and factual purposes. There is no agenda being pushed or even diversity initiative to preventing rape, STIs and helping rape victims, and I think that designation whether it came from Seidel, the working group, the DEI office itself or state legislature is a dangerous and false equivalency. It's important for all the functions at UW to address differences in race, gender, and sexuality, but mentioning diverse backgrounds does not make it diversity programming. It fundamentally misrepresents what DEI is, and what these programs are. All of them are great, important and impactful, but not the same thing by any means. If simply bringing up differences between sex, gender, sexuality and race is 'DEI' then we may as well shut down the DMV.
117	Community Member	Close the office, terminate employees, and redirect only those duties required by federal law	That you have an DEI office at all.	DEI is racist. Stop being racist. Go back to TEACHING kids instead of indoctrinating them. Thank you.
118	Community Member	Option to keep the work of diversity, equity and inclusion, with funding from the state.		
119	Faculty	Find outside funding to continue the work of DEI.	Shutting down the office of DEI entirely is unacceptable.	Giving in to the folks who don't understand, for their own political agendas, that DEI is necessary for the continued ability of the university to recruit faculty and students in the 21st century is a disservice to everyone: students, faculty, and the state. President Seidel must hold firm in his support of this office and the work it does.
120	Staff	To reorganize and consolidate the DEI under different programs to reduce redundancy.	Completely closing the office and becoming branded as unwelcoming.	
121	Faculty	Grateful that I can still teach my classes that deal with these issues! Grateful for the freedom of speech exceptions	I think it was the best that could be done under the circumstances	
122	Faculty	Keep the office and staff in its entirety. In addition, stop pretending that appeasing fascism will lead to fascists to restrain their bigotry voluntarily. Even more importantly, we have an opportunity to send a message to people of minority backgrounds that we stand with them. Our image as a place of higher learning and tolerance is at stake. This is not a difficult decision.	This is absurd. How can this survey equate keeping the DEI office open/employ its staff on the same plain as closing it?	I hope everyone who reads this fully understands the stakes of what is happening right now. Do the right thing and fight this bigotry. The consequences of inaction on this front will outlast everyone who currently works at this institution. Moreover, those with options elsewhere will be gone long before anyone can attempt to convince them otherwise.
123	Staff	Fund with private grants	Close DEI office	We need a way to continue to provide access and opportunity, as well as meet our professional and moral obligations as we train professionals, in spite of the factually inaccurate nonsense being pushed by the White Nationalist. Otherwise we should admit we are unfit to educate young professionals and resign en mass.
124	Faculty	Let's focus on our values, such as student access, access to knowledge, cutting edge research across all disciplines. Offices have important symbolic value, but they can't be the main focus of attention.	We should not be naming programs or resources, for this opens them needlessly to misinterpretation. For instance, the libraries and AHC do not belong in any discussion, since their responsibility is the collection and provision of knowledge—not its selection for a particular moment or politics.	We need to be careful to address this moment with due deliberation. Hasty moves in any direction would be a mistake.
125	Community Member	Reorganize or consolidate the office under another re-named university "unit."	Closing the office and terminating the employees	This will hurt UW if you remove the DEI and our enrollment numbers are already down. You want UW to be a welcoming and inclusive space for everyone, As soon as you take this away word will get around and with Gen Z looking for Universities to attend this will put UW down at the bottom of the list.
126	Student	I support the continued efforts to fund the DEI office, its employees, and functions by any means possible.	The suggestion of closing and terminating the existing structure of the DEI office would be a step in the wrong direction for the university, and limit the number and quality of students we can attract. Politics aside, if we want to become an R1, high quality research institution, we need to support a campus culture that allows and supports a diversity of ideas, research and people.	
127	Faculty	Monetary savings		
128	Community Member	Distribution of the staff and duties to existing units.	Eliminating duties and staff; the duties are essential to a decent university	I feel administration has muffed this issue so ce Pres. Siedel was hired

129	Community Member	Its complete elimination from our University.	That our University allows ANY DEI (didn't earn it) policies AT ALL.	the report enrages me that so much money is spent on false narratives. The University SHOULD BE CONCENTRATED ON EDUCATION, not fake garbage.
130	Staff	Continue to fund the DEI office, its employees, and functions through state dollars and/or private support but change the name to accurately reflect the work of the office and legislative intent. F	Closing the office and not having the support needed to keep valued services.	Thank you for time and effort put into this. It is unfortunate that it has to happen and I do not agree with the legislature.
131	Student	The most preferable suggestion provided in the report would be to shut down the DEI Office and to redirect its duties and employees to other UW units. Another preferable alternative is the reorganization of the DEI Office to better reflect the legislature's and other constituents' intent.	The least preferable suggestion provided in the report would be to maintain the DEI Office under any funding, private or otherwise.	
132	Community Member	Continued funding or at least partial funding, with programming continuing to ensure representation of ALL STUDENTS.	Defunding and complete annihilation of this office while only maintaining the bare minimum federally required duties. The bare minimum is not a precedent we should set.	The report was good, but money is not the only thing that should be considered. The social capital and sense of community fostered through DEI programming is essential, and no price tag can be attached to it.
133	Student	I dont know	I dont know, im new here	Yeah
134	Faculty	I appreciate the attempt at diversity of individuals on the working group itself and the breadth of options considered for the largest decisions that may need to be made.	I have strong concerns about the understanding of DEI and related activities as "disadvantaging" to certain groups within the definition and practice as listed. That is often a perception of privileged individuals and not within the true goals of DEI and equity as a concept. Additionally, I do not fully understand the point of a preemptive measure to change, decrease, or remove DEI related programming and methods over the possibility of changes next year; if those changes happen they can be addressed then but should not be removed prematurely over fear and perceived future threats.	I absolutely do not condone the major reduction or removal of any DEI programs, community efforts, or systems within UW, and urge them to consider: if UW removes these programs, does Laramie or Wyoming truly have reliable, accessible, ongoing alternatives within the community outside of the University system to cover the holes it is leaving behind? What alternative support systems would be there for staff, faculty, and students who rely on these to feel like UW is someplace worth staying, coming back to, and spending money at?
135	Student	Option 1 as it does not fire countless employees or rename the DEI office thereby disrespecting everything it stands for; however, options 1-5 are all deplorable. UW is a disgrace for complying with this unethical legal demand.	Options 1-5 are all deplorable. UW is a disgrace for complying with this unethical legal demand.	This entire report is deplorable. The representation students have been given in this working group is unacceptable. Students are the largest population on this campus and the level of representation we're afforded on the working group should reflect that. The definition of DEI efforts effectively defines them as hate groups, which is an act of violence against minorities from the working group. Furthermore regarding the definition of DEI, there is no measurable way to determine if a group is attempting to advantage or disadvantage an individual or group. The working group does not even define the terms "advantages" or "disadvantages" as it pertains to this context. This gives the University the ability to claim that any group is doing so in the future, which offers zero protection to minority groups. Another definitional lapse is the lack of definition for "Co-curricular identity-based center." This gives UW inordinate power to determine that any center is as such. The Pokes Pride Center, the Multicultural Resource Center, and other spaces like it literally cannot be attempting to advantage or disadvantage any group when it and its resources are open to every student on campus in addition to the community. These mischaracterizations are not based in any fact. This report makes clear the opinion of the University on minority rights and I am ashamed to be a University of Wyoming student. Reports like these and their ensuing actions are what paves the way to discrimination and violence against minorities. This working group and anyone involved in the future enactment of their suggestions should be ashamed of themselves.
136	Student	promoting the recruitment and retention of diverse students, staff, and faculty Promoting inclusivity, representation of diverse identities, antiracism, and anticolonialism in DGH curriculum and instruction Building a diverse, inclusive, and equitable department culture	none	
137	Faculty	I appreciate that there are several options for how to preserve the DEI office and its critical work. I support a solution that would pay for these activities under a different name.	I am concerned about trying to divine the "spirit of the legislation when the only guidance seems to be "stop the woke nonsense." What is that supposed to mean? The governor recognized that eliminating all DEI activities will jeopardize federal funding, which is certainly true for all of my grants. Given this, I urge the administration to abandon any solution that would lead to a full-scale closure of the DEI office and moving federally required activities to other units. The legislature wanted a political win. They got it. Don't go to such extremes that the character of UW is undermined. We have never been a "woke" university. Don't throw the baby out with the bathwater.	I am concerned that the faculty representatives on the working group consists of only faculty from physical sciences and engineering. That there are no representatives from the arts, humanities, social sciences, or programs that have been a focus of the legislature's attention seems problematic to me.
138	Community Member	Certainly not closing it altogether and terminating its employees.	I don't see anything preferable. Watering down or deflecting the purpose of DEI is tantamount to killing it.	I cannot describe my disappointment and frustration with President Seidel for not actively fighting for DEI. Bowing to extremist legislature is going to ruin this University. But you all just laid down and allowed the Freedom Caucus juggernaut to run over you. UW is no longer a welcoming institution, period. President Seidel's words ring hollow to me.
139	Student	The University of Wyoming is the only four-year university in Wyoming, the University serves as both the land-grant and flagship university. In addition to the University's core missions of teaching, research, outreach, and service, the Working Group would reaffirm the University's principal values of being open and welcoming to all, to supporting and treating everyone fairly and respectfully, to political neutrality as an institution, to merit-based hiring and grading, to inquiry versus advocacy in the classroom, to academic freedom in teaching and research, to freedom of expression and creating a space for all voices, to equitable access and equal opportunity, and to consider the needs of every student.	Advocating, promoting, or funding a program, activity, or function that promotes the position that the action of a group or an individual is inherently, unconsciously, or implicitly biased, privileged or inherently superior or inferior on the basis of color, sex, national origin, gender identity, or sexual orientation.	Diversity, equity, and inclusion (DEI) is unnecessary in a merit based society and focuses on equality of outcome.
140	Student	I find the options of rebranding or private funding the most preferable.	I find that dissolving DEI on campus and trying to reallocate to be the least preferable.	I think that the report is very confusing to read. I am a student to keeps very up to date with this situation throughout the various organizations that I am a part of and even I am having a hard time understanding what is going on. I also think that the report should be more specific. It leaves a lot up to interpretation which I think will end up working against it.
141	Community Member	Funding through a mix of private and continued state funds, even if using state funds requires changing the name. A mix of funds allows the office/UW to continue to meet federal requirements and provide necessary and important services, while creating some flexibility with revenue streams.	Closing the office and terminating employees is not an acceptable response. Not only will federal funds then be in jeopardy, it also signals to the community and to any potential students or faculty that UW and Wyoming is not supportive of DEI efforts. You set the university and the state up for continued "brain drain" and lack of diverse workforces by making it an unfavorable and unwelcome place.	I understand the constraints of working with the bureaucracy of the legislature, the university, and federal regulations. But, closing the office or dismantling funding is short sighted and is detrimental to the current student/faculty/staff population and the state. Being creative with mixed funds and using alternative language are options that allow the important work of the DEI Office to continue, which is must.
142	Student	I think this question is poorly phrased. I simply want to affirm my support for these programs, and I am horrified the Wyo freedom caucus has taken control of some UW policies. we have such a difficult time bringing people of color or different backgrounds into the state already. Shutting these campus offices sends the message that we only welcome straight white men to campus. There are plenty of us around already.	The very idea we should shut down these services is despicable and anti-democratic.	Please see above.
143	Faculty	Prioritize private funding to maintain the Office of Diversity, Equity and Inclusion	Closing the Office of Diversity, Equity and Inclusion, terminate employees, and only address federal requirements.	By not taking a stand, UW refrains from maintaining its leadership role in the state. If the Office of DEI is allowed to be eliminated, other programs will certainly follow. Elimination of programs by political perspectives is not in the interest of higher education.

144	Faculty	The report's suggestions to continue funding the DEI office through private support or renaming and restructuring it to align with legislative intents while still fostering an inclusive environment are preferable. This approach would help preserve the core functions of DEI, ensuring ongoing support for diversity and inclusivity on campus, which is crucial for a healthy educational environment. The idea of consolidating some DEI responsibilities within existing units, such as Academic Affairs or Student Affairs, could be effective. This would optimize resources and potentially strengthen the integration of DEI principles across different university operations without increasing overall costs. This option involves merging some DEI responsibilities with existing units while still maintaining a central focus or oversight, perhaps through a smaller dedicated office or a designated coordinator within a larger department. This could enhance collaboration and ensure that DEI is a shared responsibility, integrated into all facets of university operations. Emphasizing the need for clear documentation and transparent reporting aligns with good governance practices. This would help in maintaining trust and accountability, particularly in how funds are allocated and used within the university.	The suggestion to close the DEI office entirely and redistribute all its functions among other units could dilute the focus and impact of DEI initiatives. Central oversight is crucial for effective implementation and coordination of DEI activities, and its removal might lead to less effective advocacy and support for underrepresented groups. Such an action risks diluting the concentrated effort that a dedicated office provides, especially in terms of strategic planning, oversight, and specialized initiatives. Without a central focus, DEI efforts could become fragmented, less coordinated, and may lose momentum or visibility, making them more susceptible to neglect or inconsistency. The report's focus on reactive adjustments to align with legislative pressures might compromise the university's ability to proactively address emerging DEI issues. Adhering too closely to fluctuating political climates can create instability in DEI programming, which might affect long-term planning and inclusivity efforts.	At the heart of UW's mission lies our commitment to fostering a supportive and inclusive environment for all. While we must be responsive to changes in legislation and financial constraints, it is crucial that we maintain a strong and proactive approach to diversity, equity, and inclusion (DEI). By ensuring that our DEI initiatives are not only sustained but also adaptable and deeply woven into the fabric of our university's core values, we can create the most positive and meaningful impact for every member of our UW community.
145	Student	Defund and Eliminate entirely	Keeping DEI in any capacity	Abide by the State legislatures intent, it's not hard. Take your DEI crap to CA if you can't live without it.
146	Community Member	Close the DEI office.	Rename the DEI office. WTH	DEI is racist by definition
147	Staff	Keeping the existing office and structures in place; if we need to rename it and be more clear that this office supports all community members, then lets do it!	Closing the office; offices are already short staffed and absorbing mandated responsibilities will exacerbate existing challenges	I'm worried for our community. Laramie and UW is a beacon of acceptance, thought, education, and support for this state. We constantly share that Wyoming is the Equality State and that citizens enjoy a sense of rugged independence. State Lawmakers argue that government is too large and should stay out of people's lives...how is this limited government, how is this rugged independence and freedom, how does this support open dialogue, conversation, and learning from one another. Money seems to be answer to everything and the reason for this "legislation." Since Money is the reason, let's talk about money. This state already has a recruitment problem. The biggest export is our children. How do we keep folks from leaving this state and keep innovation and experts here? By creating a law that highlights that representation does not matter, people who are different aren't valued and support doesn't matter? Students that feel supported are more successful. More success means more graduates. More graduates means more UW alumni. More Alumni means more Alumni and Donor Dollars. Are we really telling our Black Athletes that things are equal and that they shouldn't have a place for community and family? What about our LGBTQ folks? Do they matter? You love taking their money, tuition dollars, and more. We can't even retain Wyoming students and rely on out-of-state and international students to fill our coffers. What happens when they decide that they aren't welcome here? I challenge Governor Gordon to define what he means by "woke nonsense." This is just a made up rallying cry; where is the substance. What is woke nonsense? What do you not agree with? A silly flag, a speaker who is talking about their experiences, events honoring the death of a UW student? What is it? Bringing students and money to UW also benefits the community. Businesses love business; our relationship with the City of Laramie is mutually beneficial. Will businesses lose money due to this?
148	Staff	I appreciate that the report provides options for a path forward and makes clear that some things, like a academic freedom, are currently not up for discussion.	I am concerned about the message that this report sends to the community about how easily UW leadership will give up on important services to faculty and students. The services offered through ODEI weren't about giving people preferential treatment; they were about offering a welcoming environment to people who didn't feel they belonged in our community. Firing the staff, getting rid of the inclusion pillar, these steps will represent something worse for the community than simply closing an office. It will reinforce negative messages that I don't believe about our community and break trust with those who have been working hard to make Laramie a great place to live.	Many times this report has noted that private funding can take the place of public funding, but private funding is built on a foundation of trust. How can donors trust the university to keep its commitment to any of these programs moving forward?
149	Faculty	I am not pleased with this report at all. None of it is great.	Trying to restructure positions held by NAIS, Director of NAERCC, and Director of HPAIRI and putting them under the special advisor to the president. It's absolutely ridiculous for the reasons outlined below.	I.Coordination of Native American Affairs. The University continues to provide strong support for Native American Affairs through the Native American Education, Research, and Cultural Center (Student Affairs), the Native American and Indigenous Studies academic program (College of Arts and Sciences), and the High Plains American Indian Research Institute (Division of Research and Economic Development), to name a few. Coordination of these efforts could be transferred to the Special Advisor for Native American Affairs in the Office of the President. Hello, my name is Dr. Bridget Groat and I am the director of the Native American and Indigenous Studies program here at the University of Wyoming. There are many problems with the above suggestion and I will try to outline them here. I have been a member of the Native American Affairs Advisory Council since I was hired here at UW in August of 2022. One of the first problems I see is that the Special Advisor (S.A.) is not in any of our chains of command and he does not outrank us as far as experience and education. By definition, according to Merriam-Webster, a chain of command is a series of positions in order of authority. Given the fact that the S.A. has also been let got from two out of three of these positions, it does not make much sense for him to coordinate these efforts. In addition, the S.A. has poor communication skills and fails to inform the Native American Affairs Advisory Council (NAAAC) about the events he plans or to listen when we make suggestion. One of the issues this year occurred when the S.A. scheduled an event the week after the President told the rest of us that the S.A. could not schedule any more events. This costly event was scheduled in a short time period, and we were not able to attend as we all had prior commitments. He would not reschedule this event even when asked by other members of the NAAAC. The event went on as scheduled and the coordinators even tried to give my scholarships out. The University falls far behind in supporting Native American and Indigenous Studies program in many ways. By failing to hire an adequate number of faculty, the program is struggling to meet the needs of our students. I have already restructured the minor to be more flexible and I am in the process of revising the major. We have no choice but to be more flexible with what classes we will accept to fulfill our major requirements. We are limited by the number of classes we can teach in the semester and try to make up for it somewhat in the summer. These are the creative solutions that we have in place simply because we are not a well-supported program. We had a great opportunity in the 2022-2023 academic year as were asked by the Mellon Foundation to submit a proposal to improve our Native American and Indigenous studies program by adding more faculty. The President would not stand behind this proposal because he was not willing to add academic positions in NAIS or a recruiter that we asked for. Unfortunately, another school in our region received a multi-million grant to support their NAIS program and we missed out on this multi-million dollar opportunity. The academic positions held by the Director of NAIS and the Director of HPAIRI are academic positions held in two different schools. Although both have administrative duties, the majority of our jobs focus on teaching, research, and publications. These duties belong in the academic departments and not in the office of the president as this would change our job descriptions and are not what we were hired for. The memorandum of understanding between the tribal and the University were signed in good faith as a way for the tribes to make sure that their tribal sovereignty was being recognized and that tribal students were supported at UW. *RESPONSE HAS BEEN TRUNCATED FOR FORMATTING. COMPLETE REPOSENSE AVAILABLE ON PAGE 26*
150	Faculty	none of it	Your restructuring of the Native American positions held on campus.	
151	Faculty	protecting academic freedom is a minimum expectation of any university	It seems clear that UW will be less competitive in recruitment and retention of faculty and students to the extent we are constrained by complicated rules and limited funding. Nor will these changes likely satisfy our critics.	Student support services will often be directed students in certain protected classes almost by definition. The proposal to review these aspects seems overly broad. Providers of services should be evaluated as a whole rather than based on individual programs or activities. Likewise the suggestion to review DEI committees should be careful to avoid doing so when they are student-led. This would have a very chilling effect on perceived freedom for students. The broad protection of research seems belied by the call to review research centers. The suggestion that guest speakers be reviewed could contradict goals to protect academic freedom. Moving all of those activities to foundation funding could in practice ban them.

152	Student	The future of DEI is integral to students. With Wyoming being one of the top states for suicide and college being an isolating experience for some, knowing that there are programs in place where I can go to feel seen, safe and heard is a key reason I joined UW. Keep DEI. Change the name if you have to. Fund it privately. But keep it.	Removing the office of DEI and moving the functions to other parts of the university and especially the option that says only the required functions is horrible. I genuinely believe if this is the path the university takes I would look at transferring.	By cutting DEI from the university they would be standing for ignorance. They would be standing for exclusion in the "equality state". DEI isn't a bad thing. Letting a small but loud minority win in this situation will not only put the majority at risk of not feeling seen or safe, but could also impact those who have chose UW now and in the future. Removing DEI will not take away the need for these spaces and programs it will only isolate and alienate those who need them most. Many people I have spoken to would not feel safe going to or working for an institution that would remove these essential programs.
153	Staff	Private funding, elimination of redundancies (if they actually exist) for efficiency, ensuring that we adhere to state and federal laws, regulations, and guidelines, upholding the state constitution and in the name of the 'Equality State', and reframing our work to still support our diverse communities through the Wyoming lens and the Code of the West.	calls for elimination of everything	It's incredibly ironic that the committee reviewed terms such as 'belonging' and 'underrepresented' when we have historically had an issue retaining students for persistence through graduation (particularly with underrepresented student populations). When study after study speaks to why creating/building communities and providing resources to students based on demographics, academic and personal interests, and lived experiences HELP these students persist and graduate. If we eliminate some of these units/supports/programs mentioned, we will lose these students and tuition dollars (https://doi.org/10.1080/0309877X.2021.1955844). Furthermore, I'm incredibly disappointed that student fees are considered state funds. I understand that they must follow fiscal policies set forth by the institution, but they should not even be a part of this conversation. One example is that ASUW dictates the use of funds to student organizations -- are we now going to control their purse strings? Recommendations were made to create student organizations to appeal to student affinities. That won't work. Student organizations come and go, but students belonging to specific populations or identities do not. They need the stability that these student fee-funded units support.
154	Staff	That we continue to make the campus as welcoming as possible providing students with as many learning opportunities both curricular and cocurricular as possible	The list of DEI activities, offices, student orgs, etc is too limited. Turning Point USA provides ample DEI touchpoints to students as they bring their speakers to campus. None of SFL is noted, religious organizations like Chi Alpha (this is straight from their website" My favorite thing about serving with Chi Alpha at UW is having the opportunity to meet and make friends with people from all around the world")are listed and they often attend diverse events and promote diverse opportunities. The report is lacking noting the more conservative organization initiatives that are on this campus.	The report is nice, but just the beginning, there are many aspects of the University that are not discussed in the report. Offices that handle DEI related items/events/etc that are not mentioned. There are glaring holes in regards to the following items: As someone who has worked with veteran students (or any students whose services have been excluded from funding cuts/attacks) I see a glaring lack of concern for their needs as they are all very diverse individuals and who use the services of the DEI initiatives on campus. A veteran who is trans has support as a veteran, may receive nasty comments based on their identity with no actual support because veterans really dont focus on that. I have heard veterans in the veteran services center focus on a womans worth by discussing her tits and her only redeeming quality being able to suck the dicks of her male counterparts. These comments are common in many veteran services areas and clubs, but the University only supporting veterans and not groups/offices that cater women shows exactly where our priorities lie. Lets continue to only support rape culture and the freedom caucus while refusing to push back on the legislature's bat shit crazy ideas aimed to limit women, people of color, LGBTQIA+ individuals, etc. Lets bend over and take it, as my veteran friends would say and not stand up for our academic freedom and our freedom of speech. I appreciate the time everyone took to compose this report and implore the president and general council to have a backbone when it comes to keeping the integrity of an institution of higher education where it should be.
155	Community Member	Renaming the office and keeping it open.	Closing the office	
156	Staff	I read the entire report. I saw nothing preferable. Very abstract.	Too much emphasis on DEI, especially when it's not needed. It's going to alienate a lot of the UW community, and probably the Laramie community as well.	I don't know how much time and effort was involved in this report. But it seems to me to be a lot of idle talk...beating around the bush so to speak. The entire concept of DEI is going to backfire in a serious way. Both locally and nationally. The whole concept is absurd.
157	Staff	Efforts to preserve the federally-mandated and mission-driven functions currently performed by the ODEI under different auspices and with the same personnel. Clarification of these functions as being non-exclusionary, commonplace amongst flagship universities, and popular in retention/recruiting	The witchhunting for exclusionary hiring practices narrowly understood as requiring DEI statements, advancing candidates on the basis of protected categories underrepresented in their disciplines, and those advancement efforts informed on the basis of cultural/structural barriers and inequality to opportunity for protected categories	
158	Student	I find the Working Group's suggestions 1 and 2 to be the most preferable.	I find the Working Group's suggestions 4 and 5 to be the least preferable.	
159	Staff	Close the office and move the services to other established units on campus. Remove most references of DEI and equity from formal University policies and processes. Utilize non-state dollars to fund programs that are DEI related.	Keeping the DEI office and funding with non-state dollars. I think the legislatures would look very unfavorably on an action like this and it could result in greater cuts and oversight in future sessions.	Unfortunately given the makeup of our legislature and the impact of the far right, the university has to make a change that has a headline catching impact. Closing DEI office would be a specific tangible effort that would show the legislature that we listened to their concerns.
160	Staff	Keeping the DEI office in place	eliminating the DEI office	
161	Community Member	Close the office and terminate the employees. Redirect duties only if required by law.		Close the office and terminate the employees.
162	Community Member			Get rid of this program and stop being a liberal school in a conservative state.
163	Community Member	Close the offices. Put the money toward the mental health departments and programs.	Lying by renaming the offices and using state funding.	Use the state funds to beef up the mental health departments and services for all students. Use for admissions to recruit underserved students in the state and abroad.
164	Student	Anything that keeps DEI as a robust part of UW, in some manner. Keeping the office and changing its name is the best path laid out.	Dissolving DEI entirely is unacceptable, for a number of reasons. Decentralizing it also presents a host of problems. More than that, the report in general is greatly focused on dollars and pleasing the legislature, which is not 'preferable' as it seems to have missed out on the community/human aspect of DEI and it privileges policymakers (who are fundamentally NOT a part of UW) over those directly impacted by this report.	While carefully worded, this report seems to have forgotten why DEI needs to exist. It's the privileging of budgets, systems, and policies that bake in systemic discrimination. While the outlined criteria demonstrates a spirit of supporting DEI, the rhetoric makes it clear that there is a large divide in understanding what DEI truly is and how it is most effectively implemented for those who need it and benefit from it. It's a little worrisome, as it means that many in the working group who created the report only understand DEI in its most reductive sense. Continued implementation of DEI support (in whatever name it falls under) will need to include voices of those who appreciate DEI more intuitively, as well as those less concerned with censoring themselves for a reactionary and frankly ignorant state legislature.
165	Faculty	That DEI efforts are essential to the mission of the university and Wyoming values	The suggestion that the DEI office and its employees be eliminated - no! they are essential!	On the topic of scholarships, basing them on grades and test scores is NOT non-discriminatory but discriminatory.
166	Student	Keep the DEI office	Defunding and removing the office	It's the equality state YOU NEED THE DEI OFFICE. you talk about wanting to boost enrollment you better keep this office. As a 6th generation Wyomingite this is SO DISAPPOINTING to hear that you may remove this service. deeply consider this decision. None of you higher ups know Wyoming's true values and beliefs. Do some god damn research
167	Community Member	I want to express my concern regarding the potential elimination of the funding/the directive that UW can not use its funding for Diversity, Equity and Inclusion programs, which includes Gender Studies programs, at the University. I know budget concerns mean we have to make tough decisions, but the DEI Office and the Gender Studies and Women Studies department at UW are critical parts of the university experience for students. DEI programs provide crucial academic and support for students on campus.	Where do we see ourselves in Wyoming in the next 5, 10, 20 years as a state? I anyone who does not feel the DEI department should remain or have funding. I ask classes or programs they have attended to know what they involve and what conversations/research/literature is covered? What topics are concerning? How can we say that the advancement of our society in terms of gender equality, representation, diversity is not important to support? The understanding of power dynamics, oppression, inclusivity, demographic challenges across rural, local, community, transnational, and global contexts? The conversation regarding social justice? These are IMPORTANT topics that advance our state and support ALL people in our communities. There is overwhelming evidence that supports the need for courses and conversations in these topics if we want to build the best communities we can for Wyoming's future.	Supporting DEI programs is an economic issue as much as it is about academics. Wyoming WILL BE left behind if we do not support students and our community members, beyond those who have been typically represented and supported, with topics that are included in DEI Programs. Our state cannot hope to attract, retain, and grow talent and business and say we support vulnerable populations if we are not willing to show that we have inclusivity in our education, businesses, our governance, our communities and in our thoughts. Cutting funding to departments like this shows that Wyoming is not a place of inclusivity and we are not willing to challenge norms, advance our communities, and would rather live in the past. I urge you to speak out against the government oversight that would dictate that the University of Wyoming can not use funding for DEI departments and express your support for these educators. Eliminating this funding or telling UW or local communities they can not use state funding for these programs sends a clear message about who Wyoming is and who is not welcome.
168	Community Member	It should remain as is and is an important office at UW.	Removing the funding for important programs that support diversity and inclusion efforts at uw is a huge mistake and sends a message uw isn't a place of support or action towards supporting diverse students.	

169	Faculty	I suspect that re-naming strategies will fail. We must find a way to continue the mission-critical work and if that must be private dollars for now, we will need to work together to find donors to keep things moving.	The suggestion for further review of a content neutral approach to inviting speakers gives me pause. The University invites many speakers throughout the year, with audiences large and small, subjects broad and arcane. There will inevitably be some speakers who attract more attention or create more tension than others, however on balance the work of the university is to provide a rich tapestry of voices and perspectives of interest to faculty and students. Putting limits on this or having a central review for neutrality is by its nature chilling. Will departments who already put in extra work for these enrichment events want to jump through hoops and have the content of these talks pre-approved? Unlikely. Will this result in a net loss of speakers and events? Likely. I think this is a solution looking for a problem. There is a lot of overhead involved for a loss in learning opportunities. Bad idea.	The report notes that some recommendations might be outside the "spirit" of the law. I am not sure why the university would interpret the spirit of the law in the face of broad community disagreement with the actual text of the law, but regardless we are not held to the "spirit". If the university values equity, equality, diversity of viewpoints and backgrounds, and accessibility, then we should stand up for that and not preemptively change our practice. The report also includes a list of other states with anti-DEI laws. I am not sure why this list is included - are they to be our models of implementation? The roll-out in Florida has widely been considered a failure on multiple fronts. Texas universities are struggling to retain faculty members. This is a Wyoming law and I suggest we find Wyoming solutions rather than copying lesser examples that do not fit our circumstances.
170	Student	Option 5. To follow both the spirit and the letter of the legislature's intent.	The option (2) to rename the office of DEI and continue its functions.	As a UW graduate, a current student, and a Wyoming taxpayer, I am glad to see the university shift away from its hyper-focus on DEI.
171	Student	Option 1 is the best option for the future of DEI at UW.	While changing the name and scope of the office is a probable choice, I feel that this would be harmful for the students at UW. Simply providing federal accommodations and requirements is not enough to ensure that marginalized students feel a sense of belonging and it is not enough to educate students at UW and provide them a rich co-curricular experience and exposure to difference. Options 3, 4, and 5 would cause irreparable harm to the institution and its reputation.	As a current PhD student and former employee of the institution, who used to participate in DEI work, I am so saddened to hear about these changes taking place at UW. This is an institution that majorly lacks diversity and has tremendous issues with campus climate. I was proud of UW for taking steps forward and working towards becoming a more inclusive place. I worry for the future of UW. I worry for the hardworking people who may lose their jobs. I worry for the students who are attending UW who will lose their community and their safe spaces, their opportunities to engage with speakers, services, and events that celebrate and affirm them. I worry for the repercussions of removing all traces of DEI from the campus. What message does this send to students? How will this impact retention? How will it impact students considering UW? Regardless of what happens, I hope that there is a continued fight to restore DEI to UW.
172	Faculty	AI	Not sure	
173	Community Member	I agree with suggestion 5. "Close the DEI office, including termination of its employees, and redirect any federally required duties to other University units (see section 4.a above). The Working Group notes that options 4 and 5 would be responsive to the legislature's direction and/or intent. These options would likely diminish support for a welcoming environment for all and remove critical central oversight of any DEI-related functions that remain to ensure they are not preferential or exclusionary." I disagree that this option "would likely diminish support for a welcoming environment for all and remove critical central oversight of any DEI-related functions that remain to ensure they are not preferential or exclusionary." This last included statement is speculative.	Suggestions 1 and 2 are non-starters for me. They do not align with the decision of our legislature. In fact if UWYO moves this direction I will be politically motivated to lobby for Wyoming to pass laws that further restrict DEI offices and programs/	I am appalled that individual departments are able to include practices identified by the Working Group on page 15: These include: 1. Mandates for search committees to advance candidate pools that included candidates based on their protected class. 2. The option for direct hiring of candidates based on their protected class and without a competitive process. The Working Group supports target of opportunity hires but only without consideration of protected class status. 3. Requests for diversity or loyalty statements from candidates. 4. Requiring search committees to use a diversity statement. The Working Group acknowledges that units may need the autonomy to develop their own discipline-specific hiring statements unrelated to diversity. 5. Utilizing a land acknowledgement statement not approved by the University. 6. Requiring evaluation of an employee's commitment to diversity, equity, and inclusion in the staff annual performance evaluation. Why is this allowed and why are the University's practices not uniform?
174	Staff			Re Page 12: B: point II Coordination of Native American Affairs. Should Option 4 be chosen as the path forward the coordination of Native American Affairs should under no circumstances be overseen or directed in any way by the current Special Advisor to the President for Native American Affairs. This individual has shown that they cannot handle responsibility of this level. To allow the current special advisor to oversee the coordination of these vitally important programs would surely be their demise and only serve to sow more distrust between the university and the Native communities that we serve.
175	Faculty	I find it hopeful that the committee retained possible options that follow the "letter of the law." This is all the university (or any of us) us required to do--follow the law. What troubles me, as I say more about below, is that the committee feels the need to divine the "intent" of the legislature or its "spirit." I am also heartened that the committee is seeking community feedback, although again, there's a flipside to that: why is the university community being given such a short amount of time to read, consider, discuss, and formulate opinions on this report? Finally, I am glad to see that the committee sees the value of diversity in its own work (pg. 15-16) of the report), yet am likewise baffled to see a committee whose own diversity owes itself to precisely the principles upon which DEI is founded then turn and suggest its work be dismantled.	I think the fundamental misunderstanding that the committee continue to labor under about the definition, meaning, and effects of DEI work is the factor most likely to lead to an unfavorable outcome here.	I would urge the university is the strongest possible terms to, yes, follow the letter of the law. But please do not bend to interpretations of intent or spirit and make a boogeyman out of programs, policies, and curricula that, as the committee itself noted, both help people feel welcome on our campus AND which contributed positively to the work of the committee itself (see the committee's words in the last paragraph of page 15).
176	Staff	VII 1 & 2	VII 4 & 5	Section VII, DEI is a part of EVERYONE'S job. It should be situated at the VP level, like it is now.; compliance is the bare minimum; the definition of DEI should not include "disadvantage"
177	Community Member	Close the office, terminate employees, and redirect only those duties required by federal law	Any DEI activities whatsoever.	DEI activities are not in line with the United States of America, which is a Constitutional Republic.
178	Faculty	I appreciate that the working group put a good quality effort into this task and imagine that it took major time and effort away from their other already-full job priorities. In terms of preferable aspects of the report, I like the detail and the information on budgetary sources. I appreciate the group offering four suggestions. Of those four suggestions, I like option 2--a renaming to something like the Office of Access and Engagement--because it would keep some stability to the office and because "engagement" ties in with our Carnegie designation. However, knowing that renaming might just attract the ire of the partisan legislature, I would also support option 3 as long as the reorganization moved folks to Academic Affairs and/or Student Affairs (Academic Affairs would be better because it might then address faculty conversations, too).	A key aspect of the report I find extremely unfavorable is the inventory list. The request for a report on who engages in DEI-related activities sent out earlier this month included a ridiculous list of trigger terms, and having any kind of specific list puts a target on faculty, classes, and programs. If academic freedom is an administrative commitment, then the inventory list works against maintaining that commitment. I also strongly disagree with having General Council receive any portion of the current DEI office/activities if the #3 reorganization becomes an option. The General Council Office does not represent or protect the values, goals, and activities of the faculty and our teaching. That office is only there to protect the institution--not the people who do the work--and putting any part of DEI there would effectively turn DEI efforts against the very people who are trying to make our community more inclusive.	Again, I appreciate the working group's efforts and hope President Seidel can successfully thread this political needle.
179	Faculty	Fund the office with private support.	Close the office, terminate employees and redirect only federally required duties elsewhere.	President Seidel has expressed that he wants UW to remain a welcoming place. Completely closing down our office of multicultural affairs is in direct opposition to that idea. This sends the message that folks of other races, nationalities, multilingual students, LGBTQIA+ students, and anyone who falls outside of the dominant culture, are not welcome. As the only 4 year higher education institution in the state, we need to welcome ALL people of Wyoming and throughout the region.
180	Community Member	DEI is the reason airplanes are malfunctioning in a variety of incidents and why Judiciary nominees are unable to answer basic questions about our Constitution and other Law based questions. DEI is why a Supreme Court Justice cannot or will not define what a woman is. No DEI department needed at UW, Wyoming can and needs to do better than that.	As stated above	As stated above
181	Community Member	Dissolve the DEI office.	Keeping the DEI office functioning.	Tax payer dollars should be used to pay for actual education. Not fluff fad departments. Please put more money into the theater department,, mineral production trades, and increase parking.
182	Community Member	Fund with private dollars	closing the office	UW needs DEI office. How will we recruit faculty and staff to a university that does not provide these types of services

183	Faculty	The definition of DEI provided by the working group is crucial. It allows UW to clearly delineate between actions that are important and necessary, and those that are detrimental. The five options presented for the DEI office are also important and in conjunction with the definition can provide a clear path forward for equality activities to continue.	Unfortunately, the terms DEI have been politically weaponized and as long as Wyoming's legislature remains stuck in the far right and authoritarian realm of the political spectrum, there is not future for DEI at UW. The good news, though, is that the working group has clearly delineated between DEI as it has come to be defined and other important work necessary to ensure equal opportunity and treatment for all students.	The working group did a terrific job examining this difficult topic quickly, thoroughly, and fairly.
184	Student	Keeping DEI because that's what respectable people would do.	Having two options to can DEI is disgusting. Hearing Ed Seidel tell me to my face how he will do anything to help the LFBTQ+ community, then turn around and do this EVERY SINGLE TIME just lets me know what kind of a man he is.	Ed is a bastard for this
185	Faculty	Discontinuation of the functions listed on page 15. I strongly support these being discontinued, because discrimination based on immutable characteristics has no place at our university. The people of Wyoming, through the Legislature, have a right to ask that their tax dollars not be used to support such discriminatory functions. We should be hiring based on merit and individual fit to our departments, not by discriminating based on race etc. It is high time these functions are dropped (prohibited) by the university. As a faculty member, I can say out of personal experience that I in the past have abandoned applying to other universities for faculty positions based on requirements by those universities to provide a diversity statement: I do not want to be associated with an institution that pushes this type of discrimination. So: requiring diversity statements, as one example, actually hinders rather than facilitates searches for qualified (and ethical) faculty candidates. I am grateful to all those who have worked to get these shameful practices dropped by the University of Wyoming.	I find the suggestions to change the DEI office name in order to continue funding it reprehensible to the extreme. In the report, it is acknowledged that doing so may risk "reputational harm" to the University. Yes, it absolutely would -- and not just "risk" it, but certainly cause it. I, as a faculty member (and in a department, Vet Sci/WSVL, that is currently severely understaffed), would seriously consider leaving the university as a result of this reputational harm if the University were to take that route: it is unethical, and I do not want to have anything whatsoever to do with an institution that would promote such dishonesty at a high level to subvert the legislature's decision.	Those in opposition to restricting/getting rid of DEI functions seem (at least on faculty list-serves and other such forums) to be the most vocal, but I would like the Working Group to be aware that there are many of us in support of these revisions. I and others find DEI functions that end up being exclusionary/preferential to people based on immutable characteristics reprehensible, and celebrate the legislature's decision to visit this issue. We need to treat people fairly based on everyone as an individual -- just like Martin Luther King, Jr. said -- and I am very pleased that this opportunity has come up to turn things in that direction. In my own department, I have seen pushes to lower faculty candidates in rank based solely on race/sex (comments such as "we don't want a white man"), in the minds of those saying these things based on a push for DEI/"diversity." This is entirely unethical, and this DEI review has given me hope that the university can head in a less discriminatory/bigoted direction, to see people as individuals rather than on traits they cannot help. We need to get rid of the toxic mindset of seeing people based on their race/sex/etc.
186	Staff	I prefer Working Group Suggestion VII-1 (private support), but if not possible, VII-3 (reorganize or consolidate). The work that is done in the DEI office is very important; to morale, to culture, to function, and to policy.	I do not think the DEI work should end. I do not think the employees should be terminated. The employees have the historical knowledge to continue important work that is being done.	I am highly impressed by the work of this committee! They clearly put in many hours and lots of energy, and the product of that hard work (the document) is excellent. Well done!
187	Staff	The University will not be a successful institution if we take actions to lessen or remove our DEI. As an institution we are already struggling to maintain a diverse student population and taking such actions will make this even harder. I find most preferable that we fund ODEI with private funds to continue their great work while leaving all other programs in tact. Especially, since the legislation signed into law does not require us to make any cuts to other DEI efforts. We should not be taking unnecessary actions that will have a negative impact on our staff, faculty, and most importantly students.	Closing ODEI and firing its employees is the least preferable option we could take. This is simply an action of far right lawmakers who are seeking to create an institution that does not challenge our students, faculty, and staff to grow. Additionally, I am shocked to find that programs supporting first generation, limited income students are on the list of preferential treatment. As a low-income, first generation UW graduate I would not have completed my degree without the support of these programs and many alumni feel the same way.	I am disgraced to be part of an institution that is considering such actions. In review of the current DEI programs I was alarmed to find conversation around elimination of diversity statements from syllabi and hiring statements. As a queer staff member and alumni it's statements like these that make me feel more accepted in spaces and the removal of such would harm our communities. DEI work is so much more than teaching folks how to exist in diverse communities and it's certainly not "preferential treatment", an action like the removal of DEI programs will devastate UW. Please I beg of you to not follow the votes of few at the cost of many.
188	Community Member	Keep DEI funded and keep the name.	Closing the office is unacceptable	The University should push back against these un-American lawmakers that want everyone to look and act like they do. The job of higher education is to educate and welcome all folks who want to learn not to bow to the whims of an authoritarian legislature.
189	Faculty	The options rhat align most closely with the legislature's guidance to remove DEI emphasis are the most useful part of the report.	Continuing DEI activities and programs after the legislature was clear that this was not supported seems foolish and imprudent. If the DEI emphasis continues against their guidance, they may well penalize the university in the future. The options outlined that flout the legislature's directive are imprudent and dangerous and should be rmeives from consoderation.	The legislature was clear that follars not be spent on DEI. To avoid future budget cuts and reductions, their guidance should be followed.
190	Faculty	Renaming the DEI office or keeping it as is and finding another funding source.	that there is even consideration of targeting other things besides the DEI office - the governor vetoed that line and we need not be indulging something that is not a thing.	
191	Community Member		People are people. No race should be preferred over another. White people have done tremendous good in this country and in the world. They are not responsible for all the evils in the world. yet they are treated thus. Africans held slaves also. In fact they sold their prisoners from war into slavery. They are certainly no saints, nor are they without sin.	
192	Community Member	Rename and continue DEI efforts	Terminate employees and close office	I fully support all DEI efforts at UW
193	Student	Keeping some sense of the DEI office whether it needs a new name or needs to be moved around.	Getting rid of it and firing all employees associated with it.	This must be saved as it was done by uninformed and biased lawmakers who have it out for programs that are exclusive to our only way of combatting the ignorance peddled by the Wyoming freedom caucus. UW must be an example of holding our ground despite conservative measures to take away things that are good for our students and our state as a whole.
194	Community Member	Abolish all DEI programs and funds	There shouldn't be any DEI programs at UW	Go back to 1940 standards and abolish any and all DEI funding and programs

195	Student	I prefer option 4	Option 5	The University of Wyoming and the Wyoming state legislature as well as the dominant hegemonic society in this state are inherently racist and the actions of these institutions create inequity and racist ideology. Doing anything to acknowledge this inherent racism, including demanding change, is absolutely asinine. The administration and board of trustees, including those in the Wyoming legislature, might as well put on their pointy white hats and burn crosses in front of the students of colors' apartments and homes, this is the equivalent to the destruction of DEI. What would possess the powerful group of eurovillians to demand that a place of higher learning "stop with this wokeness"? White supremacy. The answer is clear, the state and the university want to put us minorities in our place and remove any way for us to create real opportunities for ourselves in this world. We are not allowed a foothold anywhere that might subvert their grasp on power. This bill and subsequent actions by the University should prove to any student, staff, and donor to this institution that it is inherently racist and you should realize this while dealing with it. Many minoritized students and staff recognize this and continue to work and matriculate here because it is a necessary evil. I have been approached by over twenty prospective students that would end up spending thousands of dollars to attend this school and I strongly urge them not to come to this inherently racist and toxic institution. The bill recently passed is just another example of the reasons why students, athletes, scholars, and prospective employees should think twice before coming here to work, study and play sports. There is not a single person of color that currently sits on the Board of Trustees. Sometimes I wonder if President Seidel, the members of the board and the governor fight over who is grand master. This whole scenario is a dumpster fire and is about the most race-coded and absolutely embarrassing behavior of any group in 'civil society'. I know that nobody will apologize to Vice President Zebediah Hall, so let me, "Zebediah I am so sorry this state did not show you respect or the dignity you deserve. Your talents and knowledge are valued, just not here. I am so sorry that this state, administration, board of trustees, governor, are so inherently racist that they cannot see passed their deep seated subconscious white supremacist ideology. You just experienced something that every person of color or disability know about this state and it's institutions. You are just another victim to the 'organized group without white pointy hats and robes.' Although you will take your amazing talents and education elsewhere, us minoritized students will still suffer through the oppression forced upon us by this organized group without pointy white hats and robes. We thank you for trying to make things better for us. But in this state, it has now been made illegal by the organized group without pointy white hats and robes. Some of us who are born and raised in this state have dealt with these people all of our lives and we are surprised being a minoritized person in Wyoming is not illegal, YET. So take our apology with a grain of salt because we resent that fact that you can leave yet we have to endure the never-ending barrage of attacks on us because of our skin-color and ways of life. It is normal here, it is something we deal with every single day, while you have been here a little over a year. I have been here my whole life and the organized group with white pointy hats and robes now dressed in business suits, have continuously created ways to harm me and keep me down, yet, I am still here. We are still here. We still exist. We will still be here to greet you with a kind word and a smile on our face. *RESPONSE HAS BEEN TRUNCATED FOR FORMATTING. COMPLETE REPNONSE AVAILABLE ON PAGE 26*
196	Student	Fully fund it it is wrong to cancel DEI as an alumni it it's embarrassing my Alma mater any home state (live in TX and same stupid anti DEI) Shame on UW	Completely dismantled it...	Equality State? Governor should be ashamed as DEI should be understood as vital to equal access to education ! As an alumni of UW, should I consider recommending my school now? I think not. What next? Only educate white males? Women in the kitchen? Sad days for WY AND for UW
197	Community Member	Close the office, terminate employees, and redirect only those duties required by federal law.	Fund the DEI office with federal funds under a new name	We need to stop the "woke no sense"
198	Student	I would prefer if the DEI was able to still operate and function here at the university through private support. The legislature very obviously does not care about what the DEI is trying to do here on campus and if we want a campus that is diverse and supportive for all types of people then we simply cannot comply with what the legislature wants.	I find the shutdown of the DEI office and the loss of their employees completely out of the picture. This group of people do a multitude of things for the campus, as well as the students on our campus, the loss of them would be detrimental. It does not matter if the DEI was absorbed into different colleges or not.	The DEI is critical to a campus that claims to want to support every one. If the university were to lose it, we would lose both potential student interest and also cause harm to the students who already attend The University of Wyoming. Every single thing that the university funds and does through the DEI is incredibly important, and the campus would suffer dramatically without it.
199	Community Member			Close the office, terminate employees, and redirect only those duties required by federal law
200	Community Member	None - has the report done a comparison of other universities in similar size and staff, faculty, student demographics with DEI sponsored programs across disciplinary departments? It seems that an environmental scan and conversing with neighboring higher education institutions would be warranted prior to making final decisions or suggestions. Looking outwardly to other institutions may spark additional options and doors. DEI efforts transcend across academic, student culture, and faculty/staff culture. Having representation of different experiences and backgrounds and identities should be celebrated and not denied. Supporting a thriving environment where an individual can see themselves and succeed is at the core of DEI practices. Fundamentally, feels like from an organization/structure internal efforts are needed as much for students as for faculty and staff.	How is the committee determining a fair and representative sample of responses and feedback? How many open house discussions and forums have occurred? How transparent has this been communicated to the student body both current and future?	DEI efforts are not new, they are not wokeness, and they certainly are not favoring individuals. DEI efforts have been around historically and have increased in presence as communities and needs from these communities have grown. DEI efforts create spaces for dialogue, support spaces of belonging, and yes at times address injustices and inequitable practices head on. DEI efforts are not something that a higher education institution in a leadership position to move its community forward should hide from. DEI supports the health and wellness of a community and its people that make of the community by offering resources to meet them where they are at. Every single person comes from a different starting point and these efforts can help fill in these gaps to help a person succeed. These efforts again are not wokeness, if you look hard enough you can find pieces of these efforts in ADA policies, Title IX, First Generation support resources, etc. The report seems like those on the committee self-selected in or volunteered however there are voices still missing from this report - where are those? DEI works to bring a space for those voices to be heard just as loud as people who never have to fight to have their voice heard. The report doesn't in itself shed light on any of the committees own experiences and knowledge of DEI and/or practices either. It is valid to look inward but also valid to look outward to students, to neighboring institutions facing similar challenges. In times and discussion like this being siloed is not a good thing.
201	Community Member	Prefer option 1, but would accept option 2	Options, 3, 4 and 5 are unacceptable	I think the entire idea of cutting funding to DEI or getting rid of DEI is ridiculous. You might as well hand a sign on the Union that says we only accept whote, straight, males. Isn't it interesting how athletes were excluded to allow preferential treatment for athletes. Don't bow down to the legislature. Diversity is a good thing. It is policies like this that have our kids moving out of Wyoming. This is overreach ny the legislature, they don't like it when the feds do ot to them.
202	Faculty	looking at how to be sure DEI does not violate the law and how DEI can support, rather than become, the university's mission.	The proposal to move DEI activities into academic units. They are either DEI activities and programs or they are academic. If they are academic, then they're not DEI. DEI and academics are two different things. DEI is about complying with laws and maybe advocating for a certain vision. Academic programs are run by professors with expertise in their discipline and center on academic inquiry.	Consider how the social justice center and the Black 14 social justice summer institute have been framed. It's not a good look to the public. The Black 14 institute lists one of its learning outcomes as "advocacy" and another as promoting the success of Black students (but it's not clear why only Black students -- are only Black kids admitted for this?). Whether it's paid with donor money or public money, that's not allowed, is it? Could someone start a UW summer institute for kids that only admits Christian whites? These offices on campus would do well to consider how their materials will look to a skeptical public.
203	Community Member	Options 1 or 2: To continue to fund the DEI office, its employees, and functions either through private support or through state dollars and private support with a name change only if necessary	Options 3 4, and 5 listed in the report	UW's DEI office and programs are integral to educating our students to succeed and exist in a diverse world. They should be celebrated, not threatened.
204	Community Member	None	Eliminate DEI at our University	
205	Community Member	Continuing the function and the good work of the office	Shutting down the office	Renaming the office is a smart idea. "DEI" is such a Fox News hotbutton topic right now that the legislators are not going to stop going after the DEI office as political posturing until the office title doesn't make a good headline in their email newsletter. Maybe changing it to something about the equality state or human rights office might be the way to go
206	Faculty	Option 1 or 2 in that order	Options 4 and 5 -especially 5	Left out ACGME in the appendices-DEI is required throughout. Interesting that it was acceptable to have a "diverse" group of people make of the work group to decide how to ban diversity efforts
207	Student	Creating foundation accounts for the continued success of the program.	Closing the office completely	This report seems extremely geared towards pleasing lawmakers rather than continuing to offer a home and support to those that normally wouldn't have one in Wyoming.
208	Student	For the Office of DEI section, Option 4 or 5 would be most preferable.	For the Office of DEI section, Options 1 and 3.	In some cases from the accreditation side of this issue, it seems that the University was hasty at implementing a DEI program, and now the very associations that give credibility, now hold all the chips in their hand when the people of the State decided to end funding for this Program.
209	Student	Continuing to fund DEI through foundation or changing the name	The lack of information on the future of the Rainbow Resource Center.	
210	Community Member	DEI is NOT needed.	We do not need a DEI department	DEI - is a poor focus and creates nothing but conflict.

211	Community Member	None	I am seriously shocked that one of the options would be to continue to proceed using another name AND state funds. Seriously, one of the options is to just continue to do the same thing, but call it red instead of blue? I have no problem with the University support equal treatment for all, frankly that is how it should be without question, but putting forth the option to just rename the office demonstrates to me how misguided DEI really is.	Good luck
212	Student	Continued funding of DEI programs	Discontinued funding of DEI programs	I am a mental health provider and the spaces that are funded by dei programs are endlessly valuable for the wellbeing of students especially students with marginalized identities.
213	Staff	Terrible question. I prefer anonymous response, I prefer transparency of funding uses for this organization.	Terrible question. I prefer anonymous response, I prefer transparency of funding uses for this organization.	I understand the University's desire to appease and support an incredibly diverse group of individuals. However, the point of a "college"- a University, an advanced education establishment- should be ACADEMIC- Not moral, personal preference, not gender, NOTHING, but did you do the work? Are you capable of the work ??? I unfortunately see this DEI push as another way to divide, and rely on victim and perpetrator status. Get rid of it!!!
214	Faculty	The rule in the new house bill appears to be narrowly tailored to funding the DEI office, not outlawing what some might perceive as DEI activities.	The report's definition of DEI activities was fairly specific. The report's list of what may be DEI activities was very broad. I doubt that many of the activities in the report's appendix meet the board's definition of DEI activity.	Good job. Lots of helpful information and context. Well organized.
215	Student	My favorite part of the report was option 5 of the Office of DEI section. This would mostly close the DEI office, which I support.	According to the report, DEI "Advantages or disadvantages, or attempts to advantage or disadvantage, an individual or group on the basis of race, color, sex, national origin, gender identity, or sexual orientation". I've always understood each of these things to be racist, sexist, and otherwise discriminatory. I dislike any part of a plan that would unfairly help someone of a protected class, especially involving scholarships and financial support.	In a time where American citizens are naturally the most accepting of differences that we've ever been, why do we need to go backward and discriminate against individuals for qualities that don't really matter? The University of Wyoming can be a welcoming place without spending half a million dollars on staff that try to force diversity and make things worse. If you do try to raise extra money, please don't waste it on a DEI program that everyone I know will never use; instead, please help us all out by lowering tuition and fees or buying better quality food for the cafeteria.
216	Staff	Continuation of as many aspects, education opportunities on DEI as possible.	Cutting the DEI office and not doing any of the opportunities.	The report was very dense, and so hard to get through.
217	Student	I like the idea to continue funding DEI using private donors. Preferably it could keep its name but if the name had to change for the plan to work, that would be okay too.	Do not shut down DEI and have its duties absorbed by other departments. It is a critical tool for students on campus and splitting it up would make student life much more complicated.	Please keep Dr. Zebadiah Hall around. He's really great.
218	Community Member	I find it amazing that the current political temperament in Wyoming is nearly white supremacy. It's very disturbing.	Doing nothing except Federal mandates.	What is going on Wyoming? We used to care about each other.
219	Faculty	Retaining DEI. This should not be subsumed under some other entity, which based on the list, doesn't have the singular focus to address the needs of a DEI office.	UW needs to protect minoritized groups. DEI needs to be just that. As this reads, there is a fear of the Legislature that the faculty feel. How is this not a McCarthy-era hit list. How is it that teaching and preparing UW students to be citizens of the world (on top of filling in necessary gaps in US History) a negative. Instead of pandering to our worst attitudes, behaviors, and ideas, and to the anti-diversity politicians, UW, as the only state university, should promote the best of us and not the education that makes bigots comfortable.	This DEI needs to reconfigure, but in a way that is much more politically savvy, organizationally savvy, and distinguishes itself from Student Affairs. At the very basic level, this DEI office needs to research, apply and promote diversity initiatives and share best practice; provide advice, guidance and support on equality and diversity issues; assess community needs and promote community cohesion; and must be an advocate for the very small minoritized population at UW. This committee and DEI list makes me feel like I am violating my ethics and integrity. I invite the committee to review the American Association of University Professors 1940 Statement of Principles on Academic Freedom and Tenure. These standards have been affirmed by over 2,000 institutions of higher learning as well as every major professional organization. Accreditation standards also uphold these values.
220	Community Member	Close the office and do the minimal federal requirements	All that support more than the minimal federal requirements	As 3rd generation WY native alumni, my donations will stop due to DEI racism
221	Staff	I prefer the option to keep ODEI open with private funding.	That is wasn't clear what the BOT's preferred options are/were.	Considering the majors offered and student options, I'd prefer the administration and the BOT to be genuine in their desire to make this a diverse campus. Additionally, the university aims to be less diverse. That is also very okay, yet I'd prefer the message to be more apparent from the BOT.
222	Faculty	Suggestion #5 - Close the Office of DEI -- I trust the legislature will come back and gut any activities related if this does not happen. Their voice speaks for the state population -- it is the reality of the WY mindset and fear.	The entire effort proposed by the legislature and governor. It is shameful.	
223	Community Member	distribute the function throughout the university and eliminate the office. Find other positions if possible for staff members. The DEI VP I am sure can find another position.	Keeping the office. U.W. needs to improve its relationship w/ the legislature and not thumb its nose at it as it seems it is on the basis of the president's comments.	I think it is egregious that the working group found "several practices voluntarily adopted by individual departments, which, while not required by central administration, raise potential concern." Who's minding the store? How did that happen and frankly what else is going on in a similar vein. Not acceptable on any level.
224	Student	Funding the office of DEI privately or consolidating it under a new name/department.	The termination of the Office of DEI entirely.	As someone who identifies in the queer spectrum, having no office of DEI would be a significant factor in reconsidering attending this university for the remainder of my degree, or getting future degrees through UW. I know many of my friends and classmates feel the same. Wyoming is already not the safest place for many diverse individuals, and with the removal of DEI I and others would feel significantly less safe and represented on campus.
225	Student	I would like to see the University of Wyoming follow option 4 from the Working Group's Suggestions. The Federal requirements of laws such as the Civil Rights Act must be upheld but the spirit of Wyoming's laws should be honored.	Options 1-3 of the Working Group's Suggestions are very distasteful and would reflect poorly on the University. If we believe that we live in a democracy, if we believe that the University is here to serve the state that called it into existence in the 1890s, then the University must not engage in proceduralism to act against lawful actions of the representatives of the parents who entrust their children to this university. Flippant disregard for the wishes of the government of Wyoming is a sure path to losing credibility with the people of Wyoming, and the University should keep their trust in mind.	
226	Community Member	Continuation of DEI past mission and efforts.	Discontinuation of DEI efforts.	Please don't buckle, asks this former undergraduate and law college alum.

227	Staff	I appreciate the ability to give feedback and hope it is heard. I strongly support option 1 and 2 of continuing the DEI office in some capacity and providing funding through either avenue. I appreciate the exclusion of Student Orgs from the definition of DEI so students can still find a sense of community and support.	I am really worried that if the proposed options to get rid of the DEI office and these services moves forward this could result in a huge loss of current students, future prospective students and faculty/staff. A huge portion of our student enrollment this year came from external states such as California and these type of efforts by the legislature to get rid of DEI could decrease enrollment from some of our key states. Also these out of state students gross significantly higher income for the University than in-state students. This could provide negative consequences to students success and their ability to succeed and find a sense of community while a student. Also Matthew Shepard along with many other situations are a reminder that taking away these resources could ultimate lead to student deaths through murder or suicide. The statement "Faculty and staff with approval authority for expenditure transactions are expected to exercise judgment and make a good faith attempt to follow both the letter and the spirit of the SAP." On page 4 makes me nervous for unfair consequences being placed on faculty and staff who are trying to use their best judgement. I wish for the goal to be politically neutral as a university was possible. However, from my experience being the voice of the UW because of the nature of the political climate anything can be polarizing and therefore it is not possible to be politically neutral because every topic is somehow political. Capacity on employees seems to already be an issue at the University so I worry that transferring these serious duties to someone else is not going to be feasible "Although the aim of these identity-based programs is to improve recruitment and retention initiatives and foster a welcoming environment, some may suggest that they introduce preferential treatment, potentially excluding certain individuals and providing advantages based on protected classes." - This statement is inaccurate as many of these programs are open for any students to join and participate	
228	Faculty	Fund DEI through private support OR Rename the DEI office to reflect its role in maintaining federally-mandated and accreditation accessibility	Firing DEI staff and disbanding the department	The university should not over-interpret the political stunt of the legislature. Laws should be interpreted as written, not trying to divine some vague "spirit" behind the law.
229	Faculty	a respectful effort to work with our stakeholders in the state legislators to respond to their concerns.	Occasionally, the report goes too far for my taste in accepting that UW has been bad or that we go too far in conceding principles that we probably believe in.	p. 9 of 16: "Programs, activities, and functions that might be discontinued (i.e., those not necessarily critical to the University's core mission)." I don't like that "might be discontinued" is linked to "not necessarily critical to the core mission" – I think "Might be discontinued" should be connected instead to "those in violation of the law." A wonderful initiative might exist and be unconnected to the core mission. If this wonderful initiative doesn't violate the law, why would we consider discontinuing it? pp. 11-12 of 16: Options for the DEI Office. I dislike all the options, but the issue is which of these bad options would I support. To me, 2 or 3 sound most reasonable to pursue under the circumstances. I also suggest redoubling our efforts to define what DEI means at UW and to win popular and legislative support for those activities. p. 13 of 16: suggestion 2: Please delete language like "not necessarily prioritized over" – if these activities "do not align with the issues making national headlines," the likelihood is they are doing good work in terms of making students feel welcome and included. This is part of UW's core mission and frankly our core survival strategy, so please let us not encourage units to de-prioritize it. p. 13 of 16: suggestion 3: Great, a "content-neutral" guideline for inviting speakers to campus. I thought the whole point of inviting speakers to campus is that they would be content rich. Imagine our new marketing: "Come to UW where content-neutral speakers will enrich your content-neutral education!" If we do conduct further review on this issue, please have someone do it who understands the folly and non-viability of terms like "content-neutral" within an academic context. p. 13 of 16, suggestion 5: "Some concepts might be considered divisive and ideologic": I submit that any concept that has ever made a difference in the world might have struck someone as divisive or ideologic. And sometimes the most toxic ideologic programs have not been divisive, sadly. If we are committing to never being divisive we might as well close up shop. The challenge should be how do we present ideas that might be considered divisive in healthy, respectful ways where many voices will be heard and persuasion and evidence can be brought to bear on debated on "divisive" subjects. p. 14 of 16: suggestion 9: In addition to ensuring there is no preferential or exclusionary treatment based on identity, how about also ensuring that our redefined student support systems also extend an open door to everyone, especially those in groups who will view the changes as indications that they are no longer welcome at the table. p. 14 of 16, suggestion 11: If these initiatives provide valuable learning outcomes, why would we give up the game and advocate supporting them through private dollars? I don't support this recommendation – it is a slippery slope toward outsourcing to private dollars core aspects of a university education. p. 15 of 16, point 3: I support discontinuing diversity or loyalty statements. Candidates should be able to demonstrate a commitment to diversity without having to subscribe to what could easily become ideological purity tests. p. 15 of 16, point 4: I would prefer to continue using the UW diversity statement because such statements are national practice and not using them sends a bad message. But what really matters to me more than our statements is our behavior and our behavior should be to welcome diverse applicants and treat them seriously and respectfully.
230	Faculty	Not referencing race, religion, protected class status or other immutable characteristics when doing anything on campus. Making things merit based, and not race or gender based sounds really refreshing. Identifying the fact the the elimination of the DEI office would not harm federal programs one iota was quite refreshing, showing that the office does not seem to exist based off federal law, but to ensure we have a DEI office like everyone else. Options 4 and 5 sound outstanding.	Assumptions such as a university without a DEI office is exclusive and not welcoming. Can you show me studies that find that? Not making people race or gender or national origin or political ideologically conscious, and welcoming to all, seems like a real winning policy. The reduction of us vs them mentality for those involved in DEI should DIE. Keeping the DEI office and thumbing our nose at the very folks who fund us seems to be the apex of hubris. As I tell my kids, you can choose your actions, but you do not choose your consequences. Do you really think UW can do such a thing without consequences in the future?	I appreciate the honesty of the report that shows that most of the things that are federally mandated have very little to do with the office of DEI and any other duties can be absorbed by other areas of the university without so much as a hiccup. You get to balance the politics of the the woke left (who have very little to do with the actual funding of the university), or the politics of the state which this university should serve and who funds an awful big chunk of the university to balance. Seems like a pretty easy choice for most folks concerned with ensuring this university stays viable.

231	Staff	See below.	See below.	I am a recently graduated student and a current staff member at the University of Wyoming, and in both of those capacities I constantly work in DEI-related areas. I am also a second-generation UW alum who was born and raised in Wyoming, and I identify as a queer woman. I am deeply concerned about the future of this essential work at the University of Wyoming, and the recently released working document with suggestions does nothing to diminish my concern. My first point of concern is regarding student recruitment and retention. As a former student organization leader, I often tabled during prospective and newly admitted student events, and I constantly had students run up to me to quickly ask my thoughts on safety and campus climate before their parents noticed that they were speaking to me. These interactions were heart-wrenching because these students clearly did not receive support from their family and the resources that I referred them to are now on the chopping block. Without offices like Multicultural Affairs, ODEI, and countless other groups on campus, not only would we be doing a disservice to the students who need these resources the most, but we would also be removing a huge point of recruitment for our university. Why would anyone want to come to a college campus that doesn't celebrate students and their diverse backgrounds? It sends a message that our university is only for certain students, which goes against the University's mandate as Wyoming's flagship and land grant institution. Enrollment and retention numbers are already low, and it would be a mistake to take any action that would further hurt these numbers. Sense of belonging and community are significant predictors of graduation and overall academic success for students, and these elements would be decimated if any DEI-related programming were to cease. When campus climate and community suffer, academic success takes a backseat, and we risk losing students before they can complete their degree. These students that I spoke with during tabling events, who were often members of the LGBTQIA2S+ community, are some of our most at-risk students for mental health crises and suicide, an issue that this university is no stranger to. Regardless of the legislative intent of the budgetary footnote, it is my belief that this university has an obligation and responsibility to do whatever possible to connect at-risk students with the proper resources, and the working document does nothing to convey this priority. This working group document did not sufficiently convey the amount of work that these offices do in developing and maintaining a welcoming environment for ALL students. Any action that would impede these offices would significantly harm the welcoming environment. This sentiment is confirmed by the fact that EVERY SINGLE TIME something bad happens on this campus related to the LGBTQIA2S+ or other diverse communities, the campus-wide emails from the President's Office always refer impacted parties to Multicultural Affairs, UCC, ODEI, and other offices. If these offices were no longer able to carry out their duties, who would the President's office pass the buck to? This is where students will fall through the cracks, and this is where this university will fail students, all in the name of "stopping wokeness." If these offices are in any way limited in doing what they do best, our campus will never be the same. Additionally, these negative efforts will also further exacerbate the brain drain that the state of Wyoming is experiencing at unprecedented levels. Young people do not want to live or study in a state that continues to show that they would rather pass unnecessary laws to solve imaginary "wokeness" problems. As the citizens of this state become older and require more healthcare support, who will care for them? *RESPONSE HAS BEEN TRUNCATED FOR FORMATTING. COMPLETE REPNONSE AVAILABLE ON PAGE 26*
232	Student	I believe that the University absolutely must continue to fund the DEI office, its employees, and functions. This should be accomplished through state dollars, in at all possible, an not relying on private support. But due to the closed-minded, ignorance nature of our legislature, if UW is forced to change the name to of the department to reflect the work of the office and appease the legislature then so be it. It is sad and unfortunate, but the future of DEI and the future of this university's integrity and values depends on it.	Least preferable is closing the office and discontinuing all the importance programs and services that DEI oversees and provides.	This is not an issue of semantics, but an issue of respecting and valuing human dignity.
233	Staff	Keeping as much DEI work on campus by whatever means necessary (private funding, as presented in the report to support ODEI) regardless of the intent of a select few elected officials. Doing anything other than this exposes all of the past statements this administration has made in support of DEI as a total self-serving fraud. Doing anything beyond following the letter of the law here falls squarely on our administration and they are going to have to own that at some point.	The definition in this report goes too far. We can't "attempt to equalize?" Well another piece of legislation this session, and its author, indicated a clear preference for "equality!" To the second part of the definition, things like implicit bias exist and for a university to shy away from that fact is in absolute embarrassment.	Working at this university has become an embarrassment for a multitude of reasons, all pointing right back up to our administrative leadership. The perception amongst many employees is that our President is no longer running this university and our general counsel is. It is abundantly clear that the administration is willing to sacrifice DEI work so they can keep the money flowing for things related to STEM and computer science etc. This perception is supported by the fact of how unprepared they were for this topic before the session and their deafening silence throughout the session as compared to past administrations. Staff hear your message loud and clear, and the few remaining good ones that have weathered all of our recently-passed storms are now heading for the door.
234	Student	We should continue to find the office of Diversity, Equity, and Inclusion to ensure a safe and supportive institutions location for underrepresented and marginalized groups on campus. The office has proven a necessity with the failure of the state and other university institutions to protect these groups from harassment, discrimination, and violent actions in the past. Despite the implied spirit of the legislation, the university should utilized any available resources to ensure the safety and dignity of its students.	Full removal of the DEI office is the worst case scenario for the university. Students should not have to allot efforts towards finding a safe environment on campus. Support for them should be visible and advertised as such rather embedded into separate offices as a secondary or tertiary consideration.	Thank you for your efforts in protecting DEI at UW in a pivotal and disheartening situation like this!
235	Student	I think the efforts of the DEI office are essential for student success, recruitment, and retention. Therefore, if the office must close, its employees and functions should still exist at the University but housed elsewhere.		My biggest piece of feedback is the overlook with student organizations hosting events. Under the group's suggestions for DEI programs, activities, and functions, item 4 suggests "Co-curricular identity-based centers, services, support groups, seminars, and events" be aligned with Student Orgs. However, it seems the report failed to acknowledge that many SOs use the ASUW Student Org Funding Board to fund their events. As an executive member of ASUW, I dealt with the internal audit of ASUW that occurred in the fall of 2023 and part of the final report deemed ASUW student fee dollars to be state funds. This seems to mean that, if these suggestions are implemented, ASUW would not be able to fund the student org events this report wants student orgs to take on. This is a big gap in understanding of how student orgs operate and places an unreasonable expectation on ASUW.
236	Faculty	Annie and all support for current and expand DEI efforts	Lack of support for DEI and failure to address how to confront rather than accept legislative whims	
237	Student	I do not think we need DEI at UW.	DEI is not necessary and only causes more problems.	This is Wyoming, UW should be conservative, or neutral politically.
238	Staff	Privately funded Keeping the DEI office	Close the DEI	The legislature and Board of Trustees needs to know that DEI covers many things and it makes the state look like a racist, exclusive place if they attack diversity. This will cause a lot of fall out from multiple funding sources, faculty/staff and students.
239	Staff	Discontinue the DEI program.	Continuing in.	The DEI program didn't seem to be an issue until everyone was was told or mandated that they needed to admit we are racist and bias. If you read the states that have limitations on DEI, it's mostly to prevent people from the 'other side' being attacked. Just because we don't talk about DEI all the time doesn't mean we don't care. We just don't need to make it the center of attention.
240	Staff	The group came up with different options, but for the most part it seems that they are trying to work around the directions given to the University by the Legislature.	I believe we wasted a lot of valuable time and effort doing this working group! This University answers to the State Legislature. They control the money for this University to operate, therefore they are in charge. It states in the State Constitution that you can not discriminate, that's all that needs to be said. Follow the Constitution!	Targeting certain groups based on there race, sex, or other beliefs is discrimination. As a higher learning institue we should be looking for the best students, employees, or professors based on there knowledge and experience. Anything other than this is discrimination.
241	Faculty	Close the DEI Office	Continue to fund the DEI office	diversity is essentially a fancy word for group quotas. It is one of a number of wholly subjective criteria — such as "leadership" — used to admit students to colleges and universities according to their group membership, rather than according to their individual qualifications. This and all forms of affirmative action actually promote racial inequity through the soft racism of low expectations and are unconstitutional.
242	Faculty	recognition of reality: creating preferred groups necessarily diminishes rights of non-preferred	clear attempts to commit university resources (including Foundation Staff expenses) to continue to diminish rights of non-preferred groups	"disparate analysis" is a farce
243	Faculty	Closing the DEI office.	Reorganizing or continued funding of the DEI office.	DEI is an oxymoron. By focusing on race, gender, etc. Increases the bias of these things. The focus should be on merit. If UW hires, admits students, promotes, etc. based on merit then we are being equitable and inclusive. The diversity is a function of who applies, which is out of the control of the university.

244	Student	I think keeping it intact and using money from sources other than the state legislature to fund fully complies with the law.	Getting rid of DEI at Wyoming as it encourages intercultural exchange on a campus that is pretty homogeneous compared to most other universities.	I think that continuing to fund DEI may be against what the state legislature wants but I think that the priority should be the students that University serves and the state legislature should recognize that this is beneficial for students and that DEI should not be removed based on the ongoing culture war.
245	Student			Ed, you are wasting time, effort, and money on things that the vast and overwhelming majority of the population could not care less about. You are pandering to the tiniest, yet vocal, minority and are not a good fit for this university. You are politically charged and forcing your viewpoint onto the tens of thousands associated with this university that outright disagree with you. There are benefits to a diverse community, but to go out of your way to hire faculty and staff or admit students based on their sexual or gender dysphorias, their race, or any thing other than their merit and capabilities, you are failing to uphold any degree of fairness. You are putting yourself in an echo chamber. You have tunnel vision and I dare you to open your eyes and realize how ridiculous and wrong these kinds of practices and regulations are. You, being in the minority, are pushing your views onto an entire institution that disagrees with you at large. But it is too dangerous for us, the silent majority, to speak out. The professors at this institution in many of the colleges have fallen into the same trap as you have and shun and silence and degrade those that disagree with them. This great state and university deserves better than what you are offering. You are not fit for this position and many agree with me when I say you need to step down. Thank you.
246	Faculty	1,3,4,5	2	Accreditation of Graduate Medical Education programs and potentially even medical school accreditation DEI requirements were not listed in appendix D. While I feel the state tolerates the GME programs and their cost, they consistently express pride for WWAMI medical school. I think potential impacts on the accreditation status of both should be investigated/added. While I put #2 as the least preferred I feel like doing it may provide more concrete direction of what the state and gov mean by their directives. When I was doctor of the day at the Senate during the 3rd reading of the DEI amendment, I heard legislators referring to communications they received from their constituents. I am not sure 1,3,4,5 will result in a decrease in complaints to legislatures about DEI efforts at UW. Maybe it will, but what if it results in incremental but unclear actions each legislative session? Maybe going with suggestion #2 will get to the point sooner? However, this risks significant disruption to UW Board and Leadership make-up. I guess my point is I am not hopeful either suggestion will keep DEI activities out of future legislation. I appreciate the work that many put in and wish everyone good luck moving forward.
247	Student	I find it most preferable to restructure DEI at the university into already existing business units. I feel that the main goal of DEI could still be accomplished without having to be under that specific title and taking so many resources.	I find it least preferable for DEI to stay under its current position and title. This will only cause further issues with funding of the entire university and tension between the state, which will be beneficial for no one.	I believe that what officials are attempting to do for students at the university is great, but I feel that these goals can be accomplished without causing so many issues. These types of issues can be easily solved through compromise and I believe those at the university need to be more willing to let up some ground to maintain strong relationships with both students and the State of Wyoming.
248	Staff	That the working group is earnestly identifying policies that have the likelihood of producing preferential or exclusionary treatment.	That the working group is even considering the option of doing nothing other than changing the name of the office. This has already been tried in other states, and easily identified as a cynical end run around the legislature.	The task is simple. Separate the classical liberal ideals of the University's principal values like being welcoming to all, equal opportunity, fairness, and "a space for all voices", from the multi-billion dollar grievance peddling industry, and from the disguised/rebranded Marxist revolution tactics.
249	Staff	Working Group Suggestions, Suggestion #2	Working Group Suggestions, Suggestion #4	Removing DEI programs at the University of Wyoming is irresponsible. This will only encourage negative behavior and bigotry, and remove the supports for already high-risk and underrepresented groups on campus (students and staff). I fear that the Equality State is falling behind and putting people in danger.
250	Staff	It's not bad		
251	Student	Keep using state funds to fund DEI office employees and functions under a different name or Keeping DEI offices, employees and functions operational under private funds (which may be difficult)	Removing the DEI office and terminating employees	I appreciate the efforts to keep a form of DEI offices available even if it is going against "the spirit of the legislatures" the DEI office and it employees is important for students like me who are first generation mexican american (and other international students) to feel welcome and included within the university
252	Student	Follow the Letter and the Spirit of the LAW.	Follow the Letter and the Spirit of the LAW.	Follow the Letter and the Spirit of the LAW.
253	Student	Option 5: disband ODEI and keep only what functions are necessary for federal funding.	Continuing to fund at full capacity with private funding, against the spirit of the legislation.	Unity>diversity. We know we are all different but we are strongest when we all pull together. That's what makes the United States exceptional.
254	Faculty	Continue to fund the DEI Office. as it is critical to recruit and retain talent at UW.	Closing the DEI Office and only maintaining the functions required to maintain federal funding.	If UW wants to be a reputable institution of learning it must welcome and support people of diverse backgrounds. In addition to maintaining our relatively small DEI office, Departmental efforts related to DEI (e.g. committees) that align with UW's mission and are not using restricted funds should not be subjected to oversight to continue the valuable work they provide..
255	Student			DEI is counter to the opportunities students have to grow in a University setting, and the DEI program should be abolished to spread the wealth to other opportune areas of enlightenment.
256	Staff	It is clear that the intent of the Wyoming constitution would support DEI measures. It was also helpful to define DEI for what it is, versus what it is made to be in recent headlines. It is also clear that as a nation, obtaining proper funding and accreditation, DEI efforts are not only necessary but should be clearly identified, supported, and managed separately.	Other states and institutions that prohibit DEI efforts must somehow still be accredited and funded - how are they managing this?	Thank you for putting together such a comprehensive review.
257	Student	Continuing to fund the DEI office through private support.	Closing the DEI office and terminating employees.	I am ashamed of our legislature and their efforts to dissolve the DEI office. The "Equality State" should be funding and promoting initiatives that serve every citizen in our state. The DEI office, under the leadership of Zebadiah Hall is a critical component of our university culture. Closing this office will negatively impact recruitment of students, faculty, and staff. Closing the DEI office will also have negative impacts for alumni who have received degrees from our institution as they navigate a competitive job market.
258	Faculty	reorganizing the funding of DEI activities to private donations	remove the DEI office functions	
259	Staff	none	all	
260	Student	The most preferable outcome is one that keeps the most DEI initiative alive at the school without the use of state funds. Or, renaming DEI groups and initiatives that's sole purpose is to promote a sense of belonging for all UW students regardless of indentity.	The prospect of fully closing the DEI office will be offputting to students and prospective faculty members. If this university is serious about improving our national standing, it will hurt us if we appear to be a place that does not promote belonging and inclusivity for all people.	The Geology and Geophysics student DEI groups have been hosting events to include everyone in the department and promote a sense of community. I recommend the options of DEI Funding for offices, employees, and functions through private support OR through state dollars and/or private support but with name changes to "accurately reflect the work of the office and legislative intent." for the group.
261	Staff	We should continue to fund and support the efforts of the DEI.	Removing funding and support from the DEI will be a step back for the Equality State and this university.	At what point do we stop living up to our state motto? We are the Equality State in name only and are regressing based on pressure from a small group of people that do not accurately reflect the viewpoints of the whole community. Are we really the first state to give women the ability to vote, but rejects future support for Equality and Equity because it might be inconvenient? Legislation like this supports another Matthew Shepard. Supporting the continued struggle of a heavily discriminated group. Legislation like this supports hatred and bigotry. Is this really something that we as a state and university want to be known for? Do we want to put ourselves in line with racism, sexism, and homophobia? Do we want to be the one's that give them power? Being wishy-washy in your support for the DEI drives people away from the University of Wyoming. It labels us as unsafe. It says we don't care or support those that need it most. It labels us as a place that's known for its hate. We should be taking steps forward for a better world, not going backward. I wouldn't want to work at a university that follows the legislative lead, because they're afraid of what might happen. The Board of Trustee's is being "responsive" to expectations that shouldn't be paid heed. They're giving power to those who should be shut down, exactly as Gov. Gordon vetoed it. Our response should be the same. Veto it and continue to live up to our Equality State motto.
262	Student	Options 1, 2, and 3. If it is decided that options 4 or 5 are the best choice, then keeping the programs and events held my ODEI is necessary.	Options 4 and 5.	As a public University, the legislature has put the school in a difficult position. The school must answer to both the people of the state and the students of the University. If the University wants to attract more students and prestige faculty, options 1, 2, and 3 are a must.
263	Faculty	Intermixed with other groups - this should be the standard for all to follow. There is no issue with having different titles than DEI as long as the reach of the group includes the principles that we uphold at the University.	Completely closing the office of DEI as there would be no leadership in the area unless the University does establish an office with private funds (as noted this could be a slippery slope).	As noted in the report there are many other areas that support DEI in a different way (student support services, scholarships, admissions, programming...) DEI is a very important part of an academic institution. UW should continue to look at options that will support these activities through other groups. Even naming them differently may help.
264	Student	All DEI should be eliminated.	The existence of DEI is not needed.	

265	Faculty	Rename and refocus efforts under student affairs	Remove the DEI office entirely.	Thank you for asking us these questions and for the work of the team on this important resource for our students
266	Staff	n/a	In one proposed solution (the one that seems most likely, close DEI and shuffle priorities to other departments) the group proposes the keeping of initiatives that make the University look good, (B14 and Shepard Symposium for example), by shifting those duties to other departments. Your staff is already overworked and pay hasn't matched the cost of living in Laramie. Nowhere included in the proposal are salary increases for additional work, or the hiring of new employees to help manage these initiatives that serve as crucial recruitment tools for the institution. Much of your analysis of programs excludes industry best practices for mental health and staff/student retention. "Reviewing the activities" is not enough. I believe the working group needs to do the work of inviting the legislature and the governor into programs and offices of proposed closures, and to meet with students and community members who utilize those services. There is little to no exchange humanizing one another through this and as such it is not doing any work to align perception with reality. I am concerned with the statement of "may not follow in the spirit of the intent of the legislature" I believe the UW institution must work within the law to follow the spirit of the mission of the university which you have stated in your Working Group Scope subsection 1.	The make up of this working group, while including necessary input from a couple of people (ODEI, ASUW), consists significantly of people whose identities, positions, and expertise provide them a privilege to not be directly impacted by these decisions. That is a serious oversight and I believe challenges the legitimacy of its design. Furthermore, the voices from faculty and staff senate primarily, almost exclusively, include people in STEM, which again is an oversight to the expertise of humanities scholars whose work is implicated in these decisions and whose expertise would have made this group a greater reflection of what UW aims to do. Where did this definition of DEI come from? In what ways does DEI delegitimize certain identities? This is an academic institution and as such I believe you ought to do the work to provide an academic description. This definition is biased and again undermines the authority of the working group. As you know, a significant number of UW grads go on to work outside of the state of Wyoming. You are setting them up for failure in many industries by restricting DEI efforts. DEI efforts that educate and train us, that grow community and strengthen our bonds to one another and this state and institution serve every single member of the community to thrive in a competitive and multicultural world.
267	Student	The fact that DSS isn't going to change, so many students including myself need those resources.	It's a disappointment that some of the programs will have to rely on funding from individual colleges, but it's better than losing them altogether.	
268	Student			I was disappointed to not find any social workers or those that will be most affected by the changes represented in the working group.
269	Student	For the Office of DEI, I believe option 3 Reorganize the DEI Office, and 4 Disband the DEI Office retaining the Federally Mandated positions within other offices of the University to be the best course of action moving forward.	For the Office of DEI, I believe it would be unethical to retain the office via options 2, where public funds would be utilized to fund an office that the legislature has decreed will not be funded publicly.	NTR
270	Student	No more state tax money funding it	The university is still trying to have DEI groups	
271	Staff		All of it. We are doing this university a disservice by even considering defunding DEI. For a state that already struggles with instate enrollment, this will do nothing but impact both in and out of state attendance. To conform to an idea that DEI stands for anything besides inclusivity is both embarrassing and shameful.	See above.
272	Staff	I do appreciate the breadth of the report.	Even the tone of this report will not be received well by the legislature and you can absolutely bet that the feeling will be one of, "the University is not following the spirit of the legislature's direction and/or intent." Honestly, UW needs to rethink this wholly or it is just playing into the hands of the freedom caucus. What's budget footnote now will be a hard-and-fast law in the next session. Just expect it to mirror the Texas law.	We need to just rip of the band aid and cut. Failure to do so will just encourage more drastic legislation in the next session.
273	Student	That funding for DEI not used state funds.	Closing the DEI office and terminating the employees.	I'm not against DEI. It serves a purpose. However, I'm against the idea that any minority is somehow always disadvantaged. However I think both the intent from the Legislature and for the DEI office can find a nice overlap by reducing state funds spent on DEI activities while the DEI office can hopefully take its limited funds to more focus its mission properly...hopefully without the DEI office operating in the red.
274	Staff	Seems to be looking for good loopholes	It's actually pretty terrifying that I've been required to remove all inclusion statements and missions from our website. The working group only made suggestions for ODEI, but not the broader institution. This is perpetuating the culture of secrecy with administration that doesn't give any direction to the colleges.	Departments across campus were asked to do huge lifts to collect all the information this report provided without being told what was coming of it or why it was happening. The report itself is very informative, but it leaves me with more questions than answers. What federal or private dollars support the required activities from executive orders and accreditation boards? Why were the e-nets taken down if they're volunteer based? What activity needs to stop immediately because of this budget footnote, and why aren't we being told? Things have started to quietly disappear and the people who are most likely to notice are those who are directly impacted by this. Why is Ed so focused on the freedom of expression in his emails rather than instilling confidence in the staff and faculty? Are the VPs on a gag order about this?
275	Student	Preserving the office of DEI and its functions	Anything that inhibits DEI at UW. Any reduction in programming for diverse students	I genuinely believe the Wyoming legislature has no idea what it is doing
276	Student	I agree with not funding this part of UW.	I don't believe there needs to be a review at all. I think the group should be dropped and be done with.	
277	Faculty	I like discontinuing the DEI office and the other departments absorbing as appropriate	Trying to do the same thing under different wording--transparency is the key here.	I really like the recommendations for hiring committees--no candidate pools based on things other than merit, no diversity/loyalty statements, no hiring without competitive process. Do not stack the deck based on considerations other than merit.
278	Student	Option 5 is the most preferable.	Option 1	The report was seemingly reasonably unbiased, which on a topic such as this is a feat. DEI broadly speaking, is inherently political, and based on Marxist interpretation of race, gender, and ethnicity, and that engender an atmosphere of division and tribalism that colorblind, sex blind, etc... Policies work to overcome. Nothing so politically biased should be allowed to influence or affect an organization that has a true goal of diversity, not meaningless diversity of race, gender, or ethnicity, but diversity of idea, thought, and ideal. It is antithetical to the founding principles of liberalism that our country is based upon.
279	Student	Retaining every and all aspects of the office of DEI, somewhere within the university, would be most preferable to me. Namely, the scholarships, support for non-traditional students or those who are in a protected class/less represented class.	The entire fact that the legislature is banning specific concepts or ideas to be taught or academically discussed within official university events/classes/offices/etc. I am deeply concerned for the future of the university if this action continues by the Wyoming legislature, which I am assuming it will.	I find the report to be very helpful in understanding what the university is actually doing in regard to DEI practices. The unintelligible nonsense of the people who complain about the "woke agenda" are slowly diminishing the diversity of the state further by policies that have enacted a report like this to be completed. I want to thank the university staff for compiling the report, and working to try to recommend preservation of the programs that currently exist. As a current student, I hope that all of the resources that were provided by the office continue to be provided in some way.

280	Faculty	I find option 5, "Close the DEI office, including termination of its employees, and redirect any federally required duties to other University units", under section VII on page 12 of the report most preferable. There should be no future of Diversity, Equity and Inclusion at UW.	I find options 2 and 1 in section VII on page 9 or the report least preferable. Attempting to continue DEI at UW would be a grave mistake. The University will be seen by the legislature as subverting their authority and further budget cuts and retribution will inevitably come.	I believe that UW focus on diversity, equity, and inclusion (DEI) has been unethical, divisive, and counterproductive. DIVERSITY - we are all unique which is to say we are diverse. Obviously. Why must UW constantly point out how we are all different from each other? Why not try to focus on how we are similar and on what we have in common? Wouldn't that make us, as a university community, more unified? Constantly pointing out how we are all different and belong to different groups is divisive and unethical. EQUITY - to strive for equity is a farce. Equity, as defined by the DEI adherents, means equality of outcome. The same children raised by the same parents, that go to the same schools, do not achieve equality in outcomes. How is UW going to achieve equity among its thousands of students and employees that come from so many different backgrounds? If UW is serious about equity, then I should be compensated for my work at the same rate as the president of the University. Or the president of UW should be compensated at the same rate as me. UW's lip service to equity, while not actually compensating employees in a manner that promotes equality of outcomes, is unethical. INCLUSION - we are hardwired to effectively manage a limited number of personal relationships. This is a scientifically studied human and primate phenomenon and is called Dunbar's Number. https://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=6742756 It shows that we can manage group sizes of around 150 people and an intimate group of about 12 people. UW's constant focus on inclusion makes its students and employees feel like something is wrong with them when they don't feel like they fit in with the University's community of several thousand people. But in reality, we do not have the physical or mental ability to feel included in groups larger than around 150. UW's constant focus on inclusion makes students and employees feel guilty for not feeling included in a campus with thousands of students and employees when in reality, no one will ever feel truly included in all spaces at a university this size. Therefore, UW's constant focus on inclusion is counterproductive and unethical.
281	Student	Continuing the DEI office with support from private funding, there will be a surprising amount of support for this initiative	Disbanding the office and not continuing any of these initiatives, these all are very helpful and in my mind would violate title IX.	This ruling clearly violates Title IX, it would be interesting to see if there would be a case for this in court?
282	Student	Working group suggestion five is the preferred resolution for the DEI initiatives at UW.	The continuation of DEI programs, committees, and all else actions.	Not enough is done to discredit DEI and the dangers DEI initiatives have caused across the US and the universities now removing/banning the discriminatory initiatives of DEI.
283	Student	None	Using money on DEI that could be better spent to impact the vast majority of students	It's insane the the VP of the DEI office makes \$214,000, which I'm assuming doesn't include benefits
284	Student	Starting on page 9 with the 6 total recommendations for moving forward, I most favor options 1-3.	I find the discontinuation of meaningful events/services and the closure of the DEI office least preferable.	I value the hard work and effort put in by the working group to review UW policies, programs, and efforts to ensure that functions meet the standards set forth by the legislature. It is no easy task to balance the demands of funders who have the power to impact every student, faculty, and staff member at UW if they are displeased, while also considering how to go forth with supporting the needs of students. It is disheartening to see the legislature openly support systemic oppression through their decision to defund the DEI office. I hope that UW can find creative ways to navigate this challenge and continue supporting diverse students, staff, and faculty.
285	Staff	The only preferable option is to use funds outside of state funds to keep ODEI open and DEI programs operational. Which is also concerning that many areas will then be going to ODEI for funding support or have to hold their own campaigns for funds for DEI programs which is extra work on employees who are already stretched thin. A reorganization/consolidation is an ok option. That feels like it is the University just buying time before they have to close ODEI.	Do not close ODEI. That sends a huge signal to staff, faculty, students, and perspectives of all those. How is a student/staff/faculty of a "protected class" supposed to feel welcome or supported when no one is doing that work? With the option to absorb work into other departments, how will that work? Will there be additional funds to those departments? How are you compensating staff that will have to take on extra work? How are you ensuring the staff that are taking on the work are qualified and knowledgeable? You are proposing to eliminate the experts in this area and pass it along to others who will have to learn to become an expert in that. What will happen in the interim while those staff are learning how to do the work that ODEI has been doing?	I have major concerns about DEI programming. Many times these programs (speakers, dances, performances, etc.) can create community for students. It's an opportunity for them to be and feel seen. With restricting programs you GREATLY restricts the kinds of programs that can be offered on campus. Also no events that currently happen do not restrict anyone, these events are open to the public. The group stated, "Although the aim of these identity-based programs is to improve recruitment and retention initiatives and foster a welcoming environment, some may suggest that they introduce preferential treatment, potentially excluding certain individuals and providing advantages based on protected classes." Which reads that any programs can only feature a white male. Continuing they state "The Working Group also offers that these types of activities might be better aligned through Student Organizations or the use of non-state dollars." Which is a lot to put on students to be the driving force for DEI programs and that students must fundraise to host those programs. Or what will happen is staff/faculty will use Student Organizations to get around this which creates a power dynamic that should not happen. Student Organizations should be student run and do what the students of that organization feel is best for them as a group and for their peers, not what faculty/staff are wanting. Additionally as the report states, "While Governor Gordon vetoed the portion of the footnote stating 'or any diversity, equity and inclusion program, activity, or function,' we received the clear message from the Legislature and the Governor's veto message – UW needs to make changes." What was that message? We are yielding to the legislature instead of fighting for what is best for students (who you shouldn't forget are the reason we are all here, they give us money which is the reason we are still open). It seems contradictory and hypocritical for the University to state they care about the recruitment and retention of diverse staff while extremely limiting what work can be done around DEI. The group states "[they] would reaffirm the University's principal values of being open and welcoming to all, to supporting and treating everyone fairly and respectfully, to political neutrality as an institution, to merit-based hiring and grading, to inquiry versus advocacy in the classroom, to academic freedom in teaching and research, to freedom of expression and creating a space for all voices, to equitable access and equal opportunity, and to consider the needs of every student." I ask the Working Group to reflect on this point as they move forward in making decisions. The proposed options contradict this. How is a marginalized student supposed to feel this when they are not represented on campus in the events happening, programs, services, offices, spaces for them to feel connected to campus. "The Working Group notes that sometimes the identity-based services are highlighted more often than the other services and offers that it might be prudent to more visibly promote services that support all students" I ask that the Working Group do some research into why that is. Students that are not white are proportionately more likely to be first-generation students. The need to market these services to those students is more important as they don't have a parent or family member who has been through this before to tell them of these opportunities. Often times these students may be coming to campus for classes and not engaging in any co-curricular which is more important that these services be marketed more.
286	Staff	#2 or #3 - continue to fund & reorg/change name or consolidate in another unit & change name. I think the primary focus is that the government doesn't want support based on exclusionary issues, it causes more separation and always leaves a group out. In today's current trends, there are too many diversified ways of identifying to provide and consistency, effective, efficient, reasonable and affordable supportive options for an ever changing and ever expanding array of options that go beyond even the standard diversity (toaster, plant, toothpick). I think if it were an office to support those who are struggling due to differences but that aren't necessarily specific disabilities, then that would fit both the government's change to stop support only diversity specific programs and with UW's goal/role to provide assistance as needed in various scenarios. The new normal seems to be that there is no normal. We are now more open about our life struggles and about needing help. This way the office would be open to everyone, disabled, diverse or "normal" but struggling.	The idea of staying the same but finding other funding in blatant rebellion against the government mandate, would create backlash and fallout for all groups while trying to maintain a current system for one section. You can look at it that the government is trying to equalize everyone as "we the people", as in all of us of any kind. Private funding may not be enough or last long enough and then change has to happen again. This will create a constant state of battle and upheaval that will not be effective, and perhaps also create a feeling of guilt, or being targeted such that people won't want to be associated with it. On the other extreme, I don't think getting rid of it is good either. The current world culture and climate is going through some very extreme and turbulent changes. With Covid, technology, changing work and study methods from in person to all remote/online, and changing ideas of self, there is even more disconnect and more life struggles. Everyone needs more help these days than before I think. It's nice to know you have a place to go to talk to people who understand your differences and are still supportive of you as a human.	Maybe it can be an office of support for struggling college students. Maybe that fits with the disabilities office. Having as a separate office though, vs just being part of admissions or student services, makes it feel more approachable and that it's okay to go get "other" types of assistance than the "normal".
287	Faculty	VII Working Group Suggestions 1.Requires massive (additional?) fundraising. 2.Disingenuous change of name 3.Possible; devil in the details 4.Unacceptable undercuts original purpose of DEI office/activities 5.Same as (4.) DEI Functions Particularly important is #6 Recruitment and Retention that would most likely suffer.	see above	

288	Faculty	Option #2 is most preferable. When the work is accurately described, it is not objectionable (or at least the vast majority of it is not objectionable). We're mostly dealing with a popular movement against practices that are not in place but widely thought to be. If this is true, then the best approach is not to change much of what is done but to change how we communicate about what is done.	Option #1 will be viewed as provocative and for that reason avoided. We have to choose what hill to die on, and with option #2 available, I don't see how option #1 isn't anything but a doomed to fail idealistic approach. Options 4 and 5 have all the qualities of ineffective approaches. The coordination and oversight of this office is its most valuable feature and that is lost in options 4 and 5.	
289	Faculty	Suggestion #5: Close the DEI office, including termination of its employees, and redirect any federally required duties to other University units. All aspects of DEI should be stopped.		Anything that even remotely relates to DEI should be immediately stopped. DEI is waste of resources. Further, the only purpose of DEI is to treat one group of people different than another and is unacceptable.
290	Staff	1.Transparent Review and Inventory of DEI Efforts: The report outlines a detailed inventory and review of all DEI activities across the university. While the motivation behind this review is driven by legislative pressures that might not favor DEI, the process itself can provide a transparent overview of what DEI efforts are currently in place. This could potentially be used as a baseline to argue for the necessity and effectiveness of these programs, especially in demonstrating their alignment with federal compliance and educational outcomes. 2.Seeking Alternative Funding Sources: The report's suggestion to explore private funding and endowments to sustain DEI initiatives, while precarious, recognizes the need to keep these programs running despite state funding restrictions. This approach, while far from ideal due to potential instability and reliance on external funding, reflects a pragmatic attempt to maintain DEI efforts under financial and political constraints. It's a double-edged sword; it could lead to innovative funding strategies but also reflects a troubling shift away from state support for essential educational equity initiatives. 3.Focus on Federal and State Compliance: Emphasizing the need to comply with federal and state non-discrimination laws might maintain a baseline level of DEI activities, ensuring that some efforts continue under the guise of legal compliance. This is clearly a limited and reactive approach, but in a constrained environment, it may serve as a minimal safeguard against the complete erosion of DEI principles. 4.Refinement and Integration of DEI Tasks: The potential integration of DEI tasks into broader university functions could, in the best-case scenario, lead to a more widespread institutional responsibility for these values. However, this risks diluting the focus on DEI unless it is done with a robust framework that ensures these values are explicitly preserved and prioritized in all university operations. *RESPONSE HAS BEEN TRUNCATED FOR FORMATTING. COMPLETE REPOSENSE AVAILABLE ON PAGE 26*	1.Potential Reduction or Elimination of the DEI Office: The options presented in the report to potentially downsize, reorganize, or even eliminate the DEI office are deeply troubling. This could significantly weaken institutional focus and support for DEI, at a time when maintaining, if not increasing, this focus is crucial. The centralized DEI office plays a pivotal role in advocating for, coordinating, and monitoring DEI efforts across the campus. Its reduction or dissolution could scatter these responsibilities thinly across various departments that may not have the same expertise or prioritization, leading to less effective and disjointed DEI initiatives. 2.Legislative and Funding Constraints: The report is framed heavily by the legislative mandate to cut state funding for DEI initiatives. This external pressure drastically limits the scope of DEI work at UW by tying the hands of those who manage and direct these programs. Relying on private funding or external grants, as suggested, introduces uncertainty and potential instability into programs that should be consistently supported as a core aspect of the university's mission. 3.Narrow Definition and Scope of DEI: The redefinition of DEI efforts to focus primarily on avoiding preferential treatment based on identity can significantly dilute the broader goals of DEI. This narrow focus could lead to a reduction in proactive measures designed to address systemic inequities and support underrepresented groups. This approach risks reducing DEI to a box-checking exercise rather than an ongoing effort to transform institutional culture and promote true inclusivity. 4.Compliance Over Innovation: The emphasis on compliance with state and federal laws, while necessary, is a minimum standard. The report's focus on this aspect suggests a retreat from more ambitious DEI initiatives that go beyond mere legal requirements. This can stifle innovation and the development of new strategies to create a more inclusive and equitable academic environment.*RESPONSE HAS BEEN TRUNCATED FOR FORMATTING. COMPLETE REPOSENSE AVAILABLE ON PAGE 26*	
291	Staff	This is a hard question, as while I don't PERSONALLY see this a preferable option it is probably the ONLY option: Reorganize or consolidate the DEI office, its employees, and functions within another University unit and change the name to accurately reflect the work of the office and legislative intent.	Close the DEI office, including termination of its employees, and redirect any federally required duties to other University units	It is very disheartening to even be in this position as a University in the first place. A better bridge of communication needs to be built with our legislators in Cheyenne. Further, I believe it would be in the best interest of UW to place a pause on the 'cause for change' until the final path forward of the DEI programs has been decided and established. Many of these program changes are proposed to be moved back to HR, Student Affairs, Colleges, et al and this reorganization should take precedent over an internal and optional reorganization.
292	Staff	keep it intact	eliminating	Am I to understand that "inclusivity" is now considered a bad thing?
293	Faculty	I like suggestion 3 for the office of DEI. While not expressed as DEL, our Wyoming constitution is aligned with its intent.	I do not like the idea of eliminating it altogether as acknowledging DEI is an important aspect of our university.	
294	Student	I prefer to rename the office and restructure the funding so that UW can continue to operate inclusively.	Shutting down DEI altogether.	Thank you for reconciling difficult legislation with necessary action.
295	Faculty	Maintaining critical UW-centric symposia(Shepard Symposium, Black 14 SJSI); clear options for retaining the high-quality employees from ODEI	The vulnerability of student identify-focused support structures for elimination, the potential to re-allocate the duties of the ODEI staff across so many duties may make them ineffective at any duty; deeply concerning to consider the removal of incredible ODEI employees who have dedicated significant and very difficult work in their service to the university; Redirecting ODEI duties across many other units is confusing for the people who need to use these mandated services; the suggestion to remove land acknowledgements that are not set forth by the institution (ASUW's land acknowledgement is accurate and useful)- limitations here begin to infringe on free speech;	I appreciate that the President convened the working group and charged them with suggestions vs recommendations. This measure was protective of these group members. While I appreciate that the report includes a comprehensive treatment of all possible responses from fully funding ODEI through private dollars to eliminating ODEI and terminating its employees, the possibility of termination is severely concerning. UW has marked retention and recruitment problems and every effort should be made to retain willing employees in roles that still utilize their expertise, bring job satisfaction, and advance the mission of the university towards an accessible learning environment for all.
296	Student	private funding DEI or just changing the name	termination	
297	Staff	The potential for distinguishing true state funds from other funding sources that are treated as state funds. This will allow more flexibility in spending non-state dollars.	DEI is important for a number of reasons, as outlined in the report. This is a major blow to UW, including but not limited our ability to recruit students and faculty. What an embarrassing blemish on our state.	Thank you to the working group for exploring and outlining the potential impacts of this issue. This is a serious issue and should be treated as such.
298	Student	Close the office of the DEI. It is Racist.	That the university is trying to get around the legislature.	It is a great report about an unnecessary department etc.
299	Staff	Working group suggestion 2	Any form of axing DEI	I get that we're trying to comply with the legislature, but it's clear from the gleaned definition that they have no clue what they're even talking about and are only attacking DEI because it's in the political right zeitgeist. Whether it ends up being through the DEI office or not, I strongly encourage the university to defend their students, faculty, and staff from any and all attacks on their person, identity, safety, and ability to participate in the university. Students from various vulnerable groups already DO NOT FEEL SAFE HERE and it is actively driving down our enrollment numbers. Matthew Shepard was murdered here, and we are letting the same kind of people who celebrated his murderers drive our policy. Despicable.
300	Staff	Not sure, what is this group actually suggesting? There "suggestions" range the entire gambit. Most preferable, use whatever funding is necessary to continue offices, programs, and events as is and do not cut them or move them to such a degree that they are essentially cut. Words matter....restructuring or wording shows people that they do not matter as a group. That they are not important and the discrimination against them does not matter and doesn't need to be called out.	Co-Curricular programing should not be moved to just student organizations. Students orgs are ran SO poorly and are a mixed bag that would essentially cease to have any DEI programming for students.	My general feedback is that UW should actually take a stand and fund/ support DEI efforts. Use private funds if need be, but do not cut programs or support for DEI efforts. UW and the higher up administration has consistently not supported people of different identities. This is the only public 4 year institution in the state and the fact that you are even considering cutting DEI efforts is ridiculous and embarrassing for the institution. UW is going to lose future student enrollment, current students, and good staff and faculty because of this lack of supporting basic human rights. If college is supposed to be exchange of ideas for students to learn from and decide for themselves, you are taking that away which is a disservice to everyone. Public institutions should be leading by example with best practices, and UW is doing the opposite. Siedel and the Board of Trustees claim to support DEI on campus, but actions do not support this claim.
301	Student	I like option 2 the best	I do not like option 4	perhaps just a name change will appease the legislature? This politicizing of DEI will blow over eventually (right?)
302	Faculty	DEI is a large proponent of Equality and Wyoming is the Equality state	The report cited other states statues that have larger population bases as well as different issues within their population standards and does not apply a fair comparison for standardization	The report pinpointed specific areas within the colleges and departments on campus but was not a true look at DEI and its utilization on campus.

303	Faculty	I prefer option 2, and then option 1. We should stand our ground and take the state to court if the insist on promoting their own racist, homophobic, and misogynic views on the University.	I cannot believe that the Working Group ceded rhetorical power to the Wyoming Legislature. The definition included here is a sham, as it is from the Legislature. I appreciate that you were attempting to "be nice," since they do control funding. But, we should maintain the our principles in the face of hatred. The definition you created - and I get why - cowers to hatred, and continues the lie that DEI says those things, despite the fact that the report clearly shows that DEI follows the law and university principles. Other than that, I am completely opposed to option 5, and I seriously dislike option 4, though I do like naming those positions under the umbrella of DEI to demonstrate to the Legislature what our DEI programs do.	Force the Legislature to create the definition and then demonstrate clearly that our programs do not meet that definition. You let them off the hook by providing a definition, and continued the lie the DEI is inherent racist, homophobic, misogynistic.
304	Faculty	Keep the DEI office and rename it. Take the diversity statements out of hiring (I don't think these were helping anyway.) Meeting the letter of the law is enough. The spirit of this new law is a "poltergeist" -- and morally wrong. We should NOT be attempting to follow the 'spirit' of the law. We NEED to keep supporting our people and making sure they feel like they belong. The legislature can't even define DEI but they want to prohibit it? Their examples weren't even from OUR state.	I am so angry that the legislature is suggesting we are giving 'preferential' treatment to MARGINALIZED populations by providing a safe space and support for LGBTQ, Women, People of Color, International Students, Students with Disabilities, Veterans (!). Also some of your suggestions/ideas include impacts these things: Women in STEM and Engineering (so recruitment and retention isn't important anymore?) Psychological support for EVERYONE?(so we want more mental health issues in our students?) Information on sexual consent/rape prevention (our sexual assault rates are -like all college campuses - ridiculously high); So basically the legislature wants to make this a dangerous and unsafe and unwelcoming environment for anyone who isn't an able bodied, white, straight, cis-male (oh and no veterans) Basically make our campus DANGEROUS and UNWELCOME for people? This is what we are trying to 'conform' to? That is NOT what UW stands for. (Is it?)	Really, really irritated by the information you collected from faculty -- Inclusive pedagogy!! In what way is that EXCLUSIONARY or Providing PREFERENTIAL TREATMENT? The whole purpose is to make sure that EVERYONE can do well in class. I'm glad to see academic freedom is protected -but how about we also protect people who are "different".
305	Faculty	Retain all programs, making clear that these programs are not harming anyone and are in fact vital to UW's mission and the support of Wyoming as a vibrant, resilient and functioning economy	Eliminating programs, disallowing diversity statements, kowtowing to fearmongering and strong-arming from political factions not genuinely invested in the success of UW	
306	Staff	The multiple options presented were well thought-out. Information gathered was addressed in light of the directions received from the legislature.		
307	Faculty	Maintaining DEI with available funding sources. Federal laws are still in place. How does UW plan to meet the requirements for non-discrimination otherwise?	Removing it entirely. That won't last. Political climates are just that.	
308	Student	The most preferable is the continuation of the DEI either under a different name or with private funds. Standing firm the the University's commitment to DEI communicates to the legislature its importance and the governments veto means we can still fund all programs. I think the definition of DEI is also good by clarifying what it means and protecting University accreditation and activity in the classroom.	I find it least preferable to eliminate or move the roles of the DEI office. It complicates and convolutes the important initiatives that the office performs.	The University should appeal to the legislature to not renew this provision in the next biennial budget and refrain from passing laws in the next session that would restrict DEI. Emphasizing the importance of these programs is key to maintaining a safe and inclusive community at the University of Wyoming that promotes the education of Wyoming students. The working group should recommend this action to the University.
309	Staff	# 3 - Reorganize or consolidate the DEI office.	# 5 - close office and terminate employees	I think it is important to find a way to retain VP Hall and rename his role so that he can continue guiding the needed changes he identified prior to the legislative mandate and to exist as a centralized place/person to answer questions and guide the changes that are needed going forward. Every part of the UW will need to review practices, committees, organizations, websites, hiring, etc. and they will all need guidance. Zebidiah is the right person to provide this help. I also believe there needs to be a concentrated Public Relations effort about this to correct the misinformation that Wyoming citizens have about this issue and how the UW conducts itself. Having town halls in a few areas around WY where President Seidel, a trustee or two, an ASUW rep, Zebidiah, and any others who could answer questions could be helpful way of assuaging concerns.
310	Staff	Reorganize or consolidate the DEI office, its employees, and functions within another University unit and change the name to accurately reflect the work of the office and legislative intent.	Terminating the UW employees who are part of DEI office	
311	Staff	None. The report noted what actions may be taken but doesn't accurately and clearly indicate which programs or offices are being closed.	All. The report noted what actions may be taken but doesn't accurately and clearly indicate which programs or offices are being closed.	Please indicate clearly which programs and offices will be shut down/absorbed and what programs will need to find alternative funding.
312	Staff	It's about including EVERYONE and striving to make sure we all have the same opportunities. As a member of the disabled and LBGTQIA+ community, DEI has allowed me to feel welcome and safe at UW. DEI has given community to so many at UW and within Laramie.	No downsides other than taking DEI away.	I'm personally scared to see DEI initiative and language under attack when we need them most. I have received death threats while out in the community for being a part of some of the groups historically excluded from the status quo. DEI has provided a safe place for me to go to process hate and fear and come out with a sense of hope and connection. How can safety and inclusion be a bad thing?
313	Staff	There should be no future for DEI at the University. The Governor said it best "Stop the wokeness"		
314	Faculty	Option 1 is most preferrable, options 2 and 3 are also fine.	Suggestions 4 and 5 are abhorrent in a state that is pro-buisness. Why would we get rid of jobs? That doesn't make any sense.	I hope it is made clear to the legislature that inclusion for all actually means inclusion for ALL. This means that in order to promote inclusion we have to respect (including acknowledge and engage with) people who aren't like us. For the legislature, they should know that includes our Black and LGBTQ+ faculty, staff, students, and community members.
315	Faculty	I support the working group suggestions 1 and 2.	I am strongly opposed to working group suggestions 3, 4, and 5	We have received direct feedback from Ph.D. program applicants that they are declining offers for admission because they are members of a protected class and have worries and fears about not being protected at UW. We are struggling to find ways to make sure applicants from diverse backgrounds all feel safe and comfortable at UW.
316	Student	Options 1 and 2 as listed on pages 9-10	Options 4 and 5 as listed on pages 10-12	As stated in the report and in the University's Land Grant status and Flagship University status, the leadership has a responsibility to ensure that UW serves as a bastion of "liberal (in the classic sense), practical education" and "leading center of cultural influence." This is impossible to accomplish when it is subservient to the whims of the Legislature. Honestly, I think the University's Office of General Counsel should coordinate with the Department of Education and the Justice Department and sue the Wyoming Legislature and Governor's Office for violation of federal regulations involving the Civil Rights Act, Americans with Disabilities Act, and any others as outlined in the Appendices. I would suggest that the Wyoming AG also partner to sue based on violations of the Wyoming Constitution, but that office seems content to see our motto of "The Equality State" as inconvenient or "woke nonsense." Maybe the University should start better leveraging their relationships with Wyoming's expansive energy industry to control their bought and paid for politicians.
317	Staff	That much of what they do is overlapping with other departments on campus.		
318	Student	I believe think that options 4 and 5 are most preferrable.	I find the continuation of DEI as its own department to be antithetical to the success of students education at UW.	DEI is more often than not, hypocritical in its approach. While preaching inclusion and diversity, those that preach DEI are typically not in support of true diversity of ideas. Instead, they are quite exclusive to differing opinions which is destructive to a successful learning environment. Being in education myself, I am supportive have hearing diverse opinions and experiences in the classroom but forcing this diversity into any situation inherently creates exclusion and suppression of other voices. An annual budget of \$500,000 would be wasted on a department that is forcing opinions onto people instead of actually supporting the groups that they claim to champion. Those funds should be spent on supporting student education at UW and ensuring that a safe learning environment that is open to true diversity of ideas is present.

319	Staff	I prefer the options that require as little change as possible. I think it wouldn't be too hard to find private donors interested in preserving the DEI office at the University.	Eliminating any jobs or functions of the DEI office - or really spending any more time, resources, or effort on this than absolutely necessary.	I don't understand why we're attempting to interpret "legislative intent" for this budget footnote. The legislature did not take the time to properly define their request, and we shouldn't do it for them. Clearly, their reasons for including this footnote are uninformed and misguided. If they want to take the time to properly define the problems they have with DEI in a future legislative session, then let them. I think they'll find that when they take the time to understand it, they'll have a lot more difficulty finding reasons to eliminate it. Let's not interpret their intent, let's simply make the minimal effort to comply with their footnote, by not spending state dollars on an office of DEI. If the legislature can't make an effort to understand the functions of the DEI Office, why should we make any substantial effort in order to comply with their vague request? Keep the DEI office, find an alternative source of funding, or change the name -- then let's move on with our lives.
320	Staff	I find the option of closing the DEI office, including termination of its employees, and redirect duties to other University units as the most preferable.	Options 2 and 3 of essentially renaming the office are least preferable. This seems like a slap in the face of what the legislators and Wyoming's constituents as a whole want their tax money going towards. If this issue were polled in Wyoming as a whole, it would be likely be a resounding response that the University wouldn't like. It feels as though the University leadership's ambition to circumvent the ruling will have a rubber-band effect of hurting us even more long term. While we are facing an enrollment cliff likely severe decline in future revenue, this feels like seppuku to try and stick it to the legislature by simply renaming the unit.	The report was thorough but there is an element that is laughably missing in my opinion, and I believe it is what the legislature is trying to combat. It feels as though the University is trying to cherry pick what they constitute as DEI and hide behind the few legitimate benefits while ignoring most of the "woke" activities that many people (especially in a conservative state) disagree with. As someone who works with some major donors, they are seeing it how it actually is. For example, the office advocated for a biological male to bunk in a female sorority. Lewd/inappropriate drag shows featuring "phallic objects" were taking place in our facilities next to elementary aged kids in the name of inclusion. On top of that, as soon as you start dividing people based on race and orientation, you are creating further division not solving it. Creating quotas for people based on their skin color or orientation leads to preferential practices and removes people who might have more merit. You're trading one type of discrimination for another. People are unique and always will be and being equitable in all instances is a fallacy. Most agree that they would prefer physically fit first responders such as cops and firefighters. Or airplane pilots who don't have visual disability that could injure or kill hundreds of people. DEI would say that's ableist and not equitable but in reality, it's okay to embrace people's strengths. In my opinion the DEI office is insane expenditure for something that just perpetrates further division on campus, not fixing it. There's a reason so many corporations and states are now dropping DEI, we're just laggards per the usual as we late jumping on the trend of creating offices. The fad is over as most people saw it for what it is, and that's a waste of time, energy, and resources. You can build and foster a community where people feel safe and included without having a taxpayer funded unit that emphasizes division and oppression built into our campus.
321	Faculty	renaming the DEI office, but retaining function	disbanding DEI office totally	
322	Staff	Reorganizing the DEI office into other departments that make sense.	Funding the DEI office with private/ state dollars.	
323	Student	I think that, when considering the plans suggested by the report, the most preferable ones are options 1 and 2, which attempt to keep current operations as intact as possible while following the letter of the law. I think the third option is also decent, though the required rearrangement of the DEI department complicates things and is less preferable.	Options 4 and 5 are absolutely the least preferable. Any dissolution of the DEI office is detrimental to it's operations, but firing current employees and giving their work to existing employees elsewhere places unnecessary load ok others and will keep existing operations from functioning well in the future.	
324	Faculty	Continue to fund the DEI office, its employees, and functions through private support.	Close the DEI office, including termination of its employees, and redirect duties to other University units. Close the DEI office, including termination of its employees, and redirect any federally required duties to other University units	We have already experienced negative consequences associated with these decisions. For example, very talented prospective graduate students have chosen not to attend UW as they feel its climate isn't safe for them. This will continue to happen. As a faculty member, I have begun a job search as I no longer feel like UW is a place where I, my scholarship, or my teaching are valued or supported.
325	Staff	Keeping the DEI initiatives, by melding it into University practices	possibly having student organizations hampered by state legislative actors' politics	I think by absorbing DEI into standards and practices of the university as a whole, it would strengthen the position of the college overall.
326	Student			The report link was not working for me. I was unable to access the report.
327	Staff	None	The fact that options 4 and 5 are being considered is concerning. This report tries to take an "objective stance" when in all reality, if UW wants to be an advocate for it's community members it should be voraciously defending these programs, even if it causes conflict within the legislature. If UW really cares about advocating for marginalized communities like administration claims it does, they would be doing this.	The fact that the definition of DEI programs explicitly carves out a bunch of items that would normally fall under the umbrella of DEI makes it difficult to defend the programs that aren't carved out. I am continually dissatisfied by UW claiming to promote these programs but always failing to follow through. We aren't stupid and if you are unable/unwilling to defend these marginalized groups, then stop pretending, at least you are being honest with us.
328	Student	Nothing	The racism	DEI is inherently a racist program where people's academics and treatment is based off of their skin color or minority status. This is not fit for a University of this caliber and prestige
329	Faculty	Continuing to fund the DEI office, either with private support or with a name change.	Closing or reorganizing the office	
330	Student	I find DEI incredibly negative in its nature. I have heard many valid points from those in support of the programs. They cite the benefits that these groups might have for individuals with disabilities that are provided opportunities for access to buildings or services by DEI. Others have mentioned the benefits to "inclusion" of minority groups that might improve their perceived mental state of belonging.	However, I find none of these convincing. First and foremost, these two positives (which I will use as representative examples of the opinions of many due to their anecdotal nature; the plural of anecdote is 'data' as the old saying goes) because they are substantively different from DEI. Disabled members of the community are already provided with support by DSS, and any service that they don't receive yet can be provided by this group. Similarly, the 'inclusion' provided by DEI is illusory. It is inclusion created by segregation. Instead of assimilation into the group, which is the traditional concept of inclusion, DEI purposely emphasizes difference to elicit a behavioral shift in the in-group members to allow out-group members into the group. It is hard to view this as anything other than manufactured belonging that will never amount to organic assimilation. This type of policy may enforce assimilation, but this will come with the presence of resentment. I highly encourage the dissolution of DEI as a practice. It is the death of meritocracy and cohesion. Diversity is not a strength, it is a weakness. There are no inherent human characteristics that should ever foment diversity and dissolution. In fact, our culture was becoming more accepting and unified until the cultural revolt and search for vengeance for past injustices. Unity is strength. Communities are units--where both words contain the root 'uni', or 'one'. Please take these thoughts into consideration. I know you will most likely bow down to the mob and federal dollars anyways, but these are serious philosophical arguments that matter for the continuation of any society or group of people. Take the human nuclear family as an example. They are the strongest unit known to man. They share values, thoughts, concerns, and most importantly love. I invoke the thoughts of Aristotle and Edmund Burke. I am not some redneck rube who has never thought through these things (I have to get these arguments out of the way before you immediately discard this opinion and never consider a thought that goes against your preconceived conclusion). Thank you for your consideration.	I discourage the continuation of DEI in any shape or form. I know you will probably close the office and conceal its duties in another form in other offices, but that is highly manipulative and I hope you will not do that either. See my other comments as to why.

331	Staff	It is preferable to adopt option 1 or 2 for the future of DEI at UW. There are many programs that may lose or have difficulty with accreditation if diversity or multicultural efforts are not permitted. Further, recruitment, and retention of students and academics may be negatively impacted by the removal of efforts to support an inclusive, diverse campus culture.	It is least preferable to remove DEI and associated staff. The message this may convey is that Wyoming has regressed from its position of the Equality State. Wyoming has demonstrated its attitude of "Let er Buck" by allowing others to express their choices, freedoms, and opinions in a way we see fit within the corners of our square state. We have not typically let national politics and extreme views impact our way of doing. To adopt the dismantling of DEI would be to latch on to national rhetoric. It seems antithetical to the mission of who we are as the one University in the state and by all means, who we are as citizens. Regardless of personal opinion, DEI is necessary for UW's survival.	
332	Staff	VII 4		
333	Staff	Option #3.	Option #4	Any action taken by the university will be viewed as catering to the those against DEI. Compared to many other universities in the US, UW already lacks diversity. Actions that roll back DEI will most certainly having a chilling effect on non-white, Hispanic, and non-Christian enrollment. I'm sure that many people in Wyoming will approve of that. However, in the long run these actions will most certainly be self-limiting and negatively affect the workforce population and thus, economic growth of this state.
334	Staff	Keep all DEI programs	Keep all DEI programs	Fuck the Board of Trustees, the governor, and old white men.
335	Student	I would prefer that the ODEI continues to exist. The burden should not fall onto RSOs or other departments.	I think the part where it says speakers should be content neutral is problematic and violates the universities emphasis on freedom of expression.	DEI provides a lot of amazing things. I think if the ODEI was able to be rebranded or remarketed in a way that fits Wyoming's values, but could continue doing the same things, that would be great.
336	Student	The most preferable aspect was the part stating that no more money should be wasted on DEI and the governor referring to it as "woke nonsense", which is exactly what it is. I found it absolutely dumbfounding that so much money was being poured into these programs.	I find it least preferable that so much time and energy is still being spent trying to keep these programs going. The leaders of the state clearly understand that DEI unnecessary, the leaders of the university need to also let it go, wake up, and move on.	In my experience, programs that reflect DEI sometimes do the opposite of what they are intended to do. Creating events specifically for the LGBTQ community actually drives separation. A better way to drive inclusion and diversity would be creating events and programs that everyone can attend and enjoy together regardless of race or sexual orientation. The other issue I have is these funds could be directed towards showing appreciation towards university professors that are currently underpaid.
337	Staff	Options 1 and 2	Options 4 and 5	There is a distinction between merely desiring equality and actively addressing the systemic inequities that prevent it. Wanting equality is a noble aspiration, but it requires concrete actions to dismantle the barriers that perpetuate injustice. In the context of the UW and the broader Wyoming community, promoting diversity and inclusion is essential for fostering stronger and more vibrant communities. By encouraging the participation of diverse populations at UW and within Wyoming, there's an acknowledgment of the value that different perspectives, backgrounds, and experiences bring to the table. This diversity enriches the academic environment, fosters innovation, and promotes a more comprehensive understanding of various issues. The analogy drawn between diversity efforts and tending to plant populations underscores the importance of proactive measures. Just as preparing the soil and planting seeds are crucial steps in cultivating a thriving ecosystem, creating an environment conducive to diversity and inclusion requires deliberate planning and investment. Without adequate preparation and effort, the ecosystem—whether it's a natural ecosystem or a societal one—risks stagnation and failure.
338	Student	Reallocating the elements of DEI to other parts of the University system.	Removal of all non-required personnel	
339	Student	Keeping the Multicultural affairs programs with Multicultural affairs (etc. QCC) and protecting the autonomy of DSS and UW DEI programs. Also seeking private donors to fund DEI, even though this may not comply with the syate legislatures demand (currently the federal government supports DEI efforts at Universities and federal law and support trumps state law and support)	Defunding DEI programs or reducing programs. Also complying with the governors demand to "stop that woke nonsense" would be less than ideal	The only way that students freedom of expression can be protected is if the university is willing to support students, even if that means disobeying the non legally binding recommendations of legislatures and the governor.

What is your primary UW affiliation?	What aspects of the report do you find most preferable for the future of Diversity, Equity and Inclusion at UW?	What aspects of the report do you find least preferable for the future of Diversity, Equity, and Inclusion at UW?	Please use the space below to provide any additional feedback on the report.
45 Staff		<p>But it would be nice on campus to have segregated bathrooms in addition to just open ones for all. If I am a proud female and I want to embrace that women are different from men, I should be able to choose that if I want to without others telling me something else. But I do that because that's the environment I live in currently and even though I don't like it, at least here I am complaining appropriately and if you like it great, if you don't too bad, life goes on. It does happen in life too where women use men's restrooms too and the world continues regardless if it's right or wrong. But it would be nice if I'm female and a male went into my specific bathroom to ask, uh, is something up with the men's room, why are you here when you have a choice that's more respectful and let me be able to voice if my toes are being stepped on? And have staff available that supports whatever views they want to believe in and let them choose what they want. Have a College Supreme Court where their final rule is the rule of all disputes. Back in my day, if I went into the men's locker room as a woman without a good reason, either two things happened. It was threatened and get kicked out, or you moved on with life and ignored the action. I think we need heterosexual flag on campus instead of now specifically just a LGBTQ+ one, because I'm not flaunting my sexual beliefs around constantly. Others now are, and now it annoys me, because I have to bite my tongue and not share how I really feel. I should be able to hold steady to my values, and if it steps on others toes because it's not inclusive enough for all, so be it as long as I'm staying in my appropriate lanes, figure out how to change it or complain if it really bothers you. Hold events for all types of groups and too bad if people are offended and polarized by them. When you apply for jobs, you work in environments where any kind of situation goes sometimes you're in support of your employer sometimes you are not and deal with it anyway, so guess what life goes on and you figure it out and move on. If you have donors who want to exclude others and not follow DEI, I think there needs to be an anti-DEI section of campus, so that their help may still be included. Mention that services on campus are not meant to control what perspectives are being shared. We're adults now and can choose our futures and let people decide what they want to align with and why for themselves and allow it a platform of choosing and acknowledge that in the real world life isn't fair for everyone.</p>	
80 Staff		<p>The comments about UW role as an economic development engine do not square with the definitions of land grant and flagship universities provided, again cherry-picking only part of the definitions. #8 on page 14 is quite frankly a terrible idea - get a backbone. Any review of identity-based support services should include data about their current impact as well as impact of their removal, as well as acknowledgement that without them, the identity being served is white.</p>	
113 Community Member	<p>Review and Adaptation of DEI Advisory Councils and Committees: The suggestion to review DEI advisory councils, task forces, and committees to ensure their alignment with the university's mission and current financial constraints is sensible. It supports the effective use of resources while maintaining focus on essential services and activities. These aspects of the report represent a balanced approach to maintaining and enhancing DEI initiatives under new constraints, ensuring that the university continues to support an inclusive academic and social environment while also adhering to legislative requirements and financial realities.</p>	<p>These programs often play critical roles in enhancing diversity and inclusion on campus, and reducing them could negatively impact the university's efforts to support a diverse student population. Risk of Marginalization in Rebranding Efforts: Changing the name and possibly the focus of the DEI office to reflect more neutral terms like "access" or "engagement" might dilute the emphasis on equity and inclusion, potentially marginalizing the specific needs and challenges faced by underrepresented groups. These less preferable aspects highlight the delicate balance between complying with legislative changes, securing funding, and genuinely advancing DEI goals. For UW to continue as a leader in DEI, it will be crucial to maintain a strong and visible commitment to these values, ensuring they are interwoven into the fabric of the university's culture and operations.</p>	
149 Faculty			<p>Unfortunately, the MOU is not widely circulated, and the chain of command has a very difficult time understanding what tribal sovereignty is. As the Director of NAIS, I have had a very difficult time getting those simple concepts across to a very resistant administration. We are not like any other academic unit on this campus. This nation to nations status with the state of Wyoming exempts us from being included in this DEI Investigation. Tribal nations in the state and this University should be treated not as another minority group but as a political entity with sovereignty and rights. This status does not pertain to the DEI investigation. The S.A. position is not mentioned in the MOU and is not one that the tribes requested. In addition, the S.A. does not work with Native American students directly, does not attend events at the NAERCC, and does not work closely with myself, the director of the HPA/IRI, or the Director of the NAERCC. The three of us usually meet weekly to coordinate our efforts. We have always been up front and very open about the activities we hold at the NAERCC and we all work together and show up at as many events as we can. The S.A. was also part of a group that complained about those housed in the NAERCC leading to several investigations. Not once did he confront the complaints face to face or try to get to the bottom of them by talking to any of the directors in the NAERCC. This demonstrates a lack of leadership skills and the inability to work well with others. It would be a great burden to oversee by an individual displaying those characteristics. How could we trust someone like that? Cutting the land acknowledgement would be one more step in erasing the history of Native Americans from this campus. How can UW say that it supports tribes and tribal programs if this is eliminated. Besides the artwork inside the NAERCC, there are no visual representation of who occupied the lands that the university sits on. These are stolen lands, given to the University under the Morrill Act of 1862. I think it is time that UW as a land grant institution took steps in recognizing its own history.</p>
195 Student			<p>These people who secretly buy into the same ideology as the organized group with white pointy hats and robes are not Wyoming and President Seidel was not born and raised in Wyoming, many of our board members cannot claim passed a few generations to be of this state. As an enrolled tribal member, my ancestors go back thousands of years and I assure you they do not know the spirit of this land and what it is about. This is our ancestral place on this earth. Bit'o'owuu, including this land Laramie, Benino'owuu, it is your home too. Not a single board member, administrator, staff, student or community member can ever tell you they have the right to say otherwise. Us Arapahos who are the original inhabitants of this land that the University sits on, the Original Americans, will always welcome you to this beautiful place on mother earth. Thank you so much for all your work. I again apologize for the blatant racism that you had to endure from our State Congress, our Governor, our President of the University and the Board of Directors of the University of Wyoming. They are not the original inhabitants of this land and do not represent us." Noohusoho' Hahou.</p>
231 Student			<p>As the state's engineers and essential employees retire, who will replace them? It certainly won't be young Wyomingites who graduate from UW. Why would they stay here in an unwelcoming environment when they could move somewhere else with better pay, better benefits, and a more positive culture? As Wyoming's only four-year university, UW also has a responsibility to educate Wyoming's workforce, a responsibility that will be harder to fulfill with any reduction in DEI-related programming and initiatives. Another consideration that was not sufficiently covered by the working document is how any reduction in DEI-related work will negatively impact the working environment for existing faculty and staff. If the Office of the President and the Board of Trustees decide to reduce DEI-related workings on this campus, it will also send a message to LGBTQIA2S+ and BIPOC faculty and staff that they are no longer welcome on campus either. How can anyone feel welcome in their working environment when this is happening on our campus? It would probably surprise upper administrators just how many of their "valued" and "essential" faculty and staff members in every area on campus identify as queer. With their identities shamed and the working environment changed for the worse, what is stopping them from leaving and moving to other more welcoming institutions? Our university already struggles with employee turnover and recruitment, this would be yet another reason why someone would not want to move to Laramie and work at the University of Wyoming. Is the University of Wyoming prepared for increased litigation risk due to inadequate staffing in essential areas? Or will we continue to pile on job title after job title on the same group of upper administrators who simply do not have enough time in the day to fulfill those job descriptions? A specific concern I have regarding some of the working group's suggestions is related to student organizations. There were a few areas where the working group suggested that student organizations could take over certain DEI-related responsibilities or initiatives, and as a former student organization leader I would not encourage that as a potential solution. Student organizations experience extreme turnover and lack of continuity and are highly dependent on their staff or faculty advisors' support. If the student organization's advisor's salary is paid by state dollars, then there is a concern of whether supporting that student organization would violate the legislature's budgetary footnote. Student organizations are extracurricular by nature, and our campus should not push additional responsibilities and burdens on them, especially when their labor is uncompensated. Overall, I am concerned about the general assumption that DEI work gives "advantages" to certain populations over others, when in reality it is intended to narrow the gaps that exist due to historical and systemic marginalization. Additionally, DEI work benefits everyone regardless of their identity because of how it improves campus climate and sense of belonging. I truly hope that the Board of Trustees, the Office of the President, and President Seidel will do everything possible to protect these essential DEI programs at the University of Wyoming so that this campus can continue to support and celebrate ALL students, not just the ones that the state legislature wants to support.</p>
290 Staff	<p>5 Continuation of Certain DEI Activities: The report notes that some DEI activities, particularly those tied to federal grants or accreditation requirements, will continue. This ensures that at least some elements of the university's DEI efforts will persist, though again this is more about compliance than about a proactive commitment to diversity and inclusion.</p>	<p>5 Risk of Marginalizing DEI Efforts: Integrating DEI tasks into broader administrative roles without a clear mandate to prioritize these efforts risks marginalizing them. In a landscape where DEI might already be seen as secondary, this can lead to a lack of attention and resources directed towards these initiatives, ultimately weakening their impact.</p>	

AGENDA ITEM TITLE: Research Excellence Presentation: Wind Energy Research Center-Jonathan Naughton



Wind Energy Research Center

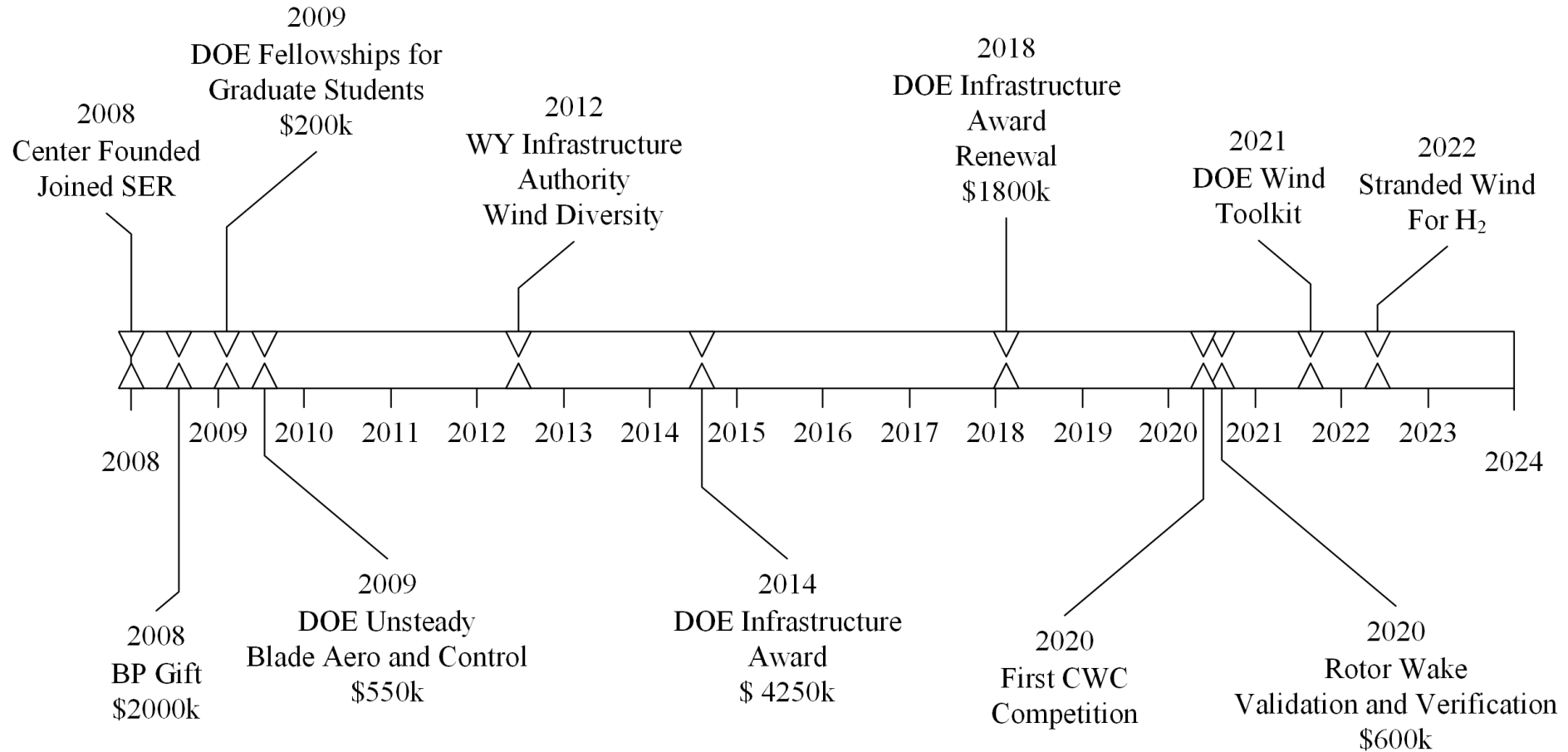
Jonathan Naughton

Michael Stoellinger

Directors



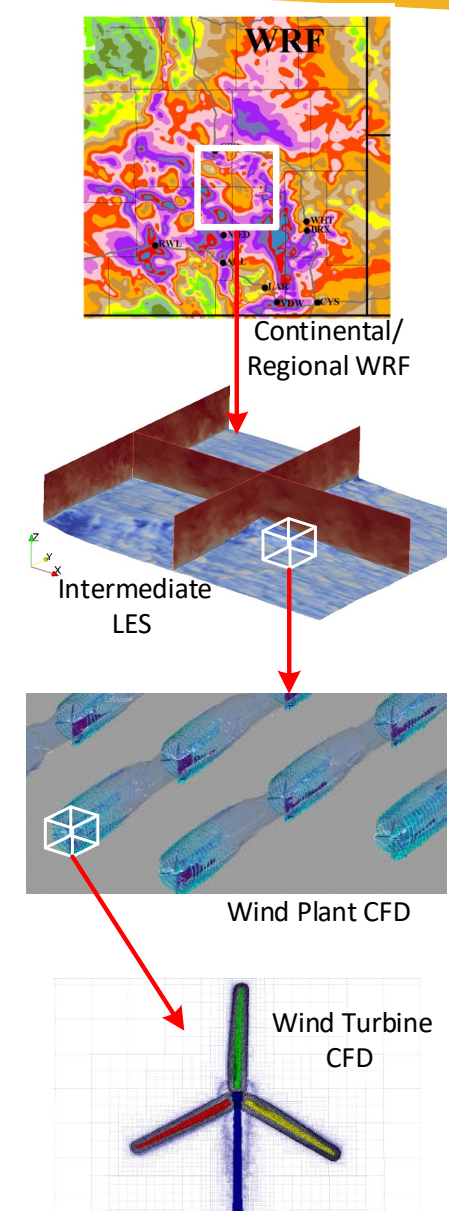
Center History



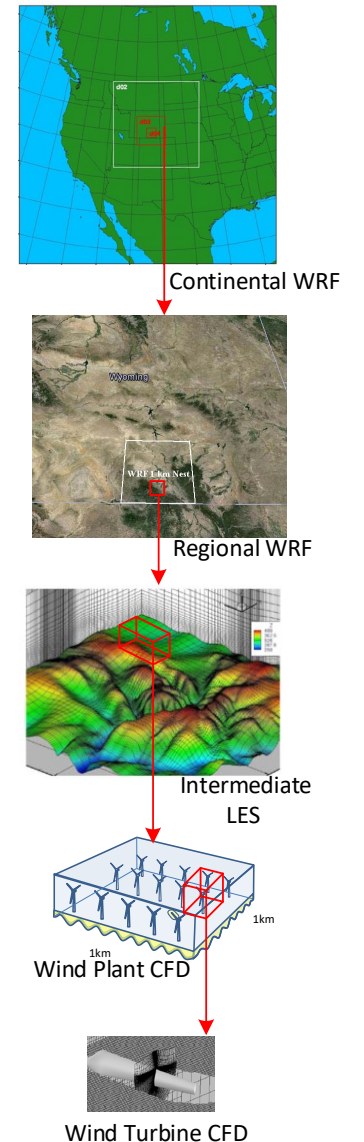
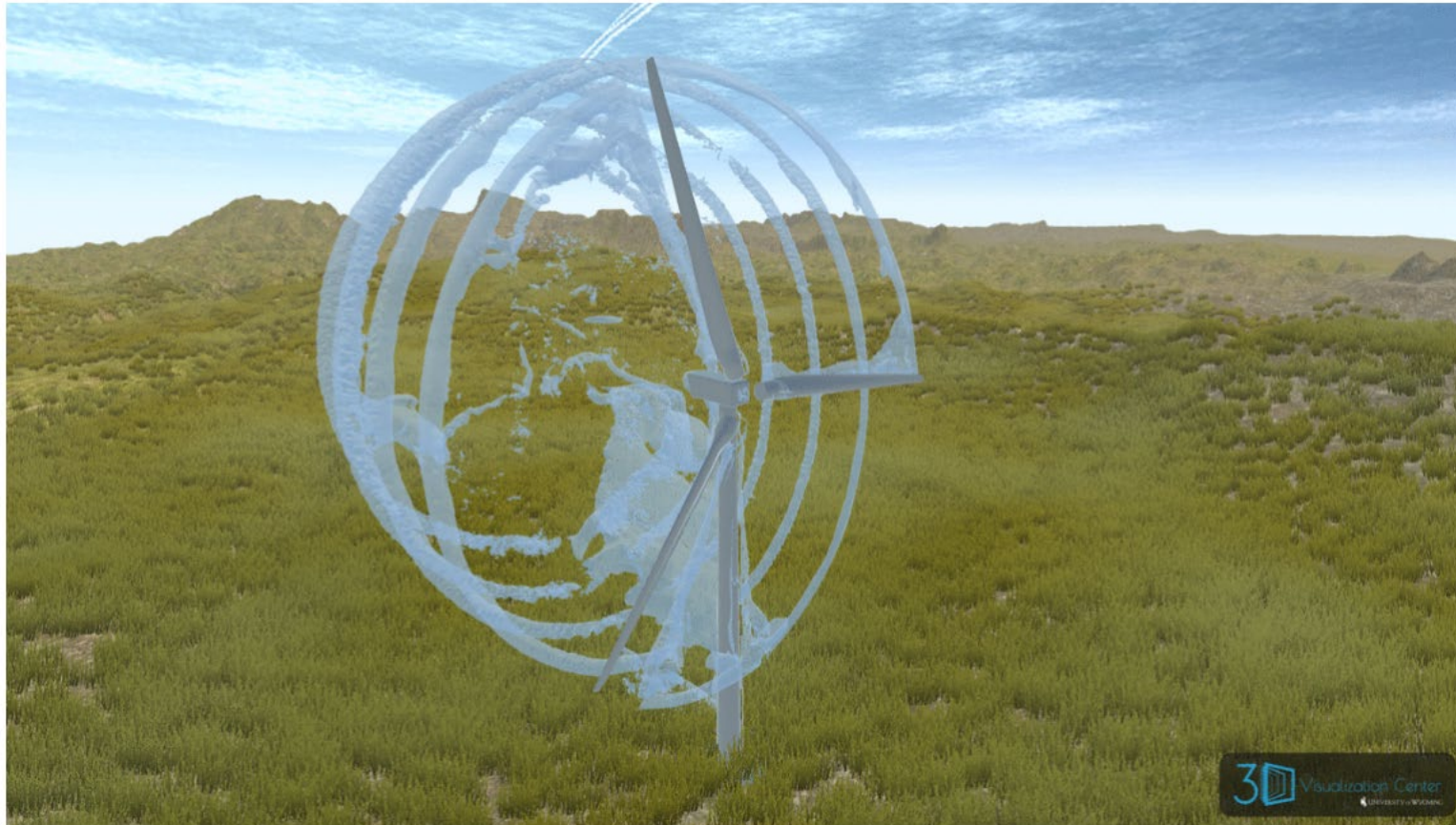


Core Research Competencies

- Modeling Winds
 - Complex Terrain
- Modeling Wind Plants
 - Individual Turbines and Wind Plants
 - Onshore and Offshore
- High Performance Computing
 - Massive Simulations
- Validation and Verification
 - Approach to assess strengths and weaknesses of models
- Experimental Measurements
 - Experiments in support of Model Validation



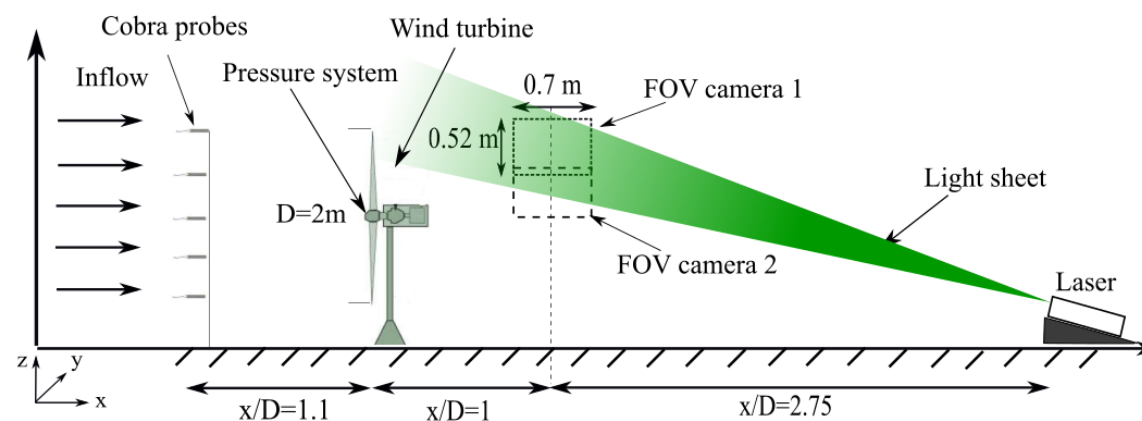
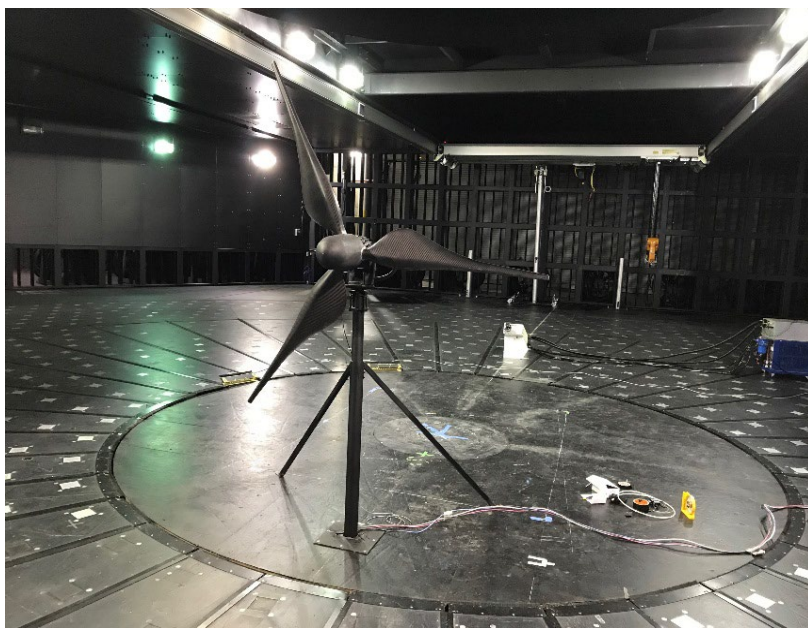
Notable Research – Wind Plant Simulation Framework





Notable Research – 2 m Diameter Turbine Test

- **Measured Wind Turbine Performance under Controlled Conditions**
 - Inflow, Blade, Wake





Current Work – RAAW Field Campaign

- **Collaboration**

- University of Wyoming (PI)
- National Renewable Energy Laboratory
- Sandia National Laboratory
- General Electric

- **Campaign Location**

- Lubbock, Texas

- **Campaign Timing**

- September 2022 – October 2023

- **Campaign Turbine**

- GE 2.8MW
 - 120-m hub height
 - 127-m rotor diameter





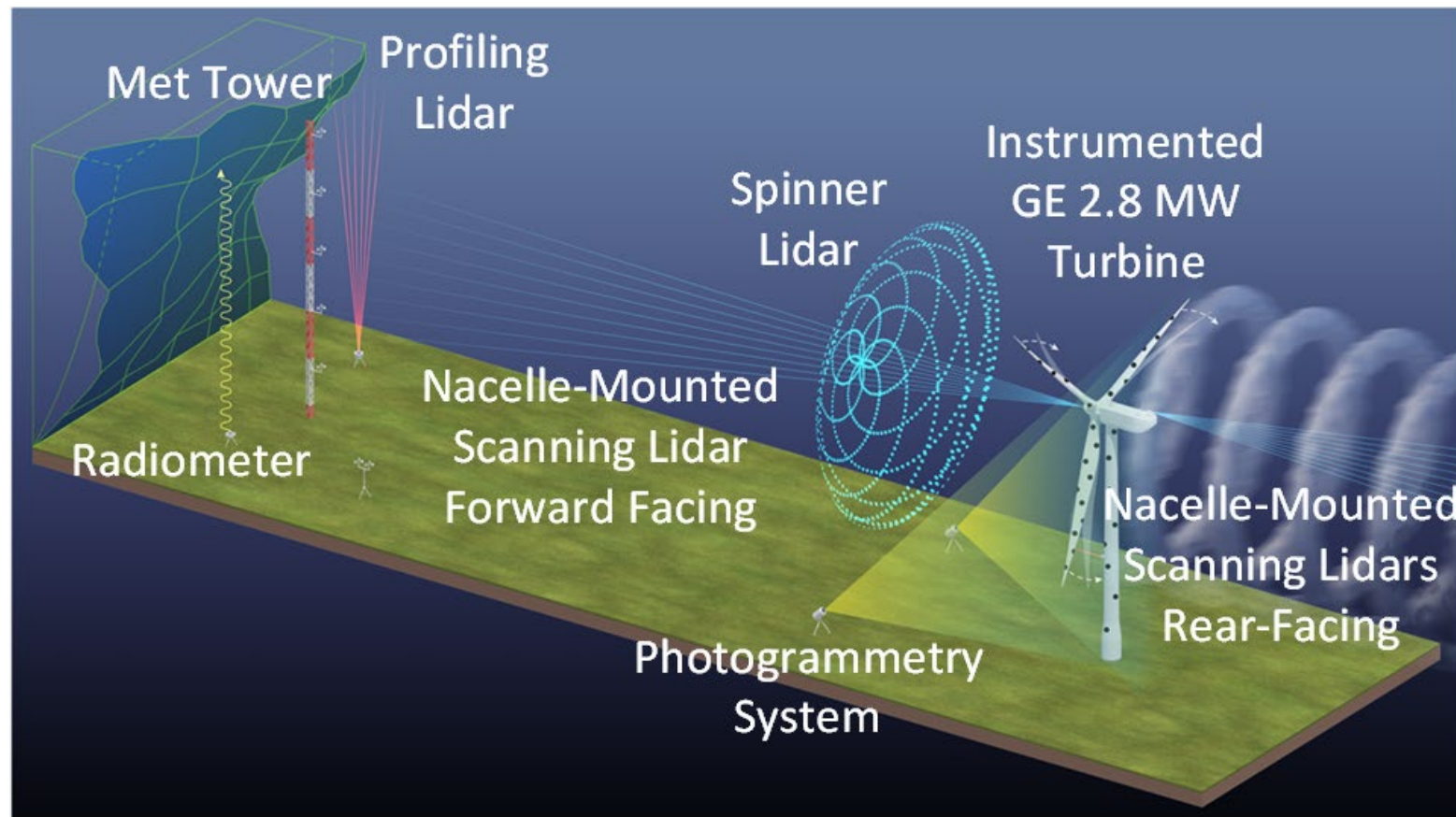
Current Work – RAAW Field Campaign

- **Heavily Instrumented Field Campaign**

- Inflow
- Turbine
- Wake

- **Primary Use of Data**

- Validation of Computational Codes
- Discovery

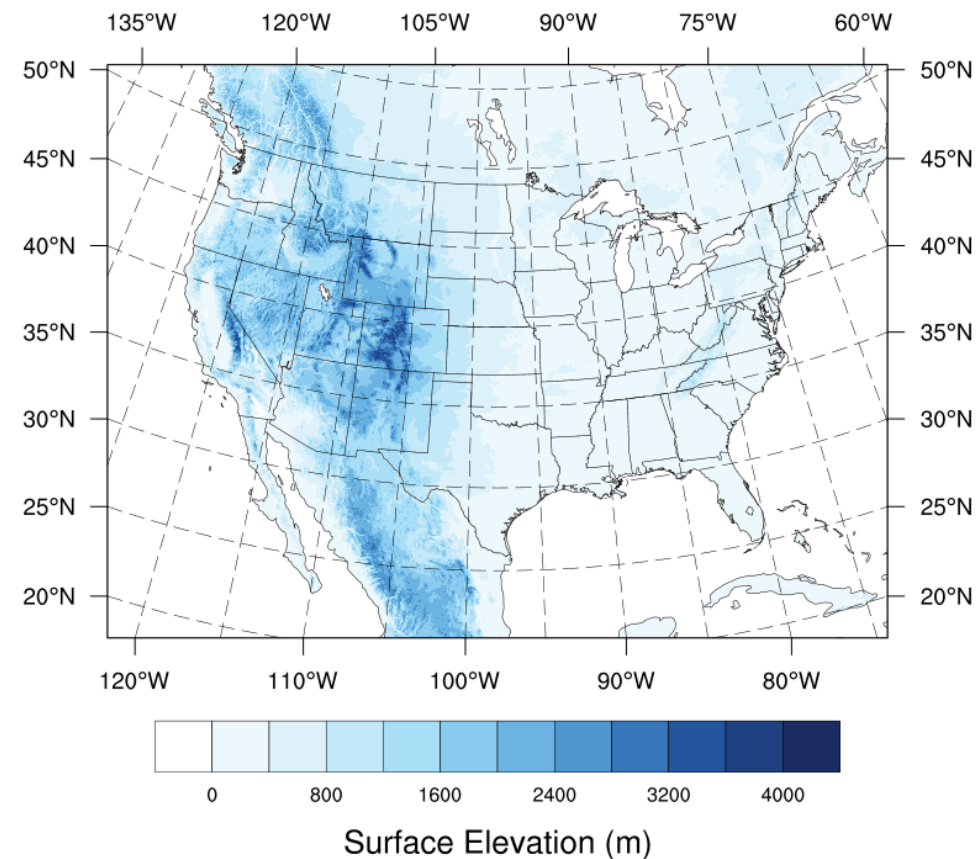




Current Work - WIND Toolkit Long-Term Ensemble Dataset

WIND TKE-LED

- Expansion on the previous WIND Toolkit released in 2014
- National dataset developed by researchers at National Renewable Energy Laboratory (NREL), Argonne National Laboratory (ANL), and the University of Wyoming
- Covers entire contiguous US, Alaska, Hawaii, and offshore US
- Modeled 20 years from 2001-2020
- Will be publicly available soon

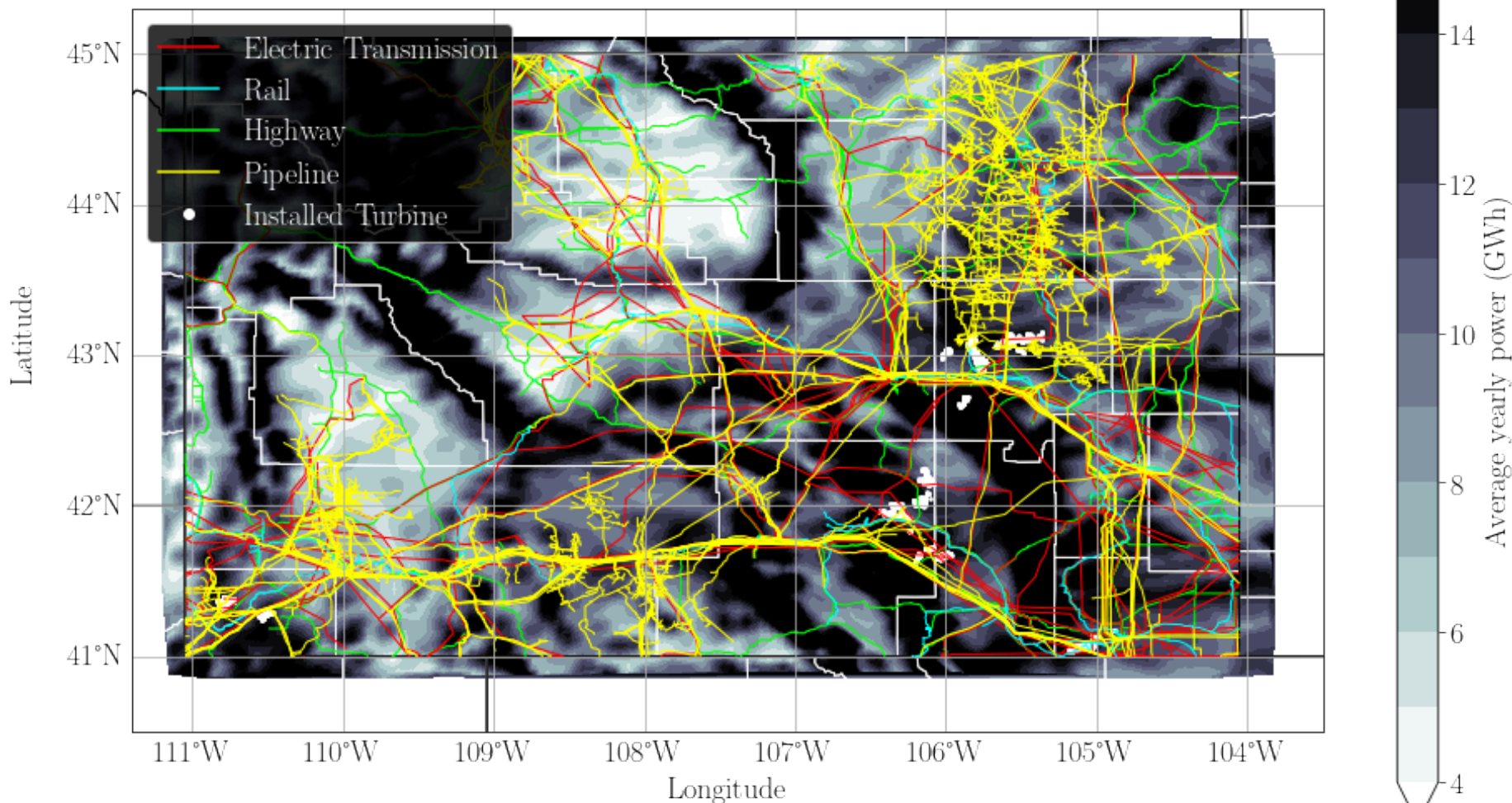




Current Work – Stranded Wind for H₂ Production

- **Wyoming features areas with large potential stranded wind resource**

- A large portion of the wind resource is more accessible by highway and rail than electric transmission



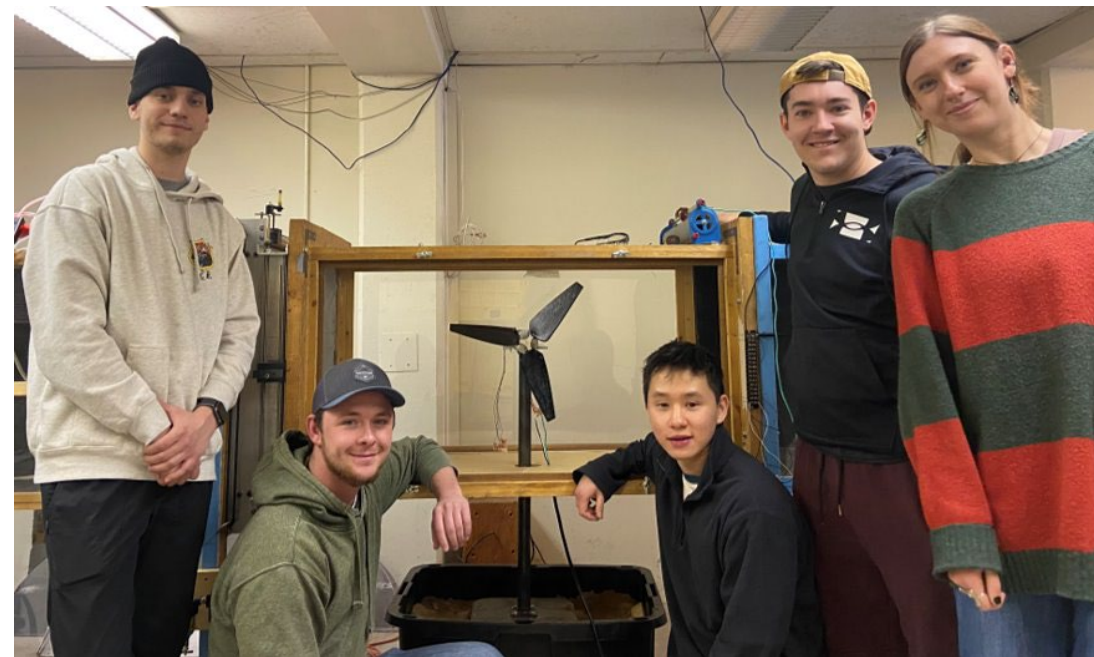
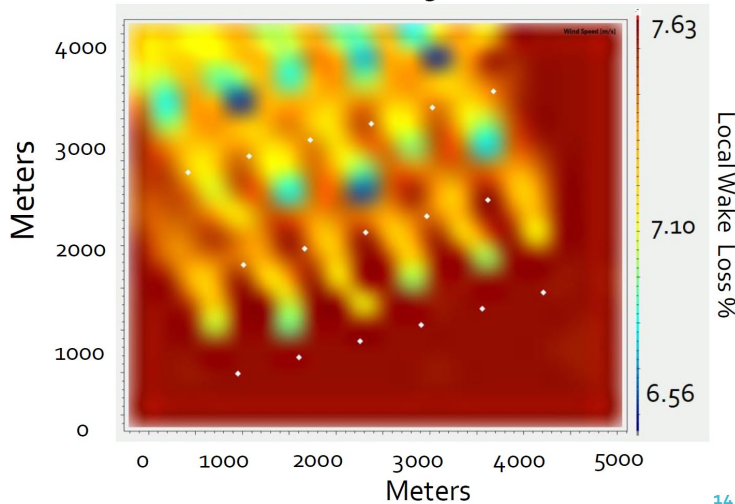


Undergraduate Student Involvement

- **Collegiate Wind Competition**
 - Turbine Design
 - Wind Plant Layout
 - Outreach and Industry Awareness



Wake Losses in Prevailing Wind Direction





Collaborators

Government

- National Renewable Energy Laboratory
- Sandia National Laboratories
- Pacific Northwest Laboratory
- Argonne National Laboratory

Industry

- Siemens - Gamesa
- Envision
- GE Vernova
- Power Company of Wyoming
- Rocky Mountain Power





Pending and Upcoming Opportunities

DoE: Building EPSCoR State/ National Laboratory Partnerships

- High-Fidelity Computational Tools for Arrays of Large Modern Aeroelastic Wind Turbines
- UW Participants: **Stoellinger**, Fertig, Heinz, Kirby Naughton
- Collaborators: Sandia National Laboratories, GE Vernova

NSF EPSCoR Track 2

- UW Participants: **Nguyen**, Muknahallipatna, Naughton
- Partners: University of North Dakota, Kansas State University

DoE: Research to Improve Aerodynamic Performance of Offshore Wind Turbines

- Steady and Unsteady High Reynolds Number Blade Aerodynamics
- UW Participants: Stoellinger, Kirby, **Naughton**
- Collaborators: Sandia National Laboratories, GE Vernova

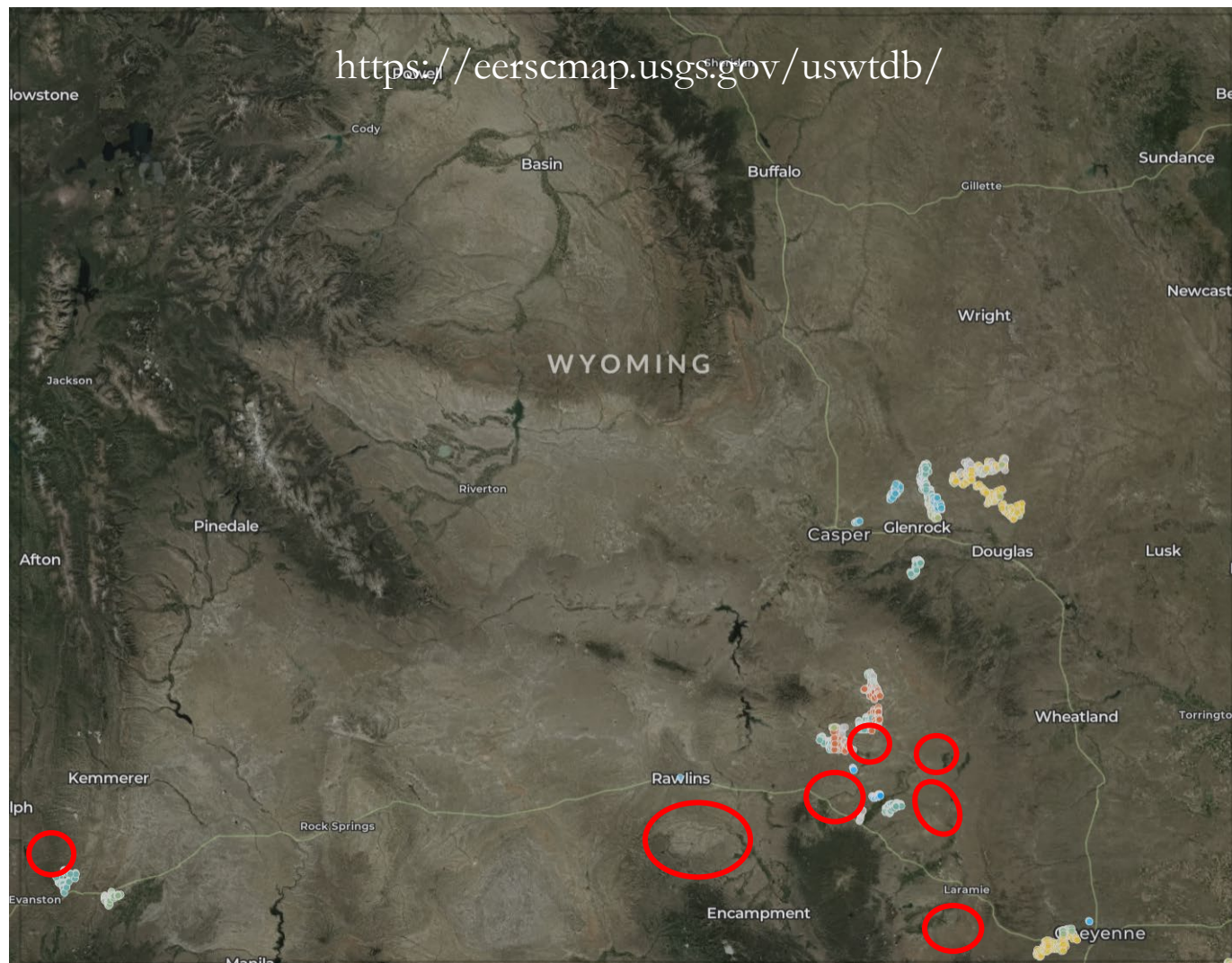
Collaboration with Other UW Entities

- SER Hydrogen Energy Research Center (Eugene Holubnyak, Sarah Buckhold) - Stranded Wind for Hydrogen Production
- School of Computing (Andrew Kirby) – High Fidelity Simulations of Wind Turbines and Wind Plants



Wind and Wyoming

- **Current**
 - ~1500 turbines
 - ~3200 MW rated capacity
- **Planned Projects (>5000 MW)**
 - Chokecherry – Sierra Madre
 - ~ 3000 MW
 - Rail Tie
 - ~500 MW
 - Boswell Springs
 - ~ 330 MW
 - Rock Creek
 - ~ 590 MW
 - Uinta Wind Project
 - ~160 MW
 - Two Rivers
 - ~280 MW
 - Lucky Star
 - ~500 MW





Summary

- **Long Duration Center**
 - Exciting Past
- **Continued Relevance of Wind Energy Research**
 - Ongoing Developments in Wind Energy
 - Offshore Wind
 - Complex Terrain
 - Large Wind Turbines
 - Interfaces with Other Technologies
 - Transmission
 - Storage
 - Other Generation Technology
 - Impacts on Wyoming



AGENDA ITEM TITLE: Service Contract and Procurement Reports, Evans

UW Regulation 7-2 (Signature Authority) Contracts Board Report - February 16, 2024 - April 15, 2024

Contract Number	Contract Name	Contract Type	Department	Supplier	Signed Date	Agreed Amount	Signer
16101Avcon22024	Avcon Equipment Design	Services Contract	College of Engineering & Applied Science	Avcon Industries Inc	2024-03-05	90,400.00	Cameron Wright, Dean/Professor
16204ARCLabCSUSEP23	ANALYTICAL RESOURCES CORE Agreement	Services Contract	College of Engineering & Applied Science	Colorado State University	2024-04-03	75,000.00	Cameron Wright, Dean/Professor
10012-Honorlock-July2023	Honorlock AI + Live Pop-In - Per Exam	Services Contract	Information Technology	Honorlock Inc	2024-03-12	312,000.00	Robert Aylward, Vice President
40002 AVI, System Integrations, February 2024	System Integrations	Services Contract	Information Technology	AVI-SPL LLC	2024-03-21	999,999.00	Robert Aylward, Vice President
40003 EnrollmentRX, January 2024	EnrollmentRX 3 Year Agreement	Services Contract	Information Technology	Enrollment Rx, LLC	2024-03-05	153,883.00	Robert Aylward, Vice President
40003 Salesforce, February 2024	Q-08086588	Services Contract	Information Technology	Salesforce.org	2024-02-21	91,264.05	Robert Aylward, Vice President
40004 Century Link, PRI, March 2024	Rate Plan, ICB	Services Contract	Information Technology	CenturyLink Communication LLC d/b/a Lumen Technologies Group	2024-03-18	74,340.00	Robert Aylward, Vice President
90001 Altitude Control Technologies Feb 2024	Altiflo™ O2 Research System Replacement Program	Services Contract	Intercollegiate Athletics	Altitude Control Technologies LLC	2024-03-13	130,912.00	Matthew Whisenant, Deputy Director
90201BellarmineUniversity12/2024	MBB Game Contract vs Bellarmine	Services Contract	Intercollegiate Athletics	Bellarmine University Inc.	2024-04-08	85,000.00	Matthew Whisenant, Deputy Director
90202 - Allegiant Air - March 2024	Passenger Aircraft Charter Agreement	Services Contract	Intercollegiate Athletics	Allegiant Travel Company dba Allegiant Air, LLC	2024-03-12	533,599.00	Thomas Burman, Athletic Director
90202 - San Jose Marriott - April 2024	Group Sales Agreement	Services Contract	Intercollegiate Athletics	San Jose Marriott	2024-04-08	50,135.00	Matthew Whisenant, Deputy Director
90202 Cal Poly State Sept 2021	Football Agreement	Services Contract	Intercollegiate Athletics	California Polytechnic State University, San Luis Obispo	2024-02-20	425,000.00	Matthew Whisenant, Deputy Director
90202-Catapult-Mar2024	Catapult Order Agreement	Services Contract	Intercollegiate Athletics	Catapult Sports Inc (FKA XOS Technologies Inc)	2024-03-29	90,900.00	Thomas Burman, Athletic Director
90202-Marriott Phoenix Airport-Feb2024	Meetings and Rooms Agreement	Services Contract	Intercollegiate Athletics	CSC Holding LLC	2024-02-29	67,766.19	Matthew Whisenant, Deputy Director
90202NorthernIowa092025	Game agreement	Services Contract	Intercollegiate Athletics	University of Northern Iowa	2024-03-05	400,000.00	Matthew Whisenant, Deputy Director
10001-EnrollML-March2024	Enroll ML Master Services Agreement	Services Contract	Provost	enroll ml	2024-03-27	220,000.00	Ed Seidel, President Harry Seidel, President
10502 - CZero Inc - 0520	ECO.318.00002	Services Contract	Research & Economic Development	CZero, Inc	2024-04-04	280,913.10	Parag Chitnis, Vice President/Professor, Research & Economic Development
10502-VertivCorporation-Mar2024	UPS Battery Replacement + Installation	Services Contract	Research & Economic Development	Vertiv Corporation	2024-03-13	211,130.34	Parag Chitnis, Vice President/Professor, Research & Economic Development
70005-ComputerPackagesInc-May2021	Annuity Service Agreement between the University of Wyoming and Computer Packages inc	Services Contract	Research & Economic Development	Computer Packages Inc.	2024-02-16	285,000.00	Farrell Rapp, Director, Research Services
70013-Prospiant-Feb2024	2024 Greenhouse Maintenance Service Agreement	Services Contract	Research & Economic Development	Prospiant Inc	2024-02-29	60,000.00	Parag Chitnis, Vice President/Professor, Research & Economic Development
70015EvidentMarch2024	70015EvidentMarch2024	Services Contract	Research & Economic Development	Evident Scientific	2024-04-09	51,753.43	Parag Chitnis, Vice President/Professor, Research & Economic Development
70015NanalysisMarch2024	70015NanalysisMarch2024	Services Contract	Research & Economic Development	Nanalysis Corporation	2024-03-18	63,475.00	Parag Chitnis, Vice President/Professor, Research & Economic Development
71003KendalServiceMarch2024	Lonnie Kendall Service Contract	Services Contract	Research & Economic Development	Lon Kendall	2024-04-09	180,000.00	Parag Chitnis, Vice President/Professor, Research & Economic Development
10501-CushmanWakefield-Feb2024	Cushman & Wakefield Appraisal Services for the ITC	Services Contract	School of Energy Resources	Cushman & Wakefield of Illinois, Inc	2024-02-29	75,000.00	Holly Krutka, Executive Director
10501-UncommonCurrents-July2023	Agreement For Services	Services Contract	School of Energy Resources	Uncommon Currents	2024-03-06	85,500.00	Holly Krutka, Executive Director
10501-WoodGroupUSA PyrolysisEngr-Dec2022	Wood Pyrolysis Engineering - Construction Phase	Services Contract	School of Energy Resources	Wood Group USA	2024-02-21	5,875,347.00	Ed Seidel, President*
10501_ResoluteEngineering_LLC_Nov2023	Agreement for Services btwn UW & Resolute Engineering, LLC	Services Contract	School of Energy Resources	Resolute Engineering, LLC	2024-02-20	453,018.50	Holly Krutka, Executive Director
26001GEJohnsonWyomingFeb2024CO8WCEPPhaseII	Change Order No. 8	Services Contract	University Operations	GE Johnson Construction Co	2024-03-06	1,062,370.00	William Mai, Vice President, Campus Operations**
26001GEJohnsonWyomingMar2024CO1WestStadiumRenovation	Change Order No. 1	Services Contract	University Operations	GE Johnson Construction Co	2024-03-28	150,136.00	William Mai, Vice President, Campus Operations
26001KONEJuly2024AgreementforServicesFY25Elevator Maintenance&Repair	Agreement for Services	Services Contract	University Operations	KONE Inc	2024-04-04	925,000.00	William Mai, Vice President, Campus Operations
26001PrairieEquipmentMar2024Agreement2024CampusIrrigationExpansion&Upgrades	Agreement Between Owner and Contractor	Services Contract	University Operations	Prairie Equipment LLC	2024-03-15	355,332.00	William Mai, Vice President, Campus Operations
26001ShepardConstructionIncMarch2024CONo1UWAthleticsMaintenanceFacility	Change Order No. 1	Services Contract	University Operations	Shepard Construction Inc	2024-04-05	87,205.00	William Mai, Vice President, Campus Operations
26001WeifieldGroupJan2024WarMemorialStadium-SportsLightingUpgrade	Agreement Between Owner and Contractor	Services Contract	University Operations	Weifield Group Contracting, Inc.	2024-03-20	1,947,955.00	William Mai, Vice President, Campus Operations***
26001WesternSignandDesignLLCFeb2024UWCollegeofLawEnvironmentalGraphics	Agreement Between Owner and Contractor	Services Contract	University Operations	Western Sign and Design	2024-03-06	100,397.00	William Mai, Vice President, Campus Operations
26001alm2sMarch2024Amend12UWStudentHousing&Dining	Amendment No. 12	Services Contract	University Operations	alm2s	2024-04-02	148,600.00	William Mai, Vice President, Campus Operations
30001BernardJan2024	Agreement for Services for ASL Interpreting	Services Contract	VP Student Affairs Office	Bernard, Mary C.	2024-03-14	75,000.00	Kimberly Steich, VP for Student Affairs

*Board of Trustees approved January 25, 2024.

**Board of Trustees approved as part of major maintenance projects and budget in May 2023.

***Board of Trustees approved January 25, 2024.

UW Regulation 7-2 (Signature Authority) Procurement Board Report - February 16, 2024 - April 15, 2024

PO Date	Supplier Name	Line #	Description	Quantity	Line Unit Price	Total Line Price	Total PO Amount	Department	Last Approver	Last Approver Title	Approval Date
02/20/2024	TD4Tucson dba AZ Bowl	1	2023 Barstool Sports Arizona Bowl - Tickets for FB Bowl Game on 12/30/23	1333	50.00	66,650.00	66,650.00	Special Events Athletics	Freeman, Samantha	Asst AD/Budgeting & Fin Mgmt	02/20/2024
02/20/2024	Xcalibur Inc	1	GU WY External Evaluation Services Contract for GU YR 7 09/26/2023-09/25/2024.	1	141,500.00	141,500.00	141,500.00	Student Educational Opportunity	Benham-Deal, Tami	Senior Vice Provost/Professor	02/20/2024
02/21/2024	WorldStrides	1	Payment for travel of the UW Symphony to Europe during Spring break 2024	1	3,500.00	3,500.00		College of Arts & Sciences Deans Office	Sanchez, Laurie	Dir, Business Operations	02/21/2024
02/21/2024	WorldStrides	1	Payment for travel of the UW Symphony to Europe during Spring break 2024	1	37,000.00	37,000.00		College of Arts & Sciences Deans Office	Sanchez, Laurie	Dir, Business Operations	02/21/2024
02/21/2024	WorldStrides	1	Payment for travel of the UW Symphony to Europe during Spring break 2024	1	3,500.00	3,500.00		Provosts Office	Sanchez, Laurie	Dir, Business Operations	02/21/2024
02/21/2024	WorldStrides	1	Payment for travel of the UW Symphony to Europe during Spring break 2024	1	10,000.00	10,000.00		Music	Sanchez, Laurie	Dir, Business Operations	02/21/2024
02/21/2024	WorldStrides	1	Payment for travel of the UW Symphony to Europe during Spring break 2024	1	44,537.90	44,537.90	98,537.90	Music	Sanchez, Laurie	Dir, Business Operations	02/21/2024
02/22/2024	MathWorks Inc	1	Mathworks Master License	0.08	52,904.00	4,232.32		Academic Technology Services	Wood, Cindy	Assistant Director, Business Operations	02/22/2024
02/22/2024	MathWorks Inc	1	Mathworks Master License	0.35	52,904.00	18,516.40		Academic Technology Services	Wood, Cindy	Assistant Director, Business Operations	02/22/2024
02/22/2024	MathWorks Inc	1	Mathworks Master License	0.12	52,904.00	6,348.48		Provosts Office	Wood, Cindy	Assistant Director, Business Operations	02/22/2024
02/22/2024	MathWorks Inc	1	Mathworks Master License	0.14	52,904.00	7,406.56		VP for Research & Economic Development Office	Wood, Cindy	Assistant Director, Business Operations	02/22/2024
02/22/2024	MathWorks Inc	1	Mathworks Master License	0.27	52,904.00	14,284.08		Engineering & Physical Sciences Deans Office	Wood, Cindy	Assistant Director, Business Operations	02/22/2024
02/22/2024	MathWorks Inc	1	Mathworks Master License	0.04	52,904.00	2,116.16	52,904.00	Geology & Geophysics	Wood, Cindy	Assistant Director, Business Operations	02/22/2024
02/24/2024	Riddell Products	1	Football Helmet Reconditioning and Replacement Parts - Spring/Fall 2024 (FB-Ath.Equip)	1	50,000.00	50,000.00	50,000.00	Mens Football	Freeman, Samantha	Asst AD/Budgeting & Fin Mgmt	02/24/2024
02/27/2024	Salesforce.org	1	SALESFORCE SALES & SERVICES	1	91,264.05	91,264.05	91,264.05	Applications & Customer Relations	Christensen, Margaux	Exec Administrator, IT Business Services	02/27/2024
02/29/2024	Thermo Electron North America LLC	1	Q Exactive HF-X Mass Spectrometer; Unity Essential Support Plan-MSPEC-LC-MS	1	52,876.00	52,876.00		Engineering & Physical Sciences Deans Office	Wood, Cindy	Assistant Director, Business Operations	02/29/2024
02/29/2024	Thermo Electron North America LLC	4	Ultimate 3000 VWD-3400RS Unty Essential Plan Chrom LC DNX	1	1,205.00	1,205.00		Engineering & Physical Sciences Deans Office	Wood, Cindy	Assistant Director, Business Operations	02/29/2024
02/29/2024	Thermo Electron North America LLC	3	Dionex WPS-3000TPL RS Autosampler Unty Essetial Plan Chrom LC DNX	1	3,433.00	3,433.00		Engineering & Physical Sciences Deans Office	Wood, Cindy	Assistant Director, Business Operations	02/29/2024
02/29/2024	Thermo Electron North America LLC	2	UltiMate 3000 NCS-3500RS NANO Nano-Cap-S Unty Essintial Plan Chrom LC DNX	1	7,203.00	7,203.00	64,717.00	Engineering & Physical Sciences Deans Office	Wood, Cindy	Assistant Director, Business Operations	02/29/2024
02/29/2024	Tektronix, Inc.	3	MSO66B 1-year warranty, Certificate of Traceable Calibration Standard	1	0.00	0.00		School of Energy Resources Directors Office	Ver Burg, Carrie	Assistant Director, Business Operations	02/29/2024
02/29/2024	Tektronix, Inc.	1	MSO66B 6-BW-2500 Installed Option; 2.5 GHz Bandwidth, 6-STARTER-PER License; Software Bundle; Starter Bundle for 6 Series MSO; Perpetual License; Node Locked TCP312A Probe, AC/DC Current; 30 Amp DC, DC-100MHZ, Certificate of Traceable Cal	1	54,943.00	54,943.00		School of Energy Resources Directors Office	Ver Burg, Carrie	Assistant Director, Business Operations	02/29/2024
02/29/2024	Tektronix, Inc.	2	MSO66B A0 North America Power Cord	1	0.00	0.00	54,943.00	School of Energy Resources Directors Office	Ver Burg, Carrie	Assistant Director, Business Operations	02/29/2024
02/29/2024	Prospiant Inc	1	maintenance agreement for the Plant Growth and Phenotyping Facility greenhouse located on level 5 of the Science Initiative Building	1	60,000.00	60,000.00	60,000.00	Science Institute	Miller, Jamison	Dir, Business Operations	02/29/2024
02/29/2024	GenScript USA Inc	1	L00847-A Name: SARS-CoV-2 Surrogate Virus Neutralization Test Kit; Qty: 125; Catalog No: L00847-A; Size: 96.0Tests	125	700.00	87,500.00		Animal Science	White, Daniel	Financial Analyst	02/29/2024
02/29/2024	GenScript USA Inc	2	Freight	1	375.00	375.00	87,875.00	Animal Science	White, Daniel	Financial Analyst	02/29/2024
03/01/2024	Fremont Motor Co	1	2022 Ford F-350	1	68,520.00	68,520.00	68,520.00	R&E Center Powell	Boyles, Victoria	Dir, Business Operations	03/01/2024
03/01/2024	Only Co., LLC	1	Marketing campaign for RMAL contract (phase 2 of project).	1	65,000.00	65,000.00	65,000.00	College of Agriculture, Life Sciences & Natural Resources Deans Office	Boyles, Victoria	Dir, Business Operations	03/01/2024
03/05/2024	DeLancey, Cindy	1	Catering Services provided to UW Catering Services	1	55,000.00	55,000.00	55,000.00	Catering and Events	Watanabe, Rebecca	Business Manager	03/05/2024
03/06/2024	Reserve Account	1	80,000 FIRST CLASS POSTAGE TO PUT ON POSTAL METERS - FOR UW DEPARTMENT USE	1	50,000.00	50,000.00	50,000.00	Postal Services	Bryant, Darcy	Deputy Director, Business Serv	03/05/2024
03/06/2024	Fisher Scientific	1	DIONEX ICS-6000 DP DUAL PUMPS	0.01	79,999.26	799.99		Geology & Geophysics	Barber, Megan	Dir, Business Operations	03/06/2024
03/06/2024	Fisher Scientific	1	DIONEX ICS-6000 DP DUAL PUMPS	0.99	79,999.26	79,199.27	79,999.26	Engineering & Physical Sciences Deans Office	Barber, Megan	Dir, Business Operations	03/06/2024
03/06/2024	Columnex LLC	1	Recycling Preparative HPLC	1	79,947.00	79,947.00	79,947.00	Engineering & Physical Sciences Deans Office	Barber, Megan	Dir, Business Operations	03/06/2024
03/06/2024	Industrial Sonomechanics, LLC	1	Multiple items combining to make one functioning flow through ultrasonication system. Please see attached document for order details. Please note: Capital Asset item should appear on SER's capital asset inventory list.	1	61,106.00	61,106.00	61,106.00	School of Energy Resources Directors Office	Ver Burg, Carrie	Assistant Director, Business Operations	03/06/2024
03/06/2024	Bruker Scientific, LLC	1	Multiple items combining to make functioning gas analyzer unit. Please see attached document for order details. Please note: Capital Asset item should appear on SER's capital asset inventory list.	1	80,892.60	80,892.60	80,892.60	School of Energy Resources Directors Office	Ver Burg, Carrie	Assistant Director, Business Operations	03/06/2024
03/06/2024	GenScript USA Inc	1	L00847-A Name: SARS-CoV-2 Surrogate Virus Neutralization Test Kit; Qty: 125; Catalog No: L00847-A; Size: 96.0Tests	125	700.00	87,500.00		Animal Science	White, Daniel	Financial Analyst	03/06/2024
03/06/2024	GenScript USA Inc	2	Freight	1	375.00	375.00	87,875.00	Animal Science	White, Daniel	Financial Analyst	03/06/2024
03/08/2024	Piri Technologies LLC	1	Piri Tech - Multi-scale Investigation of Brine Compatibility and Oil Recovery due to Waterflooding in Rock Samples of Muddy Formation	1	245,000.00	245,000.00	245,000.00	Enhanced Oil Recovery Institute	Krutka, Holly	Executive Director	03/08/2024
03/08/2024	Classic Club	1	UW Golf Tournament Hosted at Classic Club	1	104,975.29	104,975.29	104,975.29	Cowboy Joe Club	Whisenant, Matthew	Deputy Director	03/08/2024
03/09/2024	Aquatic Enterprises Inc	8	CS400 400 MICRON CORNER SCREENS	10	8.00	80.00		Facilities Construction Mgt	Samp, Michael	Assoc VP for Univ Operations	03/09/2024
03/09/2024	Aquatic Enterprises Inc	18	CONSUMABLES, SALT, BICARB, FILTER MATERIALS, BACTERIA	2	1,650.00	3,300.00		Facilities Construction Mgt	Samp, Michael	Assoc VP for Univ Operations	03/09/2024
03/09/2024	Aquatic Enterprises Inc	6	AFS48DIV POLYCARBONATE 4L/8L DIVIDERS	10	10.00	100.00		Facilities Construction Mgt	Samp, Michael	Assoc VP for Univ Operations	03/09/2024

03/09/2024	Aquatic Enterprises Inc	5	AFS8L 8L POLYCARBONATE TANKS W. LID AND BAFFLES	60	57.00	3,420.00		Facilities Construction Mgt	Samp, Michael	Assoc VP for Univ Operations	03/09/2024
03/09/2024	Aquatic Enterprises Inc	4	AFS4L 4L POLYCARBONATE TANKS W. LID AND BAFFLES	80	47.00	3,760.00		Facilities Construction Mgt	Samp, Michael	Assoc VP for Univ Operations	03/09/2024
03/09/2024	Aquatic Enterprises Inc	3	AFS2L 2L POLYCARBONATE TANKS W. LID AND BAFFLES	30	37.00	1,110.00		Facilities Construction Mgt	Samp, Michael	Assoc VP for Univ Operations	03/09/2024
03/09/2024	Aquatic Enterprises Inc	2	URLSS100RDF PLUS PRORATED SHIPPING/INSTALLATION	1	31,200.00	31,200.00		Facilities Construction Mgt	Samp, Michael	Assoc VP for Univ Operations	03/09/2024
03/09/2024	Aquatic Enterprises Inc	1	MRZFS4/6 PLUS PRORATED SHIPPING/INSTALLATION	1	46,500.00	46,500.00		Facilities Construction Mgt	Samp, Michael	Assoc VP for Univ Operations	03/09/2024
03/09/2024	Aquatic Enterprises Inc	9	CS500 500 MICRON CORNER SCREENS	10	8.00	80.00		Facilities Construction Mgt	Samp, Michael	Assoc VP for Univ Operations	03/09/2024
03/09/2024	Aquatic Enterprises Inc	10	CS730 730 MICRON CORNER SCREENS	10	8.00	80.00		Facilities Construction Mgt	Samp, Michael	Assoc VP for Univ Operations	03/09/2024
03/09/2024	Aquatic Enterprises Inc	11	CS820 820 MICRON CORNER SCREENS	10	8.00	80.00		Facilities Construction Mgt	Samp, Michael	Assoc VP for Univ Operations	03/09/2024
03/09/2024	Aquatic Enterprises Inc	12	AFSNET CUSTOM AQUARIUS NET SET	2	25.00	50.00		Facilities Construction Mgt	Samp, Michael	Assoc VP for Univ Operations	03/09/2024
03/09/2024	Aquatic Enterprises Inc	13	AFS1.3BT 1.3L BREEDING TANK WITH INSERT, DIVIDER AND LID	10	50.00	500.00		Facilities Construction Mgt	Samp, Michael	Assoc VP for Univ Operations	03/09/2024
03/09/2024	Aquatic Enterprises Inc	14	PROF-MD MONITORING AND DOSING SYSTEM	2	4,900.00	9,800.00		Facilities Construction Mgt	Samp, Michael	Assoc VP for Univ Operations	03/09/2024
03/09/2024	Aquatic Enterprises Inc	15	URLSS100RDF PLUS PRORATED SHIPPING/INSTALLATION	1	123,500.00	123,500.00		Facilities Construction Mgt	Samp, Michael	Assoc VP for Univ Operations	03/09/2024
03/09/2024	Aquatic Enterprises Inc	16	URLSS110XR PLUS PRORATED SHIPPING/INSTALLATION	1	53,500.00	53,500.00		Facilities Construction Mgt	Samp, Michael	Assoc VP for Univ Operations	03/09/2024
03/09/2024	Aquatic Enterprises Inc	17	SPRS SPARES PACKAGE - ONE PER FISH SYSTEM - ONE PER FROG	2	3,700.00	7,400.00		Facilities Construction Mgt	Samp, Michael	Assoc VP for Univ Operations	03/09/2024
03/09/2024	Aquatic Enterprises Inc	7	AFS2DIV POLYCARBONATE 2L DIVIDERS	30	5.00	150.00	284,610.00	Facilities Construction Mgt	Samp, Michael	Assoc VP for Univ Operations	03/09/2024
03/11/2024	Silicon Mechanics Inc	1	Rackform R346.v9 server as per Quote number 231115-11B. Competing quote attached.	1	10,000.00	10,000.00		Ecosystem Science & Management	Boyles, Victoria	Dir, Business Operations	03/11/2024
03/11/2024	Silicon Mechanics Inc	1	Rackform R346.v9 server as per Quote number 231115-11B. Competing quote attached.	1	60,278.49	60,278.49	70,278.49	Atmospheric Science	Boyles, Victoria	Dir, Business Operations	03/11/2024
03/14/2024	Blue Sun Scientific, LLC	1	NIRs Forage Analyzer Phoenix 6000 (lab/research equipment) to scans more than 90% of each cup sample for more accuracy on forage nutrient analyses with research/agricultural projects.	0.2	59,400.00	11,880.00		R&E Center Sheridan	Boyles, Victoria	Dir, Business Operations	03/14/2024
03/14/2024	Blue Sun Scientific, LLC	1	NIRs Forage Analyzer Phoenix 6000 (lab/research equipment) to scans more than 90% of each cup sample for more accuracy on forage nutrient analyses with research/agricultural projects.	0.8	59,400.00	47,520.00	59,400.00	Agricultural Experiment Station	Boyles, Victoria	Dir, Business Operations	03/14/2024
03/14/2024	Sterlitech Corporation	1	Multiple items combining for inclusive and mobile membrane test unit for evaluating membrane performance. Please see attached document for order details. Please note: Capital asset should appear on SER's inventory list.	1	117,497.28	117,497.28	117,497.28	School of Energy Resources Directors Office	Krutka, Holly	Executive Director	03/14/2024
03/14/2024	Vectors, Inc.	1	Multiple items combining for functioning fixed-wing UAV. Please see attached document for order details. Please note: Capital asset should appear on SER's capital asset inventory list.	1	91,940.00	91,940.00	91,940.00	School of Energy Resources Directors Office	Ver Burg, Carrie	Assistant Director, Business Operations	03/14/2024
03/15/2024	C & K Equipment	1	Massey Ferguson 75.165 (2023) Tractor with EPM Boosts to 185HP, clamp-on dual tires, Trimble 482 Guidance, front & rear weights, front loader bucket, block heater. This tractor for precise planting & harvesting w/ GPS for research projects	0.51	195,900.00	99,909.00		R&E Center Sheridan	Crane, Kelly	Interim Dean/Director/Ext Educator, Sr ETT	03/15/2024
03/15/2024	C & K Equipment	1	Massey Ferguson 75.165 (2023) Tractor with EPM Boosts to 185HP, clamp-on dual tires, Trimble 482 Guidance, front & rear weights, front loader bucket, block heater. This tractor for precise planting & harvesting w/ GPS for research projects	0.49	195,900.00	95,991.00	195,900.00	R&E Center Sheridan	Crane, Kelly	Interim Dean/Director/Ext Educator, Sr ETT	03/15/2024
03/22/2024	Nanalysis Corporation	1	Equipment - 60 MHz NMR spectrometer w/built-in computer, including custom import/fees and delivery/UWC	1	63,475.00	63,475.00	63,475.00	INBRE Program	Miller, Jamison	Dir, Business Operations	03/21/2024
03/22/2024	Rose Brand Wipers Inc	1	Replacement drapes for Theater and Dance department's performance spaces. Per Quote Number: 335384	1	91,220.00	91,220.00	91,220.00	College of Arts & Sciences Deans Office	Sanchez, Laurie	Dir, Business Operations	03/22/2024
03/22/2024	ConvergeOne Inc	1	ConvergeOne	1	58,635.44	58,635.44	58,635.44	Enterprise Infrastructure	Christensen, Margaux	Exec Administrator, IT Business Services	03/22/2024
03/22/2024	Resolute Engineering, LLC	1	Development of a pipeline Front End Engineering Design (FEED) Study for the Wyoming CarbonSAFE Project.	1	463,018.50	463,018.50	463,018.50	School of Energy Resources Directors Office	Krutka, Holly	Executive Director	03/22/2024
03/25/2024	Qualtrics LLC	1	QUALTRICS RENEWAL	0.79	76,632.00	60,539.28		Provosts Office	Miller, Jamison	Dir, Business Operations	03/25/2024
03/25/2024	Qualtrics LLC	1	QUALTRICS RENEWAL	0.21	76,632.00	16,092.72	76,632.00	VP for Research & Economic Development Office	Miller, Jamison	Dir, Business Operations	03/25/2024
03/27/2024	Simplot Grower Solutions	1	Fertilizer	1	29,519.76	29,519.76		R&E Center Powell	Boyles, Victoria	Dir, Business Operations	03/27/2024
03/27/2024	Simplot Grower Solutions	1	Fertilizer	1	14,759.88	14,759.88		R&E Center Powell	Boyles, Victoria	Dir, Business Operations	03/27/2024
03/27/2024	Simplot Grower Solutions	1	Fertilizer	1	14,759.88	14,759.88		R&E Center Powell	Boyles, Victoria	Dir, Business Operations	03/27/2024
03/27/2024	Simplot Grower Solutions	2	Chemical	1	9,239.04	9,239.04		R&E Center Powell	Boyles, Victoria	Dir, Business Operations	03/27/2024
03/27/2024	Simplot Grower Solutions	2	Chemical	1	4,619.52	4,619.52		R&E Center Powell	Boyles, Victoria	Dir, Business Operations	03/27/2024
03/27/2024	Simplot Grower Solutions	2	Chemical	1	4,619.52	4,619.52		R&E Center Powell	Boyles, Victoria	Dir, Business Operations	03/27/2024
03/27/2024	Simplot Grower Solutions	3	Seed	1	3,953.00	3,953.00	81,470.60	R&E Center Powell	Boyles, Victoria	Dir, Business Operations	03/27/2024
03/27/2024	Digital Divide Data Ventures LLC	1	Agreement to provide metadata and file creation for images digitized from newspaper microfilm	1	71,410.00	71,410.00	71,410.00	Libraries Education & Research Services	Kvenild, Cassandra	Dean/Librarian ETT	03/27/2024
03/28/2024	EJ Services LLC	1	College of Business Room 359 Remodel	1	149,550.00	149,550.00	149,550.00	Facilities Engineering	Samp, Michael	Assoc VP for Univ Operations	03/28/2024
03/29/2024	Ak-Chin Southern Dunes Golf Club	1	University of Wyoming Men's Golf Team Home Event - Hosted Regular Season Tournament March-April 2024. Includes golf (4 rounds), food, and service charge per player. Golfers pay entry fee to play from each visiting school.	100	600.00	60,000.00	60,000.00	Cowboy Joe Club	Brodie, Samuel	Assoc AD/Budgeting & Fin Mgmt	03/29/2024
03/29/2024	Ak-Chin Southern Dunes Golf Club	1	WOMENS GOLF~TEAM~MARICOPA. AZ~4.1.24~"HOME TOURNAMENT"~4 ROUNDS of GOLF and FOOD (EACH PARTICIPATING SCHOOL WILL PAY AN ENTRY FEE)	1	60,000.00	60,000.00	60,000.00	Cowboy Joe Club	Brodie, Samuel	Assoc AD/Budgeting & Fin Mgmt	03/29/2024
03/29/2024	McKesson Medical Surgical	1	Lab Analyzer	0.03	299,166.00	8,974.98		Family Medicine Residency Programs Casper	Hilaire, Michelle	Acting Dean	03/29/2024
03/29/2024	McKesson Medical Surgical	1	Lab Analyzer	0.97	299,166.00	290,191.02	299,166.00	Medical Education Administration Division	Hilaire, Michelle	Acting Dean	03/29/2024

03/29/2024	21st Century Equipment LLC	1	2021 John Deere 6145R Tractor - 1L06145RVMK103809 used tractor	0.5	127,575.00	63,787.50		Agricultural Experiment Station	Crane, Kelly	Interim Dean/Director/Ext Educator, Sr ETT	03/29/2024
03/29/2024	21st Century Equipment LLC	2	2020 John Deere StarFire 6000 Receiver - PCS161B293458	0.5	5,875.00	2,937.50		Agricultural Experiment Station	Crane, Kelly	Interim Dean/Director/Ext Educator, Sr ETT	03/29/2024
03/29/2024	21st Century Equipment LLC	2	2020 John Deere StarFire 6000 Receiver - PCS161B293458	0.5	5,875.00	2,937.50		R&E Center SAREC	Crane, Kelly	Interim Dean/Director/Ext Educator, Sr ETT	03/29/2024
03/29/2024	21st Century Equipment LLC	1	2021 John Deere 6145R Tractor - 1L06145RVMK103809 used tractor	0.5	127,575.00	63,787.50	133,450.00	R&E Center SAREC	Crane, Kelly	Interim Dean/Director/Ext Educator, Sr ETT	03/29/2024
04/01/2024	Shimadzu Scientific Instruments Inc	1	LC-2050C 3D HPLC (high-performance liquid chromatography) instrument with Refractive Index Detector	1	43,972.49	43,972.49		Agricultural Experiment Station	Boyles, Victoria	Dir, Business Operations	04/01/2024
04/01/2024	Shimadzu Scientific Instruments Inc	1	LC-2050C 3D HPLC (high-performance liquid chromatography) instrument with Refractive Index Detector	1	16,000.00	16,000.00	59,972.49	Agricultural Experiment Station	Boyles, Victoria	Dir, Business Operations	04/01/2024
04/01/2024	Terra Nova ehf	1	Faculty led community tour by Dr. Alexander; Iceland -Amount based on number of final participants and conversion rate	1	76,077.20	76,077.20	76,077.20	VP of Global Engagement	Frank, Cheri	Assistant Director, Business Operations	04/01/2024
04/04/2024	Triple Crown Sports Inc	3	Game Guarantee Owed to Triple Crown Sports for Hosting Round 4 of WNIT	1	41,725.00	41,725.00		Special Events Athletics	Freeman, Samantha	Asst AD/Budgeting & Fin Mgmt	04/04/2024
04/04/2024	Triple Crown Sports Inc	1	Game Guarantee Owed to Triple Crown Sports for Hosting Round 2 of WNIT	1	28,085.00	28,085.00		Special Events Athletics	Freeman, Samantha	Asst AD/Budgeting & Fin Mgmt	04/04/2024
04/04/2024	Triple Crown Sports Inc	2	Game Guarantee Owed to Triple Crown Sports for Hosting Round 3 of WNIT	1	32,210.00	32,210.00	102,020.00	Special Events Athletics	Freeman, Samantha	Asst AD/Budgeting & Fin Mgmt	04/04/2024
04/04/2024	Vincent Amalfitano	1	Education Abroad; Program provider fees for 3 faculty led abroad programs in Summer 2024 -amounts based on # of participants per program	1	67,500.00	67,500.00		Education Abroad	Ivanoff, Ariel	Faculty Affairs Specialist	04/04/2024
04/04/2024	Vincent Amalfitano	1	Education Abroad; Program provider fees for 3 faculty led abroad programs in Summer 2024 -amounts based on # of participants per program	1	30,000.00	30,000.00		Education Abroad	Ivanoff, Ariel	Faculty Affairs Specialist	04/04/2024
04/04/2024	Vincent Amalfitano	1	Education Abroad; Program provider fees for 3 faculty led abroad programs in Summer 2024 -amounts based on # of participants per program	1	50,000.00	50,000.00	147,500.00	Education Abroad	Ivanoff, Ariel	Faculty Affairs Specialist	04/04/2024
04/08/2024	TGS	1	TGS will issue a Subscription License to access data logs. Effective Date of the agreement and will expire THREE (3) YEARS thereafter.for the License Fee ANNUALLY during the Term in the amount of US \$25,000.00 per year	1	75,000.00	75,000.00	75,000.00	School of Energy Resources Directors Office	Ferrell, Rachel	Dir, Business Operations	04/05/2024
04/09/2024	Telesource Services, Inc.	1	Yealink MP56, Microsoft Teams IP Phone	1	79,876.00	79,876.00	79,876.00	Enterprise Infrastructure	Christensen, Margaux	Exec Administrator, IT Business Services	04/09/2024
04/09/2024	Becton, Dickinson and Company	1	BD Accuri C6 Plus Flow cytometer	1	11,000.00	11,000.00		Agricultural Experiment Station	Boyles, Victoria	Dir, Business Operations	04/09/2024
04/09/2024	Becton, Dickinson and Company	1	BD Accuri C6 Plus Flow cytometer	1	39,487.40	39,487.40	50,487.40	Agricultural Experiment Station	Boyles, Victoria	Dir, Business Operations	04/09/2024
04/09/2024	Roxie's on Grand	1	Roxies on Grand Catering Services provided for UW Catering Services	1	350,000.00	350,000.00	350,000.00	Catering and Events	Webb, Eric	Assoc VP of Business Enterprises	04/09/2024
04/09/2024	Landmark Environmental Inc	1	BULK SAMPLING & INDUSTRIAL HYGIENE SERVICES COMPLETED SEPT 2023-JAN 2024	1	62,397.41	62,397.41	62,397.41	Facilities Management	Bryant, Darcy	Deputy Director, Business Serv	04/09/2024
04/10/2024	Nanjing Transcend Vivoscope Bio-Technology Co., Ltd	1	Nanjing Transcend Vivoscope Bio-Technology Co. Quote - TVS-UW-20240126001 Supernova-100 Miniature Two-Photon Microscope	1	299,000.00	299,000.00	299,000.00	Zoology & Physiology	Crane, Kelly	Interim Dean/Director/Ext Educator, Sr ETT	04/10/2024
04/11/2024	CDW Government, Inc.	1	Lenovo ThinkPad P16s Gen 2 16 Core i7 1360P 16GB RAM 512GB SSD W11P Laptop	50	1,484.00	74,200.00	74,200.00	Engineering & Physical Sciences Deans Office	Barber, Megan	Dir, Business Operations	04/11/2024
04/12/2024	Live Cell Solutions LLC	1	8 Line Laser Merge Module for Diode Lasers	1	51,622.00	51,622.00	51,622.00	Molecular Biology	Boyles, Victoria	Dir, Business Operations	04/12/2024