



Science Institute News

Spring 2026

SI Research Updates

This semester, the SI partnered with the Research Development Office (RDO) to administer a series of ideation events, with the goal of creating a new group of interdisciplinary SI research centers. Nearly 80 faculty and staff members participated in these events and submitted 13 center proposals at the close of the Fall 2025 semester. New center proposals will be reviewed by the end of the Spring 2026 semester.

This past semester, SI research centers were busy, continuing improvement in science education and outreach, building capacity through creating partnerships with institutions across the country and world, and promoting financial sustainability through grant proposal submissions.

- **Education and Outreach:** The Center for Controlled Environment Agriculture (C-CEA), in conjunction with multiple departments across campus, has proposed developing a certificate program in CEA at UW, with a goal of launching the program in the 27-28 academic year. The SI Roadshow's STEM-ology program also spotlighted CEA as its theme in November. C-CEA ambassadors, along with representatives from RAYN Growing Systems, facilitated these activities. The Center for Rural Community Resilience & Innovation (C-RCRI) is partnering with a Fort Collins-based community planning development consulting firm to provide experiential learning opportunities for UW students, as well.
- **Building partnerships:** The Center for Quantum Information Science & Engineering (C-QISE) submitted a full proposal to establish an NSF Quantum Leap Challenge Institute, with a budget of \$38M. This effort brings together

researchers from 7 universities and 3 quantum industry partners. C-QISE is also working with partners at Cardiff University on a proposal to the NSF-UK Research and Innovation quantum chemistry collaborative research effort. The Center for Wildlife, Technology & Computing (WyldTech) is working with several industry partners in Wyoming and across the nation to partner on various research initiatives, as well.

- **Grant proposals:** On top of the proposals mentioned above, several research centers have submitted proposals to the E-RISE (EPSCoR Research Incubators for STEM Excellence) program, which supports the development of sustainable research infrastructure in EPSCoR jurisdictions. C-CEA and CEM have submitted multiple large grant proposals to the NSF and other agencies, as well.

IMPORTANT DATES

- [WRSP applications](#) for 2026-27 are open and due Wednesday, March 25.
- [Applications](#) for the LAMP Learning Assistant (LA) program for Fall 2026 are due Monday, April 6.
- This spring, the Roadshow's STEM-ology series will run during the weeks of February 16th (Entomology), March 23rd (Physics), and April 20th (Energy & Natural Resources). Each STEM-ology event includes a Toddler Tuesday (10-10:30am; 10:30-11am), Senior Friday (10-11am), and STEM Saturday (for all ages) (10-12pm), and brings families and community members to the Science Initiative Building for interactive science activities in a fun, hands-on environment.

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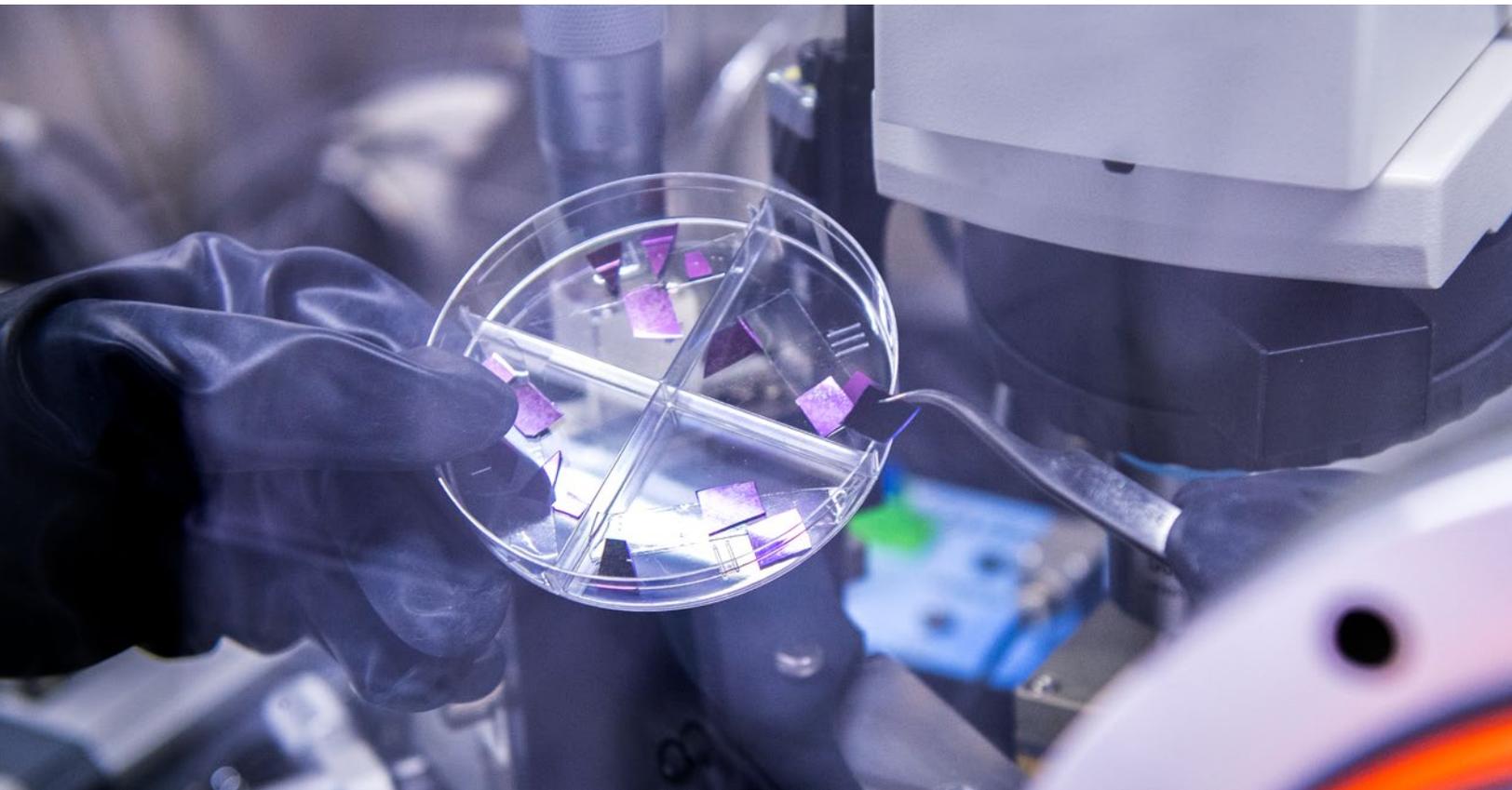
SI Program Updates

65 undergraduate students make up this year's class of WRSP scholars. This past semester, WRSP held elevator pitch workshops and graduate school prep workshops for WRSP scholars. In November, 2 WRSP scholars, along with the program director, led info sessions and activities for visiting families at the UW Showcase event hosted by the Office of Admissions. WRSP scholars also spoke to the Research & Economic Development subcommittee of the BoT about their growth as researchers throughout college. You can read more about students' experience as part of the WRSP in the [Winter 2026 edition of UWyo magazine](#), as well!

This fall, the 4th annual STEM Carnival brought over 1,700 K-12 students from 6 Wyoming counties to UW to participate in hands-on STEM activities. As part of the STEM Carnival, this year, the College of Health Sciences was spotlighted. The SI Roadshow is also continuing further inreach visits through its STEM-ology program, which brings learners of all ages to the Science Initiative Building to learn about diverse topics in science. For more information, see the "Important Dates" section on the previous page. This past November, the Roadshow also partnered with the Science Kitchen to host an Energy & Natural Resources CURATED Visit for more than 75 students from Laramie Montessori School. More information about these CURATED visits, which give Wyoming students opportunities to see science in action through STEM careers in their community, can be [found here](#). Moving into the spring semester, the Roadshow will be offering 44 inreach and outreach events in 8 Wyoming counties.

10 instructors who are LAMP graduates were accepted into the LAMP Educator Learning Community "Leaving the Light On" on December 17th. ELC members will conduct SoTL (Science of Teaching & Learning) research and present it at the Original Lilly Conference for College Teaching near the end of 2026. Funding has also been secured to continue the work of learning communities at the Wyoming community colleges. The LAMP director, along with Reshmi Singh and Aubrey Edwards are conducting a qualitative phenomenological study of these learning communities. The work has uncovered many themes, including hope and a renewed energy for the future of teaching, pedagogical growth and strategy change, cross-institutional relationship building, and lasting relationships and networks. You can learn more about this research through [this LAMP Coffee & Curriculum session recording](#).

Course-based Undergraduate Research Experiences (CUREs) in the Student Collaborative Research, Outreach, and Learning Laboratory (SCROLL) have officially begun! This semester, Chemistry 4100 (Inorganic Chemistry Laboratory) is meeting as a CURE in SCROLL. Next semester (Fall 2026), a Life Sciences 1010 (General Biology) CURE will be fully implemented with a mix of faculty-driven and graduate student-driven research. The program plans to have over 500 students participating in CUREs in Fall 2026. SI has also hired an instructional lab coordinator to assist the CURE coordinator and CURE instructors in maintaining the laboratory and developing curriculum for CUREs.



People in SI Programs



WRSP Scholar

Hannah Qualm

Hometown: Buffalo, WY

Major: Wildlife & Fisheries Biology & Management

Faculty Mentor: Rebecca Levine

Hannah is working with Rebecca Levine in the Monteith Shop. She is processing and analyzing camera collar videos of moose near Meeteetse, Wyoming, to study the activity budgets and behavioral states of female moose.



Roadshow Outreach Assistant

Lilian Jones

Hometown: Cheyenne, WY

Majors: Special Education & Elementary Education

"I have a deep passion for chemistry and a strong belief in fostering self-directed learning, especially in supporting students with special needs as they explore and pursue STEM interests in their futures. I love having the opportunity to inspire students into developing a passion they might not have otherwise. I have been with the Roadshow for nearly three years with a strong chemistry focus in activity creation. This includes my personal favorite activity I've made, which is a chromatography lesson. As someone who, going into post-secondary education, had to choose between two very different passions, those being education and chemistry, I am so grateful for the Roadshow giving me the opportunity to still be involved in my original STEM passion!"



LAMP Learning Assistant

Rich Hall

Hometown: Sheridan, WY

Major: Kinesiology & Health Promotion

Rich began his LA journey in the Fall of 2024, serving as an LA for Human Anatomy. He continued in this role throughout 2025, and this spring semester began LAing for Biomechanics. Rich's teaching and learning philosophy centers on establishing trust between students, LAs and professors. He writes that his most important teaching goal is, "...to build authentic relationships with as many students as possible. To me, this is the pinnacle achievement for any educator. As we have learned, the emotional state of the learner is highly correlated with their ability to retain information presented to them. By building relationships with students, I would be creating a space in which they are comfortable to learn and grow without judgement. My hope is that my students would feel comfortable enough with me to ask lots of questions, make lots of mistakes, and go head-on into material." Rich is currently a highly engaged in one of the newly-launched LA learning communities. In this community, Rich has showcased exemplary active listening skills and facilitated dialogue about student autonomy as it interfaces with resistance to active learning.



LAMP Fellow

Sarah Pence

Assistant Lecturer, School of Pharmacy

Sarah began her LAMP journey in the spring of 2025. Armed with new learning about values- and outcomes-aligned active pedagogies, Sarah designed an instructional strategy for her Introduction to Pharmacy Practice and Pharmacist Skills courses. Melding active modalities ranging from modified Team-based Learning and metacognitive reflection to Ungrading, Sarah supports students in reaching competency in skills as diverse as processing outpatient medications and administering immunizations to communicating professionally and developing the empathy essential to patient-centered care. Sarah assesses students' mastery of outcomes using knowledge surveys, rubrics, exit tickets and hands-on knowledge demonstrations. Moreover, Sarah has developed a course that warmly welcomes all students, inviting them into the challenging world of Pharmacy. Her first-day syllabus slides contain thorough course expectations, but rather than the usual format, students experience her syllabus as a colorful, inviting and highly visual narrative. Sarah invites students to, "keep it awkward, brave and fun". She teaches mindfulness, breathing and truly gives students ownership over their own experience. She states, "I believe that when students have ownership over how they learn and show what they've learned, the experience is more meaningful and lasting. Instead of taking traditional exams, you'll complete three projects designed to give you choice and flexibility in how you demonstrate your learning." Currently, Sarah is a member of the LAMP Educator Learning Community called "Leaving the Light On" where she is beginning the process of designing a scholarship of teaching and learning (SoTL) research study.