Public Session, Board of Trustees Meeting

University of Wyoming
Marian H. Rochelle Gateway Center, Laramie, Wyoming
2026-11-18 08:00 - 2026-11-20 12:00 MST

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I. 8:00 a.m. Call to Order

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II. 9:30 a.m. Pledge of Allegiance

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B. Biennium Budget Committee, Schmid-Pizzato

Information:

UW Budget Development Timeline/Calendar

Division and College Fiscal Year End Carry Forward Report (per UW regulation 7-10)

Spending from the Student Athlete Achievement Success Scholarship Expendable Fund and the following funds managed by the UW Foundation as an Endowment:

Research Excellence and Student Success Reserve Accounts;

Recruitment and Retention Reserve Account

UW Student and Business Enterprise Fee Book proposals (approval in January)

C. Facilities Contracting Committee, Linton

D. Fiscal and Legal Affairs Committee, Greear

1. Consideration and Action:
    1. Annual external audit financial report (per Trustee Bylaws)

E. Legislative Relations Committee, McKinley

F. Research and Economic Development Committee, Fall

XVI. ~3:45 p.m. Trustees' Open Discussion on Any Topic

XVII. Joint Session of the UW Board of Trustees and the Energy Resource Council

Hilton Garden Inn
7:00 a.m. Breakfast
7:30 a.m. Joint Session Call to Order

XVIII. 9:00 a.m. Call to Order

Roll Call

Move to enter Executive Session [if necessary]

XIX. ~9:00 a.m. Business Meeting

1. Approval of October 14, 2026, Meeting minutes

A. Committee of the Whole

1. Regular Business
    1. Board Committee Reports [scheduled Thursday, November 19, 2026]

2. Public Comment [scheduled Thursday, November 19, 2026]

B. Reports

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2. Staff Senate, President Joe Castillo
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3113: A Resolution Affirming ASUW Support for the University of Wyoming's Position on Artificial Intelligence in Higher Education

Faculty Senate Resolutions

#521 Revisions to University Regulation 2-109 Academic Probation and Suspension

#522 Resolution Regarding Shared Governance and Institutional Space Allocations

Contracts and Procurement Report (per UW Regulation 7-2) – Evans

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E. Proposed Items for Action

1. Academic Personnel Report
2. Contracts, agreements, procurements over $2 million or 10 years in length
3. Other

F. New Business

1. Winter Commencement, December 19, 2026

G. Date of Next Meeting

1. December 16, 2026, via video conference

AGENDA ITEM TITLE: <u>Trustees Education Initiative Update, Shim</u>

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 presentation will discuss how the Trustees Education Initiative (TEI) has advanced the University of Wyoming Board of Trustees' commitment to strong educator preparation while responding to Wyoming's changing educational needs. It will cover TEI's development across three phases, with a focus on specialized support for schools, accessible teacher preparation pathways, and responsible applications of artificial intelligence.

Beginning with the unanimous November 2014 Board resolution, the presentation will include recognition of TEI's founding leadership and the Daniels Fund's foundational investment. It will cover TEI's evolution from its initial emphasis on preparing future educators (Phase One) to supporting teachers and educational leaders throughout their careers (Phase Two). Discussion of the Master Educator Competency Program, Wyoming Teacher Mentor Corps, High Altitude Pathways, and 307 Principal Leadership Academy will connect these earlier investments with ongoing support for educators.

The presentation will include an overview of TEI's third phase, organized around the Center for Early Learning, Center of Excellence in Special Education, and Center for Career and Technical Education and Agricultural Education. This section will cover each center's mission, accomplishments, and future priorities, along with opportunities for coordinated statewide support. An illustrative Wyoming school district scenario will provide context for how expertise across the centers could address interconnected educational challenges.

The presentation will also include updates on Grow Your Own teacher pathways and partnerships among school districts, community colleges, and UW that expand access to teacher preparation for working adults who wish to remain in their communities. Updates from Campbell County, LCSD 2, Sheridan County, and Johnson County will distinguish current commitments and enrollment from prospective partnerships and candidate interest.

The presentation will feature a demonstration of the Co-IEP pilot using a synthetic learner example, with AI-generated output, educator review, and revision. This section will focus on professional judgment and critical thinking, with discussion of the tool's current capabilities, potential applications in teacher preparation and clinical experiences, and the faculty development and evaluation needed to support responsible implementation.

The presentation will conclude with discussion of opportunities to sustain and expand TEI's statewide impact, including philanthropic support through the proposed Palmerlee endowment and

anticipated state match. The closing will focus on responsible stewardship, continued assessment of TEI's impact, and alignment with Wyoming's educator workforce and classroom needs.
The presentation will last 30 minutes, followed by five minutes for trustee questions.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
A previous update on the Trustees' Education Initiative activities was provided during the Board of Trustees' November 2025 meeting.

WHY THIS ITEM IS BEFORE THE BOARD:
This item is required as part of the Trustees' Annual Schedule of Items to Approve, Discuss, or Report.

ACTION REQUIRED AT THIS BOARD MEETING:
N/A

PROPOSED MOTION:
N/A

PRESIDENT'S RECOMMENDATION:
N/A

The Trustees Education Initiative

Evolution, Statewide Impact, and Future Directions

Background Material for the University of Wyoming Board of Trustees | November 2026

Introduction: A Continuing Commitment to Wyoming Education

Established by the University of Wyoming Board of Trustees in 2014 and launched in 2016, the Trustees Education Initiative (TEI) reflects the Board's commitment to strengthening educator preparation and responding to the educational needs of Wyoming's schools and communities.

Housed within the University of Wyoming College of Education, TEI connects university expertise, research, and statewide partnerships with the practical needs of educators, districts, students, and communities. In a rural and frontier state, geographic distance and limited access to specialized support make statewide collaboration especially important.

TEI initially emphasized preparing future teachers. Its work subsequently expanded across the educator career continuum to include mentoring and retention, continuing professional learning, school leadership development, and college and career readiness. These investments developed relationships, local expertise, and ways to reach educators without requiring them to leave their communities.

In July 2026, TEI entered another phase with three specialized centers focused on early learning, special education, and career and technical and agricultural education. Regional teacher preparation partnerships and responsible applications of artificial intelligence are additional areas of development. This document offers historical and programmatic background, not a summary of the Board presentation.

I. Building Statewide Educator Capacity

TEI's earlier work extended support beyond initial teacher preparation to the professional experiences that shape educator effectiveness and opportunity. Mentoring, accessible professional learning, career exploration, and school leadership development addressed different but connected needs across Wyoming.

Strengthening Teacher Retention Through Mentoring

Preparing new teachers is one part of sustaining Wyoming's educator workforce. Once teachers enter schools, access to skilled mentoring and professional support can influence their experience and their willingness to remain in the profession.

Funded entirely through the generosity of Dr. Douglas Reeves, the University of Wyoming College of Education developed the Wyoming Teacher Mentor Corps (WTMC) through TEI in 2022. The program prepared experienced teachers to mentor colleagues, strengthen professional relationships, and build leadership capacity within Wyoming schools.

The program emerged during a period of concern about retention. Annual teacher attrition in Wyoming was approximately 11% when WTMC launched. A subsequent analysis of state staffing records found that 15.3% of teachers with fewer than three years of experience did not return to teaching in Wyoming after the 2022–23 school year. These figures describe different populations and reporting periods; together, they explain the need for stronger support during teachers' early careers.

WTMC combined Summer Mentor Institutes, fall and spring retreats, monthly virtual meetings, school-based mentoring, and Teacher Action Research. Participants applied their learning in their own schools and examined questions arising from classroom practice. This approach helped UW extend its reach through educators who could provide ongoing support locally.

Across the four established cohorts, records report 78 mentors and 87 mentees in 28 Wyoming school districts and 51 schools. A fifth, smaller cohort began a shortened training experience in June 2026; its participation is reported separately because its format differs from the established cohorts.

Four-year retention comparison	Reported rate
WTMC participants	90%
Wyoming comparison	72%
Regional comparison	73%

WTMC developed its mentoring framework around assessing teaching and learning, assertive communication, meaningful feedback, and work-life balance, later adding relationship building as a fifth competency. The framework recognized that effective mentors need skills beyond strong classroom teaching. They must listen, ask useful questions, offer constructive feedback, and help colleagues reflect on their practice.

The program also incorporated a Teacher Action Research component, which gave participants opportunities to investigate problems of practice and share their findings with colleagues. Program records also indicate that five participants moved into administrative positions, although WTMC was not originally conceived as a leadership training program.

WTMC participants' reported four-year retention was 18 percentage points above the Wyoming comparison. This descriptive difference is encouraging, but does not

establish that mentoring caused the difference. It illustrates why support after entry into teaching merits attention alongside recruitment and preparation.

WTMC also contributed to professional scholarship. Program-related publications include “Mentor Training Matters: Wyoming Teacher Mentor Corps” in The Chronicle of Mentoring & Coaching and “Mentors’ Recommendations for Work/Life Balance” in Phi Delta Kappan in 2024. These publications extend lessons from Wyoming’s mentoring work to broader professional audiences.

The conclusion of the formal cohort model leaves a network of trained mentors, professional learning resources, research, and relationships available to Wyoming schools. Carbon County School District #1, for example, has implemented the WTMC model locally and reported promising retention improvements.

The formal cohort model is concluding, while the network of trained mentors and materials remains a contribution to local school capacity. Carbon County School District #1 has adopted the model locally and reported promising retention improvements.

Making Professional Learning Accessible Across Wyoming

Wyoming’s geography and teachers’ work schedules can limit access to continuing professional learning. The College of Education developed the Master Educator Competency Program (MECP) through TEI to provide flexible learning that educators could apply while remaining in their classrooms. The program now continues as the Teacher-Educator Competency Program (TECP).

Introduced in 2023, MECP drew on listening sessions with Wyoming educators and seven school districts. Those conversations informed eight overarching competencies known as the Wyoming Portrait of an Educator. The College contracted with 2Revolutions for services supporting development and delivery.

Learning was organized into short asynchronous modules called “drops.” Teachers could explore instructional practices, apply them in their classrooms, and demonstrate their learning. The program also explored ways to connect professional learning with graduate credit and advanced study.

MECP supported Governor Mark Gordon’s Reimagining and Innovating the Delivery of Education (RIDE) initiative, which encouraged districts to explore personalized, student-centered, and competency-based learning.

Through the three-credit graduate course EDCI 5070, educators participating in the Governor’s Reimagining and Innovating the Delivery of Education (RIDE) initiative recorded 104 course completions across three annual cohorts from 2024 through 2026.

By spring 2026, the College had developed more than 20 unique professional development courses, offered across 36 sections and generating 133 educator enrollments. Topics included cognitive science, literacy, agricultural education, and career and technical education.

Participation patterns showed that a larger catalog did not consistently produce stronger enrollment. They also identified opportunities to simplify delivery and reduce the difficulty of navigating multiple platforms. These findings informed a revised approach centered on selected university-developed courses delivered through WyoLearn.

In fall 2026, TECP offered six eight-week asynchronous courses, including cognitive science, literacy, small-group instruction, and Multi-Tiered Systems of Supports (MTSS). The courses attracted 50 enrollments, compared with 26 across 24 offerings in fall 2025.

The revised fall 2026 catalog attracted 50 enrollments across six offerings, compared with 26 enrollments across 24 offerings in fall 2025. This is approximately 92% higher enrollment, although enrollment alone does not demonstrate changes in classroom practice or student outcomes.

TECP carries forward MECP's emphasis on accessible professional learning while using a smaller catalog and internally managed delivery. The College retains university-developed content, experience with competency-based learning, and participation data that can guide future offerings.

The move to WyoLearn allows the College to maintain and revise courses directly and respond to educator demand. Continued review of participation, completion, and classroom application will help inform the program's development. The revised university-managed approach draws on existing instructional infrastructure.

TECP also provides a potential avenue for professional learning associated with the three centers. Courses in literacy, career and technical education, agricultural education, special education, and early learning illustrate areas of connection.

Connecting Rural Students with College and Career Opportunities

High Altitude Pathways to College and Career Readiness (HAP) expanded access to postsecondary and career exploration for rural Wyoming students. The College of Education and TEI launched the initiative in 2022 through a $1.2 million Rural Postsecondary and Economic Development grant from the U.S. Department of Education.

The program helped students explore university degrees, community college programs, technical training, and employment opportunities. Within TEI, it also

created opportunities to introduce teaching as a potential career. Its wider college and career readiness purpose extended across multiple fields and professions.

HAP worked with districts, the Wyoming School–University Partnership, community colleges, employers, and other organizations. Participation expanded from nine original schools to 14 during the program's development.

Career conferences, campus visits, summer institutes, and regional events introduced rural students to postsecondary programs and working professionals. In 2025, a Northwest College event brought together approximately 300 students from six districts; another event in Rock River reached approximately 100 students. Across cumulative activities, records report more than 2,100 student participations by the end of the grant.

Beginning in July 2024, HAP placed greater emphasis on Project-Based Learning and Work-Based Learning. These approaches connected classroom instruction with community needs and workplace contexts, complementing the broader goals of RIDE.

Educators received professional learning on designing projects that connect academic standards with local industries, businesses, and community organizations. By the program's third year, eight schools were participating in project-based learning activities at different levels of implementation. Examples included work in Ten Sleep, Meeteetse, Rock River, and Burlington. At Ten Sleep, students participated in a summit where they identified community needs and presented proposals to local leaders.

The extension-year report documented more than 550 students in grades 8–12 participating in career exploration activities, with students from ten rural high schools attending conferences in two Wyoming communities. It also reported 140 K–12 educators participating in professional learning.

The federal grant period concluded in September 2026. UW established an agreement with the Center for Advanced Professional Studies (CAPS) Network extending through September 2027, intended to provide continued professional learning and technical assistance and support school relationships with businesses and community organizations.

HAP's grant period ended in September 2026. Its continuing contribution is the experience, professional learning approaches, and relationships developed with rural schools, community colleges, and employers. The work also offers relevant experience for career-connected education and regional pathways.

Developing Leadership Capacity in Wyoming Schools

School leaders shape teachers' working conditions, professional relationships, and access to support. The 307 Principal Leadership Academy (307PLA) addresses this part of Wyoming's educator workforce challenge through professional learning and mentoring for school leaders.

The Academy developed through collaboration among the Wyoming Department of Education (WDE), the College of Education, TEI, the Wyoming School–University Partnership, and leadership organizations including WASA and WASSP.

Its principal-mentoring foundations grew from work led by Dr. Margaret Hudson, Assistant Professor of Educational Leadership. Beginning in 2023, support from the Mary Garland Early Career Fellowship and the College's Imagine Grant program helped prepare experienced principals to mentor colleagues entering the role.

These complementary efforts helped shape the Academy, formally launched by WDE in July 2024. TEI contributed program-development support, strategic planning, and statewide relationships. The College's mentoring work became a central component of the broader partnership.

307PLA combines statewide professional learning with individualized support through the Wyoming Principal Mentor Program. Activities include an annual leadership conference, professional learning community training, specialized leadership development, and mentoring.

The principal mentor program expanded from 14 participants representing eight districts in 2023–24 to 36 participants representing 18 districts in 2026–27. An August 2026 WDE–UW report found that 94% of Wyoming school districts had participated in some aspect of the Academy, including conferences, mentoring, or professional learning.

Annual conference attendance increased from 48 in 2024 to 86 in 2025. These participation measures demonstrate reach and demand. Longer-term effects on principal effectiveness, teacher retention, and student achievement remain subjects for evaluation.

A WDE–UW working group has continued to refine the programming and mentoring framework. Dr. Hudson leads the principal mentoring component, while WDE is positioned to assume primary responsibility for much of the Academy's broader operations and coordination.

Future priorities include support for aspiring principals, development of experienced mentors who can prepare subsequent cohorts, and evaluation of longer-term outcomes. The Academy illustrates how university-supported work can continue through shared statewide leadership and investment.

These participation measures show statewide reach. Longer-term effects on school leadership, teacher retention, and student outcomes remain areas for evaluation.

II. From Statewide Initiatives to Enduring Capacity

TEI's earlier initiatives differed in purpose, funding period, and delivery model. Their shared contribution was not a single program structure, but the capacity developed through them: trained mentors, flexible university courses, school leadership networks, career-connected learning approaches, and relationships across Wyoming.

These experiences reinforced several lessons. Wyoming educators benefit when professional learning is accessible where they work; district relationships help identify practical needs; and university programs must adapt as participation and local conditions change. Some initiatives concluded defined cohorts or grant periods, while others continue through university delivery or statewide partnerships.

The three centers established in 2026 build on related academic programs and statewide work already underway. They are not simply successors to the earlier initiatives, nor were they created from nothing. Rather, they provide an organizational framework for bringing complementary areas of expertise into TEI's continuing statewide mission.

III. Establishing Centers of Specialized Expertise

In July 2026, TEI formally organized three centers addressing distinct educational priorities: early learning, special education, and career and technical and agricultural education. Each draws on established university programs and statewide partnerships. Their complementary missions create opportunities to connect preparation, professional learning, research, and school support.

Center	Primary contribution
Center for Early Learning (CEL)	Early childhood education, foundational learning, and educator support
Center of Excellence in Special Education (CESE)	Special educator preparation, individualized instruction, and district partnerships
Center for Career and Technical Education and Agricultural Education (CCTEA)	Teacher preparation and connections to Wyoming's workforce needs

Supporting Foundational Learning: Center for Early Learning

The Center for Early Learning (CEL) builds on statewide work that began before its formal organization as a TEI center in July 2026. In February 2018, TEI and the Board of Trustees approved the Wyoming Early Childhood Outreach Network (WYECON), establishing a foundation for outreach and professional learning.

The network subsequently contributed to Wyoming's federally supported Preschool Development Grant initiatives, including work on Early Learning Standards, the Coherent Path to Quality framework, and the state's professional development system.

CEL brings that experience into a structure connecting preparation, professional learning, applied research, and partnerships. Its focus is the development and learning of children from birth through age eight and support for the educators, programs, and families who contribute to their experiences.

Through the Wyoming Early Childhood Professional Learning Collaborative, six specialists provide training, coaching, mentoring, and program support through in-person and virtual delivery across Wyoming.

The center reports 18,197 cumulative professional learning participations and 30,171 professional learning hours over the past five years. It also reports 1,106 visits to early childhood programs between 2023 and 2025. These figures describe the network's work over their respective periods, including years before CEL's formal launch.

CEL has also expanded connections with prekindergarten through second-grade educators. Approximately 180 educators attended the June 2026 Play Institute, compared with gatherings of 30–40 in earlier years. The Wyoming Play Network and Play Practitioner Grant support experienced teachers in sharing practices within their districts.

The Early Childhood Program Evaluation Profile provides a developing resource for examining relationships, learning environments, curriculum and teaching, assessment, and professionalism. Approximately 20 programs were participating in its pilot as of July 2026.

CEL's next priorities include expanding access to high-quality early learning, strengthening the workforce, and improving information about the experiences of children and families.

A planned statewide needs assessment will examine family experiences and workforce conditions. The findings are intended to identify service gaps and inform research and decisions by schools, communities, and state agencies.

CEL contributes expertise in development and foundational learning to TEI's shared work. Coordination with CESE could strengthen access and individualized support in early childhood settings. Across the centers, professional learning and regional partnerships offer opportunities to reach educators without requiring every activity to be delivered from Laramie.

Expanding Access and Individualized Support: Center of Excellence in Special Education

The Center of Excellence in Special Education (CESE), established through TEI in July 2026, brings together preparation, research, and statewide collaboration to support students with disabilities and the educators who serve them.

In December 2024, the Wyoming Department of Education reported more than 208 special educators working under exception authorizations, indicating a substantial need for pathways to licensure. A Wyoming Excellence Chair in Special Education also strengthened the College's expertise in this area.

The center's work focuses on preparing and supporting special education teachers, developing evidence-based instructional resources, and building partnerships with Wyoming districts. It builds on academic programs and initiatives developed before its formal launch.

Responding to district feedback, the College redesigned graduate offerings to provide K–6, 6–12, and K–12 endorsement pathways for licensed teachers. Courses were shortened from 16 to eight weeks, creating opportunities for some educators to complete an endorsement, and in some cases a master's degree, within a year. Actual completion time depends on the educator's pathway and requirements. As of July 2026, approximately 90 undergraduates were enrolled in the College's dual elementary and special education major.

A partnership with Laramie County School District #1 supports teachers working under emergency authorization in earning credentials through UW, alongside monthly professional development from the College. The arrangement connects preparation with an identified district workforce need and provides a model to consider with other partners.

CESE is advancing CoIEP, an AI-assisted tool designed to support the development of individualized education programs (IEPS). The intended benefits include reducing administrative burden and helping educators develop effective plans for students with disabilities. Research programs are underway within Wyoming districts to establish its accuracy, usefulness, and effects on practice.

Other priorities include expanding endorsement access, extending district-supported licensure partnerships, and conducting a statewide needs assessment.

The assessment would inform professional learning, mentoring, and practical resources for districts.

There is also potential synergy with the efforts of the other two centers. Collaboration with CEL could address early childhood special education and transitions into school. Collaboration with CCTEA could support access to applied learning and career preparation for students with disabilities. These are areas for coordinated development, with implementation dependent on district priorities and available resources.

Connecting Education and Workforce Opportunity: Center for Career and Technical Education and Agricultural Education

The Center for Career and Technical Education and Agricultural Education (CCTEA), established through TEI in July 2026, connects educator preparation with Wyoming's workforce needs. It brings together teacher preparation, support for practicing educators, industry partnerships, and work on CTE policy and workforce development.

Center materials report approximately 100 unfilled CTE teaching positions statewide. This reported shortage underscores the importance of preparing educators able to offer technical and career-connected coursework.

UW's teacher preparation tradition in these fields dates to the 1940s. After the earlier closure of the CTE preparation program, the university rebuilt pathways through community college partnerships. CTE students can complete an associate degree and transfer into UW's Bachelor of Applied Science pathway, with online and in-person options. Agricultural education students follow a four-year university pathway.

As of July 2026, program materials reported approximately 55 students across CTE and agricultural education preparation pathways, another 20 prospective students, and 12 candidates completing student teaching. The center reports that approximately 83% of graduates took positions in Wyoming.

The College has expanded courses, modernized curriculum, and established statewide advisory boards for CTE and agricultural education. These efforts connect preparation with district needs and the industries in which future students may work. Much of this development preceded the center's formal launch and provides the foundation for its work.

Additionally, a $6 million facilities investment from the state includes $5 million for construction and $1 million for equipment. Planned improvements include two instructional shops, a STEM and emerging technology laboratory, an agricultural wet lab, and classroom renovations. These updated facilities will better prepare

CTE and Ag Ed students for modern machinery and technology that they will be expected to teach future students about in their classrooms.

CCTEA proposes to expand regional recruitment through connections among high schools, practicing teachers, community colleges, and UW. The Center is also planning Grow Your Own initiative in southern Wyoming and the Fremont County region to recruit more Wyoming students into the CTE and Ag Ed programs.

The center also plans industry-connected professional learning in fields such as energy, manufacturing, mining, and the skilled trades. Automation, robotics, advanced manufacturing, and geographic information systems offer areas for future educator development. Longer-term priorities include master's degree pathways in C&I with emphases in CTE or Ag Ed, and a stronger statewide resource for CTE policy and workforce development.

Collaboration with the other centers could help teachers make applied learning accessible to students with varied needs and connect foundational learning with later educational opportunities. Specific joint activities will require agreed priorities, staffing, and resources.

How the Centers Complement One Another

The three centers contribute different areas of expertise. CEL addresses development and foundational learning. CESE contributes expertise in access, individualized instruction, and support for students with disabilities. CCTEA connects educator preparation with applied learning, technical education, and career opportunities.

The centers' missions are distinct but complementary. For example, a district seeking stronger foundational learning, more individualized support, and access to applied learning could draw on different areas of expertise. This is an illustration of possible collaboration, not a claim that a joint statewide service is already operating.

IV. Expanding Access to Teacher Preparation

Teacher preparation pathways are another way TEI connects UW expertise with communities. Regional Grow Your Own approaches are being developed in response to districts seeking opportunities for local residents, including paraprofessionals and other working adults, to pursue teacher licensure while maintaining ties to their communities.

The regional model under development connects districts, community colleges, and UW. Proposed elementary and special education pathways combine academic coursework with local clinical experiences. Delivery planning includes UW faculty

travel, local instructional expertise, and coordination with community college coursework.

In northeast Wyoming, discussions have involved Campbell County, Gillette College, and partners in Sheridan and Johnson counties. The regional model remains under development, with partnerships and delivery planning informing its direction.

These regional pathways connect the College's academic programs with TEI's statewide mission. The centers can contribute expertise and professional support where their work aligns with a partner's needs.

V. Preparing Educators for an AI-Enabled Future

Responsible AI preparation connects TEI's next phase with President Reeves's emphasis on ethical use and critical thinking. The educational goal is to prepare candidates to evaluate AI-generated material, explain instructional decisions, and retain responsibility for the learning experiences they design.

CoIEP, an AI-assisted tool under development through the Center of Excellence in Special Education, offers an example of how emerging technology may support educators' work on individualized education programs. Its educational value depends on educator review, appropriate revision, and evidence of usefulness in practice.

A tool demonstration alone does not establish a teacher preparation model. Related areas for exploration include faculty learning, curriculum development, and assessment of candidates' ability to evaluate AI-generated material, identify weaknesses, and explain instructional decisions.

The three centers offer possible contexts for that work through foundational learning, individualized support, and applied instruction. Specific applications should follow each center's expertise and evidence of educational value.

The proposed Palmerlee endowment and associated state match are part of the broader context for the College's exploration of AI-enhanced teacher preparation. Their status and any future uses should be distinguished from established instructional practices and demonstrated outcomes.

VI. TEI's Continuing Commitment to Wyoming Education

Across its history, TEI has maintained the Board of Trustees' commitment to educator preparation while broadening the ways UW connects with Wyoming schools and communities. Earlier initiatives strengthened mentoring networks, accessible professional learning, school leadership, and career exploration. The three centers bring specialized expertise to longstanding statewide needs, while

regional teacher pathways and responsible AI preparation mark additional directions for development.

The common thread is the connection between university expertise and the needs identified by Wyoming educators and communities. TEI's evolution demonstrates how the Board's original vision has grown into a broader approach to strengthening educational opportunity across the state.

Trustees Education Initiative | University of Wyoming | Working session with center directors

Three Centers, One Story

One initiative, three centers, by design

The Trustees Education Initiative began in 2016 as a direct action of the Board of Trustees. Its current phase organizes the portfolio around three centers, chosen in conversation with state partners and reported to the governing board in the spring.

The centers share a home, a funding base, and a governing board. Each summary reached the same conclusion independently:

“Collaboration is less an add on than a design feature.”

Center for Early Learning

Eight years of continuous statewide work since 2018, newly carrying the center name. Established relationships, contracts, and reputation.

Center of Excellence in Special Education

Leadership stepped into center roles July 1. Built on the special education excellence chair and a sustained statewide workforce need.

Center for CTE and Agricultural Education

A program with roots in the 1940s, rebuilt through community college partnership. The center gives statewide CTE direction and identity.

What each center brings to the table

Early Learning

18,197

cumulative participation in professional learning

- 30,171 learning hours awarded over five years
- Each educator reached serves about 22 children
- About 16% of participants at any class are new, a turnover signal

Special Education

200+

teachers serving on emergency authorizations statewide

- Undergraduate enrollment steady near ninety
- Endorsement courses condensed from sixteen weeks to eight
- Co-IEP, the AI flagship, with an evaluation roadmap due in August

CTE and Ag Education

83%

of graduates take teaching positions in Wyoming

- About 55 students enrolled with roughly 20 more identified
- State is down about 100 CTE teachers, roughly 22% of the workforce
- Six million dollar facilities investment underway

Five patterns that appear in all three summaries

Lean teams carrying statewide mandates

Every summary uses nearly the same sentence: a lean structure carrying a statewide mandate at a moment of expansion. Timelines should reflect actual capacity.

The ambition to be the first point of contact

Each center wants to be the place people think of first for its field, on campus and across the state. That standing is earned the same way in all three.

Relational work is the engine

Presence at events, district visits, and trust built in person drive every portfolio. Tools and systems exist to return time to that work, not replace it.

The same growth model: curator, not sole provider

Special education names it explicitly, early learning is living it with practitioner leaders, and CTE points the same way. Develop and vet, let others deliver.

The same funding shape

Appropriation and contract based today, no dedicated development staff anywhere, and grant pipelines not yet built. A shared problem invites a shared solution.

Every pair of centers has concrete shared ground

Early Learning — **CTE and Ag Ed**

- Childcare is a named barrier to workforce participation and economic development
- High school education and childcare pathways sit inside CTE and feed the early childhood workforce
- A shared case to the Business Council and legislators is stronger from two centers than one

Special Education — **CTE and Ag Ed**

- Transition planning for students with disabilities is statutorily shared ground
- CTE teachers arriving from industry often lack special education background
- Both fields face shortages and benefit from the same district pipeline conversations

Early Learning — **Special Education**

- Early identification, screening, and the age three transition from early intervention
- Play based learning has a natural fit with inclusive practice
- Kindergarten transition and the new early childhood special education degree are places to coordinate, not compete

The simplest collaboration across all three: coordination of contact. Districts would rather meet one initiative with three areas of support than field three separate approaches.

All three centers drafted the same measurement architecture

Year 1

Establish baselines

Set definitions and counting windows now. Baselines make the later years measurable at all.

Year 3

Show change in practice

Repeat participation, models extended to new districts, first comparisons against baseline.

Year 5

Show standing

Position durable through changes in leadership and appropriation. Sought out by default.

Shared logic underneath every measures table

- Participation counts stay. They are legible to the board and to state audiences, and scale means something particular in a rural state.
- A second layer is added showing what changed because of that participation.
- Measures stay attributable to each center's own work. Student and family level results appear late and are framed as contribution, not result.
- Rows that already match across all three: external and durable funding, standing and positioning, needs assessment data, and enrollment or reach.

Candidates for two or three measures carried in common

- District contacts and coverage
- Educator retention
- Participant assessment of usefulness
- Share of funding from durable sources

Shared Conditions

Funding durability

Annual contracts and single appropriations, no development staff, and grant pipelines not yet built. Every center's five year table ends with the same goal: an operating base survivable through the lapse of any single source.

Capacity

Demand is growing faster than teams. Early learning names it precisely: if every interested district asked at once, the center could not respond. Growth has moved the work closer to its limits, not further from them.

Campus visibility

Other units do not yet route relevant work through the centers. Grant rounds and partnerships have moved without them. The launch is the easiest moment to fix this, with listening sessions for deans and the provost.

A fragmented state landscape

Five agencies share early childhood, three competing graduate profile efforts run in parallel, and policy guidance outpaces district practice in special education. The centers work across these divides rather than resolving them.

Each center is already using or planning for AI

Special Education

Co-IEP is the flagship of the college's AI work in the state, supported by roughly sixty-two thousand dollars to date. The evaluation and benchmarking roadmap expected in August will separate real value from general enthusiasm.

CTE and Ag Education

Already using AI for policy research, data work, and report preparation. Candidates use it to build curriculum, including lesson plans that satisfy state, national, and FFA standards at once, provided it enhances learning rather than replaces it.

Early Learning

The nearest application is the needs assessment fielding in October: survey drafting, coding open ended responses, and turning contracted data synthesis into readable community profiles, in a season when staff are already stretched.

The shared guardrail, in every summary:

None of this substitutes for the relational work. The value of these tools is in returning time to that work rather than replacing it. Shared or public data projects wait until the university has clear guardrails in place.

Six Shared AI Applications

Grant scanning and first drafts

No center has development staff. Finding opportunities and producing first drafts is the clearest shared gap AI can fill.

Data synthesis

Needs assessments, state datasets, and district level profiles: education and workforce data combined with far less manual effort.

Materials development

District communications, mentor guidance, and professional learning resources, so small teams reach many districts consistently.

Policy and agency monitoring

Bill tracking in session, guidance from five early childhood agencies, and state special education activity, watched on a cycle.

Discoverability

Superintendents, families, and students increasingly start with an AI system rather than a search engine. Being findable there is communications work.

A repeatable reporting engine

Annual center stories and board reports produced without heroic effort, refreshing public data sources on a regular cycle.

Mechanics that make collaboration real

The route through rule

Work touching CTE routes through that center, early childhood through early learning, special education through its center. One point of contact per field, on campus and off.

Aligned district contact

Shared district visits, shared advisory time where topics overlap, and common data agreements. Arriving as one initiative with three areas of support.

A distributed coaching team

A special education coach, an early childhood coach, and a CTE coach who support one another and hand questions to the right colleague.

One advisory pattern, built three times

Early learning's advisory framework can serve as the model, rather than designing three separate structures at three times the cost.

TEI as the contracting entity

Shared tools, data agreements, and systems negotiated once at the unit level. Vendors will not negotiate three agreements with three centers inside one unit.

Six moves, most of them before the fall cycles begin

1. **Lock measurement definitions now**
   The grow your own pilot, the placement rate, the needs assessment, the Evaluation Profile, and Co-IEP baselines are all hard to retrofit once a cycle has run.

2. **Choose the common measures**
   Pick two or three carried across all centers: district coverage, educator retention, and participant usefulness are the drafted candidates.

3. **Plan the campus listening sessions**
   Sessions with the other deans and the provost, timed to the center launch, establish the route through rule while it is easiest.

4. **Coordinate fall district contact**
   Map where each center is headed this fall and align visits so districts meet one initiative.

5. **Stand up a shared grant scan**
   One AI supported scan across all three portfolios, feeding a shared queue of opportunities and first drafts.

6. **Tie launch messaging to discoverability**
   Coordinate the site refresh with launch messaging and treat visibility in AI systems as part of the communications plan.

AGENDA ITEM TITLE: **UWIT Briefing on Current Projects, Initiatives and Services**, McLaughlin & Sheetz

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:
As Wyoming's land-grant university, the University of Wyoming has a responsibility to expand opportunity, advance knowledge, serve communities across the state, and prepare students for success in a rapidly changing world. Technology plays an increasingly critical role in fulfilling that mission by enabling access, supporting innovation, strengthening institutional resilience, and ensuring the university can effectively serve students, faculty, researchers, and citizens throughout Wyoming. In support of these goals, UW Information Technology (UWIT) is advancing a focused portfolio of strategic initiatives that strengthen the university's foundations while positioning UW for the future. These strategic initiatives include:

- BoodleBox Enterprise AI: UW is implementing BoodleBox as its enterprise artificial intelligence platform, providing students, faculty, and staff with equitable access to AI tools in a secure and governed environment. The initiative also focuses on building AI literacy and preparing the university community for a workforce increasingly influenced by artificial intelligence.
- Smart Plan and Award: These initiatives provide students and advisors with improved tools for academic planning, degree progression, and credential completion. The goal is to simplify the student experience, strengthen advising, reduce barriers to completion, and help students make more informed decisions about their academic pathways.
- Technology Infrastructure Modernization: UWIT continues to modernize the university's network, enterprise storage, data center resiliency, and research computing capabilities. These investments provide the reliable and scalable technology foundation necessary to support teaching, research, administrative operations, and future innovation.
- Cybersecurity Risk Assessment: A comprehensive cybersecurity assessment is evaluating UW's current security capabilities and identifying opportunities to strengthen governance, operational readiness, and risk management. The results will help UW prioritize future cybersecurity investments and better protect university systems, sensitive information, and research assets.
- Technology Project Governance: UWIT is working with senior leadership to establish a formal process for the intake, evaluation, and prioritization of technology projects. This approach will provide greater visibility into technology investments, reduce unnecessary duplication, improve alignment with institutional priorities, and support more effective stewardship of university resources

Together, these initiatives represent an integrated strategy to strengthen the university's current operations while building the capabilities needed to meet future academic, research, workforce, and public-service demands

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
July 2026 – Artificial Intelligence in Higher Education
May 2026 - Cybersecurity Program Overview: Protecting UW's Mission

WHY THIS ITEM IS BEFORE THE BOARD:
This item is before the Board of Trustees to provide transparency and awareness of major University technology initiatives and investments.

ACTION REQUIRED AT THIS BOARD MEETING:
No action required

PROPOSED MOTION:
None

PRESIDENT'S RECOMMENDATION:
None

UW Information Technology Briefing

Amy McLaughlin, VP IT & CIO | **Kraig Sheetz**, Executive Vice President

UNIVERSITY OF WYOMING

Five Ways UWIT Is Advancing the University

BOODLEBOX

Secure, centralized content storage and collaboration platform for teams.

SMART PLAN + AWARD

Strategic planning tool with integrated award management and tracking.

DIGITAL INFRASTRUCTURE

Robust, scalable IT systems and foundation for university operations.

CYBERSECURITY RISK ASSESSMENT

Proactive identification and analysis of digital threats and vulnerabilities.

PROJECT INTAKE

Streamlined process for submitting and evaluating new project initiatives.

BoodleBox: Preparing UW for an AI-Enabled Future

More than an AI platform

- Equitable access
- Research & innovation
- AI literacy
- Workforce readiness
- Teaching & learning
- Responsible AI

BoodleBox:
From Access to Adoption

Fall 2026

500+ faculty & staff volunteers + targeted student pilots.



November 2026

Access expands to all faculty & staff.



Fall 2026 and Beyond

Ongoing training with ECTL + Libraries.





January 2027

Launch to all UW students for spring semester.





UNIVERSITY OF WYOMING

Smart Plan + Award: A Clearer Path for Students



Smart Plan

Where am I going, and what is the clearest path to graduation?



Award

What have I already earned that UW should recognize?



Empowering Student Success through Innovation

Strengthening UW's Digital Backbone

A More Resilient Campus Network



Reliability



Resilience



Capacity



Security



Future readiness

Cybersecurity: Understanding and Reducing Institutional Risk

Independent Cybersecurity Risk Assessment

Understand → Prioritize → Strengthen

- Independent Assessment of Security Posture
- Evaluation of Governance and Policy Elements
- Alignment with NIST Cybersecurity Framework (CSF)
- Identification of Critical Risks and Vulnerabilities
- Development of an Actionable Roadmap for Improvement

UNIVERSITY OF WYOMING

Project Intake: Investing in the Right Things

Before we invest, ask:

- What problem are we solving?
- Does it align with UW priorities?
- Do we already have a solution?
- Is someone else solving the same problem?
- Can we implement and sustain it?
- Is this the best use of university resources?

People. Mission. Foundation. Security. Stewardship.



BoodleBox – Preparing our people for an AI-enabled future.



Smart Plan + Award – Making the student journey clearer.



Digital Infrastructure – Strengthening UW's foundation.



Cybersecurity Assessment – Understanding and reducing institutional risk.



Project Intake – Making intentional investments.

AGENDA ITEM TITLE: <u>Tier 1 Engineering Annual Report</u>, Reeves

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 2012, Wyoming's legislative branch sought to elevate the stature of the University of Wyoming's engineering program in national rankings. In the original House Bill No. 121, Enrolled Act No. 25, Section 1(e)(ii) directed the University to cooperate in developing a plan and approach "*to lead the university toward a tier one academic and research institution in areas of excellence appropriate for Wyoming.*" This effort thereafter became known as the "Tier One" or "Tier 1" plan or initiative.

In May 2012, Governor Matt Mead formed a task force to address the initiative. The task force included distinguished and knowledgeable individuals, including former Governor Dave Freudenthal, several business leaders and alumni, and then-Senator Phil Nicholas, whom the Governor identified as a "*key leader from the Wyoming State Legislature*." The task force was named the *Wyoming Governor's Energy, Engineering, STEM Integration Task Force*.

The task force report confirms that it implemented the legislative directive in House Bill No. 121. Its Executive Summary opens by stating that the task force was formed in response to that bill. The task force also adopted the "Tier 1" terminology, confirming that it was created to develop the Tier 1 program contemplated by the legislation.

At the next biennial budget session in 2014, the Legislature made an $8,000,000 lump-sum appropriation for "Tier 1 Engineering(fn10)." Footnote 10 provided:

> *Of this general fund appropriation, eight million dollars ($8,000,000.00) shall only be expended for the purpose of funding new academic programs associated with the tier 1 initiative at the college of engineering and applied sciences.*

In subsequent budget sessions, the legislature allocated additional funds for Tier 1 bringing the total to $18,584,703 for the biennium.

Interim Dean of the College of Engineering and Physical Sciences, Danny Dale, has been moving Tier 1 forward, including the following impressive achievements:

- Focusing on excellence in undergraduate education, world-class research and graduate education, productive economic development through partnerships, and K-14 STEM education.

- Reporting data to U.S. News and World Report and increasing the College's rankings for graduate education from 132 to 116 (with a goal of being in the top quartile).
- Aggressively recruiting undergraduate students in Buffalo, New York, Texas, California, Alberta, Oregon, Washington, Nebraska, and Idaho.
- Finalizing new 2+2 initiatives with the Southern Alberta Institute of Technology, the Northern Alberta Institute of Technology, Canisius University, Chadron State University, and Texila American University.
- Tracking Tier 1 scholarship recipients, currently at a 98% 6-year graduate rate (compared to 60% 6-year graduate rate UW overall).
- Increasing experiential opportunities, including off-campus internships, on-campus lab research, and field-relevant off campus jobs.
- Dramatically increasing attendance at the STEM and Design, Construction, and Building Fairs from 500 to 900 students and 136 to 167 companies.
- Redefining focus areas to include AI, cybersecurity, simulation modeling, data science, critical minerals and advanced materials, quantum information science and engineering, controlled environment agriculture, and nuclear energy.
- Adding 33 Tier 1 graduate assistants.
- Partnering with the Center for Entrepreneurship and Innovation, contributing to UW's Innovation Week, and participating in NSF's Great Plains I-Corps Hub.
- Continuing to do phenomenal outreach to K-12 around the State of Wyoming, including the Astro Camp, Student Ambassadors, Teton STEM Academy, and the K12 roadshow.

President Reeves will give a verbal annual update on Tier 1 Engineering, including continuing to aggressively take advantage of the State's interest in and funding of engineering excellence and working with Interim Dean Dale to form a nationally recognized external task force. This task force will be asked to provide recommendations on how the University can build upon the original Task Force's innovative ideas and Tier 1 foundation and move towards becoming a nationally recognized leader in engineering education, research, and innovation.

WHY THIS ITEM IS BEFORE THE BOARD:
Annual Board of Trustees item.

ACTION REQUIRED AT THIS BOARD MEETING:
None.

BACKGROUND SCRIPT AND PROPOSED MOTION:
None.

PRESIDENT'S RECOMMENDATION

AGENDA ITEM TITLE: **Wyoming Answers the National Call to Action**, Reeves, Sheetz, McCaughey

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 US Department of Education asked the presidents and governing boards of all postsecondary institutions to reaffirm publicly, by December 2026, our commitments to rigorous teaching, pathbreaking research, and national service. In response to McMahon's call for universities to address seven questions for a public audience, we will undertake a focused effort to develop thoughtful, substantive responses, which we will offer on a website as well as in a creative video. This effort provides an opportunity to share our priorities and highlight what we're doing well to government leaders, business leaders, alumni, and other stakeholders.

The Seven Questions

1. **Transparency and Merit in Admissions:** How will your institution ensure that admissions criteria are transparent and wholly described to prospective applicants? And how will your institution ensure admissions decisions are based on merit, achievement, and your university's educational purpose?

2. **Free Speech and Open Inquiry:** How will your institution protect the free exchange of ideas, wide-ranging debate, and openminded campus discourse? And how will you guarantee that unruly and violent protestors do not harass students or disrupt classes, research, public lectures, and campus operations?

3. **Intellectual Pluralism and Academic Vitality:** How will your institution encourage intellectual pluralism in all its academic units? How will your faculty hiring and evaluation practices support academic vitality and ensure that all relevant perspectives are taken seriously? And how will your institution ensure the research enterprise is dedicated to advancing knowledge, deepening understanding, and serving the American people who fund it?

4. **Affordability, Value, and Student Outcomes:** How will your institution ensure that families can access affordable, high-return, degrees? And what will your institution do to contain costs, improve pricing transparency, and ensure that every academic program equips students to repay their loans?

5. **Academic Standards and Rigor in the Age of AI:** How will your institution incentivize rigor in the age of AI, combat grade inflation, and prioritize excellence in teaching and learning?

6. **Safeguarding Research Integrity from Malign Foreign Influence:** How will your institutions protect academic programs from foreign influence, and safeguard the integrity of the research enterprise?

7. **Prioritizing American Interests**: How will your institution answer this national call to action? How can your campus and faculty advance American security interests, deliver academic programs that meet urgent workforce needs, and contribute materially to the Nation's prosperity?

Timeline of Work

- **Milestone 1:** Launch the effort, form committee to include individuals from Academic Affairs, Alumni Affairs, Board of Trustees, Enrollment Management, Deans, Faculty Senate, Free Expression, Foundation, General Counsel, Global Engagement, Institutional Communications and Marketing, Office of the President, and Research and Economic Development (Due date: Oct. 15)

- **Milestone 2:** Draft a concept for a video response (Due date: Oct. 18)

- **Milestone 3:** Review the seven questions and draft answers (Due date: Oct. 29)

- **Milestone 4:** Finalize draft of video script (Due date: Nov. 2)

- **Milestone 5:** Finalize written answers to seven questions for website (Due date: Nov. 5)

- **Milestone 6:** Make website and assemble all relevant b-roll footage for video (Due date: Nov. 15)

- **Milestone 8:** Present response to Board of Trustees (Due date: Nov. 19)

- **Milestone 9:** Finalize video (Due date: Nov. 30)

- **Milestone 10:** Communicate to campus, the region, and the nation (Due date: Dec. 1)

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
None.

WHY THIS ITEM IS BEFORE THE BOARD:
Information item.

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

PROPOSED MOTION:
N/A. Information item only.

PRESIDENT'S RECOMMENDATION:

THE SECRETARY OF EDUCATION
WASHINGTON, DC 20202

August 3, 2026

A National Call to Action to University Presidents and Governing Boards

Dear University Presidents and Board Members:

As America celebrates 250 years of freedom, I call upon university leaders and governing boards to reaffirm their commitment to serving the American people.

America's oldest universities were founded almost 400 years ago and have, since the colonial era, helped to forge the political leaders, institutions, and public culture that made this country the greatest in the world. For centuries, American colleges and universities were a source of immense national pride: they excited in students a love of beauty and truth; they advanced science and opened opportunities in a growing national economy; they powered the modern research enterprise that secures our sovereignty and military might; and they served as indispensable repositories of our civilizational inheritance.

Yet, as higher education has drifted from the principles that built up so much public esteem, Americans' trust in universities has reached record lows.

Several university leaders have publicly recognized the need to chart a new course to rebuild public confidence and trust. In May, Yale's Committee on Trust in Higher Education boldly acknowledged that the dilution of academic standards, opaque admissions policies, and a domineering monoculture have badly eroded public trust. Last month, in response to a charge from the presidents of Vanderbilt and Washington University, a committee of leading scholars documented the politicization of the humanities and humanistic social sciences.

These courageous documents evince a generational opportunity for self-reflection and institutional renewal. For the good of the Nation, university leadership must seize this occasion to drive essential reforms—a process some began by adopting positions of institutional neutrality and improving policies related to campus protests.

Before the end of 2026, I call on every postsecondary institution to describe to the American public your commitments to rigorous teaching, pathbreaking research, and national service—commitments that make our universities a bedrock institution of the American republic.

These statements of principle should be posted prominently on institutional websites. Only full candor and transparency can begin to strengthen the bonds between higher education and the American people.

I know that there is no single template for academic excellence, and I hope we will witness a variety of institutional types, each with distinct missions and priorities, issue landmark declarations of purpose that will revitalize higher education in the years ahead. In detailing your

commitments to your students and the American people, I ask institutional leaders to **address the following questions**, detailing adopted and planned reforms:

1. The opacity of university admissions has caused allegations of favoritism, unjust outcomes, and illegal discrimination. Every prospective student is legally entitled to equal treatment regardless of protected characteristics, and credible accusations of covert attempts to evade the Supreme Court's ruling in *Students for Fair Admissions v. Harvard* will persist as long as admissions criteria remain shielded from public view. **How will your institution ensure that admissions criteria are transparent and wholly described to prospective applicants? And how will your institution ensure admissions decisions are based on merit, achievement, and your university's educational purpose?**

2. Institutions must encourage an ethic of free speech and foster a thriving marketplace of ideas, guided by open inquiry and honest debate. The collision of opposing viewpoints is necessary to advance learning and prepare students for the duties of citizenship. **How will your institution protect the free exchange of ideas, wide-ranging debate, and open-minded campus discourse? And how will you guarantee that unruly and violent protestors do not harass students or disrupt classes, research, public lectures, and campus operations?**

3. Some academic disciplines and departments have subordinated the scholarly pursuit to political and social goals, as documented in the recent *Report on the State of Scholarship in the Humanities and the Humanistic Social Sciences*. When disciplines skew toward one side of the ideological spectrum, the truth-seeking function of the university suffers and public trust declines. **How will your institution encourage intellectual pluralism in all its academic units? How will your faculty hiring and evaluation practices support academic vitality and ensure that all relevant perspectives are taken seriously? And how will your school ensure the research enterprise is dedicated to advancing knowledge, deepening understanding, and serving the American people who fund it?**

4. The price of some postsecondary degrees seems out of reach for many American families—in significant measure due to ever-rising administrative costs and other expenses unrelated to core university functions. Rates of student attrition and student loan defaults are too high, and universities should take responsibility for ensuring better outcomes. Schools should be transparent about the value of their degrees and prioritize offering education that fosters employment. **How will your institution ensure that families can access affordable, high-return, degrees? What can your school do to contain costs, improve pricing transparency, and ensure that every academic program equips students to repay their loans?**

5. High academic standards are essential because rigor and learning go hand-in-hand, equipping students with the skills and knowledge they need to succeed in life and contribute to their country and community. Artificial intelligence has upended traditional methods of teaching and assessing student learning. Some schools recently have announced steps to combat grade inflation. **How will your institution incentivize rigor in the age of AI, combat grade inflation, and prioritize excellence in teaching and learning?**

6. University-sponsored research can drive economic growth and deliver medical innovation and technologies with vital military applications. University leaders must ensure that the research enterprise is oriented toward advancing the U.S. national interest—not our adversaries'—by refusing gifts with problematic conditions and ensuring that foreign actors do not unduly influence academic programming, research personnel, researcher assignments, or student admissions. Institutions must also ensure that malign foreign actors do not gain access to sensitive research or technology. **How will your school protect academic programs from foreign influence and safeguard the integrity of the research enterprise?**

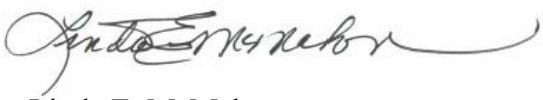
7. American taxpayers invest hundreds of billions of dollars into higher education every year. American universities must put Americans, and American interests, first. That means prioritizing American students and faculty, orienting the research enterprise to support the country's economic and security needs, and putting American societal success ahead of global commitments. **How will your institution answer this national call to action? How can your campus and faculty advance American security interests, deliver academic programs that meet urgent workforce needs, and contribute materially to the Nation's prosperity?**

I encourage universities to respond concretely to these questions and provide full transparency to the American people.

This forthright conversation with the American people is long overdue. And it is the essential first step toward rebuilding trust in the sector.

Bold university reformers will bring excellence and accountability to American higher education. A renewed academy, in turn, will usher in a new era of opportunity, prosperity, and American leadership.

Sincerely,



Linda E. McMahon

AGENDA ITEM TITLE: <u>School of Graduate Education Three-Minute Thesis Competition Winners</u> Pepper

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 School of Graduate Education recently held our second annual Three-Minute Thesis (3MT) competition. Graduate students in doctoral programs hone their scientific communication skills by presenting their research in three minutes with only one slide. Winning presenters tell a compelling and engaging story that can be understood by a lay audience. Competitions are held in academic colleges in the spring with winners advancing to the University level competition in September. Our winner will go on to compete in a regional competition where finalists will be selected for the national competition. We have invited our three top winners to present today to share the exciting work our graduate students are doing.

Faraz Sufyan: Third Place
PhD in Petroleum Engineering
Thesis: From Bubbles to Barrels

Charlotte Magee: Second Place
PhD in Clinical Psychology
Thesis: Making Sense of Trauma: Autism and Information Processing

Ian Fletcher: First Place
PhD in Economics
Thesis: The Intangibility of Risk Reduction

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
N/A

WHY THIS ITEM IS BEFORE THE BOARD:
N/A

ACTION REQUIRED AT THIS BOARD MEETING:
N/A

PRESIDENT'S RECOMMENDATION:

N/A

UNIVERSITY OF WYOMING | School of Graduate Education

3-Minute Thesis Winners

What is a 3MT Competition?



3rd Place Winner

Faraz Sufyan

PhD in Petroleum Engineering

Thesis: From Bubbles to Barrels

From Bubbles to Barrels

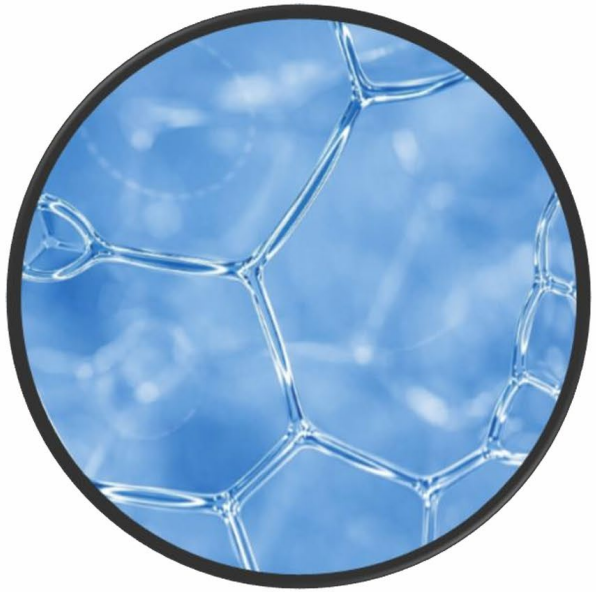
Faraz Sufyan

How do fluids flow through rough channels?



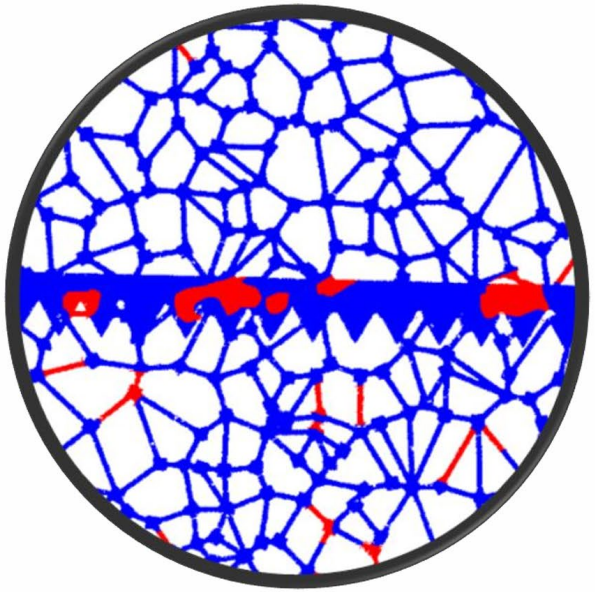
Rough channels on a chip

Under a microscope



Bubbles

Up to 80% less water



Barrels

More barrels of oil

2nd Place Winner
Charlotte Magee

PhD in Clinical Psychology

Thesis: Making Sense of Trauma: Autism and Information Processing

Making Sense of Trauma:
Autism and Information Processing

Charlotte Magee, Department of Psychology



1st Place Winner
Ian Fletcher

PhD in Economics

Thesis: The Intangibility of Risk Reduction



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AGENDA ITEM TITLE: <u>Academic Notice, Probation, and Suspension: Modifications to UW Regulation 2-109,</u> Sheetz/Courtney

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 recent years, the University has seen an increase in students leaving the institution after being placed on academic probation. Many students do not remain on campus to attempt additional semesters after receiving notice of probation. To increase retention of these students and allow additional time for student intervention and support, the Student Success Institutional Transformation Taskforce recommended changes to UW Regulation 2-109. These changes apply only to students' first undergraduate degrees and extend the academic probation runway. Instead of one semester of probation followed by suspension, students will have a semester of academic notice, then probation, then suspension. Additionally, the changes allow students to select up to two University courses in which they've earned a D or an F for removal from their cumulative GPA calculations. Courses selected can't be used to fulfill prerequisite or degree requirements. This could be especially helpful in preventing academic probation for students who have changed their major and have a D or an F in a course they are no longer required to retake. These changes have the potential to positively impact student retention and overall campus enrollment.

This Regulation was also cleaned up to remove the definition of "Cumulative Semester Hours Attempted" which was defined but never used in the document. As part of the process to ensure consistency among University policies, all UW Standard Administrative Policies and/or Departmental Administrative Policies with this definition will be updated to remove this definition as well. The updates to this Regulation have been in the works for over a year and a half. The Student Success Institutional Transformation Taskforce, a multidisciplinary team representing the campus that helps reduce barriers to student success, met with Faculty Senate leadership, Faculty Senate Student Interaction Committee, and the Deans to elicit feedback on these changes. They also presented to the Faculty Student Interaction Committee Chair.

On September 17, 2026, per the University's *Policies and Procedures Vetting Process* and UW Regulation 1-4 (Shared Governance), these modifications were sent to a defined Policy Review Group including Vice Presidents, Deans, Faculty Senate, Staff Senate, ASUW, and the Internal Auditor for review and feedback. After receiving early input from the Faculty Senate and Deans Council, Student Affairs removed the new amnesty section and instead will address it through grade points (see GPA for information on cumulative v. semester GPA and GPA exceptions). This decision was made after determining that the removed proposed amnesty section is in alignment with other GPA calculation considerations and that it will utilized in limited, unique GPA circumstances: the updated GPA information will include an option for students seeking their first bachelor's degree at the University of Wyoming to remove up to two courses, or eight total credit hours, of D or F credit, that are not relevant to a student's current course of study, from their GPA

calculation. Courses will remain on transcripts. Therefore, it was determined that this change is more applicable to GPA calculations than UW Regulations. All other proposed modifications remain the same.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
None.

WHY THIS ITEM IS BEFORE THE BOARD:
UW Regulation 1-101 requires that the Board approve modifications to UW Regulations.

ACTION REQUIRED AT THIS BOARD MEETING:
Board approval, modification, or disapproval of the recommended modifications to UW Regulation 2-109.

PROPOSED BACKGROUND SCRIPT AND MOTION:
"UW Regulation 1-101 requires that the Board approve modifications to UW Regulations. I move to authorize modifications to UW Regulation 2-109 as presented to the Board."

PRESIDENT'S RECOMMENDATION:

UNIVERSITY OF WYOMING REGULATIONS

Subject: Academic Notice, Probation and Suspension
Number: UW Regulation 2-109

I. PURPOSE

To establish standards for academic notice, probation, suspension, reinstatement, and renewal.

II. DEFINITIONS

Cumulative ~~grade point average~~Grade Point Average ("GPA"): The sum of all grade points earned throughout the University of Wyoming divided by the sum of all credit hours attempted through the University except for credit hours in which grades of W, S, U, or I were assigned. When a course has been repeated to change a grade, the last grade points and credit hours assigned shall be entered in the computation of the cumulative average. All registered courses and grades earned at the University will remain on the transcript, whether or not they figure into the cumulative average.

~~**Cumulative semester hours attempted**: The total of all credit hours attempted through the University of Wyoming, except for those attempted in repeating a course, for those in which a grade of W was assigned, and those accepted in transfer from other institutions.~~

Resident GPA: The grade point average earned through taking University of Wyoming courses.

III. CURRENT ACADEMIC STATUS

Current academic status will be indicated on internal documents and grade reports as:

A. Good academic standing,

B. Academic notice,
~~**B.**~~**C.** Academic probation~~;~~, or

~~**C.**~~**D.** Academic suspension

IV. GOOD ACADEMIC STANDING

Undergraduate students are in good academic standing if they maintain a cumulative resident minimum GPA of 2.000. Graduate students are in good academic standing if they maintain a cumulative resident minimum GPA of 3.000.

V. ACADEMIC NOTICE

A. Academic notice is an intervention mechanism offered prior to academic probation. Academic notice indicates a level of academic performance that is below what is required for successful progress towards completion of the student's degree program.

B. Academic notice applies only to undergraduate students at the University of Wyoming who are seeking their first baccalaureate degree.

C. A student will be placed on academic notice at the end of the semester if they have earned less than a 2.000 cumulative resident GPA at the University of Wyoming.

D. A student placed on academic notice will be notified by the Office of the Registrar.

E. If a student's GPA for the semester after they are placed on academic notice is at least a 2.000, but their Cumulative GPA is still below a 2.000, the student will remain on academic notice.

F. A student will be removed from academic notice at the end of the semester in which the student earns a Cumulative GPA of 2.000 or above.

~~V.~~VI. ACADEMIC PROBATION

A. Academic probation indicates a level of student academic performance that is below what is required for successful progress towards the completion of a student's degree program. It is an advisory warning that a student should raise their level of performance.

B. An undergraduate student on academic notice who has earned a semester GPA of less than 2.000 in the semester after the student is on academic notice will be placed on academic probation ~~at the end of the term~~.

~~B.~~**C.** An undergraduate student who has earned more than thirty (30) credit hours at the University of Wyoming and not eligible for academic notice will be placed on academic probation at the end of the semester if they have earned less than a 2.~~00 cumulative~~000 Cumulative GPA at the University of Wyoming~~, or if they have earned a GPA of less than 2.0 for the term~~.

~~C.~~D. A graduate student will be placed on academic probation at the end of the ~~term~~semester if they have earned less than a 3.~~00 cumulative~~000 Cumulative GPA at the University of Wyoming, or if they have earned ~~Unsatisfactory~~unsatisfactory (U) grades or ~~a grade~~grades in six or more credit hours.

~~D.~~E. A student placed on academic probation will be notified by the Office of the Registrar.

~~E.~~F. If an undergraduate student's GPA the semester after their probation is at least a 2.~~00~~000 but their ~~cumulative~~Cumulative GPA is still below a 2.~~00~~000, the student will remain on probation.

~~F.~~G. A student will be removed from academic probation at the end of the ~~term~~semester in which the student earns a ~~cumulative~~Cumulative GPA of 2.~~00~~000 or above for undergraduate students or a 3.~~00~~000 or above for graduate students.

~~VI.~~VII. ACADEMIC SUSPENSION

A. ~~Suspension~~Academic suspension will be imposed when a student's academic performance indicates unsatisfactory progress towards his/her degree program. This status suspends the student's enrollment. Once placed on academic suspension, a student is not allowed to enroll in courses at the University during any ~~term~~semester until ~~he/she is~~they are readmitted.

B. Undergraduate students currently on academic probation will be academically suspended from the University if their semester GPA falls below 2.~~0~~000.

C. Graduate students will be suspended if they earn less than a cumulative 2.~~00~~000 average at any time, or if they are on probation and earn less than a 3.~~00~~000 in the next enrollment period and are full time students, or if they earn less than a 3.~~00~~000 in the next twelve (12) attempted credits and are part-time students, or if they have earned Unsatisfactory (U) grades or ~~grade~~grades in six or more credit hours while on probation.

D. A petition for reinstatement from suspension will not be considered until one full semester, exclusive of summer ~~term~~semester, has elapsed since the student has been suspended. Students may petition once per semester for reinstatement, and, if denied by any unit, cannot petition for reinstatement until the next semester, unless there are documented extenuating circumstances justifying immediate reinstatement.

E. A suspended student may not enroll for any University credit classes regardless of location or mode of delivery.

F. Credit earned at another accredited college or university while a student is suspended from the University may be accepted under the usual regulations governing the transfer of credit once the student has been reinstated.

G. A student placed on academic suspension will be notified by the Office of the Registrar.

~~VII.~~VIII. ACADEMIC REINSTATEMENT

A. Academic reinstatement constitutes notice that a suspended student has been reinstated to the University~~,~~ and is eligible to return. The reinstated student will be on academic probation during their first ~~term~~semester of reinstatement after which they may be removed from this probation if they demonstrate adequate academic progress, as outlined in section V.F. above.

B. A petition for reinstatement must be submitted no later than fifteen (15) calendar days before the beginning of the ~~term~~semester in which the student wishes to register. A petition received after this deadline will not be considered except in documentable extenuating circumstances. The extenuating circumstances must be approved by the ~~Dean of Students~~Provost's Office.

C. The decision on a petition for reinstatement will be made by the Dean or designee of the college in which the student wishes to enroll. A student who has been reinstated must remain in the college in which he/she has been reinstated for that semester. Non-affiliated students' petitions will be considered by a reinstatement panel designated by the Provost and Vice President for Academic Affairs.

D. Students placed on academic suspension are eligible for a maximum of three (3) reinstatements. Any student placed on academic suspension for the fourth time is not eligible for reinstatement for a minimum of five (5) years from the end of the last ~~term~~semester of attendance.

E. A college may have an academic reinstatement policy that is more restrictive than the general university policy.

~~VIII.~~IX. ACADEMIC RENEWAL

A. An undergraduate student who returns to the University and who has not completed a college course at the University during the previous five (5) years will have the option of continuing with his/her earlier University ~~cumulative~~Cumulative GPA or commencing a new ~~cumulative~~Cumulative GPA ~~("academic renewal").~~ A student must request academic renewal in writing to the Registrar no later than ten

(10) class days before the last day of classes of the semester in which the student returns to the University.

B. If a student opts for and is granted academic renewal, the previous coursework will remain on the University transcript. A note indicating renewal will precede the new part of the University transcript. At the discretion of the academic department in which the student is enrolled, credit hours for which the student earned the grade of "C" or better may be applied toward the completion of the degree requirements. The list of departmentally approved courses (if any) will be submitted to the Registrar with the request for academic renewal.

C. A student's grade point average and completed courses that have already been applied to a baccalaureate are not eligible for academic renewal.

D. This policy can be exercised only once by any given student and is only applicable to undergraduate students.

~~IX.~~X. EXCEPTIONS

A. This Regulation~~ governing scholastic probation, suspension, and reinstatement~~ does not apply to a student enrolled in the College of Law, or to a student enrolled in graduate programs in Nursing, Pharmacy or the WWAMI (Washington, Wyoming, Alaska, Montana and Idaho) Medical Education Program.

B. Sections ~~VIII~~IX and ~~VIII~~X of this regulation do not apply to the admission of an undergraduate student who has graduated from an accredited higher education institution with an associate's degree or baccalaureate degree.

C. Upon the request of a student placed on ~~scholastic~~academic suspension or denied reinstatement, the Provost may review the circumstances and reverse an adverse decision, if in his/her judgment, the student submits sufficient evidence of extraordinary circumstances.

Responsible Division/Unit: Office of the Provost and Vice President for Academic Affairs

Source: None

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

Associated Regulations, Policies, and Forms: None

History:
University Regulation 715, Revision 8; adopted 7/17/2008 Board of Trustees meeting
Revisions adopted 9/12/2014 Board of Trustees meeting
Revisions adopted 6/16/2015 Board of Trustees meeting
Revisions adopted 3/24/2017 Board of Trustees meeting
Reformatted 7/1/2018: previously UW Regulation 6-715, now UW Regulation 2-109
Revisions adopted 7/12/2018 Board of Trustees meeting
Revisions adopted 8/14/2019 Board of Trustees meeting

AGENDA ITEM TITLE: <u>Discussion: Delegation of Authority</u>, Sullivan and Committee Chairs Bonner, Fall, Linton, and Schmid-Pizzato

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:

At the October 2026 Board of Trustees conference call, Chair Sullivan discussed the Trustees Executive Committee's invitation to administration to research where the full Board of Trustees consider an expanded scope of responsibility and a distributed decision-making model by delegating approval of some transactional items that come before the board. The intent of this inquiry was to assure that the Trustees focus on providing strategic direction, oversight, and accountability. They asked President Reeves and Executive Vice President Sheetz to work with their team to suggest a strategy for possible delegation, specifically noting that recommendations should be tied to institutional priorities. Administration identified the following transactional processes, and suggested thresholds that might foster more agile decision making:

1. Reducing the two-step process to appoint University Officers to one step pursuant to UW Regulations 1-1 and 2-8.

2. Delegating authority for promotion in rank of faculty, appointment of five-year fixed term faculty, and emeritus designation pursuant to UW Regulations 1-1 and 2-8 (tenure decisions would remain with the Board of Trustees).

3. Increasing authority to authorize capital construction projects from $500,000 to $5,000,000, including the selection of architects, the adoption of plans, specifications and details for construction, receiving of bids, and awarding of contracts for the design and construction of all University buildings pursuant to UW Regulations 6-1 and 6-9.

4. Delegating authority for change orders for non-capital and capital construction, if within the approved construction project budget pursuant to UW Regulations 6-1 and 6-9.

5. Delegating authority for major maintenance projects, if within the approved annual operating budget pursuant to UW Regulations 6-9 and 7-2.

6. Increasing authority for unbudgeted transfers between units and divisions and their reserves from $100,000 to $2,000,000 pursuant to UW Regulation 7-1.

7. Delegating spending from the Special Projects Reserve account if there is an unforeseen and unbudgeted opportunity during a fiscal year that requires timely action before the next annual budget cycle.

8. Increasing authority for approval of contracts, federal contracts, agreements, memorandums of understanding, procurements, equipment leases, and permits from $2,000,000 and 10 years to no cap, if within the approved annual operating budget pursuant to UW Regulation 7-2. This would not include the sale or purchase of real property, improvements to real property, timber sales, easements (unless for a public utility), or water rights and development, which would remain with the Board of Trustees.

9. Increasing authority for leases and licenses of real property from $50,000 or 1 year to $1,000,000 or 5 years pursuant to UW Regulation 7-2.

10. Delegating authority for oil, gas, and mineral leases where the expected bonus is less than $100,000 pursuant to UW Regulation 7-2.

11. Delegating authority for the patent, copyright, sale, license, or use of University inventions, discoveries or works by an outside user where negotiated terms fall outside of the typical ranges and are not compensated for elsewhere pursuant to UW Regulation 7-2.

12. Delegating authority for multi-year athletic coach employment contracts, other than head coach contracts for football and men's and women's basketball, which would still require consultation with the Trustees Executive Committee pursuant to UW Regulation 1-1.

The recommendations were not intended to relinquish Board authority; rather, to assure the institution can be responsive to the changing needs of the institution in a time of rapid change. Delegation to the new administration can be revoked at any time and ideally would facilitate the administration's future priorities, while still holding the administration accountable.

Chair Sullivan requested the Committee chairs discuss the applicable items listed above with their Committees at the November 2026 Board meeting, including review of the relevant UW Regulations, examination of the current administrative processes related to those regulations, and discussion of whether these potential changes would allow administration to function in a way that strengthens the ability for UW to pursue excellence.

The Academic and Student Affairs, Biennium Budget, Executive, Facilities Contracting, and Research and Economic Development Committee chairs will provide feedback on the discussion with their respective Board committees.

WHY THIS ITEM IS BEFORE THE BOARD:
The Bylaws of the Trustees of the University of Wyoming authorize the President to perform the duties expressly enjoined upon him by the laws of Wyoming and "such other incidental duties as pertain to his office or as may be assigned from time to time by the Trustees." In October 2026, the Chair requested that the Trustee Committees review the recommendations that fall under their

purview and be prepared to provide feedback to the full Board at the November 2026 Board of Trustees meeting.

ACTION REQUIRED AT THIS BOARD MEETING:
Dependent on discussion.

BACKGROUND SCRIPT AND PROPOSED MOTION:
Dependent on discussion.

PRESIDENT'S RECOMMENDATION

AGENDA ITEM TITLE: <u>2026 Budget Footnote Working Group Operational Plan</u>, Trustee McKinley, Trustee Brown, Sheetz

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 administration is committed to ensuring that the University remains financially responsible, academically strong, operationally efficient, and closely aligned with the needs of the State of Wyoming. In response to the 2026 Wyoming Session Laws, Ch. 44, Section 067 Footnote 9, the Board of Trustees established a working group to develop an operational plan for both savings and strategic reinvestment.

The Board approved the formation of the Working Group on March 26, 2026. The Working Group was chaired by Trustees Kermit Brown and John McKinley, and included leaders from across campus, including representatives of administration, deans, faculty, staff and students. The group held seven open meetings to gather input and develop recommendations for consideration by the Board of Trustees. Consistent with the final language of Footnote 9 and the Governor's veto message, the Working Group did not limit its review to a specific value goal assigned to either savings or strategic reinvestment but instead looked across the University at areas for review and for investment. The working group identified twenty-four priority initiatives: fourteen areas for review and ten areas for investment. Together, these priorities create a balanced approach to institutional improvement and reinvestment. The areas for review focus on organizational design, administrative and academic operations, procurement portfolios, staffing patterns, space utilization, and personnel policies. These actions are designed to enhance core academic programs, eliminate marginal courses and coursework, identify functional redundancy, reduce avoidable costs, improve administrative efficiency, and establish stronger cost discipline. The areas identified for reinvestment focus on enrollment growth, revenue development, strategic reallocation, campus utilization, academic competitiveness, and program innovation.

To support oversight and execution, an implementation matrix was created and includes governance fields for each initiative: owner, supporting offices, status, target date, reporting cadence, dependencies, and success metric. This structure enables the Board and University leadership to distinguish between near-term actions and longer-horizon reforms, identify bottlenecks, and maintain accountability for measurable progress.

As the University moves forward on taking actions consistent with this report, it will track its progress and report back on specific results.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
The Board of Trustees convened a working group at the March 2026 Board meeting. The Board received updates on working group progress at the July 2026 and September 2026 Board meetings.

WHY THIS ITEM IS BEFORE THE BOARD: 2026 Wyoming Session Laws, Ch. 44 General Government Appropriations, Section 2. 067 Footnote 9, requires the University of Wyoming Board of Trustees to submit and operational plan to the Governor and the Joint Appropriations Committee not later than December 1, 2026.

ACTION REQUIRED AT THIS BOARD MEETING:
Approval of the Footnote Working Group Operational Plan for submission to the Governor and the Joint Appropriations Committee.

PROPOSED MOTION:
I move to authorize administration to submit the Footnote Working Group Operational Plan dated October 19, 2026 as presented to the Board of Trustees.

PRESIDENT'S RECOMMENDATION:
The President recommends approval.

UNIVERSITY OF WYOMING

10/19/2026

Dear Members of the University of Wyoming Board of Trustees,

The administration is committed to ensuring that the University remains financially responsible, academically strong, operationally efficient, and closely aligned with the needs of the State of Wyoming. In response to the 2026 Wyoming Session Laws, Ch. 44, Section 067 Footnote 9, the Board of Trustees established a working group to develop an operational plan for both savings and strategic reinvestment.

The Board approved the formation of the Working Group on March 26, 2026. The Working Group was chaired by Trustees Kermit Brown and John McKinley, and included leaders from across campus, including representatives of administration, deans, faculty, staff and students. The group worked over the following eight months and held seven meetings to gather input and develop recommendations for consideration by the Board of Trustees. The full Board of Trustees will act on this report at the November 2026 meeting. Consistent with the final language of Footnote 9 and the Governor's veto message, the Working Group did not limit its review to a specific value goal assigned to either savings or strategic reinvestment but instead looked across the University at areas for review and for investment. As the University moves forward on taking actions consistent with this report, it will track its progress and report back on specific results.

The Working Group developed five formal guiding principles and evaluated each priority recommendation through the lens of institutional health, student opportunity, and return on investment for the State of Wyoming.

1. Protect the Core Academic Mission

Prioritize teaching, student learning, research, and public service in all decisions. Budget reductions should minimize harm to the University's central educational mission and carefully consider tradeoffs among mission priorities.

2. Put Students First

Consider the impact of reductions on:

- Student success
- Retention and graduation
- Accessibility and affordability
- Student support services
- Enrollment

Avoid decisions that disproportionately reduce educational quality and student opportunity.

3. Use Data, Evidence, and Transparency

Recommendations should be grounded in:

- System-of-record financial data
- Enrollment trends

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- Program demand
- Operational efficiency metrics and return on investment analysis
- Awareness of position trends in faculty, staff, research support, and administrative positions

Clearly communicate assumptions, methodologies, and tradeoffs. Recommendations should consider tradeoffs across mission priorities.

4. Focus on Long-Term Sustainability

Avoid short-term cuts that are not sustainable and create larger future costs.

Consider:

- Enrollment implications
- Faculty and staff retention
- Deferred maintenance
- Institutional reputation
- Strategic competitiveness

5. Preserve Institutional Strengths

Protect programs and facilities that:

- Advance the University's strategic priorities
- Differentiate the institution
- Serve high student demand
- Generate external funding or community impact

The resulting implementation framework, See Attachment 1, organizes the Working Group's priority recommendations into a practical management and accountability structure. The framework identifies twenty-four priority initiatives: fourteen areas for review and ten areas for investment. Together, these priorities create a balanced approach to institutional improvement and reinvestment.

Priority Areas for Review (Lines 7-20 of Attachment 1)

These initiatives focus on organizational design, administrative and academic operations, procurement portfolios, staffing patterns, space utilization, and personnel policies. These actions are designed to identify functional redundancy, reduce avoidable costs, improve administrative efficiency, and establish stronger cost discipline:

- Low-enrollment courses and underperforming programs
- The organizational structure of the School of Computing
- Shared-service opportunities in finance, human resources, and research support
- Software licensing and services contracts
- Global Engagement and Student Affairs budgets

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- Retirement, phased retirement, and leave policies
- Senior administrative structure
- Entrepreneurship portfolio organization
- Space allocation and building utilization
- Marketing firms and promotional purchasing

The goal of these reviews is not simply reduction. The goal is to ensure that University resources are used effectively, that duplication is reduced, and that savings or efficiencies are redirected toward mission-critical and high-performing priorities.

Areas for Investment and Reinvestment (Lines 22-31 of Attachment 1)

These initiatives focus on enrollment growth, revenue development, strategic reallocation, campus utilization, academic competitiveness, and program innovation. These actions recognize that long-term sustainability requires not only cost discipline but also strategic growth and reinvestment in institutional opportunities:

- UW Casper operations and space utilization
- Reallocation of resources to thriving academic programs
- Expanded recruiting outreach
- Strategic marketing, recruiting, and enrollment investment
- Incentive-based budget model development
- Increased campus traffic and activity on the Laramie campus
- Differential tuition for high-cost, high-value programs
- Summer enrollment and programming
- Aging building and space upgrades
- Three-year degree pathways

These investment opportunities reflect the Working Group's belief that long-term fiscal sustainability depends not only on prudent cost management, but also on strategic growth, market responsiveness, and improved return on existing institutional assets.

To support oversight and execution, an implementation matrix was created and includes governance fields for each initiative: owner, supporting offices, status, target date, reporting cadence, dependencies, likely fiscal effect, and success metric. This structure enables the Board and University leadership to distinguish between near-term actions and longer-horizon reforms, identify bottlenecks, and maintain accountability for measurable progress. These fields are intended to make the matrix a living governance document rather than a static list of recommendations. As work proceeds, the University can update each item to reflect progress, revised timelines, completed milestones, or emerging implementation barriers.

This structure reflects a core governing principle: long-term institutional sustainability cannot be achieved through cost containment alone. Fiscal discipline creates the operational foundation and resource capacity

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necessary to reinvest in enrollment growth, academic distinction, student success, research productivity, and workforce alignment for the State of Wyoming.

Several themes emerge from the implementation matrix.

First, many review items are focused on reducing duplication, improving administrative efficiency, and aligning expenditures more directly with student demand, academic quality, and statewide value. These include review of services contracts, software licensing, shared-service models, administrative structure, retirement and leave policies, marketing and promotional purchasing, and space utilization.

Second, the investment opportunities recognize that the University's long-term fiscal health depends on growth, modernization, and strategic resource deployment. Initiatives related to regional recruiting, strategic marketing, summer programming, differential tuition, incentive-based budgeting, three-year degree pathways, campus activation, and reinvestment in thriving programs are intended to improve enrollment, revenue, and academic productivity.

Third, the matrix makes clear that implementation will require sequencing and disciplined governance. Several initiatives depend on faculty consultation, legal review, policy development, data validation, peer benchmarking, or coordination across multiple administrative divisions. Identifying these dependencies early will reduce implementation risk and help the Board monitor progress more effectively.

Through this framework, the administration affirms its commitment to ensuring that the University uses public resources responsibly, strengthens its academic and research mission, supports student success, and remains aligned with the needs and expectations of the State of Wyoming.

In addition to the priority areas identified above the footnote also included the following:

- Compile an inventory and recommend opportunities to further restrict any diversity, equity and inclusion program, activity or function.

While the University has already compiled an inventory and restricted its DEI programs, activities, and functions, the University is committed to further refining these efforts.

In conclusion, I would like to thank all members of the Working Group for their incredible work. Leaders from across the institution spent countless hours looking hard at this opportunity to improve—to identify areas where we can better steward our resources, elevate the experience for our students, faculty and staff, and amplify the value of this university to our great state's leaders, citizens and industries—as well as to the nation. The above areas for investment and reinvestment identified by the Working Group align well with my institutional priorities, which are:

- Build a vibrant campus culture. The university must be a place where scholars assemble to think critically, communicate respectfully, and thrive collectively.
- Leverage our premier academic and research programs against our most pressing state challenges and national security needs. We will be an indispensable source of intellectual capital to Wyoming and to the nation.
- Lead in AI—from developing technologies, to integrating across *all* academic programs, to supporting partners and communities across Wyoming. Our students will have the AI skills necessary to succeed in a rapidly evolving workforce landscape.

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- Win across all D1 athletics programs. Our Cowboys and Cowgirls a great source pride for the University and our state, and they serve a critical role in the building campus culture, modeling peer leadership and recruiting the most talented students, faculty and staff.

GO POKES!!

--signed--

Shane R. Reeves
President

DRAFT_as of 10/19/26

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Attachment 1. UNIVERSITY OF WYOMING · Footnote 9 Working Group — Master Implementation Matrix

All 24 Priority Initiatives — Board Governance View

DRAFT — 10/19/2026

Priority #	ID	Short Title	Type	Owner	Supporting Offices	Implementation Horizon	Fiscal Effect	Status	Target Date	Reporting Cadence	Dependencies Processes (or Milestones) that must be completed prior to implementation	Success Metric
PRIORITY AREAS FOR REVIEW — Operational Efficiency · Cost Discipline · Organizational Alignment												
1	A-24	Low-Enrollment Course & Program Review	Review	Provost / Academic Affairs	Institutional Analysis; Budget & Finance; Deans and Directors; Faculty Senate	0–24+ months	Savings / Reinvestment	Planned		Quarterly	Faculty governance approval; Institutional Analysis data pull; Accreditation review for affected programs	Reduction in low-enrollment sections and instructional cost per SCH, with savings documented and reinvested in higher-performing programs.
2	A-22	Reimagine School of Computing	Review	Provost / Executive Vice President	School of Computing; CEPS; Research & Economic Dev.	6–24 months	Reinvestment / Cost Avoidance	Planned		Quarterly	Faculty and curriculum review	New organizational model adopted that increases computing enrollment, interdisciplinary research, and alignment with Wyoming workforce demand.
3	A-70	Shared-Service Models (Finance, HR, Research)	Review	Budget & Finance / Human Resources	Office of Research & Economic Dev.; Academic Affairs; College Deans	6–24 months	Savings / Cost Avoidance	In Design	Jul-27	Quarterly	Change management planning; Governance consultation	Measurable reduction in duplicative administrative FTE and improved transaction cycle times following shared-service implementation.
4	A-15	Software & Licensing Inventory & Consolidation	Review	Information Technology	Procurement; Budget & Finance; General Counsel; All Units	0–12 months	Savings / Cost Avoidance	In Progress	Mar-27	Quarterly	Full inventory of existing licenses; Vendor contract review windows; IT security assessment	Annual software and licensing cost reduction achieved through elimination of duplicate products and enterprise purchasing consolidation.
5	A-01	Services Contracts Review (~$30M Portfolio)	Review	Procurement Services / Budget & Finance	General Counsel; Human Resources; Risk Management; All Units	0–24 months	Savings / Cost Avoidance	In Progress	May-27	Quarterly	Full contract inventory; Legal review of termination clauses; Market pricing benchmarks	Documented savings or cost avoidance from contract consolidation, elimination, renegotiation, or insourcing following full inventory review.
6	A-07	Global Engagement Budget Review	Review	Provost / Global Engagement	Budget & Finance; General Counsel; College Deans	0–12 months	Savings	Planned	May-27	Quarterly	Compliance and legal obligations review; Student visa and federal regulatory requirements	Identified reductions in Global Engagement budget while preserving required compliance functions and essential student support services.
7	A-46	Student Affairs Budget & Function Review	Review	VP Student Affairs / Executive Vice President	Budget & Finance; Institutional Analysis; Student Representatives	6–24 months	Savings / Cost Avoidance	Planned	May-27	Quarterly	Student satisfaction baseline data; Service utilization analysis; Benchmarking against peer institutions	Reduction in redundant student-facing functions with maintained or improved student satisfaction and service utilization scores.
8	NEW	Retirement Plan & Fee Structure Review	Review	Human Resources	General Counsel; Benefits Advisors; Employee Governance Groups	6–18 months	Cost Avoidance / Policy Review	In Progress	Jul-27	Semi-Annual	Legal review of plan documents	Reduced defined contribution plan fees.
9	NEW	Phased Retirement Program Evaluation	Review	Provost/Academic Affairs/Human Resources	Academic Affairs; Budget & Finance; General Counsel; Faculty Governance	6–18 months	Cost Avoidance / Savings	In Design	Mar-27	Semi-Annual	Legal and HR policy review; Faculty governance approval; FTE and succession planning analysis	Approved phased retirement program that reduces FTE costs and supports succession planning and workforce transition management.
10	NEW	Senior Administrative Structure Evaluation	Review	Executive Vice President	Human Resources; Budget & Finance; General Counsel	0–12 months	Savings / Cost Avoidance	In Design	Mar-27	Quarterly	Organizational chart review; Role and reporting analysis; Board authorization	Clearer reporting structure at the senior level with reduced role overlap and documented cost savings or avoidance.
11	NEW	Entrepreneurship Portfolio & Structure Review	Review	Provost / Research & Economic Development	College of Business; Relevant Entrepreneurship Units; Budget & Finance	6–24 months	Reinvestment / Cost Avoidance	Planned	Jan-27	Quarterly	Inventory of all entrepreneurship-related units and funding streams; Accreditation and grant compliance review	Consolidated entrepreneurship governance model adopted with reduced duplication and increased student participation and commercialization outcomes.
12	NEW	Space Allocation & Building Utilization Review	Review	Campus Operations / Provost / Research & Economic Development	Academic Affairs; Research & Economic Dev.; Institutional Analysis	6–24+ months	Cost Avoidance	In Progress	Jun-27	Semi-Annual	Space inventory data; Classroom utilization software; Capital planning alignment	Improved classroom and office utilization rates with documented reduction in avoidable renovation, capital, or operating costs.
13	NEW	Marketing Firms & Swag Purchasing Review	Review	Marketing & Communications	Budget & Finance; Colleges; All Units	0–12 months	Savings	Planned	Mar-27	Monthly	Full vendor and contract inventory; Brand standards audit; Procurement policy update	Documented savings from consolidated marketing contracts and promotional purchasing with improved brand consistency across campus.

	A	B	C	D	E	F	G	H	I	J	K	L	M
20	14	NEW	Leave Policy Review (incl. Terminal Leave)	Review	Human Resources / Provost	General Counsel; All Units	6–18 months	Cost Avoidance / Policy Review	Planned	Jul-27	Semi-Annual	Legal review of current policy; Actuarial liability estimate; Employee governance consultation	Quantified terminal leave liability with legally reviewed prospective policy options that reduce long-term payout obligations for future hires.
21	**PRIORITY AREAS FOR INVESTMENT — Enrollment Growth · Revenue · Strategic Reinvestment · Competitiveness**												
22	1	NEW	UW Casper Operations & Space Utilization	Investment	Provost / Campus Operations	Budget & Finance; UW Casper Leadership; Community Partners	0–18 months	Cost Avoidance / Revenue Growth	Planned	Jul-27	Quarterly	UW Casper program and space inventory; Community needs assessment; Facilities condition data	Improved space utilization and operating ROI at UW Casper with a clear, sustainable operational model aligned to regional demand.
23	2	B-15	Intra-College Resource Reallocation	Investment	Provost / College Deans	Budget & Finance; Institutional Analysis; Faculty Senate	6–24 months	Reinvestment	Planned	May-27	Quarterly	Program performance data by college; Dean strategic priorities	Resources freed from low-performing programs visibly redirected to high-performing programs, with measurable enrollment or research growth.
24	3	B-03	Regional Recruiting — Small Schools (<300 mi)	Investment	Executive Vice President / Admissions	Marketing & Communications; College Deans; Alumni Affairs	0–12 months	Revenue Growth	Planned	Jul-27	Quarterly	Current recruiting route maps; School coverage gap analysis; Admissions CRM data	Measurable increase in applications and enrolled students from previously underserved small high schools within the 300-mile corridor.
25	4	B-13	Strategic Marketing & Enrollment Investment	Investment	Executive Vice President / Institutional Marketing / Admissions	Academic Affairs; Budget & Finance; College Deans	0–24 months	Revenue Growth	In Progress	Jan-27	Quarterly	Current marketing spend audit; Peer spending benchmarks; Enrollment funnel data; Campaign ROI analysis	Measurable improvement in enrollment funnel conversion and net tuition revenue attributable to strategic reallocation of marketing investment.
26	5	B-20	Incentive-Based Budget Model	Investment	Executive Vice President / VP Budget & Finance / Provost	Institutional Analysis; College Deans; Faculty Senate; President's Office	6–24+ months	Revenue Growth / Reinvestment	In Design	Jul-27	Semi-Annual	Peer budget model benchmarks; Revenue modeling by unit; Allocation metrics defined	Incentive-aligned budget model adopted under which units demonstrably benefit financially from enrollment growth and increased productivity.
27	6	B-18	Increase Laramie Campus Traffic & Activity	Investment	Provost / VP Student Affairs	Enrollment Management; Research & Economic Dev.; Athletics; Campus Operations; Marketing	6–18 months	Revenue Growth	Planned	Jan-27	Quarterly	Facility utilization baseline data; Housing occupancy data; Event and visitor traffic data	Increased on-campus enrollment, housing occupancy, and event/visitor traffic demonstrating improved return on prior capital investment.
28	7	B-19	Differential Tuition — High-Cost Programs	Investment	VP Budget & Finance / Provost	Enrollment Management; General Counsel; Government Relations; College Deans	6–18 months	Revenue Growth	In Design	Jul-27	Quarterly	Legal and regulatory review; Price sensitivity and financial aid modeling	Differential tuition policy adopted in targeted programs, generating recurring revenue reinvested in program quality and student support.
29	8	B-22	Summer Enrollment & Programming Model	Investment	Provost	Student Affairs; Campus Operations; Marketing; College Deans	0–24 months	Revenue Growth	In Progress	Jan-27	Semi-Annual	Summer enrollment and course fill rate data; Housing and facility availability; Faculty and staff summer contracts	Increase in summer credit hours, housing occupancy, camp participation, and net summer revenue within two years of program launch.
30	9	B-12	Aging Building & Space Upgrades	Investment	VP Campus Operations / Budget & Finance	Academic Affairs; Board of Trustees; Facilities Planning	12–36+ months	Cost Avoidance / Reinvestment	Planned	May-27	Semi-Annual	Facilities condition assessment; Deferred maintenance backlog data; Capital funding sources; Legislative appropriation timeline	Priority deferred maintenance and renovation projects funded and completed, reducing the backlog and improving high-use academic spaces.
31	10	B-17	Three-Year Degree Programs	Investment	Provost / Registrar	College Deans; Enrollment Management; Faculty Senate; Financial Aid	6–24 months	Revenue Growth / Reinvestment	Planned	Jul-27	Quarterly	Curriculum feasibility review by program; Accreditation approval; Financial aid eligibility analysis; Governance approval	Pilot three-year degree pathways approved, launched, and demonstrating student interest, on-time completion, and positive enrollment impact.
32	Status Terminology Key:												
33	Planned — Not yet initiated; awaiting design or resource allocation												
34	In Design — Analysis, benchmarking, or stakeholder consultation underway												
35	In Progress — Active implementation												
36	Complete — Milestone achieved; monitoring continues												

DRAFT 10/19/2026

UW Trustees - UWAA Report

November 2026

Alumni Engagement

Homecoming 2026 was one for the books! Early feedback, including event survey responses, was overwhelmingly positive. One of the key successes of Homecoming this year was increased student engagement and participation driven by events at Tribute to Steamboat (fraternity and sorority homecoming sing) and the newly reignited tradition of the Homecoming Bonfire.

The second UW Day at the Bills took place over the Halloween weekend. Our alumni showed up in force for multiple select UW events. The engagement team successfully created unique opportunities for UW outreach and community engagement which were attended by alumni, donors, and Bills fans alike.

Since our last update the UWAA Board approved the launch of the Sweetwater County Alumni Network. The network leaders will be Chloe Valentine, Brittany Wells Gray, and Dan and Kathy Stanton.

UWAA Team

Megan Levin joined the Alumni Team at the beginning of October as the Senior Board and Operations Coordinator. Megan is currently cross training with Amy Morgan, Special Projects Manager. Amy will be retiring in January; her impact on the UW Alumni Association has been transformational and cannot be overstated.

The UWAA staff retreat took place on October 14-16th in Casper. The retreat focused on both long-term organizational planning and strengthening team relationships and culture. While in Casper the team also visited Jae's Place, where staff participated in programming focused on mental health awareness, suicide prevention and meaningful connections with family and friends.

UWAA Board

The UWAA Board is working on committee charters and bylaw revisions. Prior to the spring meeting, the board is looking to fill open director positions in districts four and seven.

Upcoming UWAA Events & Travel Program

- November 20th: Football Watch Party Billings and Tucson
- Nov. 28-Dec. 7: Munich (Alumni Study Tour)
- December 16th: Fall Senior Send-Off
- January 9th: GCU vs Cowboys Basketball Pre-game Event
- Jan. 12-20: Florida Gulf Coast & Keys (Go Next Cruise)
- January 20: Cowboys at the Capitol

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Haub School Advisory Board

- The board met on October 22nd & 23rd in Laramie.
- President Reeves addressed advisory board members.
- Retired Wyoming DEQ Director Todd Parfitt ended his ex-officio board service after 13 years.
- We welcomed new ex-officio member Pete Obermueller.
- Students shared insights from their internships, research, fieldwork, study abroad, and other **hands-on learning experiences** that they completed as part of their degree programs. Students shared how the experiences helped them develop skills, build professional networks, and shape their career paths.

Haub School Academic Programs and Student Services

- 30 students from the Haub School and other academic units joined the Haub School and WORTH Institute's Wyoming Outdoor Recreation, Tourism, and Hospitality Industry Familiarization Tour that was held October 13th-15th. Students' travel and lodging expenses were completely covered by WORTH Institute funds. Students interacted with industry professionals in **Rawlins, Lander, and Rock Springs**.
- **Wyoming Game and Fish** Deputy Director Jeff Davis invited Haub School faculty and students to attend the Governor's signing of the National Hunting and Fishing Day Proclamation at the Capitol Complex in Cheyenne Friday, September 25th
- Our ENR partnership with UW's Wildlife and Fisheries Biology and Management (WFBM) helped drive a 32% increase in enrollment in the ENR concurrent major. Building on that model, we have created new degree plans pairing ENR with Zoology and with Biology, giving students in those majors a clear path to **complete ENR coursework alongside their primary degree**. We are working to develop a seminar **partnership in conservation law enforcement** with UW's WFBM and Criminal Justice units, which would prepare students for careers in wildlife and natural resource law enforcement.
- The Haub School welcomed the **2030 cohort of Tomé Scholars:**
    - **Devyn Chaney** | Environmental Systems Science / European Language, Literature & Film Studies Hometown: Casper, WY
    - **Lily Millan** | Environmental Systems Science / Biology Hometown: Lemoore, CA
    - **Ethan Nocella** | Environment & Natural Resources / Environmental Systems Science Hometown: Westminster, CO
    - **Ellu Pannell** | Environment & Natural Resources / Political Science Hometown: Laramie, WY
    - **Mrunal Patil** | Environment & Natural Resources / Microbiology Hometown: Casper, WY
    - **Adelaine Schneider** | Environment & Natural Resources / Psychology, minor: Early Childhood Education Hometown: Cheyenne, WY
    - **Miranda Stichert** | Environment & Natural Resources / Wildlife & Fisheries Biology & Management Hometown: Juneau, AK
    - **Eleanor Tippin** | Environment & Natural Resources / Pre-Pharmacy Hometown: Sheridan, WY
    - **Chez Vigil** | Environment & Natural Resources / Wildlife & Fisheries Biology & Management Hometown: Louisville, NE

Faculty and Staff Updates

- **Jake Hochard** and Haub School student **Caden Bogus** are featured in a podcast following up their recent *Issues in Science and Technology* article, "How Communities Are Bargaining With Big Tech Over Data Centers" The podcast is called "Wyoming's Answer to Why Data Centers." They discuss Wyoming's position as an up-and-coming spot for data center development and the potential to shape the future of the industry in the state and beyond.
    - https://issues.org/wyomings-answer-to-why-data-centers/

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- **Jake Hochard**'s work on the economics of Wyoming's ungulates is featured in this WyoFile article "**UW research values Wyoming's elk, mule deer and pronghorn at a stunning $6B**" "The state's ungulates are a form of 'natural wealth' that create return in 'ecosystem services,'" Hochard said. Hochard plans to introduce his valuations on Wyoming elk, mule deer and pronghorn to a broad audience at the National Assembly of Sportsmen's Caucuses conference in Oklahoma City this December. If a peer-review process goes smoothly, he'll also make a portal of his valuation data public around that time. He presented in October at the Wyoming Game and Fish Commission meeting in Evanston.
    - https://wyofile.com/uw-research-values-wyomings-elk-mule-deer-and-pronghorn-at-a-stunning-6b/
- **Haub School Annual Award Recipients:**
    - **Colleen Bourque**
        - THE HAUB SCHOOL AWARD FOR INCLUSIVITY AND ENGAGEMENT
        - This award seeks to honor individuals within the Haub School community who support an inclusive environment within the school, as well as those who demonstrate excellent collaborative scholarship, service, or community engagement. Nominations emphasized Colleen Bourque's proactive dedication to building community and making everyone feel valued. She was recognized for her quiet, behind-the-scenes efforts—from coordinating holiday gifts for custodians to organizing staff lunches— that ensure new and existing members feel deeply connected to the Haub School.
    - **Jake Hawes**
        - THE HAUB SCHOOL AWARD FOR TEACHERS AND ADVISORS (TEACHING)
        - This award honors individuals who exemplify excellence in their roles as educators and mentors within the Haub School. It celebrates individuals who embody the values of academic excellence, mentorship, and dedication to student success. Jake Hawes was selected for his profound influence on shaping students' confidence as researchers. Nominators noted his ability to seamlessly blend one-on-one mentorship with classroom instruction, empowering students to tackle complex problems independently rather than simply handing them the answers.
    - **Melanie Matthews**
        - HAUB SCHOOL AWARD FOR TEACHERS AND ADVISORS (ADVISING)
        - Also part of the Teachers and Advisors award, this recognition highlights those who go above and beyond in shaping the academic and professional journeys of our students through exceptional advising. Over her 13 years with the school, Melanie Matthews has made a lasting impact by quietly and consistently forging meaningful, advising-based relationships with thousands of students. Her expert stewardship of programs, such as the Tomé Scholars, has fundamentally elevated the quality of student experiences.
    - **Arthur Middleton**
        - FRIEND OF THE HAUB SCHOOL AWARD FOR EXCELLENT PARTNERSHIP
        - This award recognizes contributions from community partners who have demonstrated exceptional dedication to supporting and enriching the experiences of our students and members of the Haub School community. Despite being based at UC-Berkeley, Arthur Middleton has continually championed the Haub School's reputation and reach. He was selected for his tireless efforts to bridge external networks with Wyoming, paving the way for student job placements, post-graduation and elevating the school's overall impact.

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Centers and Institutes

- **The Ruckelshaus Institute**
  - The latest update from our **MacMillan Private Lands Stewardship Program** covers their work over the past 2 years, from using virtual fencing as a conservation tool to human dimensions research on conserving big game migrations in Wyoming. MacMillan Program 2026 Update
  - The Ruckelshaus Institute facilitated the fall semi-annual meeting of the **Interagency Bison Management Plan in Butte, Montana**, on October 28.
  - The Institute was invited to support a November symposium hosted by the **Wyoming County Commissioners Association**, focusing on opportunities for stronger inter-governmental collaboration in both forest planning and project-level forestry.
  - We are beginning scoping for the April 13-14, 2027**, Emerging Issue Forum**, with strong interest and momentum around a data center focus. Both timely and contentious as a topic, we believe that the Ruckelshaus Institute might continue to play a role as a trusted convener, both by providing high-quality information to inform sound decision-making and by facilitating important conversations about what this could mean for communities and how decision makers across the state can engage.
- **Wyoming Conservation Corps**
  - This past summer, **our AmeriCorps members contributed 21,740 hours of service** to projects that support forest health, wildlife habitat, and outdoor recreation access.
  - 25 acres thinned for fuel reduction
  - 1,122 deadfall and hazard trees removed
  - 372 acres of invasive vegetation treated
  - 2.4 miles of wildlife-friendly fence built
  - 2 wildlife guzzlers installed
  - 15 days of Wyoming toad surveys
  - 10 beaver dam analogs built or repaired
  - 18 miles of trail maintained
- **The Biodiversity Institute**
  - Our flagship programs continue to engage the public in the scientific process
    - Wyoming BioBlitz (13th year), Rocky Mountain Amphibian Project (12th year), Moose Day (11th year), Mullen Wildfire Initiative (6th year), Wyoming Salamander Migration Initiative (5th year), Vulture Watching Wyoming (3rd year).
  - The Biodiversity Institute's K–12 outreach reached more than 750 Wyoming students this year through Berry Center field trips, school visits, and outdoor learning activities. Earlier this month, we joined the Science Initiative Roadshow for STEM Day at Livingston School in Cody, giving students another opportunity to explore science and connect with the natural world. We look forward to more field trips and continued partnerships that make this outreach possible.

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BY THE NUMBERS HAUB SCHOOL FIELD & GLOBAL PROGRAMS 2025 / 2026

119 PARTICIPANTS

8 PROGRAMS

$204,733 SCHOLARSHIPS AWARDED

- **$97,433** Tomé Scholars to Fellows Program
- **$107,300** Chiles & Evelyn Plummer / Erivan Haub Scholarships



PROGRAMS	STUDENTS
Canyonlands: Climate, Water & Culture Grand Canyon National Park, AZ	24
Wild & Working Lands Nepal	20
Canaries & Climate Tenerife, Canary Islands, Spain	17
Winter Ecology Grand Teton National Park, WY	15
Place & Landscapes Queensland, Australia	15
ENRS Graduate Program Orientation Medicine Bow National Forest, WY	13
Expedition Leadership Southern Utah	8
Resource Management on Western Reservations Wind River Reservation, WY	7

Annual REPORT 2026



Strategic Academic Offerings

Innovative Research

Stakeholder Outreach

ACADEMICS **RESEARCH** **OUTREACH**

UNIVERSITY OF WYOMING | School of Energy Re[illegible]ces

Prepared for the Wyoming Legislature

Joint Minerals, Business, and Economic Development Committee
Joint Appropriations Committee
Joint Education Committee

THE UNIVERSITY OF WYOMING SCHOOL OF ENERGY RESOURCES (SER) ANNUAL REPORT FISCAL YEAR 2026

July 1, 2025 through June 30, 2026

WHO WE ARE

SER LEADERSHIP

Holly Krutka | Executive Director
Scott Quillinan | Acting Executive Director
Erin Phillips, Ph.D. | Acting Senior Director, Research
J. Fred McLaughlin, Ph.D. | Director, Center for Economic Geology Research
Trina Igelsrud Pfeiffer | Director, Center for Carbon Capture and Conversion
Eugene Holubnyak | Director, Hydrogen Energy Research Center
Matt Fry | Director, Center for Energy Regulation and Policy Analysis
Kami Danaei, Ed.D. | Senior Assistant Dean, Academic Programs
Kyle Summerfield | Program Manager, 3D Visualization Center
Rachel Ferrell | Director, Business Operations
Christine Reed | Director, Outreach

ADMINISTRATIVE SUPPORT

Kristi Russow | Executive Administrative Assistant
Pat McLean | Office Associate, Sr.

OUR MISSION

To advance energy-driven economic development for the state of Wyoming.



CONTACT US

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ABOUT THE SCHOOL OF ENERGY RESOURCES

The University of Wyoming (UW) School of Energy Resources (SER) was created in 2006 to enhance the University's energy-related education, research, and engagement. SER directs and funds cutting-edge energy research and technology development, which integrates with the formulation and conduct of academic programs at UW and bridges academics and industry through targeted engagement efforts. The partnerships formed between academics and industry ensure programs are relevant, current, and deliver impact and high value to stakeholders and the state.

Since its inception, SER has maintained flexibility in its focus and structure to meet the changing needs of Wyoming's energy industries and the state's economy—which is now more critical than ever.

This report highlights SER's significant achievements from July 1, 2025, through June 30, 2026, in academics, research, newly emerging areas of focus, and engagement to keep UW and Wyoming at the forefront of the energy sector.



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GLOSSARY OF ACRONYMS

#
3D Viz - 3D Visualization Center

A
AAPL - American Association of Professional Landmen
AI - Artificial Intelligence
ART - Acceleration of Research Translation
ASRS - American Society of Reclamation Sciences

B
BLM - Bureau of Land Management
BOT - Board of Trustees

C
CALSNR - College of Agriculture, Life Sciences, and Natural Resources
CAQ - Center for Air Quality
CarbonSAFE - Carbon Storage Assurance Facility Enterprise
CBNGR - Center for Biogenic Natural Gas Research
CCCC - Center for Carbon Capture and Conversion
CCUS - Carbon Capture, Utilization and Storage
CEGR - Center for Economic Geology Research
CEPS - College of Engineering and Physical Sciences
CEPWM - Center of Excellence for Produced Water Management
CERPA - Center for Energy Regulation & Policy Analysis
CM - Critical Minerals
CMLA - Critical Minerals Leadership Academy
CO_2 - Carbon Dioxide
COE - Centers of Excellence
CORE-CM - Carbon Ore, Rare Earth and Critical Minerals
CPL - Certified Professional Landman
CREW - Consolidated Report of Energy in Wyoming

D
DFS - Dry Fork Station
DOE - Department of Energy
DOGE - Department of Government Efficiency

E
EES - Energy and Environmental Systems
EIC - Energy Innovation Center
Energy ELC - Energy Engagement, Leadership and Careers
EPSCoR - Established Program to Stimulate Competitive Research
ERC - Energy Resources Council
ERM - Energy Resource Management (minor)
ERMD - Energy Resource Management and Development
ERS - Energy Resource Science

F
FY26 -Fiscal Year 2026
FY27 - Fiscal Year 2027

G
GGRB - Greater Green River Basin
GIS - Geographic Information System
GTI - Gas Technology Institute

H
Haub School - Haub School of Environment and Natural Resources
H_2ERC - Hydrogen Energy Research Center
HERO - Hermiston, Oregon
HSI - Hyperspectral Imaging
HVAC - Heating, Ventilation, and Air Conditioning

I
ITC - Integrated Test Center

J
JOULE - Jurisprudence of Underground Law and Energy

L
LAND - Land Certificate
LST - Landman Scholarship Trust

M
MAES - Mechanistic Air Emissions Simulator
MASL - Multidisciplinary Advanced Stimulation Laboratory
METEC - Methane Emissions Technology Evaluation Center
MTR - Membrane Technology and Research

N
NAWEA - North American Wind Energy Academy
NERC - Nuclear Energy Research Center
NES - Nuclear Energy Science Certificate
NETL - National Environmental Technology Laboratory
NORCE - Norwegian Research Centre
NSF – National Science Foundation
NTEC - Navajo Transitional Energy Company
NWSC - NCAR-Wyoming Super Computer

P
PI - Principal Investigator
PLM - Professional Land Management
PRB - Powder River Basin

R
REE - Rare Earth Element
RNG - Renewable Natural Gas

S
SBEN - Subsurface Energy Certificate
SCWDO - Supercritical Water Desalination and Oxidation
SEDI - Subsurface Energy and Digital Innovation Center
SEG - Society of Exploration Geophysicists
SER - School of Energy Resources
SMR - Steam Methane Reforming
STAR - Seed Translational Acceleration of Research
STEM - Science, Technology, Engineering, Mathematics

T
TAP - Technology Associated Program
TVP - True Vertical Depth

U
UAS - Unmanned Aircraft System
UIC - Underground Injection Control
USDA - United States Department of Agriculture
USGS - United States Geological Survey
UW - University of Wyoming

V
VNIR-SWIR - Visible Near-Infrared, Short Wave Infrared
VR - Virtual Reality

W
WERC - Wind Energy Research Center
WIP - Wyoming Innovation Partnership
WRI - Western Research Institute
WY - Wyoming
WyIC - Wyoming Innovation Center

LETTER FROM THE ACTING EXECUTIVE DIRECTOR



Scott Quillinan
Acting Executive Director

Dear Partners, Colleagues and Supporters,

FY26 was a year of transition for the School of Energy Resources. After nearly six years as executive director, Dr. Holly Krutka stepped down to return to private industry. I was honored to serve as acting executive director while the Energy Resources Council and the University of Wyoming conducted the search for our next leader. Pete Obermueller was selected in June and began his role on August 31, 2026.

Dr. Krutka helped SER grow its research portfolio, strengthen its partnerships, and expand opportunities for students. I am grateful for her leadership and the strong foundation she built. During the transition, our team stepped up across every part of SER. They supported one another, kept projects moving, and ensured that we continued to deliver on our mission for Wyoming.

As part of Wyoming's land grant university, SER has a responsibility to put knowledge to work for the state. We do that by preparing students for careers in energy, conducting research that addresses practical challenges, and sharing our work with the communities and industries we serve. The accomplishments in this report reflect that commitment.

In academics, SER and the Department of Energy and Petroleum Engineering launched a new undergraduate certificate in subsurface energy, giving students another way to build skills for a changing workforce. Students also had opportunities to learn in the field, including through SER's inaugural energy study abroad course in Norway. These experiences help students connect classroom learning with the people, places, and decisions that shape energy development. I want to express my appreciation to the faculty and staff who create these opportunities and the students who make the most of them.

Our research teams continued to tackle complex energy challenges facing Wyoming's industries. This report highlights progress in oil and gas, coal products, carbon management, critical minerals, hydrogen, nuclear energy, wind energy, and energy policy. That breadth of work reflects the expertise across SER and the strength of our partnerships. Together, we are producing research and analysis that inform decisions and help move solutions forward.

Outreach connects that work with people across the state. During FY26, SER hosted conversations on land and resource management and energy law, welcomed speakers to campus, and shared research through our Energy Frontier podcast. Our team also participated in the STEM Roadshow, reaching students in classrooms across Wyoming. These efforts allow us to share what we know, hear what matters to communities, and build relationships that strengthen our work.

I also want to recognize our financial team. Much of their work happens behind the scenes, but every project and program in this report depends on it. They work tirelessly to manage state, federal, and private resources with care and transparency. Their diligence helps our faculty and staff carry out SER's

mission, and I am grateful for their work.

I want to thank our students, faculty, staff, and partners for all they contributed during FY26. I am proud of what this team accomplished during a year of transition, and I am excited about the momentum we have built and where SER is heading.

Scott Quillinan
Acting Executive Director



ENERGY RESOURCES COUNCIL

The University of Wyoming Energy Resources Council (ERC) was established by Wyoming statute 21-17-117(e) to guide SER in setting priorities for energy-related academics, research, and outreach. The ERC, consisting of leaders from industry, the legislature and UW, provides direction for responsive, internationally recognized, interdisciplinary energy-related programs that are integral constituents of the university's identity.

Required by provision (c)(iv) of WY Stat § 21-17-117 and in accordance with WY Stat § 9-2-1010 through 9-2-1014, SER submits its budget directly to the ERC for review and approval before final submission to the governor.

The ERC contributes a unique business perspective on the diverse research and workforce demands of both Wyoming's private and public energy sectors, and is responsible for producing a valuable return on the state's investment in UW's energy programs.

The ERC currently consists of thirteen members and liaisons. Seven members represent diverse sectors of Wyoming's energy industries and are appointed to three-year terms by the governor with confirmation by the Senate.

Additional members include one member from the Wyoming Senate (appointed by the President of the Senate), one from the House of Representatives (appointed by the Speaker of the House), and four ex-officio members and liaisons: the President of the University of Wyoming, the Director of the Haub School of Environment and Natural Resources, a representative from the Wyoming Governor's office, and an informal seat is occupied by a member of the UW Board of Trustees.

COUNCIL MEMBERS

David Emery, *Chairman*
Retired Chairman and CEO, Black Hills Corporation

Jim Anderson, *Vice Chairman*
Wyoming State Senator, District 28

Cindy Crane
Retired CEO, PacifiCorp

Scott Heiner
Wyoming House of Representatives, District 18

Charlene Russell
Retired, Vice President of Commercial Development for North America, Baker Hughes

Chad Teply
Retired, Senior Vice President, Transmission and Gulf of Mexico at Williams

Don Burkhart, Jr.
Former Representative, Wyoming Legislature

Bill Miller
Executive Vice President, The Anschutz Corp.

Peter Gottfried
President, Natural Systems Analysts Inc.

EX-OFFICIO MEMBERS AND LIAISONS

Edward Seidel
President, University of Wyoming

Paul Ulrich
Trustee, University of Wyoming

Randall Luthi
Senior Policy Advisor, State of Wyoming

John Koprowski
Dean, UW Haub School & Ruckelshaus Institute



INCOMING MEMBERS

Energy Resources Council

In FY26, the ERC welcomed back two familiar faces to the governance group.

Donald Burkhart, Jr. , who previously served as one of the statutorily required legislative representatives on the governing body to SER, was reappointed by **Gov. Mark Gordon** and confirmed by the Wyoming Senate during the FY26 budget session.

Before his time in the legislature, Burkhart spent decades in the energy industry. He worked as a safety engineer for BP America Production Co. and on the Board of Directors of the Wyoming-Montana Safety Council.

Senator Jim Anderson of District 28 also made a return to the Council as the legislative representative for the Senate.

The ERC is statutorily required to include representatives of the Wyoming Legislature to ensure that SER's work is relevant, impactful and aligned with the needs of Wyoming and the nation. Serving a minimum of a two-year term, one member comes from the Wyoming Senate, appointed by the president of the Senate, and the other from the House of Representatives, appointed by the speaker of the House.

Sen. Anderson has previously served on the ERC from 2013 to 2025, serving as Vice Chairman beginning in 2017. In March of 2026, Sen. Anderson replaced **Senator Ed Cooper** of District 20, and was once again voted in as Vice Chairman.



Sen. Jim Anderson



The Honorable Don Burkhart, Jr.

OUTGOING MEMBERS

Energy Resources Council

SER would like to extend its sincerest thanks to the outgoing members of the ERC, **Mark Doelger** and **Sen. Ed Cooper**.

Appointed to the ERC in 2020, Doelger is a registered professional geologist with nearly 50 years of experience in the energy field. He currently is president of Barlow & Haun, a partner in Stakeholder Energy LLC, and president of the Upper Green River Conservancy. He has also served as chairman of the Wyoming Pipeline Authority and acting chairman of the Wyoming Oil and Gas Conservation Commission.

Sen. Cooper was appointed to the Council in March of 2025, and served as the Vice Chairman. With deep roots in both the energy and agricultural sectors in Wyoming, he started his own oil and gas consulting firm in 1972 and owns Cooper Land and Livestock, a company rooted in farming and cattle operations.

Cooper was elected to the Legislature in 2021 and is now in his second term. Among several other committees, he serves on the Joint Minerals, Business and Economic Development Committee.



Mark Doelger



Sen. Ed Cooper

SER EXECUTIVE DIRECTOR TRANSITION



Holly Krutka

After nearly six years of leadership, SER Executive Director **Holly Krutka** announced she was stepping down from her role to return to private industry.

Joining SER in the middle of the Covid-19 pandemic of 2020, Krutka led SER's multidisciplinary team focused on advancing innovative energy research, academic programs, and stakeholder engagement.

A recognized expert in carbon capture, fossil energy, and emerging technologies, she brought a breadth of industry experience from prior leadership roles at Peabody Energy and Tri-State Generation and Transmission.

During Krutka's tenure, SER expanded academic programs and student engagement while advancing major initiatives in oil and gas, advanced coal utilization, nuclear energy, hydrogen, critical minerals, and carbon capture, use and storage. The school's research portfolio and partnerships have grown substantially, reinforcing SER's critical role in Wyoming's energy and economic landscape.

UW, SER, and the ERC all expressed sincere thanks to Krutka for her exceptional service to the university and the state, and for her impact in substantially growing SER into a world-renowned research entity.

Interim Leadership

Following the announced departure of Krutka, the ERC appointed **Scott Quillinan** as the acting executive director while a search could be conducted for the next permanent leader.



Scott Quillinan

Quillinan is SER's senior director of research. Quillinan joined UW as a senior hydrologist in 2012 and was promoted to director of the Center for Economic Geology Research in 2018. In 2021, he began in his current senior director position. He has about 13 years of experience in energy research and at least 30 publications related to Wyoming-specific topics, such as carbon capture, water, natural gas and geothermal energy.



Erin Phillips

While Quillinan was in his acting role, **Erin Phillips**, SER director of cross-cutting programs, stepped in as acting senior director of research to assist with the management of SER's grant-funded and state-funded research exceeding $100 million.

SER EXECUTIVE DIRECTOR SEARCH & SELECTION

During FY26, a comprehensive search for the next executive director was launched.

SER's governing body, the ERC, in conjunction with UW, engaged nationally recognized search firm Spencer Stuart to work with an appointed search committee to fill the position promptly.



Pete Obermueller

Pete Obermueller was selected as the new executive director beginning in FY27.

With more than two decades of experience in legislative affairs, natural resource and energy policy, and community relations, Obermueller has championed major initiatives to advance Wyoming's economy and reduce regulatory burdens, including cultivating res partnerships with UW.

ACADEMIC PROGRAM

UNDERGRADUATE CERTIFICATE IN SUBSURFACE ENERGY

A strategic collaboration between UW's School of Energy Resources (SER) and the Department of Energy and Petroleum Engineering within the College of Engineering and Physical Sciences launched a new undergraduate certificate in subsurface energy, designed to solidify Wyoming's position as a global leader in energy education and workforce development.

The 18-credit certificate is entirely composed of existing courses offered at UW and is tailored for students currently pursuing technical degrees who wish to add a specialized energy credential to their resume.

It integrates traditional petroleum foundations with modern sustainability and digital themes, including emerging technologies, energy economics, law and digital technologies, such as geographic information systems, blockchain and data analytics, to ensure UW graduates are prepared for the evolving demands of the energy workforce.

STUDY ABROAD COURSE

UW SER Leads Energy Study-Abroad Field Course in Norway

SER led its inaugural study-abroad field course in Norway to explore energy synergies between Norway and Wyoming.

Over the course of two weeks in late May and early June, 12 UW students explored energy hubs in Bergen, Stavanger and Oslo. Highlights of the trip included site visits to the Ministry of Energy and Equinor – a Norwegian multinational energy company – as well as technical briefings at NORCE and the Norwegian Offshore Directorate, and a networking dinner with UW alumni living in Norway.

The visits provided an on-the-ground perspective to strengthen students' understanding of how Wyoming and Norway are socially, geographically and economically similar and distinct, creating an opportunity for critical thinking about how these dimensions inform energy development.



Participants included from left: back row, Xavier Waltman, Liam Devine, Alexandru Ispas, James Gallegos, Austin Quillinan, Kolten Harmsen, Anna Nielsen, Madeleine Lewis (faculty) and Libby Krugerud; front row, Selena Gerace (faculty), Seth Needham, Cassidy Lolley, Christine Longnecker, Erin Phillips (faculty) and Matalin Mohr.

WHO WE ARE

Kami Danaei, Senior Assistant Dean, Co-Director, Professional Land Management (PLM) Concentration

Larissa Guerra, Academic Coordinator, Sr.

Heather Chandler, Academic Coordinator

Kristen Pritchett, Co-Director, Professional Land Management (PLM) Concentration

Randall Violett, Director, Energy and Environmental Systems (EES) Concentration

Ashli Tomisich, Director, Student Success and Experiential Learning

MAJOR ACCOLADES



Kristen Pritchett was recognized at the inaugural Experiential Education Showcase and Celebration with an Excellence in Experiential Education Award.



Larissa Guerra was named the UW Student Organization Advisor of the Year for 2025-2026. Guerra was nominated by students in the Student Chapter of Energy Resources and SER staff.

STUDENT ACCOLADES



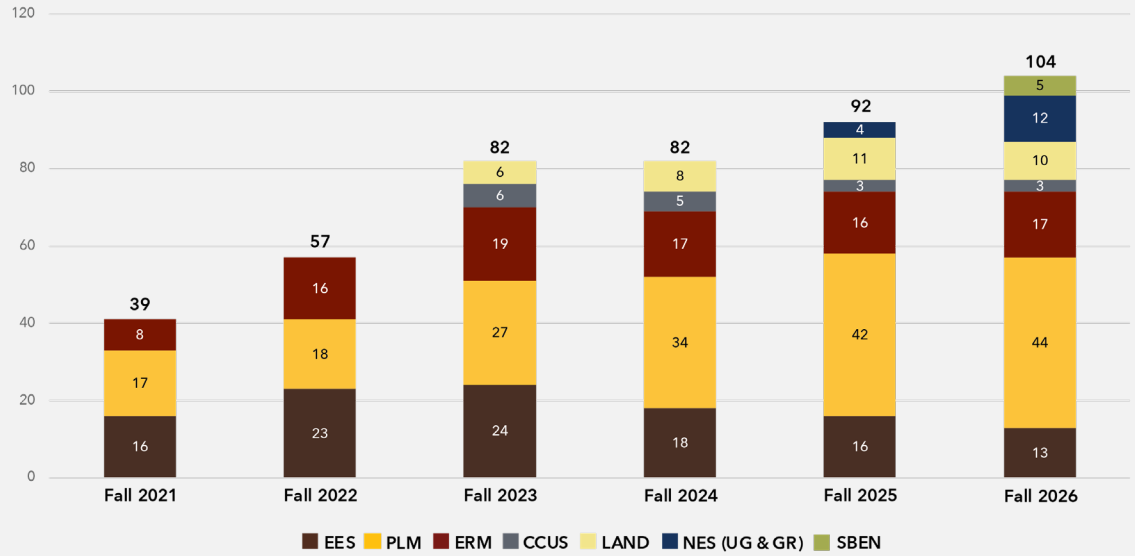
Harper Pollock was nominated for the Tobin Memorial and Rosemarie Martha Spitaleri Awards, UW's prestigious recognition for outstanding graduates.



David Meraz Ordonez was the runner-up for the American Association of Professional Landmen (AAPL) Outstanding Graduate Award and represented the School of Energy Resources as the Outstanding Graduate from the University of Wyoming in an AAPL-accredited program.

BY THE NUMBERS

STUDENTS SERVED BY CREDENTIAL



Credentials

EES • Energy and Environmental Systems

PLM • Professional Land Management

ERM • Energy Resource Management (minor)

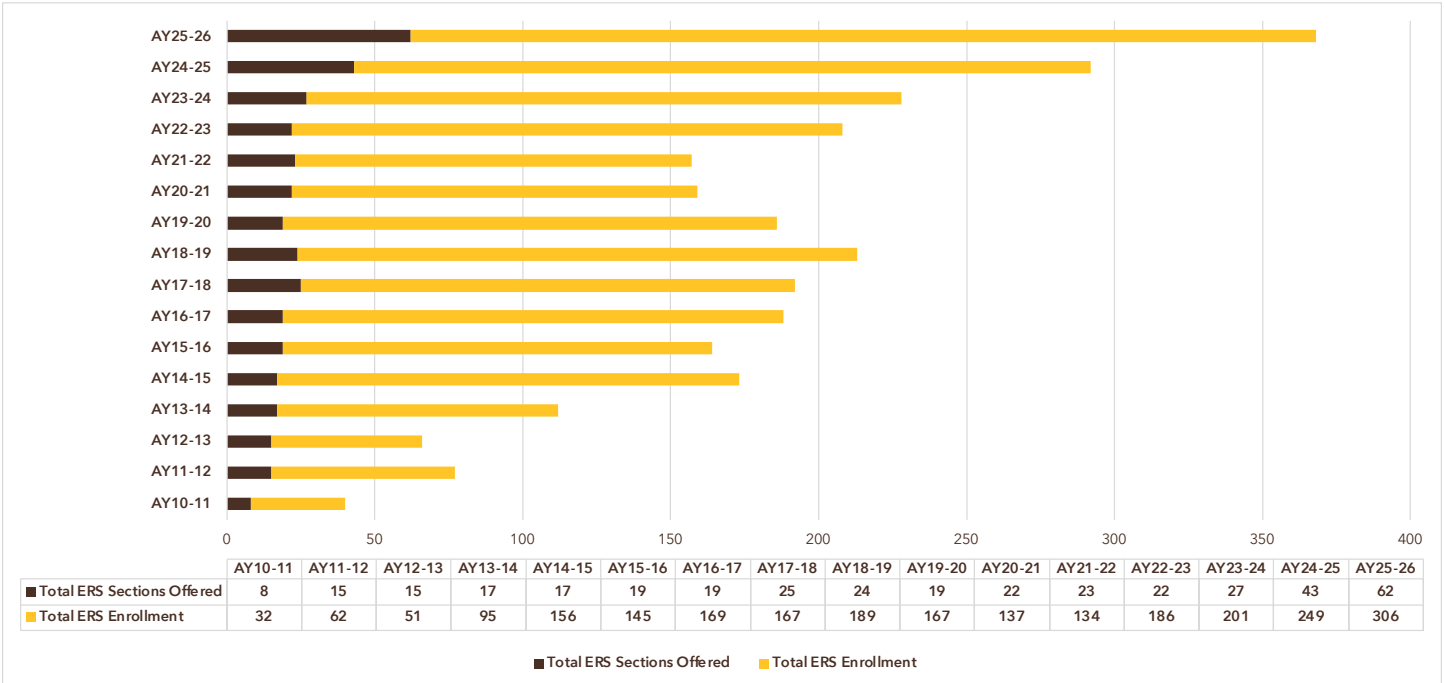
CCUS • Carbon Capture, Utilization and Storage Certificate

LAND • Land Administration Certificate

NES • Nuclear Energy Science Certificate (undergrad and grad)

SBEN • Subsurface Energy Certificate

OFFERED ERS COURSE SECTIONS AND ENROLLMENT BY ACADEMIC YEAR



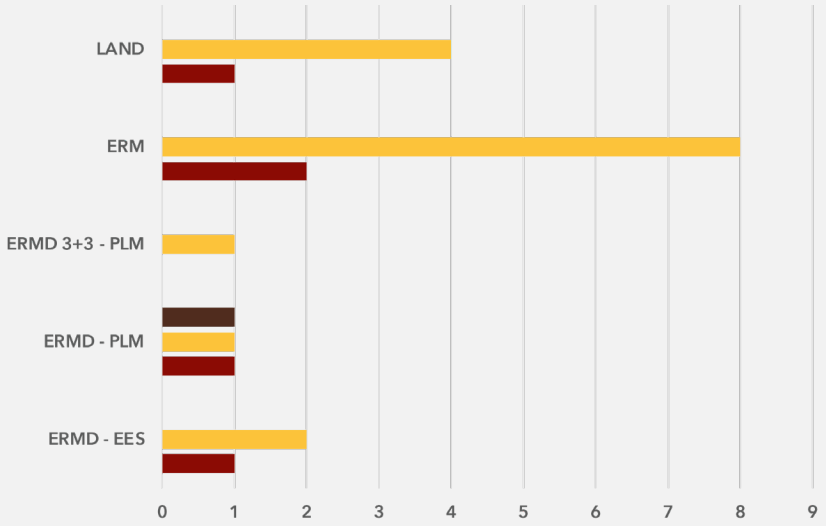
	AY10-11	AY11-12	AY12-13	AY13-14	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23	AY23-24	AY24-25	AY25-26
Total ERS Sections Offered	8	15	15	17	17	19	19	25	24	19	22	23	22	27	43	62
Total ERS Enrollment	32	62	51	95	156	145	169	167	189	167	137	134	186	201	249	306

Majors Served in FY26

Accounting • Agriculture Business • Astronomy and Astrophysics • Chemical and Biomedical Engineering • Chemistry • Chemistry • Construction Management • Criminal Justice • Degree Seeking Undeclared • Economics • Environment, Natural Resources, and Society • Environmental Systems Science • Entrepreneurship • Engineering Undeclared • Environment and Natural Resources • Exploratory Studies • Finance • Geology & Geophysics • GIS certificate • International Studies • Land Administration Certificate • Management • Marketing • Petroleum Engineering • Physics • Political Science • Psychology • Software Development • Sales • Spanish • Wildlife and Fisheries Biology • Energy Resource Management and Development

BY THE NUMBERS

GRADUATES BY PROGRAM AND TERM

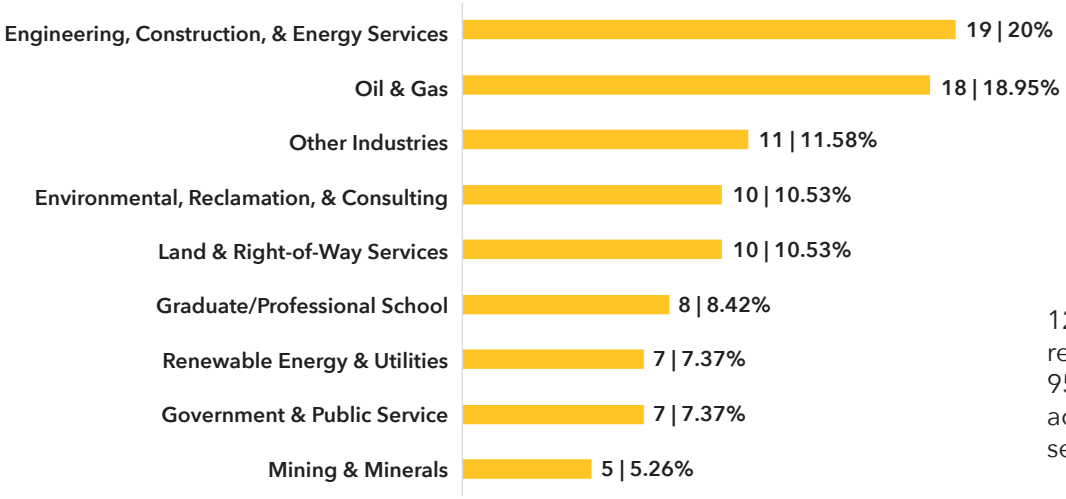


TOTAL GRADUATES: 22

Fall 2025: **5** • Spring 2026: **16** • Summer 2026: **1**

Fall 2025 Spring 2026 Summer 2026

INDUSTRY SECTORS EMPLOYING ERMD ALUMNI

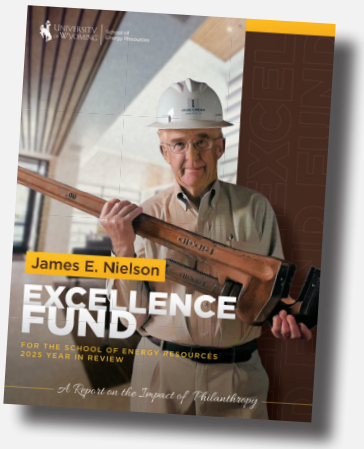


122 ERMD graduates reported employment by 95 unique organizations across nine industry sectors

NIELSON TEXTBOOK SCHOLARSHIPS

Fall 2025 Textbook Scholarship | 34 Awards
Spring 2026 Textbook Scholarship | 37 Awards

Through the James E. Nielson Energy Excellence Fund, highly talented students planning a career in energy are supported through textbook scholarships, experiential learning and industry field visits, study abroad courses, as well as career and professional development opportunities.



EXPERIENTIAL LEARNING OPPORTUNITIES

Moab Field Course

Students completed a one-credit field course in Moab, Utah, to study rock formations that are direct analogs to those being explored for carbon management in Wyoming.

Open to all UW students, the course focused on understanding the geological properties of sedimentary rock layers that could potentially store vast amounts of captured carbon dioxide.

The Moab region offers exceptional exposures of rock units that share similar age and depositional settings with key formations found deep in the subsurface across Wyoming.

Over the course of five days, students were challenged to consider how fluids move through the subsurface and what happens when they encounter a barrier.



Participants in the UW field course in Moab, Utah, are, from left: students Titus Timbers, Austin Quillinan, Jack McKinley, Logan Gray, Rachel Bryan, Aditya Srivastava, Phoebe Futcher, Abigail Mensch, Cass Lolley, Lucy Cooper, Harper Pollock and Center for Economic Geology Research Assistant Director Autumn Eakin (faculty).

Students Learn about Life Cycle of an Oil Well with Continental Resources



Students participated in a comprehensive field trip, hosted by Continental Resources, to a drilling and production site in Wyoming.

The immersive experience provided future engineers, geologists, lawyers and energy professionals with an end-to-end view of an oil well's operational life cycle, from initial permitting through production and reclamation.

Students Visit Proposed Drilling Locations in Powder River Basin

Students visited proposed drilling locations in the Powder River Basin to witness the complex processes behind permitting, environmental approvals, and multi-party negotiations.



The field trip offered a behind-the-scenes look at a standard meeting between WRC Energy Group and the Bureau of Land Management regarding two proposed pad locations.

PRACTICAL TRAINING

FEATURED INTERNSHIPS



Jack McKinley, an ERMD graduate in the Energy and Environmental Systems concentration, served as an intern with CropKing Inc., where his work supported the greenhouse management team and learned about plant care and experimental set up.



Cadence Vollman, an ERMD student in the Professional Land Management concentration, completed a summer internship with DISA Uranium™, a subsidiary of DISA Technologies, Inc. Under the supervision of SER alumnus **Fred Eden**, Vollman conducted initial title work, drafted mining claims, and assisted with staking claims in the field.

MENTORSHIP PROGRAM

The SER Mentorship Program fosters professional and personal growth by connecting students with experienced professionals in the energy sector. This unique program provides invaluable opportunities for students to gain insights into the industry, develop essential skills, and build a robust professional network.

Mentees benefit from one-on-one guidance, career advice, and exposure to real-world challenges and innovations in areas like sustainable energy systems, carbon management, and unconventional resource development.

The Mentorship Program is designed to equip the next generation of energy leaders with the knowledge and connections needed to thrive in a dynamic and evolving global energy landscape.

SER FACULTY

SER recruits and retains multidisciplinary faculty with expertise relevant to Wyoming's energy industry. Housed in 9 different departments across 6 UW Colleges and Schools, SER professors are internationally recognized energy experts who are actively involved in both energy research and teaching. Committed to achieving top learning outcomes, SER faculty develop students' curiosity and capacity for complex problem solving. Demonstrating its collaborative nature and focus on Wyoming energy education, outreach and research, SER also has many adjunct faculty who collaborate closely with both SER faculty and staff.

FACULTY ACCOLADES

Professor Dario Grana was named as the recipient of the prestigious 2026 John P. Ellbogen Meritorious Classroom Teaching Award.
The award recognizes excellence in classroom teaching, rewarding faculty members who demonstrate an exceptional commitment to student learning, innovative instructional methods, and profound impact on the academic community at UW.



Dario Grana accepts his award from UW President Ed Seidel

He was also the recipient of the Society of Exploration Geophysicists' (SEG) Virgil Kauffman Gold Medal, which is bestowed to a person who has made an outstanding contribution to the advancement of the science of geophysical exploration.

Professor Dario Grana, ***Professor John Kaszuba***, ***Professor Bryan Leonard***, and ***Associate Dean Temple Stoellinger*** are all SER-affiliated professors recognized by **President Ed Seidel** with Presidential Scholarly Achievement Awards. The awards recognize faculty members who have demonstrated high achievement in scholarship in both the tenured and early-career faculty categories.

NEW FACULTY MEMBERS

Hoon Choi joined the faculty as an SER assistant professor of Chemical and Biomedical Engineering. With a research portfolio focused on materials separations, Choi teaches Thermodynamics and provides expertise in the areas of separations, including bioprocessing, downstream process development, lithium and rare earth element (REE) extraction, and lignin valorization.



FACULTY MEMBERS

Jennifer Bell, SER Assistant Professor of Soil Science and Reclamation

Po Chen, SER Associate Professor of Geology and Geophysics

Hoon Choi, SER Assistant Professor of Chemical and Biomedical Engineering

Tim Considine, SER Professor of Economics

Craig Douglas, SER Professor of Mathematics and Statistics

Maohong Fan, Carrell Family Endowed Chair in Energy and Petroleum and SER Professor of Chemical and Biomedical Engineering

Scarlett Forrest, Assistant Research Scientist

Dario Grana, SER Professor of Geology and Geophysics and Wyoming Excellence Chair

John Kaszuba, John and Jane Wold Centennial Chair in Energy, SER Professor of Geology and Geophysics

Bryan Leonard, SER Associate Professor of Environment and Natural Resources

Madeleine Lewis, Associate Research Scientist and Temporary Lecturer

Subhashis Mallick, SER Professor of Geology and Geophysics

Tara Righetti, Occidental Chair of Energy and Environmental Policies and SER Professor of Law

Bruce Parkinson, *Emeritus* SER Professor of Chemistry

ADJUNCT FACULTY MEMBERS

Saman Aryana, Occidental Chair of Energy and Environmental Technologies and Professor of Chemical and Biomedical Engineering; Associate Dean, CEPS

Erica Belmont, Associate Professor of Mechanical Engineering

Jonathan Brant, Professor of Civil and Architectural Engineering

Ben Cook, Senior Assistant Dean and Professor of Economics

Stuart Farris, Hestia Energy, Co-Founder & Chief Technology Officer

Caleb Hill, J.E. Warren Chair, Nielson Faculty Fellow, Associate Professor of Chemistry

Shane Murphy, Professor of Atmospheric Science

Jonathan Naughton, Professor of Mechanical Engineering

Michael Norato, Director of Nuclear Facilities and Infrastructure, Nano Nuclear Energy Inc.

Soheil Saraji, Associate Professor of Energy and Petroleum Engineering

Michael Stoellinger, Associate Professor of Mechanical Engineering

Temple Stoellinger, Associate Dean of Environment and Natural Resources and Wyoming Excellence Chair

Haibo Zhai, Roy & Caryl Cline Distinguished Chair in Engineering and Professor of Civil and Architectural Engineering

Kam Ng, Associate Professor of Civil and Architectural Engineering

Michael Urynowicz, Professor of Civil and Arch... Engineering

SELECT FACULTY PUBLICATIONS

Tara Righetti, **Madeleine Lewis**, **Scarlett Forrest**, Rachael Budowle & Lainee Jones, Just Nuclear, 86 Ohio St. L.J. (2026).

Ellen G. Polites, Quin R.S. Miller, Janet C. Dewey, **John P. Kaszuba**; Quantifying Hydrocarbon-Dominated Transport of Uranium and Vanadium. ACS Sustainable Resour. Manage. 28 May 2026; 3 (5): 1534–1542.

D. Grana, L. P. de Figueiredo, F. L. Bordignon, R. Exterkoetter, M. Roisenberg and B. B. Rodrigues, "Generalized Bayesian Linearized AVO Inversion Using Box-Cox Transformation," in IEEE Transactions on Geoscience and Remote Sensing, vol. 64, pp. 4503210-4503210, 2026.

Zaixing Huang, **Maohong Fan**, Hanjing Tian, Corrigendum to "Rare earth elements of fly ash from Wyoming's Powder River Basin coal", Journal of Rare Earths, Volume 44, Issue 6, 2026, Page 1967, ISSN 1002-0721.

Oppong, Benard Sasu, **Chen, Po**, Lee, En-Jui, and Wu-Yu Liao. "Missing Well-Log Data Prediction Using a Hybrid U-Net and LSTM Network Model." Petrophysics 66 (2025): 785–806.

Leonard B, Smith SM (2025), "Water is the true wealth in a dry land: prior appropriation and the settlement of the Arid West". Journal of Historical Political Economy, Vol. 5 No. 3-4 pp. 287–319.

Mallick, Subhashis, Aditya Srivastava, and Dwaipayan Chakraborty. 2025. "High-Resolution Subsurface Characterization Using Seismic Inversion—Methodology and Examples" Eng 6, no. 9: 206.

Madeleine Lewis & **Tara Righetti**, CO_2 Pipelines as Common Carriers, 10 Oil & Gas, Nat. Resources & Energy J. 661 (2025).

Ellen G. Polites, Lily J. Jackson, Janet C. Dewey, **Kaszuba, John**, Crustal distribution of rare earth elements modulated by hydrocarbon migration. ChemRxiv. 21 May 2026.

Feng, R., **Grana, D**. & Mosegaard, K. Geostatistical Facies Simulation based on Training Image Using Generative Networks and Gradual Deformation. Math Geosci 57, 1021–1044 (2025).

Nan Wang, Yuan Zhang, Zhaojun Min, Bing Chang, Huiyong Wang, Zhiyong Li, **Maohong Fan**, Suojiang Zhang, Jianji Wang; Selective Electrosynthesis of Ethanol from CO2 Enabled by High CuI Content and Enhanced H2O Activation of Molecularly Modified Cu-Based Catalyst. Journal American Chemical Society 8 April 2026; 148 (13): 13633–13643.

Gordon, B., Blumberg, J., Carroll, R., Manning, D., **Leonard, B.**, Boisrame, G., Lorenz, A., Harpold, A., Berkey, J., Cough, C., and Albano, C.: Snow Loss, Economic Cost, and Potential (Mal)Adaptation in Irrigated Agriculture: Case Studies from the Western US, EGU General Assembly 2026, Vienna, Austria, 3–8 May 2026. EGU26-15921

78* Total Faculty Publications in FY26

**Number includes output by graduate students in faculty research groups that list SER faculty members as contributing authors. Number does not include publications from SER adjunct faculty or research staff.*

RESEARCH SUMMARY

SER's research programs focus on maximizing energy production, minimizing environmental footprint, and leading technology innovation, always to benefit the state. Through its Centers of Excellence (COE), SER bridges the gap between academia and industry – and ensures deployment of technology and policy solutions.

RESEARCH ACCOLADES

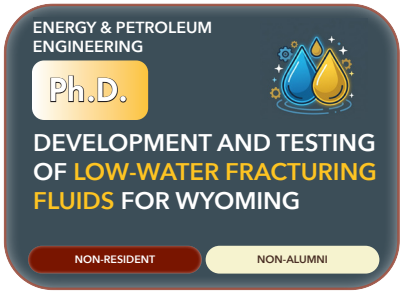
Davin Bagdonas



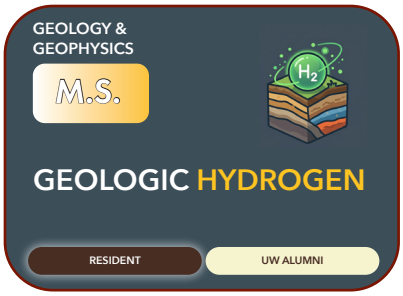
Principal Scientist **Davin Bagdonas** was recognized at the third annual Celebration of Research and Innovative Excellence awards by UW's Research and Economic Development Division for his contributions to UW's research and innovation landscape. Bagdonas was particularly recognized for his work and scholarship on the use of coal and coal fly ash as unconventional sources of critical minerals in the United States.

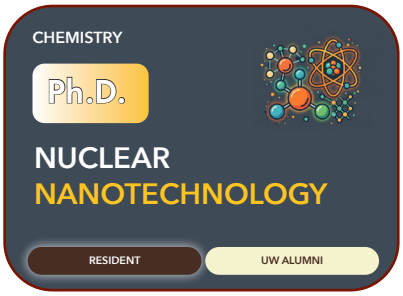
ENERGY SCIENCE GRADUATE ASSISTANTSHIPS

SER continued to oversee the distribution of Energy Science Graduate Assistantships supported through the Abandoned Mine Lands funds administered through the Wyoming Department of Environmental Quality. Funded graduate students must work on a Wyoming energy-related project, and at least half must have demonstrated Wyoming residency or be a graduate of UW.









WHO WE ARE

Scott Quillinan, Acting Executive Director/Senior Director of Research

Erin Phillips, Acting Senior Director of Research/ Director, Cross-Cutting Programs

Tiffany Bishop, Senior Project Specialist

David Lucke, Associate Project Specialist

Martha Reisch, Associate Project Specialist

Kaleb Peterson, Assistant Project Specialist

CENTERS OF EXCELLENCE

Center for Economic Geology Research, Directed by J. Fred McLaughlin

Center for Energy Regulation & Policy Analysis, Directed by Matt Fry

Center for Carbon Capture and Conversion, Directed by Trina Igelsrud Pfeiffer

3D Visualization Center, Managed by Kyle Summerfield

Hydrogen Energy Research Center, Directed by Eugene Holubnyak

FACULTY-LED CENTERS OF EXCELLENCE

Nuclear Energy Research Center, Directed by Tara Righetti and Caleb Hill

Center for Produced Water Management, Directed by Jonathan Brant

Center for Air Quality, Directed by Shane Murphy

Wind Energy Research Center, Directed by Jonathan Naughton and Michael Stoellinger

Center for Biogenic Natural Gas Research, Directed by Michael Urynowicz

Subsurface Energy and Digital Innovation Center, Directed by Soheil Saraji

RESEARCH PROGRAMS

Jurisprudence of Underground Law and Energy, Directed by Tara Righetti

Energy Engagement, Leadership and Careers Program, Directed by Erin Phillips and [illegible] Gerace

WYOMING INTEGRATED TEST CENTER

Department of Energy Portfolio Review

In late May 2025, Energy Secretary **Chris Wright** issued a Secretarial Memorandum titled "Ensuring Responsibility for Financial Assistance," establishing a formal Portfolio Review Committee. Staffed by administration appointees and Department of Government Efficiency (DOGE) officials, the committee reviewed federal grants and financial assistance awarded under the previous administration.

The 2025 federal funding reviews directly impacted the Wyoming Integrated Test Center (ITC) disrupting several major carbon capture, utilization, and storage (CCUS) projects operating out of the facility.

Despite losing some federal backing, the ITC and its tenants avoided full shutdown by pivoting toward private, state, and international partnerships.

Dry Fork Station Planned Outage

Basin Electric Power Cooperative's Dry Fork Station underwent a comprehensive triennial outage, bringing hundreds of specialized contractors on-site to execute major maintenance, inspection, and upgrade work on the power plant.

Because the ITC depends directly on Dry Fork Station for its continuous supply of flue gas, the outage temporarily pauses active testing operations; however, tenant facilities used this planned window strategically to perform essential equipment maintenance, sensor recalibrations, and sorbent or membrane upgrades before full-scale power generation and flue gas delivery resume.



PARTNER RESEARCH ORGANIZATIONS

Wyoming Integrated Test Center,
Managed by the UW School of Energy Resources

ITC WYOMING INTEGRATED TEST CENTER

ITC TENANT UPDATES

Membrane Technology and Research

Membrane Technology and Research (MTR) achieved over one year of continuous operation on its completed Polaris™ membrane-based post-combustion carbon capture system.

Gas Technology Institute

Gas Technology Institute (GTI), in partnership with Ohio State University, paused construction on a facilitated transport membrane system for carbon dioxide capture project. The status for continued operations or the initiation of reclamation phase activities remains contingent upon negotiations with DOE.

TDA Research Inc.

TDA Research Inc. suffered one of the largest direct hits when the DOE canceled a $49.8 million federal grant intended for a large-scale pilot project. It's small pilot plant remained operational with testing occurring throughout FY26.

ITC Capital Improvement Grant

Following the DOE portfolio review process, the ITC Capital Improvement Grant was confirmed and resumed negotiations. The 5-year project is aimed at continuing ITC operations and improving the infrastructure at the facility.

RESEARCH PROGRAMS

ENERGY ENGAGEMENT, LEADERSHIP, AND CAREERS (ELC) PROGRAM

The Energy ELC Program leads in the development of a skilled energy workforce, engages industry stakeholders, empowers communities by incorporating local knowledge into program development and research, advances social science capacity building, and inspires the next generation of leaders through innovative education.

Inaugural Critical Minerals Leadership Academy a Resounding Success



Led by the Energy ELC Program, the Critical Minerals Leadership Academy (CMLA), a new initiative designed to foster expertise and collaboration in the critical minerals sector, successfully completed its inaugural session in early August of 2025.

Designed to equip participants with a comprehensive understanding of the entire critical minerals value chain, from exploration and extraction to processing, recycling, and end-use applications, the CMLA was sponsored by the U.S. Department of Energy, and hosted by SER, with support from the National Energy Technology Laboratory, KeyLogic, Entech Strategies LLC, and multiple industry partners.

The program brought together a diverse group of emerging leaders from government, industry, and academia to address the complex challenges and opportunities surrounding the global supply of critical minerals.

The program will run again in FY27.

Social License Study 3.0

The Energy ELC Program launched the initial phase of an updated Social License Study. The report explores Wyoming residents' values, beliefs, and perceptions regarding the future of Wyoming's energy economy. The purpose of the study is to examine Wyoming citizens' acceptance and approval of different energy future scenarios to provide a better understanding of what Wyoming residents envision for the future of the state's energy economy.

An initial Social License report was released in 2020, and a second report was released in 2023. The updated study will consider new technologies through revised survey questions and is anticipated to be released in FY27.

WHO WE ARE: ENERGY ELC

Erin Phillips, Acting Senior Director of Research/Director, Cross-Cutting Programs

Selena Gerace, Program Manager, Community Engagement Specialist

Madison Mankin, Assistant Research Professional, Workforce Development

COLLABORATIONS

A major focus of the Energy ELC program is to collaborate directly with SER's outreach and academic programs to streamline engagement and workforce development efforts.

Norway Study Abroad

The inaugural study-abroad field course in Norway was co-led by **Erin Phillips**, **Selena Gerace**, and **Madeleine Lewis**, an associate research scientist in the Jurisprudence of Underground Law and Energy group. Stemming from Phillips' experience as a Fulbright Scholar at the Norwegian Research Centre (NORCE) in spring 2025, the course leveraged high-level connections with Norwegian energy experts.

STEM Roadshow

Joining the SER Outreach Team in a collaboration with the UW Science Initiative, Energy ELC participated in the STEM Roadshow, which aims to build curiosity and empower discovery of the natural world through STEM outreach. By combining forces, the team traveled to schools and local events statewide, expanding SER's impact across Wyoming by delivering hands-on energy education, interactive demonstrations, and valuable insights into energy careers.

JURISPRUDENCE OF UNDERGROUND LAW & ENERGY (JOULE) RESEARCH GROUP

JOULE is a research group designed to conduct innovative legal research that advances the understanding of the rules and relationships governing the use of the subsurface and development of energy and natural resources.

Pore Space Leasing Story Map

Researchers at SER, the Haub School of Environment and Natural Resources, and College of Law published a new story map that explains pore space leasing practices and makes example agreements publicly available.

The research team spent two years collecting examples of agreements granting injection and storage rights, and consolidated that existing information in the story map, making it publicly accessible.

Community Guide Series



JOULE added to its community guide series with the addition of a set of community information guides addressing topics related to nuclear energy in Wyoming.

Publications in this series include "What Every Wyoming Citizen Should Know About Nuclear Waste" and its companion guide, "Getting Involved: Community Guide to Participation in Nuclear Facility Authorizations," which seek to answer some of the most frequently asked questions surrounding the emergence of a nuclear industry in Wyoming.

International Symposium

JOULE hosted an international symposium on social, spatial, and legal research related to subsurface implications of the transforming energy sector.



The objective of the conference was to make an exploration of the spatial-legal relationships that apply to the subsurface and the potential evolution of such frameworks as a tool for the just transformation of the energy sector. Intervenors in the conference examined different issues of governance, planning, property ownership, rights, and power applicable to the subsurface throughout all stages of extraction.

WHO WE ARE: JOULE

Tara Righetti, Director, JOULE

Madeleine Lewis, Associate Research Scientist, Law & Policy

Scarlett Forrest, Assistant Research Scientist, Law & Policy

Federally Funded Research

A core focus of JOULE's work in FY26 was the preparation of substantive legal and policy deliverables for U.S. Department of Energy–funded projects, particularly in the areas of carbon management and advanced nuclear energy. These deliverables provide implementation-ready research for use by government agencies and project developers.

During FY26, JOULE also contributed to the preparation and submission of several additional proposals for external research funding.

- Phase III CarbonSAFE Regulatory and Policy Analysis, supporting large-scale carbon sequestration project development in Campbell County.
- A 50-state legal and regulatory survey for hydrogen development, prepared for the Great Plains Initiative/CERPA.
- A DOE-funded historical and industrial energy analysis as part of a project on advanced nuclear facility siting.
- A final project report to DOE/NETL on the valuation of storage rights in pore space, prepared with contributions from researchers in the Center for Economic Geology Research and the Haub School of Environment and Natural Resources.

Select Publications

Madeleine Lewis & **Tara Righetti,** CO_2 Pipelines as Common Carriers, 10 Oil & Gas, Nat. Resources & Energy J. 661 (2025).

Tara Righetti, **Madeleine Lewis**, **Scarlett Forrest**, Rachael Budowle & Lainee Jones, Just Nuclear, 86 Ohio St. L.J. (2026).

FACULTY-LED CENTERS OF EXCELLENCE

NUCLEAR ENERGY RESEARCH CENTER (NERC)

NERC is focused on interdisciplinary nuclear-energy capacity building across the UW community, and cultivating new resources in nuclear research.

ACCOLADES

Liane Moreau



Liane Moreau, assistant professor, Department of Chemistry, nuclear faculty fellow in NERC, was recognized by **President Ed Seidel** with a Presidential Scholarly Achievement Award. Moreau was recognized for her high achievement in scholarship in the early-career faculty category.

Nuclear Energy: An Emerging Issue Forum

NERC, along with the Haub School of Environment and Natural Resources and the Ruckelshaus Institute, and the Wyoming Energy Authority, hosted a two-day forum on the full fuel cycle of nuclear energy—from uranium mining, through fuel refinement and energy generation, to spent fuel storage, as well as supporting industries. The forum explored the benefits and risks of various projects and considered under what conditions they might be right for Wyoming's communities.

SUBSURFACE ENERGY AND DIGITAL INNOVATION CENTER (SEDI)

SEDI is dedicated to becoming a pioneering hub for advancing energy solutions by integrating cutting-edge digital technologies.

Richard and Marilyn Lynch Multidisciplinary Advanced Stimulation Laboratory

In FY26, the SEDI celebrated the grand opening of the Richard and Marilyn Lynch Multidisciplinary Advanced Stimulation Laboratory (MASL).

A partnership between SER and CEPS, the multidisciplinary lab is dedicated to optimizing the primary recovery of oil and gas. Research capabilities within the lab span much of the value chain of oil and gas production, including detailed reservoir characterization, petrophysics, geomechanics and stimulation, and fluid flow. It is also equipped with the capabilities to conduct enhanced oil recovery research.

MASL is named for Richard and Marilyn Lynch, who provided a transformative $1 million gift to help establish the lab.



Pictured: CEPS Interim Dean Danny Dale, former PETE Department Head Vamegh Rasouli, and former SER Executive Director Holly Krutka unveil MASL at the grand opening ceremony.



WIND ENERGY RESEARCH CENTER (WERC):

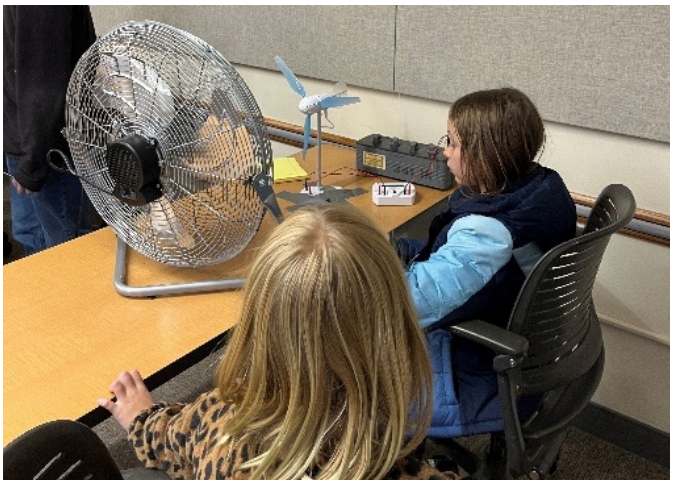
WERC is a collaboration with the College of Engineering and Physical Science dedicated to improving wind energy technology and its applications in Wyoming.

Wind Tunnel Testing

Research activities in WERC during FY26 focused on improving wind turbine efficiency and reducing performance losses associated with turbine wake interactions. Wind tunnel testing was conducted to identify natural instabilities in turbine wakes that may help mitigate the 10–20% energy losses experienced in many wind farms. Additionally, the research team worked on the development of machine-learning models to predict unsteady aerodynamic loading on turbine airfoils.

K-12 Outreach and Engagement

Utilizing funding from the Rocky Mountain Power Foundation gift to SER, WERC hosted over 250 elementary students for wind energy STEM programming.

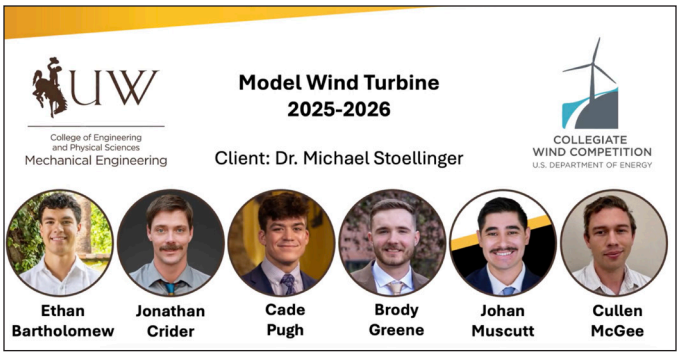


Mechanical Engineering Capstone and Collegiate Wind Competition

WERC supported a Mechanical Engineering capstone team in the development of a wind turbine design that previously competed in the 2025 Collegiate Wind Competition sponsored by the U.S. Department of Energy.

The conference is designed to help students prepare for jobs in the wind and renewable energy workforce through real-world experiences with wind energy technology, project development, finance, communications, and outreach.

The design is well positioned to officially compete again in the 2027 competition.



ACCOLADES



WERC Co-Director **Jonathan Naughton** was selected to serve on the board of the North American Wind Energy Academy (NAWEA), which brings together researchers, educators, students, and industry partners across North America and around the world to catalyze innovative advancements in wind energy technologies. The board oversees NAWEA's governance and long-term direction, and helps set priorities that advance wind energy research, education, and collaboration across academia, industry, and national laboratories.

CENTER OF EXCELLENCE FOR PRODUCED WATER MANAGEMENT (CEPWM):

CEPWM provides innovative science and engineering research for application in energy industries that are economical and sustainable.

Impaired Water Research

Researchers in the CEPWM are advancing physicochemical and membrane-based water treatment technologies to enable the beneficial reuse of non-traditional, impaired water sources. This work directly addresses the growing demand for sustainable cooling water in energy-intensive infrastructure, particularly hyperscale data centers.

Critical Mineral Recovery

During FY26, CEPWM worked on developing innovative methods to extract rare earth elements from coal char sourced from Wyoming's Powder River and Greater Green River Basins. These extraction processes are integrated into broader systems for producing quantum dots and other carbon nanomaterials. Additionally, the team worked to advance membrane-based desalinization techniques to treat high-salinity produced water, aiming to enhance water reuse and improve brine quality for critical mineral recovery.



Select Publications

Bachmann, S., & **Brant, J.** (2026). Nanotube Alignment and Surface Chemistry in Altering Water and Salt Permeabilities for Imogolite-Polyamide Membranes. Membranes, 16(1), 20.

CENTER OF EXCELLENCE FOR AIR QUALITY (CAQ):

The CAQ is involved in research concerning emissions from oil and gas exploration and production activities, and methane monitoring and mapping technology.

Mobile Lab Research

The CAQ deployed the mobile lab to Salt Lake City to conduct high-resolution measurements of urban methane and volatile organic compound emissions. This field campaign was executed in close collaboration with atmospheric scientists at the University of Utah, leveraging the region's existing environmental monitoring networks to pinpoint emission sources and track urban air quality patterns.

CENTER FOR BIOGENIC NATURAL GAS RESEARCH (CBNGR):

CBNGR works to understand and enhance the unique geological and microbiological conditions in the Powder River Basin of Wyoming and Montana, which resulted in a vast biogenic coalbed methane resource. Additionally, utilizing the residue products from sugar beet refining as a key feedstock for its renewable natural gas (RNG) technology, the Center is working to create new market opportunities for growers.

Sustainable Aviation Fuel

In FY26, CBNGR submitted proposals to explore the integration of its innovative Biomass Carbon Removal and Storage plus RNG process to produce sustainable aviation fuel from sugar beet residues generated in Wyoming.

CENTERS OF EXCELLENCE

CENTER FOR ECONOMIC GEOLOGY RESEARCH (CEGR)

The mission of CEGR is to investigate solutions for the challenges in Wyoming's fossil fuel and mineral industries. CEGR research projects explore opportunities to use Wyoming's distinctive geology and resources in order to develop those opportunities, diversify Wyoming's economy, and to maintain competitiveness.

LEADERSHIP AND ACCOLADES

Autumn Eakin, Assistant Director



CEGR appointed Autumn Eakin as Assistant Director. Established to accelerate new administrative objectives for the growing research team, the newly created position provides essential guidance and leadership to the research team, and facilitates strategic growth and external partnerships.

Eakin plays a crucial role in optimizing the center's operations and expanding its impact with project partners, and positioning CEGR for continued growth and increased impact across its project portfolio.

John Jiao Retirement



Zunsheng "John" Jiao, a principal scientist in CEGR retired in FY26.

Jiao's professional career spans over four decades, characterized by a steady progression from academic instruction to high-level leadership in geological research. He leaves behind a profound legacy in Wyoming's energy, carbon management, and subsurface research.

WHO WE ARE

J. Fred McLaughlin, Director

Autumn Eakin, Assistant Director

Zunsheng 'John' Jiao, Program Manager, Subsurface Storage and Modeling

Tyler Brown, Program Manager, Minerals

Tim Fischer, Program Manager, Oil & Gas

Dan Eakin, Program Manager, Subsurface

Davin Bagdonas, Principal Research Professional, Coal and Rare Earth Elements

Charles Nye, Senior Research Professional and Project Manager

Bob Gregory, Senior Research Professional, Geochemistry

Matthew Johnson, Associate Research Professional, Geomodeling

Tao Bai, Associate Research Professional, Geostatistical Modeling and Machine Learning

Maryam Lakjaa, Assistant Research Professional, Petroleum Engineering and Finance

Cole Messa, Assistant Research Professional, Geochemistry

Sanzhar Begimbetov, Assistant Research Petrophysics

Yun Yang, Assistant Research Professional, Reservoir Modeling

NEW PROJECTS

ART STAR Project with Wyoming Rare, Inc.

CEGR, in partnership with Wyoming Rare (USA) Inc., was selected for a Seed Translational Acceleration of Research (STAR) Project award.

This competitive funding, provided through UW's National Science Foundation (NSF) Accelerating Research Translation (ART) award, will advance the assessment of potential byproducts associated with rare earth elements at the Halleck Creek Project in Wyoming.

CEGR Research Diversification:

CEGR expanded its research, funding, and industry partnerships in FY26. The Oil & Gas Team supported a proposal to develop an Energy Frontier Research Center at UW through the DOE's Office of Basic Research; the Subsurface Team advanced a research agreement with Black Hills Energy focused on enhanced coalbed methane recovery in northwest Wyoming; and the Minerals Team developed several NSF proposals, including an EPSCoR project with the University of Alaska.

CEGR also supported two geothermal research proposals, establishing a new area of investigation and continued collaboration with CERPA.

CARBON CAPTURE, UTILIZATION AND STORAGE

Spearheaded by the U.S. Department of Energy's Office of Fossil Energy, the Carbon Storage Assurance Facility Enterprise (CarbonSAFE) initiative aims to explore the capacities of subsurface formations to securely store 50 million or more metric tons of CO_2. SER leads four CarbonSAFE projects.

Wyoming CarbonSAFE Project: Phase III

After nearly a decade, Wyoming CarbonSAFE concluded in FY26. Achievements include drilling two test wells at depths below 9,800 feet; geologic modeling and reservoir characterization; National Environmental Policy Act analysis; a CO_2 transportation FEED study; baseline monitoring and risk assessment system; publications; and 10 underground injection control (UIC) Class VI permits. The project also pioneered public engagement, model pore space leases and unitization concepts, economic modeling, and pore space valuation that supported Wyoming Department of Environmental Quality procedures under state class VI primacy.

HERO Basalt CarbonSAFE

During FY26, the HERO CarbonSAFE was temporarily paused while under DOE project reviews. Before the pause, the project's stratigraphic test-well permit completed technical and interagency review. A six-month no-cost extension effective June 18th, 2026, enabled priority technical work project reassessment. CEGR's permitting work now provides a regulatory and technical template for other regional projects, helping streamline future permitting.

Williams Echo Springs CarbonSAFE

In FY26, the team safely drilled to 19,089 feet below land surface, reaching the Jurassic Morrison Formation. The program advanced wireline logging, acquired 85 rotary sidewall cores for characterization. Following the well, the team completed geomechanical testing, petrophysical analysis, and total-storage-system analyses. Early dynamic reservoir models and ongoing landowner and risk management studies support potential development planning.



Sweetwater Carbon Storage Hub

Frontier Carbon Solutions LLC (Frontier), in partnership with the SER, completed a second deep-characterization and injection well at the Sweetwater Carbon Hub. At 18,437 feet TVD, the J1-15 well is now the deepest Class VI carbon storage well ever drilled in the United States. Characterization and modeling efforts were paused in FY26 during the federal review initiatives.

OIL AND GAS

Mowry Shale Project

During FY26, Phase II of the Mowry Shale Project produced multiple publications advancing understanding of the Mowry Shale Petroleum System. Challenges remain to fully understand the complex geology and to identify economic and policy drivers to optimize the play. As the project moves to Phase III, industry participation will be critical for meaningful exploration and cross-sector collaboration.



RARE EARTH ELEMENTS AND CRITICAL MINERALS

Uncovering Wyoming's Lithium Potential

This FY26 project evaluates produced waters, geological materials, and technology solutions to characterize Wyoming's lithium-bearing resources and pair them with promising lithium extraction technologies. Having already compiled legacy data and analyzed initial field samples, the team presented preliminary findings at the Geological Society of America Conference.

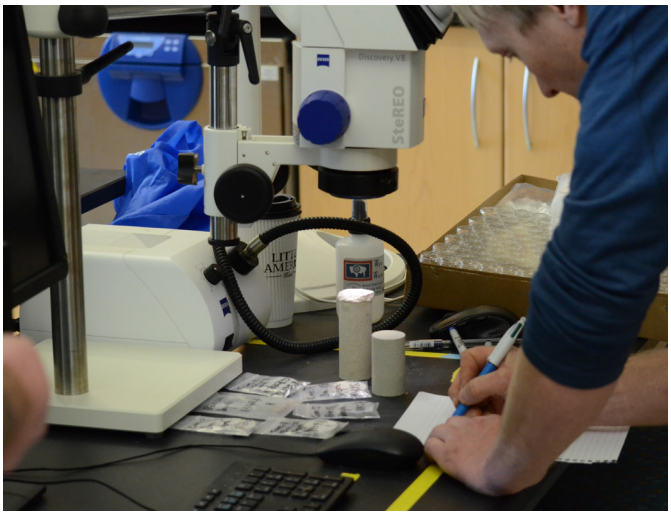
Carbon Ore, Rare Earth Elements and Critical Minerals Phase II:

In late spring, DOE restarted negotiations of previously awarded Carbon Ore, Rare Earth Elements and Critical Minerals Phase (CORE-CM) Phase II projects supporting domestic conventional and unconventional critical mineral development. CEGR leads one project, co-leads another project with the University of Utah, and will support a project led by the University of Texas.

Critical Minerals in Coal

During the federal funding pause, CEGR's Minerals Team expanded industry-funded research to characterize critical mineral resources at Wyoming mine sites. This work is improving understanding of critical minerals associated with legacy energy resources and advancing a basin-scale model for mineral enrichment.

Dr. Cole Messa also expanded CEGR's critical mineral analytical capabilities and continued development of a service-center model within the Geotechnical Laboratory.



A researcher examines coal samples in SER's Geotechnical Laboratory

SELECT CEGR PUBLICATIONS

- **Bagdonas, D.A.**, **Gregory, R.W.**, **Messa, C.M.**, **Phillips, E.H.**, and **Brown, T.C.**, 2026, Rare earth element occurrence and distribution within the largest U.S. coal resource: Geochemical variability of Powder River Basin coals, Wyoming and Montana: International Journal of Coal Geology, v. 316, article 104964, 20 p.

The study represents a first-of-its-kind explanation of rare earth element enrichment in Powder River Basin coals.

- Nwankwo, I.V., Dejam, M., **Fischer, T.B.**, and **Quillinan, S.A.**, 2025, A comprehensive review on analysis of permeability measurements and surfactant enhanced oil recovery in shale: Physics of Fluids, v. 37, article 071305, 62 p.
- Ismail, T., and **Saraji, S.**, 2025, Raman spectroscopy of electrostatically isolated organic matter for thermal maturity assessment: A case study on the Mowry Shale: International Journal of Coal Geology, v. 312, article 104910, 12 p.

CENTERS OF EXCELLENCE

CENTER FOR ENERGY REGULATION AND POLICY ANALYSIS (CERPA)

The primary function of CERPA is to produce meaningful, high-quality, impartial analysis to inform policymakers, stakeholders, and the public about issues critical to the economic development of Wyoming's energy resources.

POLICY SUPPORT

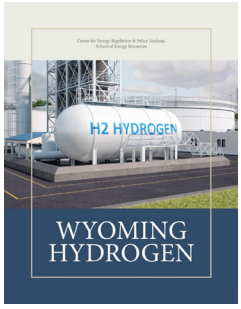
During FY26, CERPA provided policy support both internally and externally to SER. During the legislative session, CERPA closely monitored and tracked energy-related bills by providing daily updates of activity and committee meeting schedules. Outside SER, CERPA regularly engages with the Wyoming Governor's Office, the Wyoming Energy Authority, the Wyoming Mining Association, and the Petroleum Association of Wyoming.

SELECT PUBLICATIONS AND RESOURCES

CERPA published white papers and research briefs to inform lawmakers, the public, and industry in Wyoming on policy issues, regulatory challenges, or relevant topics of interest related to energy production and mineral development.

Wyoming Hydrogen

This publication evaluates the potential for developing a commercial hydrogen industry in Wyoming, including production methods, transportation options, storage opportunities, regulatory requirements, and market potential. It also analyzes possible economic impacts and offers policy recommendations to help Wyoming remain competitive in emerging hydrogen markets.



Issue Snapshot: State Oil and Natural Gas Severance Tax

This mini-paper provides a concise overview of the state oil and natural gas severance taxes, and examines Wyoming's fiscal reliance on mineral wealth compared to other major energy-producing states.



WHO WE ARE

Matt Fry, Director

Esther Wagner,
Senior Research Professional, Energy Policy

Seth Felbeck,
Assistant Research Professional, Economics & Policy

CREW REPORTS

Consolidated Review of Energy in Wyoming (CREW) Report

During FY26, CERPA continued to produce the monthly issue providing data and information about Wyoming's energy sector.

The CREW Report summarizes key takeaways from current economic indicators; provides an overview of Wyoming's energy sectors, including crude oil, natural gas, coal, uranium, wind energy, soda ash and electricity generation; details employment trends; and provides updates on state tax collections.



CENTERS OF EXCELLENCE

CENTER FOR CARBON CAPTURE AND CONVERSION

The mission of the Center for Carbon Capture and Conversion (CCCC) is to develop new high-volume uses for coal and to explore new opportunities in an evolving carbon market. CCCC delves into the potential marketable properties of higher-value products from Wyoming coal. The technologies and products developed in CCCC are focused on large-scale, commercial application.

NEW PROJECTS

Wastewater Management in Coal-Based Power Plants

UW was selected for an award from the U.S. Department of Energy's Hydrocarbon and Geothermal Energy Office. The collaborative project is led by **Erica Belmont** (Mechanical Engineering Department in CEPS) and **Trina Igelsrud Pfeiffer** (CCCC). The project aims to improve water efficiency and reduce the volume of wastewater requiring management at coal-based power plants, and will evaluate the technical, environmental and economic viability of applying advanced thermal drying technology to bottom ash transport water.

Agricultural & Soil Fertility Products

Researchers in the CCCC began work on a project funded by the Wyoming Department of Agriculture-USDA examining carrot production with the use of coal char as a soil amendment.

Rare Earth Element (REE) Extraction from Coal, Coal Waste and Byproducts

The CCCC, in collaboration with the Minerals Team in CEGR, began work on a project to recover REE's from Wyoming coal waste and byproducts using a simple weak acid dissolution process. CCCC has been working closely with an industry partner to advance the process development of the extraction method. The efforts have created diversified funding and research opportunities.

ACCOLADES

American Society of Reclamation Sciences Conference

The American Society of Reclamation Sciences (ASRS) co-hosted its annual conference with UW's School of Energy Resources with a theme of "Landscapes in Reclamation."

SER-funded student, **Lauren Sielski**, won second place in the ASRS poster competition, where she presented on the effect and persistence of coal char as an agricultural soil amendment.

WHO WE ARE

Trina Igelsrud-Pfeiffer, Director

Mark Behrens, Program Manager, Technology Scale-Up

Marie Dudgeon, Senior Research Professional, Chemical Engineering

Stefan Holberg, Associate Research Professional, Chemistry

Eli Ellis, Associate Research Professional, Mechanical Engineering

Resham Thapa, Associate Research Professional, Soil Science

Louis Muller, Assistant Research Professional, Chemical Engineering

Yi Yao, Associate Research Professional, Chemical Engineering

UW FACULTY PRINCIPAL INVESTIGATORS

Kam Ng, Associate Professor of Civil and Architectural Engineering

Michael Stoellinger, Associate Professor of Mechanical Engineering

John Oakey, Professor of Chemical Engineering

Jonathan Brant, Professor of Civil and Architectural Engineering

RESEARCH AFFILIATES

Jeramie Adams, Western Research Institute

Paul Behrens, Senior Research Consultant



From left are Lauren Sielski, who placed second in the poster session competition; Dillon Romero, who took first in the oral presentation category; and Lin Farver, who won t session competiti

COAL REFINERY TECHNOLOGY

The CCCC has continued to advance its integrated coal processing technology, combining a fast pyrolysis process and a solvent extraction process, to efficiently decompose Powder River Basin (PRB) coal which yields high-value liquids and solids that are then used to create environmentally friendly, non-energy products.

Both processes are at a critical juncture in which scale-up is necessary in order to produce enough feedstock material for downstream manufacturing research.

Construction Activities

Construction of the pyrolysis field demonstration was 90% complete at the Wyoming Innovation Center (WyIC) in Gillette, Wyoming, by the end of the fiscal year. In FY26, the project achieved an important regulatory determination that the Coal Refinery Field Demonstration Plant can be placed under the UW air permit. Utilizing PRB coal, the main product from the pyrolysis plant is coal char which is used to manufacture high volume products such as building materials and a soil amendment.



Start up and commissioning activities for the pyrolysis portion of the plant will take place in FY27, and construction to integrate the solvent extraction process into the system will commence in FY28.

SELECT COAL-TO-PRODUCTS

Graphitic Material

CCCC has advanced its coal-to-graphite research initiative by successfully completing the initial pyrolysis and material preparation phases using Greater Green River Basin (GGRB) coal from the Kemmerer mine. The raw coal has been converted into high-carbon char and processed through the densification step, finalizing the feedstock required for high-temperature synthesis. The project is now transitioning to the thermal conversion phase in FY27.

Coal Char Soil Amendment

Monitoring during FY26 has demonstrated that coal char soil amendments deliver significant improvements in soil health, highlighted by higher soil organic carbon levels and increased grass biomass compared to control plots. Reclamation efforts centered on two key Gillette locations—Peabody's NARM and NTEC's Cordero Rojo Mine—where field teams tracked vegetation establishment and collected soil samples for comprehensive soil health assessments. Alongside mine reclamation work, field monitoring in dryland environments progressed at the Sustainable Agriculture Research and Extension Center (SAREC) in Lingle, Wyoming, as well as cropland field operations focused on agricultural productivity.



SELECT CCCC PUBLICATIONS

Thapa, Resham B., Shilpakar, C., and Budhathoki, S., 2025, Effects of char and amendments on soil properties and sugar beet yield in sandy clay loam soil: Sustainability, v. 17, article 8132, 13 p.

Samir Budhathoki, Uche Igwe, Zaixing Huang, Mohan B. Dangi, **Resham B. Thapa**, Ramhari Paneru, Michael A. Urynowicz, Competitive CO_2/CH_4 adsorption and desorption in Powder River Basin coals: Implications for carbon storage, Energy, Volume 333, 2025,137426,ISSN 0360-5442.

CENTERS OF EXCELLENCE

HYDROGEN ENERGY RESEARCH CENTER (H_2ERC)

The mission of H_2ERC is to identify and quantify the relative competitive advantages of Wyoming in an emerging low-carbon hydrogen economy. H_2ERC focuses on all forms of hydrogen with: low-cost coal via gasification, massive natural gas resources via methane reforming, naturally occurring geologic hydrogen, and relatively high-capacity wind energy via electrolysis, as well as potential for solar, nuclear, and more.

PROJECT UPDATES

Supercritical Water Desalination and Oxidation with Steam Methane Reforming (SCWDO-SMR)

The two-part project combines a water desalination process paired with steam methane reforming to turn the disposable burden of produced water from oil and gas development into a clean energy asset to be sold to Pacific Northwest markets.

During FY26, the SMR unit was fully assembled on a fresh concrete pad poured for outdoor testing at property owned by Engineering, Procurement and Construction LLC in Cheyenne, Wyoming. This portion of the pilot plant is now ready for testing.



WHO WE ARE

Eugene Holubnyak, Director

Charles Nye, Senior Research Professional and Project Manager

Dayana Jones, Assistant Research Professional, Energy Economics

Sarah Buckhold, Assistant Research Professional, Mechanical Engineering

Robert Cincotta, Assistant Research Professional, Chemical Engineering

Haoming Ma, Assistant Research Professional, Techno-Economic Analysis

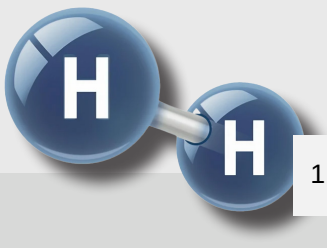
IN THE NEWS





The SCWDO-SMR project generated considerable interest in the Wyoming media. Both **Eugene Holubnyak** and **Charles Nye** were guests on *Cowboy State Daily's* Morning Show to discuss the project, potential impacts for Wyoming, and provided a high level overview of hydrogen production in Wyoming.

The same media outlet published an article about the project and its ability to turn waste products from the oil and gas industry into a commodity for the hydrogen industry should it prove successful.



STUDENT FIELD COURSE

Geologic Hydrogen

H_2ERC hosted an immersive field course for industry partners and UW students as part of a geologic hydrogen project in Wyoming. Funded through private investment from Hestia Energy Corp. and matched through a state of Wyoming artificial intelligence (AI) state matching appropriation, the Wyoming Geohydrogen Exploration Project seeks to assess the occurrence of geologic hydrogen in Wyoming, using advanced AI and machine learning technology for precision modeling and mapping resources.

Over the course of a week, students traveled to multiple locations in Wyoming to collect water and mineral samples, determining the presence of geologic hydrogen.



CAPACITY BUILDING AT THE UNIVERSITY OF WYOMING

Make, Move, Use or Store Initiative

SER investment in UW faculty-led research across the hydrogen supply chain has resulted in several notable peer-reviewed publications and a growing ecosystem of hydrogen projects on campus.

Wyoming Innovation Partnership

Awarded through the Wyoming Innovation Partnership (WIP) initiative, UW's award for blue hydrogen research has generated extensive foundational research on production and carbon capture integration. That work is now resulting in a steady stream of new peer-reviewed publications and technical papers advancing regional clean energy strategies.

SELECT H_2ERC PUBLICATIONS

- Dabbaghi, E., **Ng, K.**, and **Brown, T.C.**, 2025, Impact of hydrogen storage on the characteristics and mechanical properties of trona deposits: Journal of Energy Storage, v. 132, article 117806.
- Wu, Z., Qin, D., and **Zhai, H.**, 2025, Life cycle emissions of diverse fossil-based hydrogen production pathways for transportation application: Environmental Research Letters, v. 20, article 114038, 14 p.
- Qin, D., **Zhai, H.**, and **Quillinan, S.**, 2025, Comparative life cycle water use assessment of diverse hydrogen production pathways: Environmental Science & Technology, v. 59, p. 25237–25250, 14 p.
- Mena, G., **Zhai, H.**, Pfeiffer, R., Medina-Rodriguez, B.X., and **Aryana, S.A.**, 2026, Unlocking Wyoming's coal resources for low-carbon hydrogen production: Energy Conversion and Management, v. 364, article 121699, 17 p.
- Tang, X., Luo, X., Di, B., and Tian, B., 2026, Public risk perception and behavioral responses to flood-triggered NaTech events: A field investigation in industrial areas of Luzhou, China: Journal of Loss Prevention in the Process Industries, v. 100, article 105914.
- **Cincotta, R.E.F.**, **Nye, C.**, and Yang, X., 2026, Advancing hydrogen production: A comprehensive review of wastewater reforming techniques, feedstocks, and opportunities: Renewable and Sustainable Energy Reviews, v. 230, article 116680, 26 p.

CENTERS OF EXCELLENCE

3D VISUALIZATION CENTER

The mission of the 3D Visualization (3D Viz) Center is to foster new knowledge and insight, support interdisciplinary research, and drive integration between research computing, data science, visualization, human interaction, and data-capture technologies by leveraging state and national opportunities.

NEW PROJECTS

ART/STAR award through National Science Foundation

The 3D Visualization Center was selected for a Seed Translational Acceleration of Research (STAR) Project award to expand its drone-based hyperspectral imaging and emissions-monitoring capabilities.

The program is part of the university's National Science Foundation (NSF) Accelerating Research Translation (ART) initiative.

Led by Principal Investigator **James Amato**, the award will support the purchase of a new heavy-lift drone platform and a controlled gas-emission testing campaign at METEC in Colorado, helping the Center improve data quality, extend flight endurance, and operate more reliably in Wyoming's challenging conditions.

Together, these investments strengthen UW's ability to deliver advanced remote sensing services for energy, environmental, and critical minerals research while supporting new partnerships and long-term service center growth.

Science Initiative Greenhouse Interactive Simulation

The 3D Visualization Center team created a simulation of the Plant Growth and Phenotyping Facility atop the UW Science Initiative building.

The project is the last major virtual reality development effort funded by the Wyoming Innovation Partnership program and will be freely available to all higher education institutions across the state.

The simulation walks participants through several scenarios, tasking them with controlling the internal temperature through systems available at the facility (ventilation, HVAC, and radiator bars) to optimize plant growth in both hydroponic and traditional soil configurations.

WHO WE ARE

Kyle Summerfield,
Program Manager and Lead Developer

James Amato,
Assistant Research Professional, GIS and Remote Sensing

Rachel Toner,
Assistant Research Professional, GIS and Remote Sensing

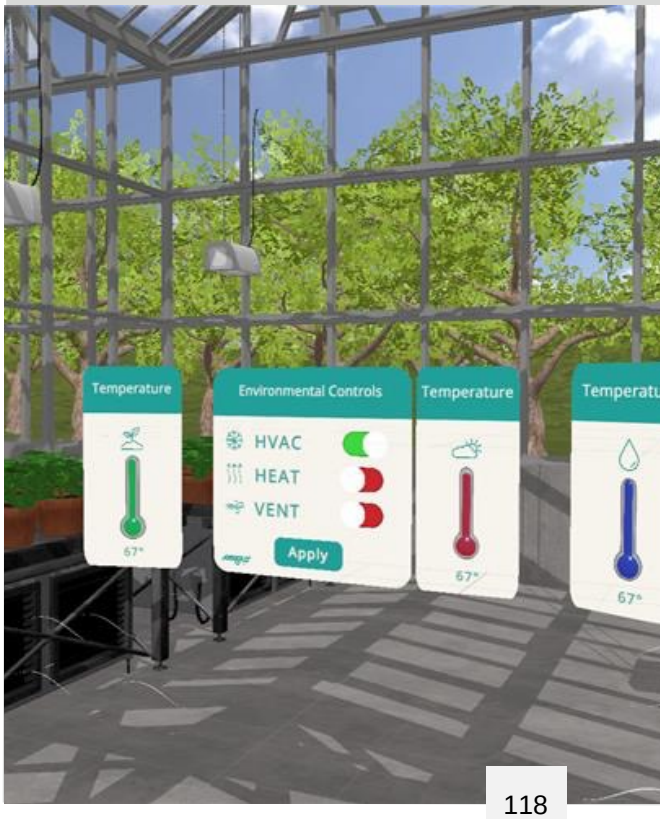
Cole James,
Assistant Research Professional, Asset Developer

Ayla Carncross,
Assistant Research Professional, Software Developer

Phil Black,
Assistant Research Professional, VR Development

CONTRACTORS

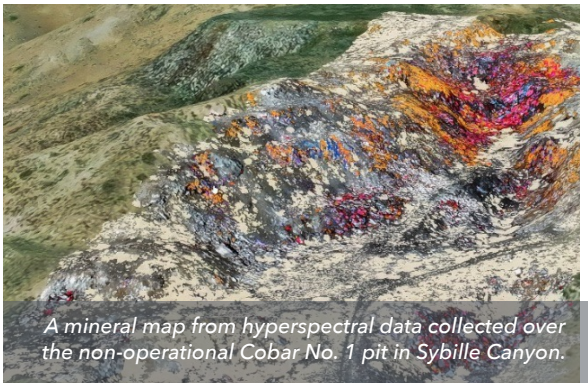
Jerry Evans, Mechdyne



Remote Sensing Equipment Expansion

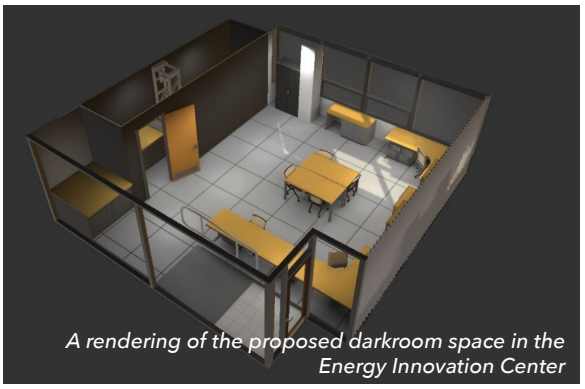
The GIS and UAS capabilities of the Visualization Center have grown to include a HySpex Mjolnir hyperspectral camera, whose capabilities include mineral identification of any exposed rock or ground surface.

Additionally, it acquired key lab and field accessories for the HySpex camera system, allowing the team to expand from primarily airborne imaging into both field-based and controlled laboratory hyperspectral imaging of drill core and hand samples. The new accessories include specialized tripods that enable vertical scanning configurations, broadening the range of field conditions and sample types the Center can image.



A mineral map from hyperspectral data collected over the non-operational Cobar No. 1 pit in Sybille Canyon.

To support lab-based imaging, construction of a dedicated dark room commenced in FY26. The installation is designed for standard core boxes holding three 3-foot core sections, enabling efficient scanning and processing.



A rendering of the proposed darkroom space in the Energy Innovation Center

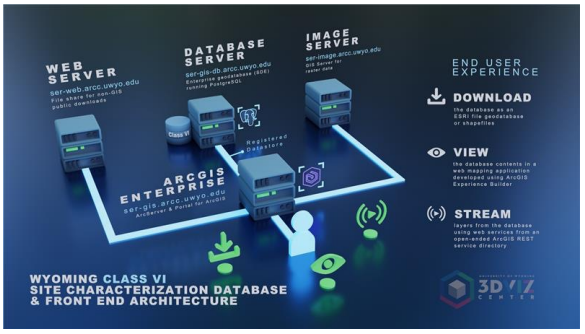
SER RESEARCH UNIT SUPPORT

Wyoming Class VI Site Characterization Database

In collaboration with SER's Center for Economic Geology Research, the 3D Viz Center is co-leading the Wyoming Class VI Site Characterization project. The collaborative project will create a data-verified Class VI geologic database providing a unique service to carbon storage developers and regulatory agencies for the state of Wyoming.

In FY26, the team finalized the database, refining the front-end application and associated functionality, and submitted the final technical documentation report.

The project boasts a robust backend database with hundreds of digitized and geolocated images, standardized nomenclature, and an intuitive and feature rich interface.



Technology Associate Program

The Technology Associate Program (TAP) in the 3D Viz Center is an internship program designed to train interns in virtual reality, animation, and augmentation software and techniques. Students are selected through a competitive application process and gain practical experiences through weekly lectures and modules in 3D modeling or programming.

6 Student Interns in the TAP Program in FY26

- 1 Studio Art Undergraduate
- 1 Computer Science Undergraduate
- 1 Computer Science Graduate
- 2 Visual Communications Undergraduates
- 1 Visual Communications Graduate

OUTREACH AND ENGAGEMENT

Outreach supports research and stand-alone efforts to engage with local, regional, national, and international stakeholders and community members on efforts within the School of Energy Resources to advance energy-driven economic development for the state of Wyoming.

LIVE EVENTS AND CONFERENCES

Rocky Mountain Land and Resource Management Conference

SER hosted – in partnership with the College of Agriculture, Life Sciences and Natural Resources, as well as the Student Chapter of Energy Resources – the Rocky Mountain Land and Resource Management Conference. Formerly known as the Rocky Mountain Professional Landman Conference, the in-person forum and student-led conference has expanded its scope, bringing together a cross-section of academic, industry, legal and business experts to discuss issues in land and resource management.

This year's conference focused on negotiations, entrepreneurship, innovation and stewardship in land and resource management, with Wyoming **Gov. Mark Gordon** providing the keynote address.

Landscape Discussion on Energy Law & Policy in the Rockies

Now held every other year, the forum focuses on timely energy-related legal, regulatory and policy issues relevant to Wyoming and the region. The conference is hosted by SER and the Gina Guy Center for Land and Water in the UW College of Law, as well as the Haub School of Environment and Natural Resources.

Featured topics included oil and gas and mining law updates, as well as panel discussions on nuclear spent fuel issues, emerging energy opportunities and federal permitting reforms.

Distinguished Speaker Series

SER Outreach brings energy leaders to campus to share cutting-edge research, the latest industry trends, and expertise on new energy technologies. FY26 featured 10 different speakers on varying energy topics.

WHO WE ARE

Christine Reed,
Director of Outreach and Energy Resources Council Secretary

Sabrina Summerfield,
Marketing Outreach Coordinator and Graphic Designer

Peighton Hayes,
Special Events Coordinator

MAJOR ACCOLADES



Sabrina Summerfield, was among four UW recipients to receive the Unsung Hero Award at Staff Recognition Day, a distinction recognizing individuals who consistently make significant contributions beyond their defined roles without seeking public acknowledgment.

Summerfield was recognized for her pivotal role in elevating SER's professional image through sophisticated, high-impact design and strategic outreach. By bridging the gap between complex technical research and public engagement, she translates intricate topics like carbon management and nuclear energy into visually compelling deliverables that resonate with diverse audiences.

Ultimately, Summerfield's behind-the-scenes creativity ensures that SER's mission is presented with a polished, modern aesthetic that bolsters its reputation as a leader in the energy sector.

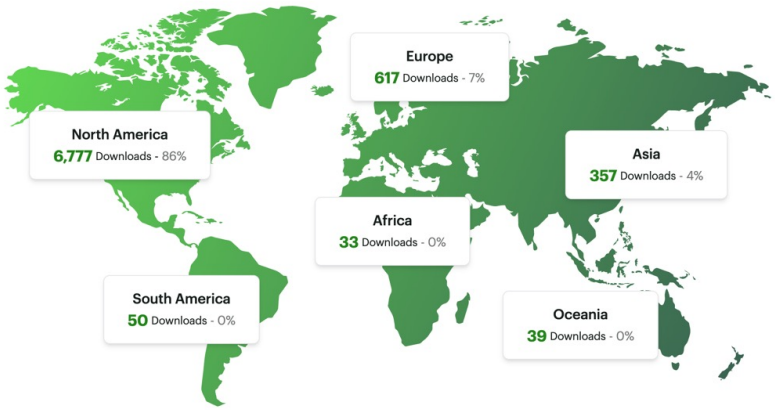


COMMUNITY ENGAGEMENT

Energy Frontier: The Wyoming Landscape Podcast

The SER podcast series, "Energy Frontier: The Wyoming Landscape," brings together academic researchers, industry professionals, students, policymakers and more to explore energy topics, including SER's research efforts and developing Wyoming projects.

In FY26, the podcast released 26 episodes on a bi-weekly schedule.



New Hosts



The podcast continues to thrive in listenership with Director of Cross-Cutting Programs **Erin Phillips**, as the new host. **Selena Gerace**, program manager of the Energy ELC program, has been introduced as a reoccurring guest host to provide the team with scheduling flexibility.

Total Download through FY26: 7,893

Total Episodes published through FY26: 83

Ranked #23 on the 60 Best Podcasts in Wyoming

STEM Roadshow

SER continued its partnership with the STEM Roadshow organized by the UW Science Initiative. The Science Initiative Roadshow aims to build curiosity and empower discovery of the natural world through STEM outreach. SER participated by teaching students in K-12 classrooms through its new Energy Bingo activities. SER also participated in Senior Saturday, STEM Carnival, and STEM Sandbox events.

Wyoming Communities Visited in FY26

Laramie	Lovell
Rock Springs	Gillette
Cody	Douglas
Greybull	Pavillion

CONTINUING ENGAGEMENT ACTIVITIES

- Internal Newsletter and External Quarterly Newsletter
- Electronic News Blog and Collaborative Press Releases
- Social Media and Events

News Stories and Press Releases highlighting SER faculty, staff, projects and events in FY26

75

FINANCIAL SUPPORT

The financial team at SER manages the standard appropriation from the Wyoming legislature, and administers the multi-million dollar research program funded by the state, the private sector and federal cooperative agreements (aka grants).

FINANCIAL TEAM ACCOLADES



Carrie Ver Burg was selected as the recipient of the Jodi K. Humphrey Inspirational Staff Award at Staff Recognition Day for her ability to inspire others through positivity, professionalism, and dedication.

Often behind the scenes, Ver Burg stands out as a pillar of SER, earning recognition for a decade of steadfast professionalism and a positive, mentorship-driven leadership style.



James Christensen was recognized with an Unsung Hero Award at Staff Recognition Day, a distinction recognizing individuals who consistently make significant contributions beyond their defined roles without seeking public acknowledgment.

Christensen was honored for his multifaceted role, where he expertly balances high-level financial oversight with essential operational support.



Frankie Vogt was named the UW Employee of the Quarter for the second quarter of 2026.

Vogt brings a deep-rooted commitment and a high level of professionalism to his work within the UW financial system. He holds both a bachelor's degree and a master's degree in accounting from UW, and his versatile career on campus includes serving as an accountant and business manager for the Office of Global Engagement and SER, a role he has held since 2022.

WHO WE ARE

Rachel Ferrell,
Director of Business Operations

Carrie Ver Burg,
Assistant Director, Business Operations

Cindy Ishkanian, Grants Manager

Frankie Vogt, Business Manager

James Christensen, Business Manager

Bailey Dagen, Business Manager

Kimi Takaki, Business Manager

Cole Swisher, Grant Accountant

PERSONNEL SUPPORTED BY SER FUNDING

Brilliant minds of faculty, staff, and students drive value-added research, and ultimately contribute to the energy industry and economy in Wyoming.

Operating as a hub to ensure that resources are allocated across UW in support of energy excellence and innovation, SER supported 303 people in departments across campus in FY26.

303 People

Faculty and Staff	**120**
Student Support	**183**
Graduate Assistants (94)	
Hourly, Non-Benefitted (89)	

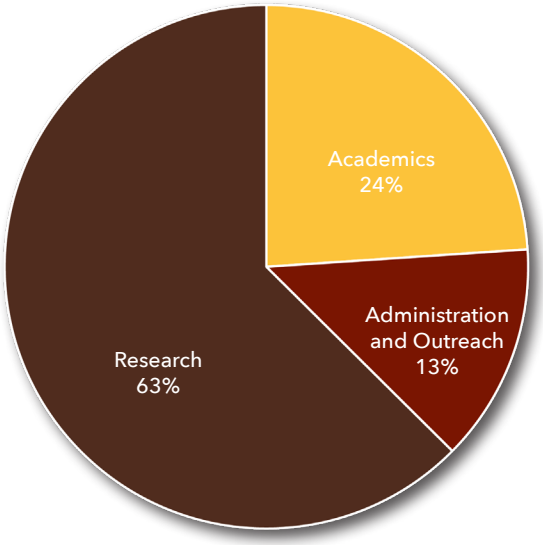
FINANCIAL STATEMENT

STANDARD BUDGET ALLOCATION & EXPENDITURES

Fiscal Year July 1, 2025 - June 30, 2026

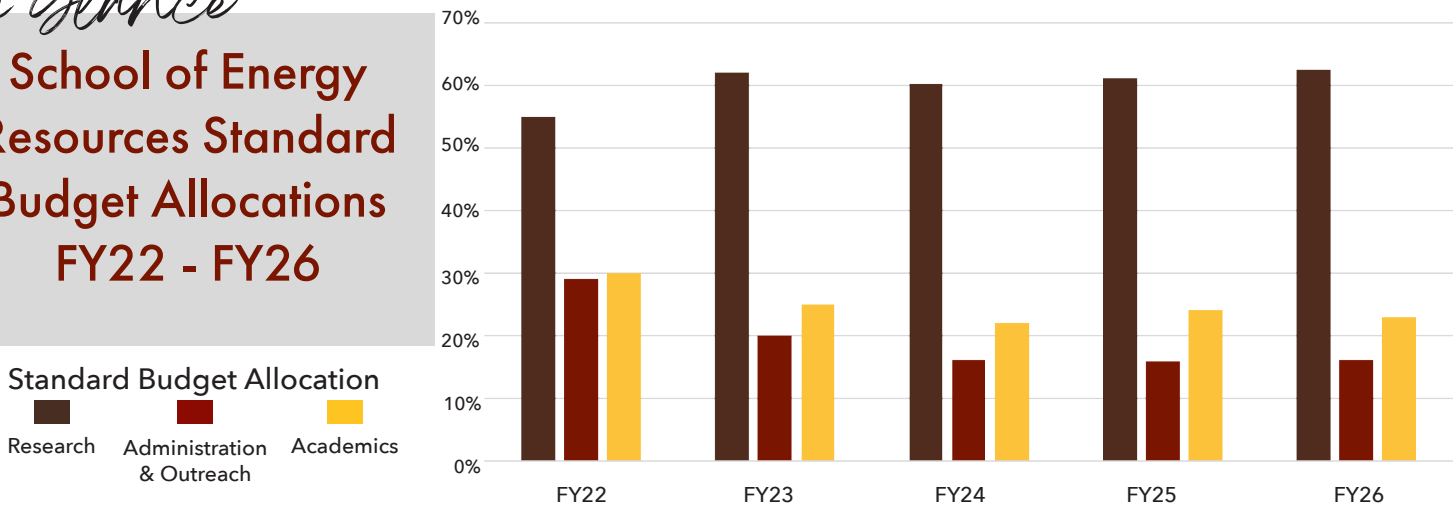
- Academics $2,526,346
- Research $6,603,977
- Administration and Outreach $1,423,581

TOTAL:
$10,553,904



At a Glance

School of Energy Resources Standard Budget Allocations FY22 - FY26



SPENDING BY COLLEGE

SER supports faculty, staff and students across UW to tackle Wyoming's most pressing energy issues.



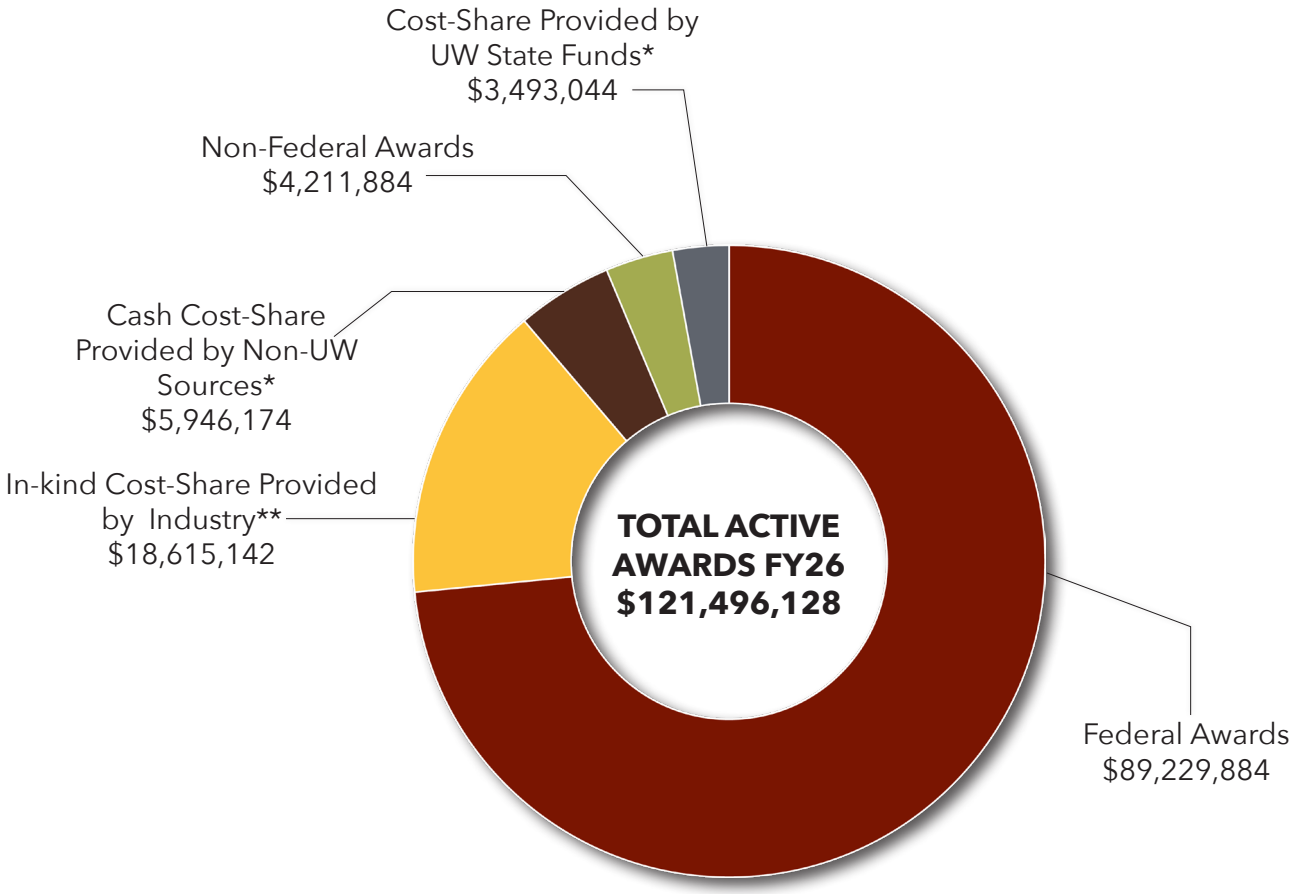
Total spending by college $2,852,258

- College of Engineering and Physical Sciences $1,846,138
- College of Business $328,398
- College of Law $259,218
- Center of Innovation for Flow Through Porous Media $245,773
- Haub School of Environment and Natural Resources $105,548
- College of Agriculture, Life Sciences and Natural Resources $51,701
- Ellbogen Center for Teaching & Learning $14,482
- Honors College $1,000

FINANCIAL STATEMENT

GRANT FUNDING

Exception funding consists of one-time State of Wyoming appropriations beyond SER's annual budget for strategic energy initiatives, including carbon engineering, coal commercialization, hydrogen, nuclear energy, oil and gas research, and lithium extraction. The chart below shows when funding was allocated; funds support designated purposes and are spent over multiple years as projects progress.



Awards Funded **49**
UW Departments Funded **8**
Principal Investigators Supported **25**
Internal SER P.I.s 15
External UW Dept. P.I.s 10

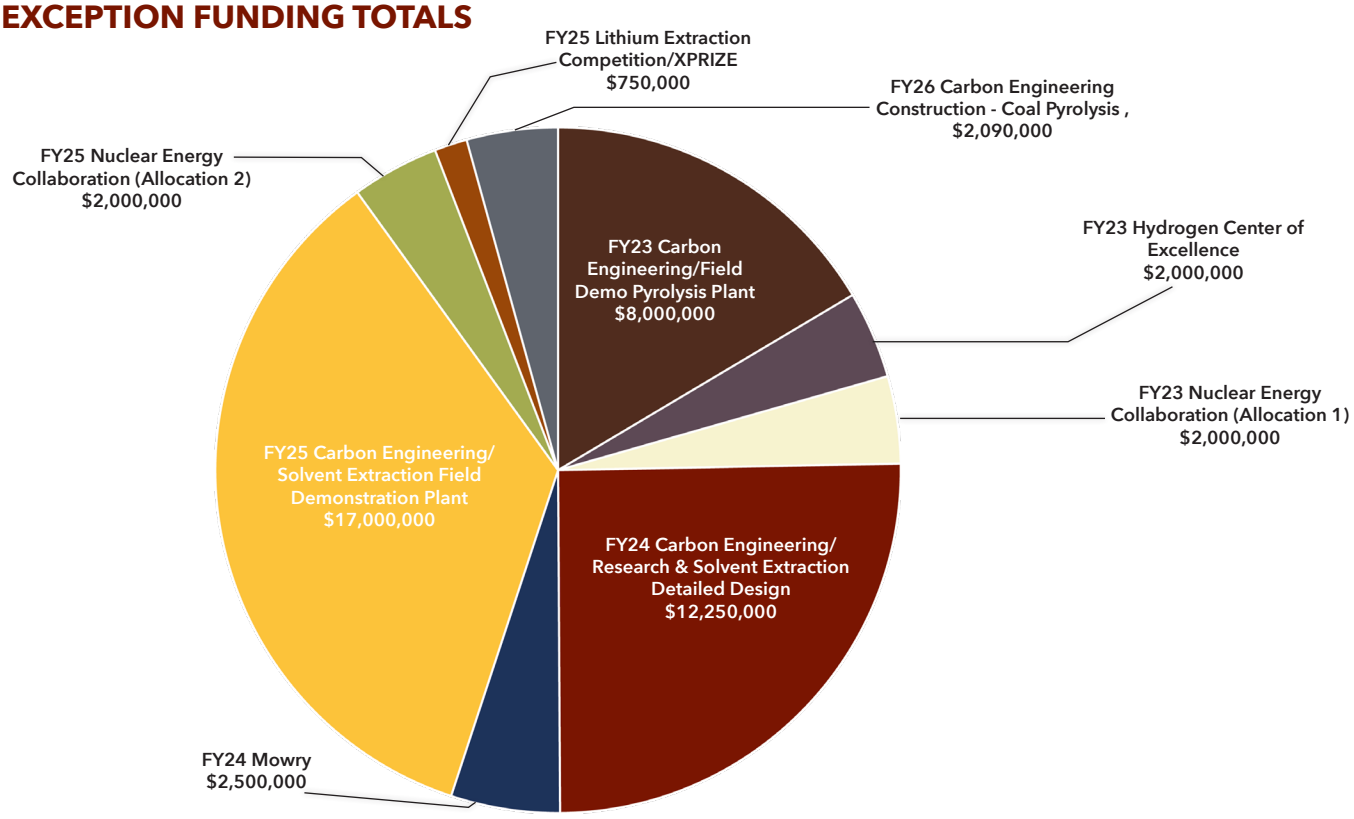
**Cost-Share -Financial resources contributed to a sponsored project in addition to the sponsor's funding. These contributions may come from SER, industry partners, or the State.*

***In-kind Cost Share - Non-cash contributions that outside organizations provide to UW free of charge, such as services, software, data, or equipment. The value of these contributions counts toward the project's required share of costs.*

****These awards were active at various points throughout FY26, with some closing during the fiscal year.*

EXCEPTION FUNDING

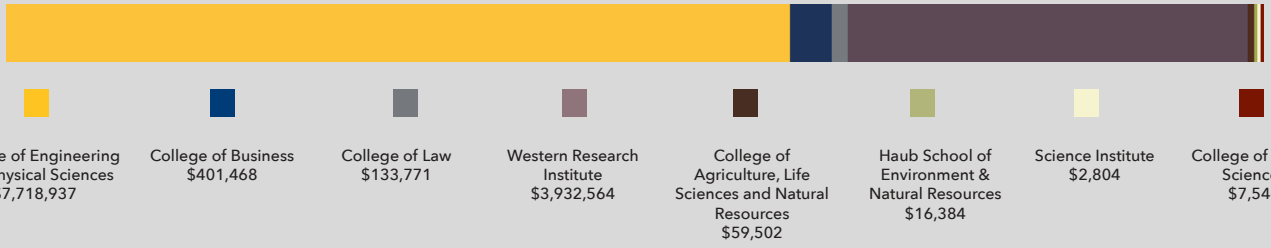
EXCEPTION FUNDING TOTALS



FUNDING ALLOCATION AND TOTAL SPENDING THROUGH FY26

	SPENDING THROUGH JUNE 2026	EXCEPTION FUNDING TOTALS
FY23 Carbon Engineering/Field Demo Pyrolysis Plant	$ 8,000,000	$ 8,000,000
FY23 Hydrogen Center of Excellence	$ 1,872,626	$ 2,000,000
FY23 Nuclear Energy Collaboration	$ 1,713,528	$ 2,000,000
FY24 Carbon Engr/Research & Solvent Extraction Detailed Design	$ 12,250,000	$ 12,250,000
FY24 Mowry Shale Project $2.5M	$ 2,175,436	$ 2,500,000
FY25 Carbon Engineering/Solvent Extraction Field Demonstration Plant	$ 5,108,479	$ 17,000,000
FY25 Nuclear Energy Collaboration (Allocation 2)	$ 374,916	$ 2,000,000
FY25 Lithium Extraction Competition/XPRIZE	$ 582,834	$ 750,000
FY26 Carbon Engineering Construction - Coal Pyrolysis	$ 5,400	$ 2,090,000
Total	**$ 32,083,219**	**$ 48,590,000**

EXCEPTION FUNDING SPENDING BY COLLEGE



FOUNDATION ACCOUNTS

Fiscal Year July 1, 2025 - June 30, 2026

The School of Energy Resources benefits from a portfolio of endowed and expendable philanthropic funds established through the generosity of individuals, foundations, and industry partners. These funds provide important resources that advance SER's work in energy education, research, student support, outreach and engagement. Each fund is governed by donor-directed criteria that define its intended purpose, ensuring philanthropic support is used in alignment with donor intent while advancing the mission and priorities of SER. $2.1M in support was expended from SER's gifted funds.

Endowed Funds

Arch Resources Technology and Sustainability Fund

Christine A. Barry Nuclear Energy Student Enrichment Fund

ConocoPhillips CO_2 Storage Excellence Fund

J.E. Warren Chair for Energy & Environment

J. Todd and Morgan Creeger Enrichment Fund in the School of Energy Resources

James E. Nielson Excellence Fund for the School of Energy Resources

John & Jane Wold Centennial Chair Energy

John P. Ellbogen Foundation Nuclear Energy Research Center Fund

Kenneth G. Burnes Endowment in the Center for Carbon Capture and Conversion

Marathon Interdisciplinary Fossil Fuel Research Lab

Navajo Energy Transitional Energy Company School of Energy Resources Excellence Fund

Occidental Chair in Energy and Environmental Technologies

Occidental Chair of Energy and Environmental Policies

Tallgrass CO_2 Storage Excellence Fund

Williams CO_2 Storage Excellence Fund

Wold Foundation Oil and Gas Student Success Excellence Fund

Wyoming NOW (nuclear, onshore wind and more) Fund

York Future of Energy Excellence Fund

Expendable Funds

Center for Excellence in Produced Water Management Research

Charles Koch Foundation UW Energy Policy Fund

EOG Resources Reclamation Fund

ExxonMobil K-12 Energy Education & Workforce Development Initiative

Hassler Family Energy and Emerging Opportunities Fund

Hydrogen Energy Research Center, supported by Williams

Integrated Testing Center Investment Fund

John and Karen Morgan Next-Generation Mining Technology Fund

Kemmerer Mine Carbon Innovation & Technology Fund

Kenneth G. Burnes CO_2 Storage Excellence Fund

Martin Knauss Energy Student Enrichment Fund

NextEra Energy Resources Excellence Fund in Professional Land Management

Non-Endowed Chair in Subsurface Energy and Digital Innovation

Peabody Education, Innovation and Technology Fund

PureWest Energy Natural Gas Research Fund

Rita Meyer Nuclear Energy Excellence Fund

School of Energy Resources Building Fund

School of Energy Resources Discretionary Fund

School of Energy Resources Professional Land Management Program

School of Energy Resources Reservoir Characterization Collaboratory

SER ENDOWMENT AT A GLANCE

$26,229,942
Total Endowment Market Value
(as of June 30, 2026)

$1,050,800
Estimated Payout for FY27
(as of June 30, 2026)

Endowments are philanthropic funds invested for perpetual support, with an annual distribution made available to support the donor-designated purpose while preserving the fund's long-term impact.

PHILANTHROPIC SUPPORT

SELECT MAJOR GIFTS

J. Todd and Morgan Creeger Enrichment Fund



A gift from **J. Todd** and **Morgan Creeger** established J. Todd and Morgan Creeger Enrichment Fund in the School of Energy Resources to support student scholarships and hands-on learning experiences, including research opportunities, conference participation, study abroad, and conference-related expenses. The gift is dedicated to supporting student success in educational or enrichment opportunities inside and outside the classroom.

John and Karen Morgan Next-Generation Mining Technology Fund

A key gift from **John L. Morgan** and his wife, **Karen**, established the John and Karen Morgan Next-Generation Mining Technology Fund. The fund fosters excellence and supports research, development, and innovation within SER. It focuses on the development of next-generation mining and extraction technologies that utilize artificial intelligence to target and recover critical minerals from the subsurface.

Marilyn Lynch Multidisciplinary Advanced Stimulation Laboratory

A transformative $1 million gift from **Richard** and **Marilyn Lynch** has made possible the creation of the Richard and Marilyn Lynch Multidisciplinary Advanced Stimulation Laboratory in the University of Wyoming's Department of Energy and Petroleum Engineering.

The gift will advance cutting-edge research and education aimed at improving primary recovery in unconventional energy reservoirs.

Housed in the Science Initiative Building, the new laboratory serves as a multidisciplinary research hub integrating geomechanics, fluid dynamics, advanced reservoir characterization and artificial intelligence.

Through a partnership between SER and the College of Engineering and Physical Sciences, the lab addresses critical industry challenges associated with unconventional reservoirs, which are characterized by low-quality rock and high capital investment requirements.

DONOR SPOTLIGHT

Rocky Mountain Power Foundation

Support from the Rocky Mountain Power Foundation helped advance research and student engagement across three Centers of Excellence at the University of Wyoming's School of Energy Resources—the Wind Energy Research Center, the Center for Energy Regulation and Policy Analysis, and the Nuclear Energy Research Center.

Rocky Mountain Power Foundation

MAKE A GIFT

Contact the UW Foundation



Angela Ver Ploeg,
Senior Director of Corporate Engagement
307-766-1939
angela.verploeg@uwyo.edu



Teddi Freedman,
Senior Director of Development
307-766-6300
teddi.freedman@uwyo.edu

OUR GENEROUS DONORS IN FY26

Amanda L. Stinson
America Online Giving Foundation
Andrew Allen Charitable Foundation
Ayco Charitable Foundation
Baker & Hostetler
Beatty & Wozniak Energy at Law
Beatty & Wozniak, P.C.-Headquarters
Bryan G. and Kari Hassler
Caroline Shanor
Carrie A. Ver Burg
Christine and Christopher Reed
Cynthia S. Ishkanian
Dan Crumb
Dave and Melanie True
Desa M. Bennett
Devon Energy Corporate Headquarters
Disa Tech, Inc.
Double 4 Foundation
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Enbridge, Inc.
EOG Resources Headquarters
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Jake and Brenda Haseman
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Kathi Hanson
Katie Schwieger
Kemmerer Operations, LLC
Kit S. and Teddi Freedman
Klym Land Services LLC
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Kurtis J. and Christi Barry
Kyi P. Khant
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Marc R. Strahn
Mark Behrens
Martha D. Reisch
Mary A. Green
Matthew J. Fry
Michael S. and Julie Hill
Michelle L. Hilaire
Morgan L. and J.T. Creeger
Morgan M. Horbatko
Navajo Transitional Energy Company (NTEC)
NextEra Energy, Inc.
Pacer Energy, LLC
Pamela J. Sajec
Paul J. and Jeanne Hickey
Peabody Energy Corporate Headquarters
Preston T. Farnsworth
Randy Reed
Rita C. Meyer
Robert C. Balsam, III
Robert J. and Sonni Anderson
Sam Mallory
Scott A. and Kirsten Quillinan
Shane C. Schulz
Shanor & Franklin LLC
Skip and Aeri York
Tallgrass Energy
Tara K. Righetti
The Cynthia and George Mitchell Foundation
Theresa M. Sauer
Thomas E. and Angela C. Ver Ploeg
Trevor S. Turmelle
True Companies-Headquarters
True Oil LLC
Tulsa Community Foundation
Uranium Energy Corp.-Headquarters
Vibe Water LLC
Wave Petroleum Operating, LLC
Wayne Rich
Waypoints Wyoming
Welborn, Sullivan, Meck & Tooley, P.C.
William N. and Susan Heiss
WRC Energy, LLC
Wyoming Association of Professional Landmen
Wyoming Rare (USA) Inc.
Xiang Zhang
Zachary W. Barr



School of
Energy Resources

AGENDA ITEM TITLE: <u>Faculty Workload Report</u>, Freng

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:
Faculty conduct numerous activities that support the mission of the University, including teaching, research and creative activities, service/outreach/engagement, administration, extension, and advising. The University maintains a flexible workload policy that allows academic units to capitalize on each faculty member's strengths to meet the mission of the university, college, and academic unit. This report provides an analysis of faculty workload for the 2025-26 academic year and provides initial information for the 2026-2027 academic year.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
N/A

WHY THIS ITEM IS BEFORE THE BOARD:
University Regulation 2-9 (Faculty Workload) requires the Provost to submit an annual report providing an analysis of faculty workload.

ACTION REQUIRED AT THIS BOARD MEETING:

N/A

PROPOSED MOTION:
N/A

PRESIDENT'S RECOMMENDATION:
N/A

UNIVERSITY OF WYOMING
Office of Academic Affairs

Annual Faculty Workload Report – AY 2025-26
A Report to the Board of Trustees
November 20, 2026

This report is prepared in accordance with UW Regulation 2-9 *Faculty Workload* Section VII *Report*: "At the Board of Trustees November meeting, the Provost shall submit an annual report providing an analysis of faculty workload for the preceding academic year." This report provides an update to the report and the work submitted last year by Vice Provost Dave Bagley and includes the faculty workload for AY 2025-26 (Fall 2025, Spring 2026) and a preview of AY 2026-2027 based on Fall 2026 data and job descriptions available as of October 26, 2026[1].

1. Executive Summary

Faculty conduct numerous activities that support the mission of the University. These activities are tracked in nine job description categories. The University maintains a flexible workload policy that allows academic units to allocate workload among these nine categories to capitalize on each faculty member's strengths to meet the mission of the university, college, and academic unit. While varying by faculty position and unit, for AY 2025-2026, 70% of the overall average faculty workload at UW is allocated to teaching (37.1%) and research and creative activity (32.9%). The remaining 30% of the overall average workload is allocated among the seven other job description categories with service, administration, and extension having the next highest percentages (8.5%, 8.3%, and 5.5%, respectively.) On average, tenure-stream faculty have teaching workloads of 37.8%, with 96.0% of tenure-stream faculty having teaching assignments, and 54.8% teaching three (3) or more courses per year. On average, tenure-stream faculty have research and creative activity workloads of 41.6%, with 98.0% of tenure-stream faculty conducting research and creative activities, and 36.0% having 50% or more of their overall workload assigned to these efforts consistent with the institution's newly acquired Research Level 1 (R1) [Very High Research Spending and Doctorate Production] status from the Carnegie Classification of Institutions of Higher Education. The work of non-tenure track faculty is also critically important to the University. Non-tenure track instructional faculty comprise approximately 20% of all faculty at UW and teach approximately 32% of the student credit hours. Non-tenure track research faculty strongly support UW's research mission while other non-tenure track faculty conduct necessary specialized duties, e.g., librarianship and extension, that support the UW community and the state.

2. Definitions

(a) Faculty:

Per UW Regulation 2-9, faculty is defined as: "University Faculty shall consist of Non-Tenure-Track, Tenure-Track, and Tenured persons as defined in UW Regulation 2-1, Section III." A person with the job title of *professor* is readily identified as a faculty member but there are many

[1] Appreciation to Sue Koeller from the Office of Institutional Analysis and Kelli Cool from the Faculty Affairs office for providing the data for this report.

additional faculty positions that are required to conduct the wide range of duties necessary to accomplish UW's mission.

(b) Faculty Workload:
Per UW Regulation 2-9, faculty workload is defined as "The job responsibilities for Faculty include one or more of the following components: teaching, research, creative activities, administration, service, advising, outreach/engagement, and extension." Faculty also perform other key duties that are not explicitly stated in UW Regulation 2-9 including clinical and diagnostic practices; archivist, curator, librarian activities; and faculty development activities. For this report, faculty workload will refer to the percentage of a faculty member's duties as identified in their job description.

(c) Job Description:
Per UW Regulation 2-9, a faculty job description is "An informative documentation of the Faculty member's duties, activities, and responsibilities, along with the distribution of effort and any adjustments that are made to the Faculty's teaching load." The job description explicitly categorizes the duties within a faculty member's workload as a percentage of their time.

3. Faculty Job Descriptions Examined

Job descriptions are submitted by department heads, deans and directors annually, typically after annual reviews are completed. The job descriptions examined for AY 2025-26 (Fall 2025, Spring 2026) were those submitted by February 1, 2026. The preview of AY 2026-2027 is based on those job descriptions submitted by October 26, 2026. A summary of the job descriptions collected, by faculty position, is shown in Table 1.

Faculty members also serve in senior administrative roles, for example as deans and vice provosts. The job descriptions for these individuals are not included in the Table 1 data. Faculty members who serve in lower ranking administrative roles, for example, as associate deans, department heads, and directors, typically also have non-administrative duties. Their job descriptions are included in the Table 1 data and subsequent analyses.

4. Categories of Duties in Job Descriptions and Average Overall Workload

Faculty workload is allocated among the following nine (9) categories in faculty job descriptions:

(a) Teaching
(b) Research and Creative Activity
(c) Service - University and Professional Service
(d) Advising or Mentoring
(e) Administration
(f) Extension
(g) Clinical/Diagnostic/Professional Practice
(h) Other, Including Professional Development
(i) Outreach/Community Engagement

As indicated in UW Regulation 2-9, "The University maintains a flexible workload policy that allows academic units to capitalize on each faculty member's strengths to meet the mission of the university, college and academic unit." UW Regulation 2-9 assigns the responsibility for determining the workloads of individual faculty members to the unit heads. This is typically

Table 1. Job Descriptions Examined (1.0 FTE Faculty Members)

Faculty Position	**AY 2025-26**	**Preview of AY 26-27 (Fall 2026)**
Tenure Stream Faculty	**546**	**546**
Assistant Professors	175	182
Associate Professors	163	160
Professors	208	204
Non-Tenure Track Instructional Faculty	**203**	**204**
Lecturers[a]	153	146
Instructional Professors[b]	35	39
Professors of Practice[b]	15	19
Non-Tenure Track Research Faculty	**129**	**130**
Research Scientists[a]	126	127
Research Professors[b]	3	3
Other Non-Tenure Track Faculty	**134**	**137**
Clinical Professors[b]	39	46
Extension Educators[a]	53	48
Librarians[b]	23	25
Curators[b]	4	2
Archivists[b]	5	4
Faculty Development Professionals[a]	1	4
Executive Professors	-	-
Visiting Assistant Professors[a]	9	7
Entrepreneur in Residence	-	1
Total[c]	**1012**	**1017**

[a]All ranks: Assistant, Associate, and Senior
[b]All ranks: Assistant, Associate, and Full
[c]Total job descriptions reviewed

done collaboratively. The unit head meets with each faculty member in their unit during the spring to discuss the job description for the upcoming academic year. Rarely will a faculty member have duties in all nine categories. More typically, faculty will have duties in four or five categories, with the specific allocation depending on the mission of their unit.

The overall average workload allocations across job description categories for all faculty are shown in Table 2. For AY 2025-2026, the largest allocation of workload is teaching, about 37%, with research and creative activity the second largest allocation at about 33%. The remaining

30% of faculty workload is distributed among the other seven job description categories, with university and professional service and administration being the next two largest categories.

While Table 2 provides a global average across all faculty, the specific allocations for any faculty member vary depending on their position and the duties they have been assigned. This will be examined in more detail in subsequent sections. Teaching and research and creative activity will be examined in separate sections with the other seven categories examined together.

Table 2. Average Faculty Workload Allocation (%) for All Faculty

Job Description Category	**AY 2025-26**	**Preview of AY 2026-2027 (Fall 2026)**
Teaching	37.1	36.7
Research and Creative Activity	32.9	32.9
Service - University & Professional Service	8.5	9.0
Advising or Mentoring	2.2	2.1
Administration	8.3	8.0
Extension	5.5	4.7
Clinical/Diagnostic/Professional Practice	2.4	1.1
Other, Including Professional Development	2.1	4.2
Outreach/Community Engagement	1.1	1.2
Total	**100.1**[a]	**99.9**[b]

[a] Difference from 100% due to round off error.
[b] Difference from 100% due to round off error.

5. Teaching

Faculty provide formal instruction through two types of classes - group and individualized. Group instruction, also called Group 1, includes lecture, laboratory, discussion, seminar, recitation, and studio classes. Individualized instruction, also called Group 2, includes lessons, internship, readings, clerkship, practicum, independent study, independent research, thesis research, dissertation research, and continuing registration. Faculty workload associated with Group 2 classes is often time intensive and difficult to quantify; however, unit heads have begun to incorporate effort toward Group 2 classes into the overall teaching load in faculty job descriptions.

Teaching workloads vary by faculty position as indicated in Table 3. Consistent with the particular positions that are held by faculty, the percentages of teaching for the various classifications of faculty vary. For AY 2025-2026, tenure stream faculty have, on average, teaching workloads of about 38% of their job descriptions while non-tenure track instructional faculty have, on average, teaching workloads of about 67% of their job descriptions. In contrast, non-tenure track research faculty have much lower teaching workloads on average (less than 4% of their job descriptions) consistent with their roles and responsibilities. Other non-tenure track faculty have teaching workloads, on average, of less than about 25% of their job descriptions.

Table 3. Faculty Workload (%) Allocated to Teaching, By Faculty Position

Faculty Position	AY 2025-26	Preview of AY 2026-2027 (Fall 2026)
Tenure Stream Faculty[a]	37.8	37.2
Non-Tenure Track Instructional Faculty[b]	66.5	66.5
Non-Tenure Track Research Faculty[c]	3.8	3.8
Other Non-Tenure Track Faculty[d]	24.8	21.3

[a]Assistant Professors, Associate Professors, and Professors
[b]Lecturers (Assistant, Associate, Senior), Instructional Professors (Assistant, Associate, Full), and Professors of Practice (Assistant, Associate, and Full)
[c]Research Scientists (Assistant, Associate, Senior), and Research Professors (Assistant, Associate, Full)
[d]Clinical Professors, Extension Educators, Librarians, Curators, Archivists, Faculty Development Professionals, Executive Professors, and Visiting Assistant Professors (all ranks)

Tenure-Stream Faculty

Nearly all tenure-stream faculty have a teaching workload component in their job description. For AY 2025-2026, 96.2% (n = 525) of the tenure-stream faculty had teaching assignments. Of the 21 without teaching assignments, they have some combination of being on sabbatical leave for the academic year, a workload consisting of at least 50% administrative duties plus research and/or service duties, research duties of more than 70% in combination with other duties, or more than 50% of their workload tied to extension duties. The percentage of overall workload assigned to teaching varies among tenure-stream faculty as shown in Table 4.

Table 4. Percentage of Tenure-Stream Faculty[a] with Different Teaching Workloads

Workload Assigned to Teaching	AY 2025-26[b]	Preview of AY 26-27 (Fall 2026)[c]
62.5% or higher (≥ 5 classes per year)	18.0	15.6
50% to 62.4% (4 ≤ 5 classes per year)	19.8	20.3
37.5% to 49.9% (3 ≤ 4 classes per year)	17.0	18.9
25% to 37.4% (2 ≤ 3 classes per year)	30.0	30.2
Less than 25% (≤ 2 classes per year)	15.6	15.0

[a]Assistant Professors, Associate Professors, and Professors
[b]Percent of the 525 tenure-stream faculty with teaching assignments
[c]Percent of the 522 tenure-stream faculty with teaching assignments

Frequently, consistent with our R1 status, tenure-stream faculty with lower teaching workloads have higher research workloads. Tenure-stream faculty with lower teaching workloads may also be serving in administrative roles such as department head or associate dean. Furthermore, teaching workload also varies among disciplines for tenure-stream faculty. The arts, humanities, social and behavior sciences, and education typically have higher teaching workloads for a variety of reasons including capacity and delivery of various elements of the university curriculum. Thus, they may have correspondingly lower research and creative activity workloads.

Non-Tenure Track Instructional Faculty

The percentage of overall workload assigned to teaching varies among non-tenure-track instructional faculty as shown in Table 5. The majority of non-tenure track instructional faculty (55.2% in AY 2025-2026) have teaching workloads of 75% of their overall workload or higher. This is approximately equivalent to teaching six or more courses per academic year. Most non-tenure track instructional faculty (72.9% in AY 2025-2026) have teaching loads of 62.5% or higher (approximately five or more courses per year). Clearly, non-tenure track instructional faculty provide critical teaching service to the university and the state.

Table 5. Percentage of Non-Tenure Track Instructional Faculty[a] with Different Teaching Workloads

Workload Assigned to Teaching	**AY 2025-26[b]**	**Preview of AY 26-27 (Fall 2026)[c]**
87.5% or higher (≥ 7 classes per year)	33.5	29.4
75.0% to 87.4% (6 ≤ 7 classes per year)	21.7	26.0
62.5% to 74.9% (5 ≤ 6 classes per year)	17.7	17.6
50% to 62.4% (4 ≤ 5 classes per year)	8.4	9.3
Less than 50% (≤ 4 classes per year)	18.7	17.6

[a]Lecturers (Assistant, Associate, Senior), Instructional Professors (Assistant, Associate, Full), and Professors of Practice (Assistant, Associate, and Full)
[b]Percent of the 203 non-tenure track instructional faculty
[c]Percent of the 204 non-tenure track instructional faculty

Nevertheless, there are non-tenure track instructional faculty with lower teaching workloads, with 18.7% (in AY 2025-2026) teaching less than approximately four courses per year (teaching workload of less than 50%). There is a tiny number of non-tenure track instructional faculty with no teaching assignments (4 in AY 2025-2026). Non-tenure-track instructional faculty with teaching workloads less than 50% have a wide variety of other duties at 25% and higher of their overall workload including: administration (serving as directors, assistant deans and department heads), outreach and community engagement, professional development, and even research. This provides an indication of the breadth of talent among non-tenure-track instructional faculty across campus.

Teaching Workload Related to Class Enrollment and Credits Taught

In addition to examining job description workload allocations as was done in previous sections, teaching workload can be examined on the basis of number of credits and students taught, and by whom. Using data from the Banner Student Information System, the following four metrics were examined for Group 1 courses taught in AY 2025-2026 (Fall 2025 and Spring 2026) and Fall 2026 (Appendix A, Table A.1.)

(a) Credit-Bearing Class Sections Taught – accounting for cross-listed courses by counting them only once,
(b) Class Section Enrollment - Number of students taught per section,
(c) Course Credits Taught – Credit-hour value for the course a faculty member teaches, and

(d) Student Credit Hours (SCH) taught by Faculty Assignment – a measure that represents the number of students enrolled in each course section multiplied by the credit hour value assigned to each course section.

As shown in Table A.1, for AY 2025-2026, tenure-stream faculty teach approximately 37% of all SCH, while non-tenure track instructional faculty teach approximately 32% of all SCH. This is also shown more visually in Appendix B (Figure B.1, for AY 2025-2026). Approximately 13% of all SCH are taught by temporary lecturers while graduate assistants teach approximately 12% of all SCH. Temporary lecturers are hired on a part-time basis (less than 50%) to teach courses when full-time faculty are not available. Graduate assistants receiving state graduate teaching assistantships are required to participate in teaching undergraduate coursework. Only a small number of graduate assistants are fully responsible for teaching a single course. Most graduate assistants with teaching duties work in conjunction with full-time faculty, providing teaching support for discussion sections and laboratories, for example.

A small number of administrators also teach, sometimes as part of their job description and sometimes on overload (without additional compensation). Teaching is also conducted by "Other" instructors. This group primarily consists of non-tenure track research faculty and other non-tenure track faculty but also includes university staff who have demonstrated expertise in an area. When staff teach, the work is considered overload (each staff member already has an appropriate 100% job description) and they are compensated for that extra work.

For AY 2025-2026, while tenure-stream faculty as a group teach the largest percentage of SCH, non-tenure track instructional faculty teach the most class sections per faculty member (approximately 2.4, compared to 1.7 for tenure-stream faculty), and the largest number of SCH per faculty member (on average 172.8, compared to 96 for tenure-stream faculty). This is consistent with non-tenure track instructional faculty having significantly higher teaching workloads than tenure-stream faculty (see Table 3) and emphasizes the critical role of non-tenure track instructional faculty in delivering the curriculum.

The number of SCH delivered as Group 1 (Group Instruction) and Group 2 (Individualized Instruction) classes is shown in Appendix C for AY 2025-2026 (Fall 2025, Spring 2026) and Fall 2026. On average, approximately 92% of student credit hours are taught through group instruction. Classes coded as “Lecture” make up the majority of group instruction (≥ 95%) but while these classes may be delivered in the traditional ‘lecture’ format, they may also be implemented using different teaching styles including active-learning approaches. A smaller percentage of student credit hours are delivered via individualized instruction, with independent study and practicum experiences being the primary mode of delivery. More individualized instruction occurs in the spring semester – often a result of end-of-program projects and practicums/internships.

Non-Tenure Track Research and Other Faculty

As noted in Table 1, job descriptions were received for 263 non-tenure track research and other faculty in AY 2025-2026. Of the non-tenure track research and other faculty positions indicated in Table 1, only two had teaching workloads that were on average greater than 5%: Visiting Assistant Professors and Clinical Professors. Across the nine job descriptions received in AY

2025-2026, the average teaching workload was 70.8% of the overall workload for Assistant Visiting Professors. Clinical professors (all ranks) had average teaching workloads of 53.0% (AY 2025-2026) with the remainder of their duties primarily allocated across the administrative, service, and clinical/diagnostic/ professional practice categories.

The remaining non-tenure track research and other faculty positions indicated in Table 1 had very small teaching loads but conducted other duties of critical importance to the university as discussed in Sections 6 and 7.

6. Research and Creative Activity

In 2025, the University of Wyoming earned the Research Level 1 (R1) [Very High Research Spending and Doctorate Production] status from the Carnegie Classification of Institutions of Higher Education. This status recognizes the effort expended by faculty engaging in research and creative activity, and can help UW attract and retain new faculty, research funding, and students.

As with other components of faculty members' workloads, the research and creative activity workload varies with faculty position (Table 6). Nearly all tenure-stream faculty have a research and creative activity workload component in their job description. For AY 2025-2026, 98% (n = 535) of the tenure-stream faculty had research and creative activity duties. Additionally, in AY 2025-2026, 36.0% (n = 195) tenure-stream faculty had 50% or more of their overall workload assigned to research and creative activity. Of the 11 faculty without research and creative activity duties in AY 2025-26, nine (9) had administrative assignments of 83.5% or greater (i.e., they are serving as associate deans or department heads), while the other two had large teaching and service workloads.

Not surprisingly, non-tenure track research faculty have significantly higher research workload components - the primary reason to hire non-tenure track research faculty is to conduct research. In AY 2025-2026, 76% (n = 98) non-tenure track research faculty had 50% or more of their overall workload assigned to research and creative activity.

Table 6. Faculty Workload (%) Allocated to Research and Creative Activity, By Faculty Position

Faculty Position	AY 2025-26	Preview of 2026-2027 (Fall 2026)
Tenure Stream Faculty[a]	41.6	42.3
Non-Tenure Track Instructional Faculty[b]	3.3	3.0
Non-Tenure Track Research Faculty[c]	71.0	69.2
Other Non-Tenure Track Faculty[d]	5.4	5.3

[a]Assistant Professors, Associate Professors, and Professors
[b]Lecturers (Assistant, Associate, Senior), Instructional Professors (Assistant, Associate, Full), and Professors of Practice (Assistant, Associate, and Full)
[c]Research Scientists (Assistant, Associate, Senior), and Research Professors (Assistant, Associate, Full)
[d]Clinical Professors, Extension Educators, Librarians, Curators, Archivists, Faculty Development Professionals, Executive Professors, and Visiting Assistant Professors (all ranks)

7. Other Categories

Teaching and research and creative activities comprise the largest percentage of workload for many faculty, especially tenure-stream faculty, non-tenure track instructional faculty, and non-tenure track research faculty. There remain, however, many other duties that are necessary to fulfill the mission of the university. One key duty, administration, significantly reduces the time available for a faculty member to conduct other duties. In AY 2025-2026, 89 faculty overall (across all faculty positions) (9%) had administrative duties accounting for 50% or more of their overall workload.

Other duties are associated with specific faculty classifications. For example, of the 53 non-tenure track extension educators reported in AY 2025-2026, 46 (87.0%) had 90% or more of their overall workload assigned to extension. Similarly, the 23 non-tenure track librarians, who as a group had low teaching and research and creative activity workloads, had professional practice (of librarianship) workloads that averaged 56.3% and those with no administrative duties had professional practice workloads of 80% or greater, except for one individual that had a workload of 60% professional practice and 20% teaching.

The other duties captured in the job description categories shown in Table 2, such as service, advising, professional development, and outreach, typically comprise a small percentage of a faculty member's overall workload (less than 10%). Nevertheless, some individual faculty members may have job descriptions with greater allocations to these areas if that has been determined by the unit head to best serve the mission of the unit, college and university.

8. Trends for AY 2026-2027 based on Fall 2026

<u>Teaching</u>

As can be seen by most of the tables, the trends seen for workload distribution in the preview for 2026-2027 based on Fall 2026 are similar to the finalization of the data for the AY 2025-2026. These data should be considered preliminary as this data is based only on what is available as of October 26, 2026. Between AY 2025-2026 and Fall 2026, the number of faculty positions as defined by the number of job descriptions received remained fairly stable. Teaching and research/creative activities accounted for approximately 70% of the average faculty workload with a slight decrease in teaching, while the percentages for research/creative activity stayed the same (Table 2). Similarly, the percentage of the faculty workload remained fairly consistent for all faculty designations other than for other non-tenure track faculty whose teaching contributions decreased from 24.8% in AY 2025-2026 to 21.3% in Fall 2026 (Table 3). Ninety-six percent (n = 522) of tenure-stream faculty have teaching assignments with about 50% teaching between 2-4 courses per year (Table 4). In contrast, in Fall 2026, only about 18% of non-tenure track instructional faculty taught less than four courses a year with 55.4% with teaching workloads of 75% of their overall workload or higher (Table 5). This reflects a similar percentage to what was seen in AY 2025-2026. Nevertheless, there are non-tenure track instructional faculty with lower teaching workloads, with 17.6% teaching less than approximately four courses per year (teaching workload of less than 50%). There is a tiny number of non-tenure track instructional faculty with no teaching assignments (3 in Fall 2026). In Fall 2026, job descriptions were received for 267 non-tenure track research and other faculty.

These categories consist mainly of research scientists (127), extension educators (48), and clinical professors (46). Based on the roles of these faculty, their teaching responsibilities vary with clinical professors (all ranks) with the largest average teaching workloads of 49% compared to 3.8% for research scientists and a negligible amount for extension educators.

As shown in Table A.1, for Fall 2026, tenure-stream faculty teach 35.5% of all SCH, while non-tenure track instructional faculty teach 31.0% of all SCH. This is also shown more visually in Appendix B (Figure B.2, for Fall 2026). Twelve percent of all SCH are taught by temporary lecturers while graduate assistants teach 12% of all SCH. Temporary lecturers are hired on a part-time basis (less than 50%) to teach courses when full-time faculty are not available. Graduate assistants receiving state graduate teaching assistantships are required to participate in teaching undergraduate coursework. Only a small number of graduate assistants are fully responsible to teach a single course. Most graduate assistants with teaching duties work in conjunction with full-time faculty, providing teaching support for discussion sections and laboratories, for example.

Research

In Fall 2026, a slight increase for percentage of workload allocated to research/creative activity appears for tenure stream faculty, while a slight decrease is seen for non-tenure track research faculty (Table 6). In Fall 2026, 98.4% (n = 537) of the tenure-stream faculty have research and creative activity duties with 38% (n = 208) had 50% or more of their overall workload assigned to research and creative activity. Consistent with their faculty designation, non-tenure track research faculty have significantly higher research workloads. In Fall 2026, 72% (n=94) had 50% or more of their overall workload assigned to research and creative activity.

Other Categories

In Fall 2026, 78 faculty overall (8.0%) had administrative duties accounting for 50% or more of their overall workload. In Fall 2026, 44 of 48 (92.0%) had 80% or more of their overall workload assigned to extension.

9. Key Findings for AY 2025-2026

(a) While varying by faculty position and unit, 70% of the overall average faculty workload at UW is allocated to teaching (37.1%) and research and creative activity (32.9%). The remaining 30% of the overall average workload is allocated among seven other job description categories with service, administration, and extension having the next highest percentages (8.5%, 8.3%, and 5.5%, respectively.)

(b) On average, tenure-stream faculty have approximately equal teaching and research and creative activity workloads of 37.8% and 41.6%, respectively.

(c) Virtually all tenure-stream faculty (96.2%) have teaching assignments, with 54.8% teaching three (3) or more courses per year.

(d) Virtually all tenure-stream faculty (98.0%) conduct research and creative activities, with 36.0% having 50% or more of their overall workload assigned to these efforts.

(e) Non-tenure track instructional faculty comprise approximately 20% of all faculty at UW and teach approximately 32% of the student credit hours.

(f) Non-tenure track research faculty strongly support UW's research mission while other non-tenure track faculty conduct necessary specialized duties, e.g., librarianship and extension, that support the UW community and the state.

10. Conclusion

Creative development, advancement of knowledge, and dissemination of knowledge are essential to the mission of a public, land-grant, and flagship university. Data presented in this report provide an overview of faculty workload, which reflects an aggregate of time devoted to research and creative activities; teaching; service, including university and professional service, outreach, and community engagement; extension; administration; and diagnostic, clinical and professional practice.

Appendix A: Examination of Teaching: Number of Credits and Students Taught

Table A.1 Group Instruction (Group 1) Credit-Bearing Courses by Semester and Faculty Type

		Average Based on # of Faculty by Type				
Fall 2025	# of Faculty	Class Sections Taught	Class Section Enrollment	Course Credits Taught	Student Credit Hours (SCH)	% of SCH
Tenure Stream	455	1.7	38.1	6.2	100.4	37.5%
Non-TT Instructional	212	2.4	64.8	8.0	186.2	32.4%
Temporary Lecturers	167	1.3	32.9	4.4	92.6	12.7%
Graduate Assistants	423	0.3	6.7	0.8	38.4	13.3%
Administrators	6	1.2	30.0	2.3	50.0	0.2%
Other	125	0.9	14.8	2.4	37.4	3.8%

		Average Based on # of Faculty by Type				
Spring 2026	# of Faculty	Class Sections Taught	Class Section Enrollment	Course Credits Taught	Student Credit Hours (SCH)	% of SCH
Tenure Stream	436	1.7	33.6	5.9	91.4	36.4%
Non-TT Instructional	213	2.3	55.5	7.2	159.3	31.0%
Temporary Lecturers	179	1.3	32.4	4.4	87.5	14.3%
Graduate Assistants	382	0.2	5.3	0.7	32.4	11.3%
Administrators	6	0.8	11.3	2.3	32.7	0.2%
Other	172	0.7	12.9	2.1	43.3	6.8%

		Average Based on # of Faculty by Type				
Fall 2026	# of Faculty	Class Sections Taught	Class Section Enrollment	Course Credits Taught	Student Credit Hours (SCH)	% of SCH
Tenure Stream	439	1.7	36.7	6.2	96.8	35.5%
Non-TT Instructional	206	2.3	64.4	7.9	179.6	30.9%
Temporary Lecturers	158	1.3	33.3	4.3	94.6	12.5%
Graduate Assistants	389	0.2	5.2	0.7	36.2	11.8%
Administrators	12	1.4	43.3	3.4	67.3	0.7%
Other	191	0.8	17.6	2.3	54.1	8.6%

Note: Courses with 0 course credits are excluded. Army & Air Force Courses are excluded. Only courses with numbers of 1000-6999 are included.

Appendix B: Visualization of SCH Taught by Faculty Type

Figure B.1: Fall 2025-Spring 2026 Group Instruction (Group 1)

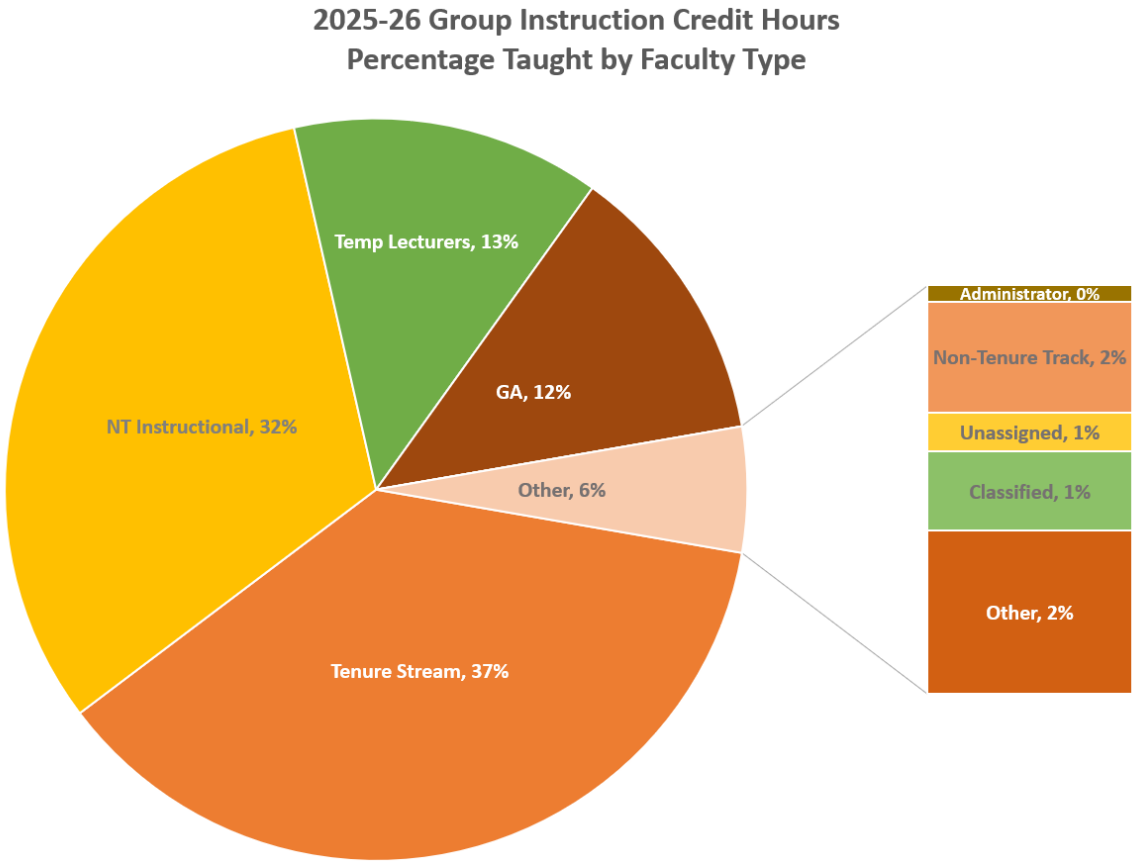
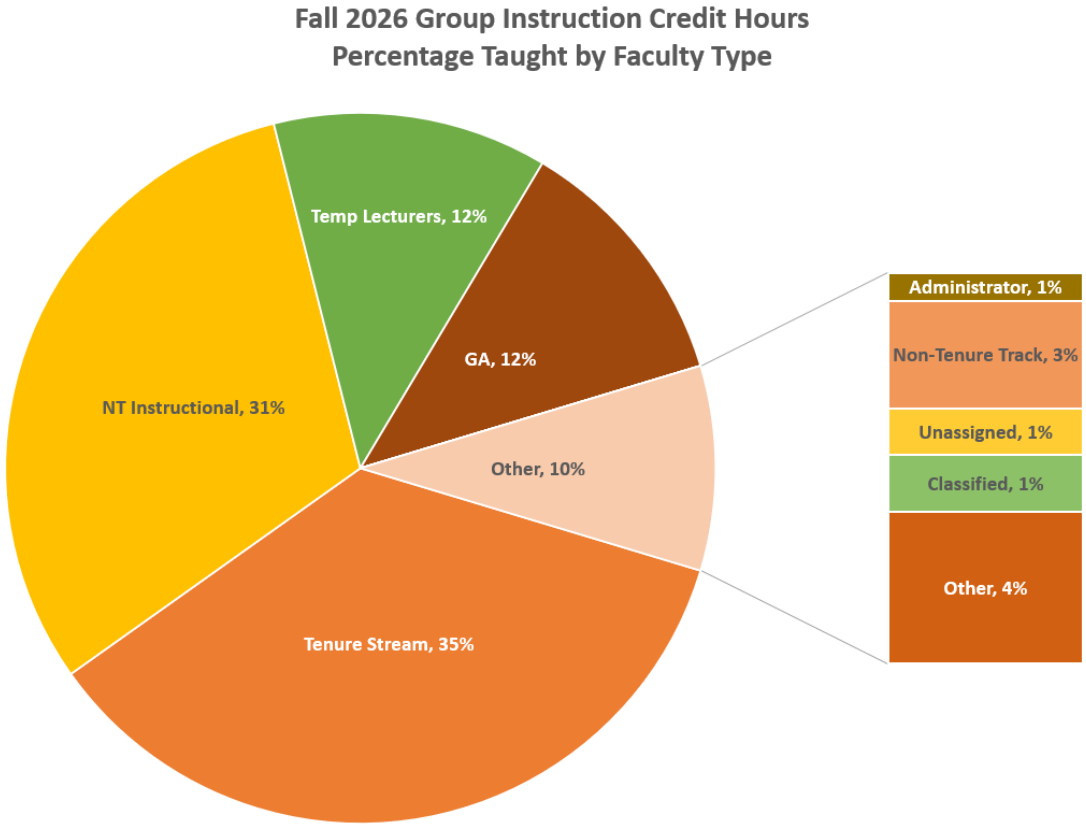


Figure B.2: Fall 2026 Group Instruction (Group 1)



Appendix C: Examination of Student Credit Hours by Instruction Type

Table C.1 Student Credit Hours by Semester and Instruction Type

	Fall 2025	Spring 2026	Fall 2026
Group Instruction	**121,822.0**	**109,468.5**	**119,696.5**
Lecture	116,855.0	104,082.0	115,103.0
Seminar	2,541.0	3,070.0	2,320.0
Studio	1,673.0	1,794.0	1,526.0
Lab	395.0	451.0	408.0
Ensemble	195.0	71.5	207.5
Discussion	163.0	0.0	132.0
Individualized Instruction	**8,641.0**	**12,466.0**	**9,104.5**
Independent Study	5,151.5	5,988.0	4,765.0
Practicum	1,941.0	4,459.0	2,677.0
Internship	671.5	1,298.0	822.5
Lesson	616.0	430.0	495.0
Clerkship	164.0	124.0	240.0
Research	97.0	167.0	105.0
Total	**130,463.0**	**121,934.5**	**128,801.0**

Table C.2 Percentage of Student Credit Hours by Semester and Instruction Type

	Fall 2025	Spring 2026	Fall 2026
Group Instruction	**93.4%**	**89.8%**	**92.9%**
Lecture	95.9%	95.1%	96.2%
Seminar	2.1%	2.8%	1.9%
Studio	1.4%	1.6%	1.3%
Lab	0.3%	0.4%	0.3%
Ensemble	0.2%	0.1%	0.2%
Discussion	0.1%	0.0%	0.1%
Individualized Instruction	**6.6%**	**10.2%**	**7.1%**
Independent Study	59.6%	48.0%	52.3%
Practicum	22.5%	35.8%	29.4%
Internship	7.8%	10.4%	9.0%
Lesson	7.1%	3.4%	5.4%
Clerkship	1.9%	1.0%	2.6%
Research	1.1%	1.3%	1.2%
Total	**100.0%**	**100.0%**	**100.0%**

AGENDA ITEM TITLE: **Annual Accreditation Council for Graduate Medical Education (ACGME) Review**, Hardigan

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 University of Wyoming Family Medicine Residency Programs (FMRP) are accredited through the Accreditation Council for Graduate Medical Education (ACGME). Each year, the director of the FMRP (officially titled the Designated Institutional Official or DIO) works with the Graduate Medical Education Committee (GMEC) to conduct a GMEC-required Annual Institutional Review (AIR). The AIR functions as the annual evaluation of the FMRP with the goal of identifying areas of success and areas of improvement needed to ensure long-term success and sustainability. The AIR is generated from a comprehensive assessment of FMRP successes, challenges and opportunities. The AIR assesses institutional and program accreditation, resident/fellow and faculty survey results, recruitment, educational quality, and improvement priorities across UW's four ACGME-accredited programs, representing 46 approved positions.

All four programs retained Continued Accreditation, with no new program-level citations. Following the October 2025 institutional site visit, however, ACGME issued six institutional citations in March 2026. The AIR describes these findings, corrective actions taken or underway, and remaining monitoring and documentation requirements. Key priorities include AIR oversight documentation, institutional education, resident/fellow well-being, faculty capacity, and appropriate institutional policies and agreements.

The AIR identifies an action plan and performance monitoring process, including reporting to the Graduate Medical Education Committee (GMEC). Committee approval and full Board acceptance will document governing-body consideration of the AIR; they do not replace GMEC's separate responsibilities for conducting and documenting its institutional oversight.

Per ACGME accreditation guidelines, "The DIO must annually submit a written executive summary of the AIR to the Sponsoring Institution's Governing Body," which for the UE FMRP is the Board of Trustees. Attached is the 2024 AIR Executive Summary for the UW FMRP, created and approved by the GMEC, the DIO, and the Dean of the College of Health Sciences. There is no action that is needed on behalf of the Trustees other than receipt of the document.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
The AIR is submitted annually to the Board of Trustees in November as an informational item.

WHY THIS ITEM IS BEFORE THE BOARD:
Per ACGME accreditation guidelines, the AIR must be submitted each year to the governing body of the sponsoring institution for the FMRP, which is the Board of Trustees.

ACTION REQUIRED AT THIS BOARD MEETING:
Information only item

PROPOSED MOTION:
N/A

PRESIDENT'S RECOMMENDATION:
N/A

ANNUAL INSTITUTIONAL REVIEW
EXECUTIVE SUMMARY — 2025–2026 ACADEMIC YEAR

University of Wyoming College of Health Sciences — Graduate Medical Education

Presented to the Governing Body
University of Wyoming Board of Trustees
November 18-20, 2026

Prepared by: Beth C. Robitaille, MD, Designated Institutional Official (DIO)

Overview

The University of Wyoming ("the University" / "Sponsoring Institution") sponsors four ACGME-accredited graduate medical education programs through its College of Health Sciences, together totaling 46 approved resident/fellow positions:

- Family Medicine Residency – Casper (24 approved positions; complement 8-8-8), which also holds continued ACGME Osteopathic Recognition;
- Family Medicine Residency – Cheyenne (18 approved positions; complement 6-6-6);
- Family Medicine Residency – Rural Training Track, Thermopolis (3 approved positions; complement 1-1-1); and
- Geriatric Medicine Fellowship, sponsored under the Casper Family Medicine program (1 approved position).

The University also supports a PGY1 Pharmacy Residency, which is accredited by ASHP rather than ACGME and is therefore noted here for institutional context but is not addressed in the ACGME-focused indicators below.

2025–2026 Match/Recruitment Results

- Casper: 8 of 8 positions filled; a full complement was matched for the AY2026–2027 incoming class.
- Cheyenne: 6 of 6 positions filled; a full complement was matched, including two PGY-2 positions vacated by attrition, was achieved for AY2026–2027.
- Rural Training Track: 1 of 1 position filled; a full complement was matched for AY2026-2027.
- Geriatric Medicine Fellowship: 0 of 1 position filled for 2025–2026, and no fellow matched for 2026–2027; recruitment continues.

Major Changes and Institutional Context

- The Sponsoring Institution underwent an ACGME site visit on October 1, 2025, and received institutional-level ACGME citations in the March 13, 2026 Letter of Notification (LON), addressed in detail below. An institutional curriculum using AMA GCEP modules has since been implemented to standardize fatigue mitigation, well-being, and professionalism education for faculty and residents, with participation tracking.
- Due to a leadership transition at EHCW related to financial and operational concerns, Dr. Patrick Hardigan is serving as Interim CEO and Dr. Beth Robitaille as Interim CMO, in addition to their existing institutional roles. To address the resulting overlap in Dr. Robitaille's responsibilities (DIO, Interim CMO, and Casper core faculty) and the potential for a perceived conflict of interest, she is no longer designated as Casper core faculty. A new Clinic Director was also hired in Casper to strengthen local clinical leadership and provide dedicated on-site oversight during this transition.
- Progress on the proposed GME Consortium (UWGMEC) has continued alongside the EHCW leadership changes and the hiring of an interim COO. A consultant has been engaged to strengthen the University–FQHC relationship as an updated Co-Applicant Agreement is finalized; consortium development will resume once that agreement is complete.
- The institution applied for the Rural Health Transformation grant and the Rural Residency Planning and Development (RRPD) grant, and subsequently received, to support program growth and expand training capacity.
- Residents received increased compensation, including base salary raises, cell phone stipends, and increased meal stipends for required away rotations. Faculty and staff received 3% cost-of-living raises, with additional base salary increases for program managers/coordinators to reach the regional mean.
- A new GME Business Manager was hired following the departure of the previous Business Manager, who transitioned to another University position. Dr. Caroline Kirsch-Russell has served as Associate DIO since April 1, 2025, and has developed a Faculty Development curriculum and a mentorship program for new faculty.

Annual Institutional Review (AIR) Summary of Performance on Indicators

1. The Most Recent Institutional Letter of Notification

The ACGME Institutional Review Committee (IRC) issued its Letter of Notification on March 13, 2026, following the October 1, 2025 site visit.

Sponsoring Institution	Accreditation Status	Effective Date	New Citations
University of Wyoming College of Health Sciences	Continued Accreditation	01/12/2026	6 new citations

The six new institutional citations, all effective 01/12/2026, were as follows:

Citation	Requirement	IRC Finding
Structure for Educational Oversight, GMEC (AIR)	IR 1.14, 1.14.b.2 — GMEC must demonstrate effective AIR oversight; DIO must submit a written executive summary to the Governing Body	GMEC minutes do not document AIR oversight; no apparent monitoring procedures for resulting action plans
Clinical and Educational Work Hours and Fatigue	IR 3.2.e, 3.2.e.2 — institutional fatigue mitigation education	Fatigue mitigation education was not provided at the time of the site visit
Professionalism	IR 3.2.f.1 — education on professional responsibilities, including fitness for duty	Professional responsibility education was not provided at the time of the site visit
Well-Being	IR 3.2.g.3 — education on recognizing burnout, depression, and substance abuse	No well-being education on these topics was provided
Agreement of Appointment/Contract	IR 4.3, 4.3.a.5 — contract must reference institutional grievance/due process	Agreement referenced Family Medicine grievance policy only, not institutional process
Closures and Reductions	IR 4.15 — GMEC oversight policy for program reduction/closure	Not apparent from submitted materials that policy allows residents to complete training or assists placement elsewhere

Areas for Improvement / Concerning Trends (institutional level):

- AIR executive summaries do not appear to contain a summary of ACGME Resident/Fellow and Faculty Survey results.
- GMEC reviewed and approved stipend recommendations but did not appear to address benefits recommendations.

Other Comments:

- GMEC minutes discuss the existence of a resident/fellow forum but lack detail on occurrences and attendance; more detailed documentation was encouraged.

2. Accreditation and Recognition Statuses and Citations of the Programs

All four ACGME-accredited programs maintained Continued Accreditation, and the Casper program's Osteopathic Recognition was continued, with no new program-level citations issued.

Program	Status	Effective Date	Approved Positions
Family Medicine – Casper	Continued Accreditation	01/28/2026	24 (8-8-8)
Family Medicine – Casper (Osteopathic Recognition)	Continued Recognition	01/23/2026	—
Family Medicine – Cheyenne	Continued Accreditation	01/28/2026	18 (6-6-6)
Geriatric Medicine Fellowship	Continued Accreditation	01/28/2026	1
Family Medicine – Rural Training Track (Thermopolis)	Continued Accreditation	01/28/2026	3 (1-1-1)

Program-level Areas for Improvement / Concerning Trends, and status as of the institution's July 2026 update:

- **Casper — Educational Environment:** The Review Committee advised the program to closely monitor annual Resident Survey outcomes, noting low response rates and up to 50% negative responses in some categories, and to investigate Resident Survey Specialty-Specific Questions with very low or zero compliance ratings. The program reports this area has been actively addressed; its most recent survey reflected a 91% response rate with a majority-positive evaluation (see Section 3 below).
- **Cheyenne — Clinical Experience:** One of the program's six most recent graduates reported zero deliveries (vaginal, cesarean, and continuity) against the ACGME minimum of 20 vaginal deliveries. The program attributes this to a case-log data gap for a resident who transferred in as a third-year from a program that closed before reporting her prior deliveries. This area for improvement has since been resolved.

3. Aggregate Results of Most Recent ACGME Resident/Fellow Surveys

Program-level annual program evaluations and the institution's July 2026 update together show improving engagement and overall sentiment on the Annual Resident/Fellow Survey, alongside continued softness on the separate Well-Being Survey:

- **Casper:** The most recent Annual Resident Survey reflected a 91% response rate with a majority-positive overall evaluation of the program. Professionalism, Faculty Teaching and Supervision, and Clinical Experience/Education were identified as continuing improvement areas, with action steps underway. Separately, all measured Well-Being Survey domains fell below the national mean, and earlier Annual Survey findings had flagged Resources (education compromised by non-physician obligations; and clinical support staffing), Professionalism (fear of retaliation/intimidation), Patient Safety and Teamwork (information loss at care transitions), and duty hour non-compliance.
- **Cheyenne:** The 2025–2026 ACGME survey reflected a 100% response rate with strongly positive overall evaluation of the program. Patient Safety/Teamwork, Professionalism, and preparation for heterogeneous patient populations were identified as continued-improvement areas, with action steps incorporated into faculty development and resident education. Separately, the Well-Being Survey fell below the national mean in all measured areas except "I find my work to be meaningful."
- **Rural Training Track:** The 2023–2026 multi-year survey summary reflected a 100% response rate with consistently strong performance across most categories. The program continues to monitor Professionalism and Clinical Experience/Education to sustain strength institution-wide. Separately, four Well-Being Survey domains fell below the national mean, and the program has also identified concerns regarding professionalism-reporting processes (complicated by its small size and limited anonymity), protected time for structured learning, and resident access to performance evaluations.
- **Geriatric Medicine Fellowship:** Survey and ITE data are not yet applicable given the program's small size and recruitment history.

4. Aggregate Results of Most Recent ACGME Faculty Surveys

The 2025–2026 ACGME Faculty Survey and Faculty Well-Being Survey (administered February–April 2026) were completed at the institutional level and for each of the three ACGME-accredited residency programs (the Geriatric Medicine Fellowship is not separately surveyed).

	Institution (Aggregate)	Casper	Cheyenne	Rural Training Track
Faculty Surveyed / Responded	21 / 20	9 / 9	6 / 6	6 / 5
Response Rate	95%	100%	100%	83%
Overall Evaluation (% Positive / % Negative)	100% positive (70% very, 30% somewhat); 0% negative	100% positive (67% very, 33% somewhat); 0% negative	100% positive (83% very, 17% somewhat); 0% negative	100% positive (60% very, 40% somewhat); 0% negative

Faculty report overwhelmingly positive overall evaluations of their program's institution-wide, with no negative overall ratings at any site. Compliance on most individual survey items meets or exceeds the national benchmark, with a few notable exceptions:

- **Resources — Workload:** Institution-wide, only 65% of faculty were compliant on "workload did not exceed residents'/fellows' available time for work," compared to 91% nationally. This was compliant at Cheyenne (100%) and largely at Casper (67%), but notably low at the Rural Training Track (20%), where faculty confidence that resident workload remained within available time was substantially below both the specialty (86%) and national (91%) benchmarks.
- **Rural Training Track — Faculty Teaching and Supervision:** This is the program's clearest area of concern. Compliance on "sufficient time to supervise residents/fellows" was 60% (vs. 96% national) and on "program director effectiveness" was 40% (vs. 95% national); "satisfied with process to deal confidentially with problems and concerns" was 60% (vs. 95% national). These figures are consistent with the program's very small faculty complement relative to its training obligations.
- **Rural Training Track — Faculty Well-Being:** Faculty Well-Being Survey means fell below the national mean on "I work in a supportive environment" (3.2 vs. 3.7), "the amount of work I am expected to complete in a day is reasonable" (2.8 vs. 3.5), "I have enough time to think and reflect" (2.8 vs. 3.5), and "I am treated with respect at work" (3.4 vs. 3.7). Burnout-related items also trailed the national mean (e.g., "I often feel emotionally drained at work," program mean 2.0 vs. national 3.0), indicating meaningfully higher faculty strain at this site than elsewhere in the institution.
- **Casper and Cheyenne — Faculty Well-Being:** Both programs' Faculty Well-Being Survey results were at or close to the national mean across nearly all items, with no substantial areas of concern identified.
- **Institutional Well-Being (aggregate):** Institution-wide faculty well-being means were close to national benchmarks overall, with modest softness on "I work in a supportive environment" (3.5 vs. 3.7) and "I often feel emotionally drained at work" (2.8 vs. 3.0) — driven primarily by the Rural Training Track results above.

These faculty-reported findings reinforce the AIR citations on fatigue mitigation, professionalism, and well-being education, and point to the Rural Training Track's faculty capacity, not only Casper's, as a priority for institutional support. Effective July 2026 an institutional GCEP-based curriculum has since been implemented institution-wide, that Dr. Kirsch-Russell (Associate DIO since April 1, 2025) has developed a Faculty Development curriculum and new-faculty mentorship program, and that two new faculty are joining Casper (Dr. Story, effective August 31, 2026, and Dr. Veturi, effective November 1, 2026); no corresponding faculty addition at the Rural Training Track has been reported.

5. Additional Indicators as Determined by the Sponsoring Institution

- Board Passage Rates: Cheyenne's 3-year cumulative first-time pass rate is 89% (16 of 18); the Rural Training Track's 3-year cumulative pass rate is 100% (3 of 3, small n). Casper identified test-taking challenges in 2025–2026, including two 2025 graduates who did not pass the ABFM certifying exam and two PGY-2 residents who did not pass Step 3; the program reports it is addressing this with increased resources.
- Resident Attrition / At-Risk Status: Casper had 5 residents on At-Risk/RAC status in 2025–2026 (up from 2 the prior year), with 2 escalating to probation, and reported a higher-than-typical number of remediation and probation designations, including one PGY-1 contract non-renewal; Cheyenne had 4 residents on At-Risk status, with 2 escalating to probation. Casper also reported high resident unplanned absences, particularly from continuity clinic, contributing to clinic-residency tensions.
- Faculty Attrition/Vacancies/Additions: Casper's core faculty complement falls short of the ACGME minimum (1:4 ratio, requiring 6.25 core faculty) once DIO and Associate DIO adjustments are applied; two new faculty (Dr. Story, Dr. Veturi) are joining in fall 2026. Cheyenne ended the year with 2 vacant faculty positions, lost Dr. Alexis Anderson as full-time faculty, gained Dr. Scott Henderson as adjunct faculty, and continues recruiting a full-time behavioral health faculty member.
- Resident Wellness Utilization: Casper reported resident sick-day use up approximately 45% year-over-year, averaging approximately 7 sick days per resident.
- Program Development: Cheyenne has proposed a Sports Medicine Fellowship.

- The Geriatric Medicine Fellowship's partner, the Wyoming Center on Aging, secured expanded HRSA funding, and Wyoming Family Practice was recognized as a Level 1 Age-Friendly Health System participant.

Progress Update Since the LON Response (July 2026)

The following reflects the institution's most recent ADS update, submitted after the March 2026 LON response, and documents implementation progress against the action plan below.

Institution

An institutional curriculum using AMA GCEP modules has been implemented, standardizing fatigue mitigation, well-being, and professionalism education for faculty and residents, with tracking to confirm participation. A new GME Business Manager was hired following the prior Business Manager's transition to another University position. Grant applications are underway (Rural Health Transformation; Rural Residency Planning and Development). Resident compensation was increased (base salary, cell phone stipends, away-rotation meal stipends), and faculty/staff received 3% cost-of-living increases, with additional adjustments for program managers/coordinators to reach the regional mean.

Cheyenne

Continued accreditation was maintained, with the program's area for improvement since resolved. A full complement of residents was achieved for AY2026–2027, including filling two PGY-2 positions vacated by attrition. Dr. Scott Henderson joined as adjunct faculty; the program lost Dr. Alexis Anderson as full-time faculty and continues recruiting a full-time behavioral health faculty member. A Sports Medicine Fellowship has been proposed.

Casper

Continued accreditation was maintained, with the resident-survey-related area for improvement being actively addressed. A full complement of incoming residents was matched for the upcoming year. Dr. Robitaille is no longer designated as core faculty, resolving the conflict-of-interest concern tied to her overlapping DIO/Interim CMO roles. Two new faculty are joining (Dr. Story, August 31, 2026; Dr. Veturi, November 1, 2026). The program continues to address high resident unplanned absences, test-taking performance (ABFM and Step 3), and an elevated rate of remediation/probation designations.

Osteopathic Recognition Track – Casper

Continued recognition was maintained; the prior scholarly-activity documentation concern has been fully resolved, with all residents continuing to complete required scholarly projects.

Geriatric Fellowship – Casper

The fellowship maintains continued accreditation with no citations. No fellow matched for 2026–2027; recruitment continues. The fellowship's partnership with the Wyoming Center on Aging continues, which has secured expanded HRSA funding, and Wyoming Family Practice was recognized as a Level 1 Age-Friendly Health System participant.

Thermopolis Rural Training Track – Casper

Continued accreditation was maintained with no citations, and an incoming resident was successfully matched for July 1, 2026. Dr. Megan Winger was appointed Associate Program Director.

Summary of Performance Indicators

Key findings and recommendations from this year's Annual Institutional Review:

- The Sponsoring Institution received institutional-level ACGME citations. Five of six are administrative/educational-delivery gaps (AIR oversight documentation, fatigue mitigation/professionalism/well-being curricula, contract language) rather than patient-safety findings, and the sixth (closures and reductions) reflects a documentation-clarity gap in an already-compliant policy. Three of the six (fatigue mitigation, professionalism, and well-being education) have already been addressed through the institution's new GCEP-based curriculum.

- All four ACGME-accredited programs retained Continued Accreditation with no new program-level citations, and both program-level areas for improvement identified in this cycle (Casper's survey-response trend and Cheyenne's delivery-documentation gap) have since been resolved or substantially addressed.
- Recruitment and staffing trended positively institution-wide during 2026: Casper and Cheyenne both achieved full incoming complements for AY2026–2027, the Rural Training Track matched its position, and four new faculty/leadership appointments (two at Casper, one adjunct at Cheyenne, plus a new Associate Program Director at the RTT) were made. The Geriatric Medicine Fellowship remains the institution's persistent recruitment challenge, unfilled for a second consecutive cycle.
- Resident well-being and faculty capacity remain the most consistent underlying concerns: Well-Being Survey results continue to fall below the national mean across most or all measured domains at Casper, Cheyenne, and the Rural Training Track, and Casper's core faculty complement remains below the ACGME minimum even after new hires are counted. Casper also reported an elevated rate of resident remediation/probation and board-exam (ABFM/Step 3) underperformance this cycle, warranting continued monitoring.
- The 2025–2026 Faculty Survey data surfaced a new, program-specific concern: the Rural Training Track's faculty show the institution's most pronounced strain, with compliance on faculty teaching/supervision time and program director effectiveness well below national benchmarks, and Faculty Well-Being Survey results showing meaningfully higher burnout than the rest of the institution. Given the program's very small faculty complement (serving a 1-1-1 resident complement), these merits targeted attention alongside Casper's faculty capacity issues.
- Institutional leadership transitions (EHCW Interim CEO/CMO assignments, new Clinic Director, new GME Business Manager) and the pending Co-Applicant Agreement underlying the proposed GME Consortium are material context for the Governing Body; a conflict-of-interest concern arising from overlapping DIO/clinical-leadership roles have already been proactively resolved.
- Recommendation: Complete and document the standardized AIR framework (including GMEC-level AIR oversight minutes and monitoring procedures) and the updated institutional appointment agreement on the committed timeline; finalize and document the GMEC's review of resident benefits and improve resident/fellow forum documentation; continue to prioritize faculty capacity, clinical support staffing, and resident well-being monitoring as the central cross-program improvement priority for 2026–2027.

Action Plans and Performance Monitoring Procedures Resulting from the AIR

The following action plan was submitted in the institution's formal response to the March 13, 2026 IRC Letter of Notification (response dated March 16, 2026) and is incorporated into this AIR as the Sponsoring Institution's performance monitoring plan, with implementation status updated per the institution's July 2026 ADS update where available.

Citation / Item	Action Plan	Target Date	Status (July 2026)
Annual Institutional Review (AIR)	Implement a standardized AIR framework with consistent performance-indicator reporting, documented action plans with measurable milestones, clear monitoring procedures including regular GMEC review, and revised GMEC minutes reflecting explicit AIR oversight. The DIO's annual AIR Executive Summary will be updated to fully align with ACGME requirements.	July 1, 2026	In progress — this Executive Summary reflects the revised format; GMEC minutes documentation not yet confirmed
Fatigue Mitigation	Implement an Institutional Curriculum including fatigue mitigation training using GCEP standardized modules and program-level reinforcement, with participation tracking.	July 1, 2026	Complete — GCEP modules implemented institution-wide
Professionalism	Implement a new institutional professionalism curriculum (GCEP modules) addressing physician responsibility, fitness for duty, and ethical standards, with completion documentation.	July 1, 2026	Complete — GCEP modules implemented institution-wide

Well-Being	Implement a new institutional well-being curriculum (GCEP modules) covering recognition of burnout, depression, and substance misuse, and strategies for seeking care.	July 1, 2026	Complete — GCEP modules implemented institution-wide
Agreement of Appointment/Contract	Update the standard agreement of appointment to explicitly reference institutional (not Family Medicine-specific) due process and grievance policies; issue an amendment to current residents.	July 1, 2026	Not confirmed in materials provided
Closures and Reductions	Policy already contains all required elements. Improve clarity for future reviews via explicit policy references, clearer labeling/cross-referencing, and a requirement-to-policy mapping table.	N/A — policy in compliance	N/A
AIR Executive Summary Content (Survey Data)	Strengthen the AIR Executive Summary with a dedicated section summarizing institutional-level Resident/Fellow and Faculty Survey results and trends, documented in GMEC minutes.	July 1, 2026	Addressed in Sections 3–4 of this Executive Summary
GMEC Responsibilities — Resident Benefits	Present and discuss available resident benefits (HR and program-level) at the April 15, 2026 GMEC meeting, documented in GMEC minutes.	April 15, 2026	Benefits enhanced (stipends, raises); formal GMEC documentation not confirmed in materials provided
Resident/Fellow Forum Documentation	Adopt a standardized reporting format for resident/fellow forum updates in GMEC minutes, documenting attendance, topics discussed, and follow-up.	April 15, 2026	Not confirmed in materials provided

Performance Monitoring

Progress on each action item above will be tracked by the DIO and reported to the GMEC at its regular meetings.

This template was created by the ACGME for optional use by accredited Sponsoring Institutions; amended and customized by the University of Wyoming.

Passed 19-4-0

ASUW Student Government PASSED

SENATE RESOLUTION #3113

TITLE:	**A Resolution Affirming ASUW Support for the University of Wyoming's Position on Artificial Intelligence in Higher Education**
DATE INTRODUCED:	**10/13/2026**
AUTHOR:	**President Kaiser, Chief of Legislative Affairs Heffley**
SPONSORS:	**Senators Hansen, Gerig, Robinson, and Wellikson; UWYO Speech Team; Director of External Public Affairs and Advocacy Cooper, Director of Internal Public Affairs Corley**

1. WHEREAS, the purpose of the Associated Students of the University of Wyoming
2. (ASUW) is to serve our fellow students in the best manner possible; and,
3. WHEREAS, the term 'artificial intelligence' ("AI") means a machine-based system that
4. can, for a given set of human-defined objectives, make predictions, recommendations or
5. decisions influencing real or virtual environments. Artificial intelligence systems use
6. machine- and human-based inputs to: (A) perceive real and virtual environments; (B)
7. abstract such perceptions through analysis in an automated manner; and (C) use model
8. inference to formulate options for information or action. For purposes of this resolution,
9. options for information or action. For purposes of this resolution, the term also includes
10. machine learning, generative AI, large language models, AI agents, enterprise AI
11. platforms that provide access to these models, as these terms are commonly understood,
12. as well as Super Intelligence" ("SI") as referenced in the September 29, 2026 Executive
13. Order *Inaugurating the Era of Super Intelligence*; and,
14. WHEREAS, AI is becoming increasingly integrated into higher education through
15. various facets such as teaching and learning, research and development, and institutional
16. advancement (Addendum B); and,

Passed 19-4-0

WHEREAS, the University of Wyoming (UW) has the opportunity to define how a land-grant, R-1 institution prepares students for a workforce in which employers will expect AI skills, and to build the infrastructure that gives every student the needed preparation; and,

WHEREAS, UW already demonstrated its commitment through its AI Commission, a campus-wide AI survey, a secure enterprise AI platform for faculty, staff, and students, and a substantial pipeline of federal AI research proposals, giving the University a strong foundation from which to expand student access, curriculum, and research opportunities (Addenda B and C); and,

WHEREAS, ASUW passed Senate Resolution #2985 Support for Artificial Intelligence

ASUW passed Senate Resolution #2985 Support for Artificial Intelligence (AI) Master's Degree Program in the 111th Administration that showed support for developing University programs that prepared students for a workforce with AI and increased student enrollment and retention at the University (Addendum D); and,

WHEREAS, UW offers a master's degree in Artificial Intelligence that prepares its students to enter the field of AI through research, development, and application of AI and machine learning technologies, and no undergraduate equivalent is currently available; and,

WHEREAS, as articulated in Addendum C, the new University leadership is highly interested in moving forward in the development of institution-wide AI policies and in adopting AI as a resource for higher education; and,

WHEREAS, ASUW supports this advancement as it is a necessary step in maintaining the University's competitive edge as an R1 institution, along with ensuring all graduates

Passed 19-4-0

of the University are adequately prepared to enter the modern workforce; and

WHEREAS, the Provost's Office and Faculty Senate formed a working group to investigate a next generation University Studies Program (USP) in Digital Literacy and Emerging Technologies that would ensure students develop skills in using emerging technologies like AI ethically and responsibly (Addendum A); and,

WHEREAS, the work of the UW AI Commission and AI Teaching and Learning Subcommittee has laid the groundwork for significant progress in determining how AI and emerging technologies can serve academic principles (Addendum B); and,

WHEREAS, ASUW formally endorses the work that the University of Wyoming is doing to establish itself as a significant regional and national competitor in this space understanding that it is a position that will ultimately benefit our graduates in their future careers; and,

WHEREAS the debate surrounding AI remains an evolving conversation that addresses environmental concerns, employment, and cognitive decline (potential changes in critical thinking, memory, and independent problem-solving associated with reliance on AI tools), and the research on AI remains too young for this debate to settle; and,

WHEREAS, ASUW believes that students should still be allowed to have individual agency to make their own informed decisions on AI usage in teaching and learning spaces; and,

WHEREAS, the institution has a responsibility to provide education on emerging technologies and digital literacy, but not a right to infringe on individual thoughts and opinions when it comes to AI usage and implementation; and,

WHEREAS, ASUW views the integration of AI into higher education as a means for

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students to deepen their critical thinking skills regarding AI usage and to develop ethical and responsible habits in a workspace where AI will be common; and,

WHEREAS, institutional advancement will likely lead to a long-term increase in year-over-year recruitment and retention of our students, many of whom already engage with emerging technologies in their previous education and want to continue that development and learning; and,

WHEREAS, the State of Wyoming is at an inflection point when it comes to AI and emerging technologies; and,

WHEREAS, state and University leaders view harnessing this technology as a potential economic boon for the state, and the University of Wyoming is in a unique position to lead expansion that could benefit the state (as seen in Addendum A).

THEREFORE, be it resolved by the Associated Students of the University of Wyoming (ASUW) Student Government that ASUW believes it is in the best interest of the institution and the students that the University pursues relentless excellence in positioning the University of Wyoming as a leader in the space of emerging technologies and AI; and,

THEREFORE, be it further resolved that ASUW supports necessary institutional changes to support emerging technologies, including but not limited to, establishing equal access to paid versions of multiple AI models and platforms, creating a USP requirement in digital literacy and emerging technologies, and expanding increased research opportunities on AI expansion in the state; and,

THEREFORE, be it further resolved that ASUW recognizes the need for advancement and innovation on campus, while still understanding and supporting all

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86. viewpoints when it comes to generative AI, and emerging technologies; and,

87. THEREFORE, be it further resolved that ASUW affirms further advancements

88. in AI must serve and prioritize preparing students to work in furtherance of

89. human flourishing by ensuring safety and aligning with human-directed goals, and calls

90. the University to center these principles in its AI policies, governance, and

91. implementation; and,

92. THEREFORE, be it further resolved that a copy of this resolution be sent to

93. President Reeves, Provost Alexander, Vice Provost Hilaire, Chief Information

94. Officer Mclaughlin, General Counsel Evans, Vice President Baldwin, Vice

95. President Chitnis, Vice President Courtney, all relevant College Deans, Faculty

96. Senate, Staff Senate, and the University of Wyoming Board of Trustees upon the

97. passage of this legislation.

Referred to: ASC & TASFRC

Date of Passage: 10/20/2026 **Signed:** _____

(ASUW Chairperson)

"Being enacted on 10/20/2026**, I do hereby sign my name hereto and approve this Senate action."** _____

ASUW President

Passed 19-4-0

Addendum A - Next Gen USP Initiative

The following quotes are excerpts from the next generation USP working group findings through both the Faculty Senate and Provost's office.

~Excerpt One

Students completing a Digital Literacy (D) course will be able to meet a to-be-determined number of these outcomes.:

- Incorporate Information Literacy by finding, evaluating, and applying digital information to create and communicate needs.
- Understand and use relevant digital and emerging technology tools effectively, including identifying the key capabilities, strengths, and limitations of these technologies and how they may transform methods, processes, or tools within a field or context.
- Recognize and communicate clearly about the role of emerging digital technologies in decision-making, including explaining how technology informed conclusions or outcomes and identifying its limitations.
- Demonstrate ethical and responsible use of digital information and technologies, including issues related to transparency, attribution, data privacy, or accessibility.

~Excerpt Two (Faculty Senate Revisions)

In response to these concerns, we propose refining the component as a Digital Literacy and Emerging Technologies (D) requirement that clearly emphasizes four core elements:

1. The effective use of digital tools and emerging digital technologies.

2. The ethical and responsible use of digital technologies and emerging technologies.

3. The critical evaluation of digital and emerging technologies.

4. Finding, evaluating, and applying digital technologies and information to create and communicate needs.

This revised framing acknowledges that emerging technologies, such as artificial intelligence, statistical analysis tools, quantum computing, geographic information systems, and other digital technologies, are rapidly transforming research, professional practice, and civic life. Students must therefore graduate not only with the ability to use digital tools, but also with the capacity to critically evaluate digital information, understand the limitations and implications of emerging technology systems, and communicate transparently about the role of technology in decision-making.

Passed 19-4-0

~Excerpt Three (Definition)

The Digital Literacy and Emerging Technologies Competency is defined as: “The ability to ethically and critically use, understand, explore, evaluate, create, and apply information using a range of digital technologies.”

This definition aligns with widely recognized national frameworks. For example:

• The American Library Association defines digital literacy as “the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.”

• The United States Agency for International Development (USAID) defines digital literacy as “the ability to access, manage, understand, integrate, communicate, evaluate, and create information safely and appropriately through digital devices and networked technologies for participation in economic, social, and political life.”

These definitions emphasize the interconnected nature of information literacy, digital technology use, and critical evaluation, all of which are increasingly shaped by rapidly changing emerging technologies, such as artificial intelligence systems.

~Excerpt Four (Core Components)

Core Components of the Digital Literacy and Emerging Technologies Competency

The Digital Literacy and Emerging Technologies (D) competency includes three interconnected areas:

· Digital Information and Technology Use: Students develop the ability to locate, interpret, and use digital technologies an information sources effectively, including identifying reliable information and recognizing limitations or bias in digital content.

· Ethical and Responsible Technology Use: Students examine the ethical, legal, and societal implications of digital technologies, including issues related to transparency, bias, access, privacy, and accountability.

· Application and Adaptation of Emerging Digital Technologies: Students develop the ability to apply digital tools, in academic and professional contexts while understanding their strengths, limitations, and evolving role in society.

Passed 19-4-0

~Excerpt Five (Role of Information Literacy)

Information literacy is an essential component of digital literacy. Within Digital Literacy and Emerging Technologies, students will learn to find, critically evaluate, and apply digital information.

This component will be supported in part through collaboration with UW Libraries, which provides expertise in evaluating information sources, understanding algorithmic bias, and addressing misinformation in digital environments. The integration of library expertise will help ensure that students develop the skills needed to critically assess both traditional digital sources and emerging technology-generated information.

~Excerpt Six (Why This Competency Is Necessary)

Digital technologies and emerging technologies increasingly shape how knowledge is produced, shared, and evaluated. Graduates entering the workforce must understand not only how to use these tools, but also how those tools influence research, decision-making, and communication.

Without a clear curricular emphasis, students may gain uneven exposure to these skills depending on their major or individual courses. Establishing a Digital Literacy and Emerging Technologies competency ensures that all students graduate with a baseline understanding of digital technologies, ethical considerations, and information evaluation, regardless of discipline. While this competency can be embedded in any suitable and relevant course, UW already has strong resources supporting this work but these efforts are currently distributed unevenly across the curriculum. A formal USP component allows these strengths to be coordinated and supported more effectively and ensures that digital and emerging technology literacy are recognized as foundational competencies for UW graduates.

~Excerpt Seven (Digital Literacy and Emerging Technologies Competency)

The Digital Literacy and Emerging Technologies Competency refers to the ability to effectively use digital technologies and emerging technology tools, critically evaluate digital information, and engage responsibly with emerging technologies.

As the world continues to evolve into an increasingly digital and emerging technology-enabled landscape, Digital Literacy and Emerging Technologies (D) courses prepare students to navigate, evaluate, and apply digital technologies and information in ways that support academic inquiry, professional development, and responsible citizenship.

Passed 19-4-0

These courses encourage students to:

· Adapt to evolving digital technology developments, demonstrating the ability to engage with emerging tools and evaluate their appropriate use.

· Understand how digital technologies and emerging technological systems function and how they shape information, communication, and decision-making.

· Evaluate digital information critically, including identifying misinformation, bias, and ligations in digital and technology-generated sources with information literacy.

· Consider ethical, legal, and societal implications of digital technologies, including access, privacy, transparency, and accountability.

· Apply digital tools and emerging technological systems appropriately within academic, professional, and civic contexts.

Digital Literacy and Emerging Technologies Competency Student Learning Outcomes

Students completing a Digital Literacy (D) course will be able to meet a to-be-determined number of these outcomes.:

· Incorporate Information Literacy by finding, evaluating, and applying digital information to create and communicate needs.

· Understand and use relevant digital and emerging technology tools effectively, including identifying the key capabilities, strengths, and limitations of these technologies and how they may transform methods, processes, or tools within a field or context.

· Recognize and communicate clearly about the role of emerging digital technologies in decision-making, including explaining how technology informed conclusions or outcomes and identifying its limitations.

· Demonstrate ethical and responsible use of digital information and technologies, including issues related to transparency, attribution, data privacy, or accessibility.

Passed 19-4-0

Addendum B- Institutional Advancements Made

The following passages are excerpts from the 2026 Interim AI Commission Report, chaired by Jeff Hammerlink and the 2026 AI Teaching and Learning Subcommittee Report, chaired by Stephen Barrett. These passages are insights into the overall direction of the institution in relation to artificial intelligence related innovation.

~Excerpt One

AI in Teaching and Learning Committee conducted the inaugural campus-wide *UW Artificial Intelligence Survey*. The survey was adapted from the Undergraduate Perspectives on AI at CU Boulder Survey to support input from both undergraduate and graduate students, faculty, and staff. Its objective was to better understand how students, faculty, and staff are using AI, their attitudes toward AI, and what support, training, and guidance they would like from the university. The survey included both multiple-choice and open-ended questions.
A total of 221 individuals responded, including 161 undergraduate students, 32 graduate students, 15 staff members, and 13 faculty members. Initial findings show that AI use is already common across the university, with respondents expressing interest in learning more about AI while also raising questions about ethics, academic integrity, and appropriate use. A majority of participants also indicated that understanding and using AI will be needed in the future workplace.

~Excerpt Two

Significantly, UWIT has initiated a Request for Proposals (informed by the Services and Tools Committee's February 2026 Strategy Workshop and subsequent deliberations) for an enterprise grade, university wide, multi-model AI platform that supports teaching, learning, research, and administrative operations across the university. The platform will provide unified access to multiple leading AI models, including but not limited to ChatGPT, Claude, Gemini, LLAMA, and Perplexity. Pending full funding approval, the target launch date for the platform is December 2026. It should also be noted that acquisition of this platform has been the highest priority identified by constituents in nearly every dialogue session hosted by the Commission.

~Excerpt Three

NEAR-TERM (0–6 months): enterprise infrastructure, governance, inventory, training and support strategy

- Establish AI governance structures and begin development of policies and standards
- Conduct an inventory of existing AI tools and use cases across campus
- Launch initial AI literacy and training pilots for faculty, staff, and students
- Initiate proof-of-concept efforts for prioritized high-value use cases

Passed 19-4-0

- Identify funding opportunities for supporting AI initiatives

~Excerpt Four (from Wyoming Department of Education "Guidance for Wyoming School Districts on Developing Artificial Intelligence")

In order to create the most transparent, efficient, and excellent education in the nation, Wyoming must not only accept, but fully embrace ever changing technology- including Generative Artificial Intelligence. Unless we challenge the status quo of the education system of decades past, we will be less efficient in educating students, and we will be failing to prepare them for a 21st century world. If used appropriately, GenAI has the potential to truly revolutionize the classroom, freeing up instructional time for educators and allowing for greater innovation. Developed with the help of a dedicated stakeholder committee, this guidance is meant to assist our Wyoming school districts in taking advantage of innovative technology while ensuring responsible use. As always, the Wyoming Department of Education stands ready to assist schools as they work to implement the most up to date tools to improve outcomes for students

~Excerpt Five (in relation to R&D Opportunities)

Key Findings
• Artificial intelligence has emerged as a major federal R&D priority — protected from broader proposed budget cuts across all major agencies.
• UW is actively engaged in national AI conversations and has already submitted a substantial pipeline of proposals (29 as lead or co-lead to Genesis Mission alone).
• Foundational investments in computing infrastructure, recruitment of faculty with computing and AI expertise, and the UW AI Initiative have positioned the university to compete.
• Key near-term opportunities include NSF TechAccess (AI-Ready America), DOE Genesis Mission, E-RISE, E-CORE, and multi-state critical minerals initiatives.
Gaps remain in AI expertise, in AI services for developing applications in research, and in ever evolving computing infrastructure that should be addressed to maximize competitive success in external funding of AI and AI-enabled research, education, and engagement. It can be met by intentional strategic investment in the proposed UW AI Institute

Passed 19-4-0

Addendum C

The following is a communication shared by University of Wyoming President Shane Reeves on September 2nd 2026 when addressing the importance of AI and emerging technologies in our campus operations.

Artificial intelligence is no longer a future possibility. It is already transforming the way we work, learn, conduct research and solve problems. The graduates leaving our universities today will enter careers where AI is as commonplace as the internet is today.

That reality presents higher education with a choice.

We can resist this technology, hoping to preserve the educational models that have served us well for generations. Or we can embrace AI thoughtfully and responsibly, preparing students to use it wisely while strengthening the critical thinking, creativity and ethical judgment that define an outstanding education.

At the University of Wyoming, we've made our choice.

This week, we announced that UW will implement BoodleBox, a secure enterprise AI platform that will provide our faculty, staff and students with access to leading artificial intelligence tools in an environment built specifically for higher education. It is an important milestone, but it is only the first step in a much larger effort to position Wyoming's university as a national leader in the responsible integration of AI.

Some have asked whether universities should slow the adoption of artificial intelligence or even discourage its use altogether. I understand those concerns. Every transformative technology has raised legitimate questions about how it should be used.

But history teaches us that preparing students for the future has never meant shielding them from it.

The purpose of higher education has always been to equip students with the knowledge, skills and judgment to succeed in a changing world. Artificial intelligence changes the tools our graduates will use, but it does not change that mission. If anything, it makes our mission even more important.

Students don't need universities simply to provide information anymore. Information has never been more abundant. What students need is the ability to analyze that information, distinguish fact from fiction, ask better questions, solve complex problems and make sound decisions in situations where there may not be a single right answer.

Those are deeply human skills.

Passed 19-4-0

Artificial intelligence can help students explore ideas more quickly, analyze enormous amounts of data and accelerate discovery. But it cannot replace curiosity. It cannot replace wisdom. It cannot replace character. And it cannot replace the independent judgment that employers, communities and society will continue to value long after today's AI models have been replaced by tomorrow's.

That is why our goal at UW is not to teach students to rely on artificial intelligence. Our goal is to teach them to master it.

Mastering AI means understanding both its extraordinary capabilities and its very real limitations. It means recognizing when AI can improve your work -- and when it can mislead you. It means learning to ask better questions, evaluate answers critically and remain accountable for every decision you make.

Technology should sharpen human judgment, not replace it.

That philosophy is especially important for Wyoming.

Our state's economy has always rewarded innovation. From energy and minerals to agriculture, engineering, health care and entrepreneurship, artificial intelligence is rapidly becoming another tool professionals will use every day. The graduates we send into those industries must be prepared not only to work alongside AI, but also to lead organizations that use it responsibly and effectively.

As Wyoming's only public four-year university, we have a responsibility to ensure they are ready.

That responsibility extends beyond our students.

Artificial intelligence also presents tremendous opportunities for research, economic development and public service. It can help accelerate scientific discovery, strengthen our industries, improve health care, support entrepreneurs and help address challenges unique to rural states like ours.

UW intends to be a leader in those efforts.

That leadership begins by providing our campus community with secure, institutionally supported tools instead of leaving individuals to navigate an increasingly complex AI landscape on their own. It continues through thoughtful governance, faculty development, student training and ongoing conversations about ethics, privacy and responsible use.

Most importantly, it requires a willingness to evolve.

Passed 19-4-0

Higher education has always adapted to new discoveries and new technologies. Artificial intelligence represents another moment that calls for leadership instead of hesitation.

UW will continue investing in our faculty because great teachers remain the foundation of great universities. We'll continue investing in research because discovery fuels Wyoming's future. We'll continue investing in students because they are the reason we're here.

Now we're making an equally important investment in ensuring those students graduate prepared for the world they will inherit -- not the world that existed a decade ago.

Artificial intelligence will continue to evolve.

So will the University of Wyoming.

This announcement is only the beginning. In the months and years ahead, you'll see additional initiatives that further integrate artificial intelligence into teaching, research and service while remaining true to the values that have guided this university for nearly 140 years.

The future will belong to institutions that combine innovation with integrity, technology with humanity and opportunity with responsibility.

That is the future we are building at Wyoming's university, and I couldn't be more excited about where it will take our students, our state and the generations that follow.

Addendum D

Passed 19-4-0

Passed 21-0-1



SENATE RESOLUTION #2985

TITLE: Support for Artificial Intelligence (AI) Master's Degree Program

DATE INTRODUCED: 04/09/2024

AUTHOR: Senators Schliebe

SPONSORS: Senators Gundling, Keasling, Gomelsky; First-Year Senator Shosh; Students-At-Large Will Greiner, Daniel Collins, Benjamin Watts, and Cian Melker

1. WHEREAS, the purpose of the Associated Students of the University of Wyoming
2. (ASUW) is to serve our fellow students in the best manner possible; and,
3. WHEREAS, according to Addendum B the Artificial Intelligence (AI) master's degree
4. program is a postgraduate program set to launch in fall 2024 that focuses on advanced
5. study and research in AI with the goal of equipping students with the necessary
6. knowledge, skills, and expertise to understand, develop, and apply AI technologies in
7. various domains; and,
8. WHEREAS, The Master of Science in Artificial Intelligence program consists of two
9. years of coursework, research projects, and practical applications of Artificial
10. Intelligence (AI) with 30 required course credits; and,
11. WHEREAS, 12 of those credits will be Core Courses (COSC 4550/5550 Introduction
12. to Artificial Intelligence; COSC 4555/5555 Machine Learning; COSC 4557/5557
13. Practical Machine Learning; and COSC 4570/STAT 4240/5240 Data Mining), 12 of
14. those credits will be elective courses, 4 of those credits will be research projects,
15. and 2 of those credits will be seminars; and,
16. WHEREAS, the need for new resources for this program's initialization is minimal with
17. most of the resources already available at the University; and,
18. WHEREAS, An MS program focusing on AI will provide students with a new pathway
19. into computing careers and will be attractive both for graduates from regional schools
20. and international schools; and,
21. WHEREAS, the nationwide graduate level completion numbers in AI from 2019 to
22. 2021 increased by 54.107%, furthering the need for a UW program in AI; and,
23. WHEREAS, student demand for this program is strong nationally; and,
24. WHEREAS, students at UW have showed interest and support as well, as seen in

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Passed 21-0-1

addendum A; and,

WHEREAS, the demand for AI professionals has been steadily increasing in recent years; and,

WHEREAS, AI technologies are being adopted by various industries, including healthcare, finance, retail, manufacturing, and transportation, leading to a need for skilled AI practitioners; and,

WHEREAS, the growth of AI is expected to continue in the coming years, leading to an increasing number of job opportunities; and,

WHEREAS, the estimated additional revenues for 5 resident students and 5 non-residents entering each year is about $190,000 per year; and,

WHEREAS, new program expense assumptions predicate faculty, marketing, and capital expenses costing $0, with total expenses for FY1-FY4 being $0; and,

WHEREAS, there is a national student demand for an AI program, a growing field in AI, a substantial projected revenue, and a low cost for implementation.

WHEREAS, it is imperative to attract more students to UW to deal with the impeding enrollment cliff; and,

WHEREAS, ASUW recently passed a resolution acknowledging said enrollment cliff; and,

THEREFORE, be it resolved that the Associated Students of the University of Wyoming supports the implementation of an Artificial Intelligence (AI) master's degree program; and,

THEREFORE, be it further resolved that a copy of this resolution be sent to Professor and Vice Provost and Dean of the School of Graduate Education James C.M. Ahern, the Board of Trustees, and all corresponding departments.

Passed 19-4-0

Passed 21-0-1

Referred to: AD&P and HOPE

Date of Passage: April 16th, 2024 **Signed:** _____
(ASUW Chairperson)

"Being enacted on April 16th, 2024**, I do hereby sign my name hereto and approve this Senate action."** _____
ASUW President

Passed 19-4-0

Passed 21-0-1

Addendum A

Student Support

I am writing today to sponsor the proposed resolution to support an AI Master's degree program. The AI Master's degree program will be a great asset to the University of Wyoming. We are currently experiencing an unprecedented boom in Artificial Intelligence technology. Machine Learning and Artificial Intelligence are at the forefront of many companies' future plans, and studying in these fields is becoming rapidly in high demand. The addition of a master's degree program for Artificial Intelligence research will be useful in attracting new students to the University of Wyoming, retaining those students for the new master's degree program, as well as preparing those students for working in Artificial Intelligence fields in the future.

The University of Wyoming can help to make its Computer Science department even more desirable to students looking for a career in Artificial Intelligence. Therefore, it is our opinion that the University of Wyoming should support this new master's degree system.

Thank you,

Will Greiner

Computer Science, Sophomore

Cosigned,

Daniel Collins

Computer Science, Sophomore

Benjamin Watts

Computer Science, Sophomore

Cian Melker

Computer Science, Sophomore

Passed 19-4-0

Passed 21-0-1

Addendum B

Artificial Intelligence (AI) Master's Degree Program Proposal

All Statistics and Information in the Resolution are Cited from the Following Source.

MS-AI-new-degree-feasibility (1) (2).pdf

Addendum C

Forma Budget for AI Master's Program

The following budget is included in the proposal above but is cited below for accessibility.

Pro forma budget

	Fiscal Year			
	1	2	3	4
Revenue				
Enrollment in program in given Fiscal Year	10	20	20	20
NEW Resident enrollment (# of new students entering the program each year)	5	5	5	5
NEW Non Resident Enrollment (# of new students entering the program each year)	5	5	5	5
Total Resident credit hours generated	**75**	**150**	**150**	**150**
Total Non Resi it credit hours generated	**75**	**150**	**150**	**150**
Per Credit Tuition (with 4% annual growth)				
Resident (Posted Tuition Rate)	$358	$372	$387	$403
Nonresident (Posted Tuition Rate)	$1,074	$1,117	$1,162	$1,208
Prior Year's Non Resident Discount Rate (updated annually by the budget office)	30%	30%	30%	30%
Estimated Actual Non Resident Per Credit Tuition	$752	$782	$813	$846
Total Resident Tuition in NEW Program	$26,850	$55,848	$58,082	$60,405
Total Non Resident Tuition in NEW Program	$56,385	$117,281	$121,972	$126,851
Total Tuition from NEW Enrollment	**$83,235**	**$173,129**	**$180,054**	**$187,256**
Fees				
Mandatory Fee (Per Full Time Student)	$690.00	$690.00	$690.00	$690.00
Mandatory Fee Revenue	$6,900	$13,800	$13,800	$13,800
Total New Revenue Generated	**$90,135**	**$186,929**	**$193,854**	**$201,056**
New Program Expense Assumptions				
Compensation and benefits				
Faculty	$0	$0	$0	$0
Other administrative staff				
Graduate Assistants				

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Passed 21-0-1

Supplies				
Travel				
Marketing	$0	$0	$0	$0
Capital expense	0	0	0	0
Projected Financial Results for New Program	**FY1**	**FY2**	**FY3**	**FY4**
Total Expenses	$0	$0	$0	$0
Total New Revenues Remaining with Program	$90,135	$186,929	$193,854	$201,056
New Program's Total Surplus or Deficit	**$90,135**	**$186,929**	**$193,854**	**$201,056**
Operating margin (surplus or deficit / revenues)	**1.00**	**1.00**	**1.00**	**1.00**

Faculty Senate Resolution 521 **Introduced by Executive Committee**

Revisions to University Regulation 2-109 Academic Probation and Suspension

---

WHEREAS, increasing retention of students is a priority at the University of Wyoming as it both benefits students and the institution.

WHEREAS, in recent years, the University has seen an increase in students leaving the institution after being placed on academic probation. Many students do not remain on campus to attempt additional semesters after receiving notice of probation.

WHEREAS, the University loses about 15% of new first-time, full-time students - about 220 students per cohort. About 50 of these students who were placed on academic probation after their first semester do not return to UW for their second semester.

WHEREAS, an average of 160 new first-time, full-time students do not return in the fall semester of their following year and were either on academic probation or suspension at the end of their last semester of attendance. 54% of them were on academic probation after their last semester.

WHEREAS, many of the students who have poor academic performance in their first semester or first year were either unprepared for, or selected a course of study inappropriate for their needs or preferences, and could benefit from academic support activities to help improve their grades and academic performance.

WHEREAS, the current academic probation process may not create the additional time necessary to take remedial action to improve academic performance before suspension must be considered, especially if students perform poorly in their first year.

WHEREAS, creation of a process that allows additional time for students to take remedial actions to improve academic performance and/or change their course program of study to one they realize they are better suited for and likely to succeed in could improve student well-being, retention and success in the longer run.

WHEREAS, suggested changes to the probation and suspension regulation, as proposed, have been considered by the Faculty Senate Executive Committee and Academic Policy Committees.

THEREFORE, BE IT RESOLVED by the Faculty Senate of the University of Wyoming that Faculty Senate supports the proposed updates to University Regulation 2-109 Academic Probation and Suspension.

Authentication: *The foregoing Faculty Senate Resolution 521, duly adopted as amended by the Faculty Senate of the University of Wyoming on November 2, 2026, is hereby transmitted to the President of the University for review in accordance with UW Regulations.*

Beau M. Brown
Faculty Senate Coordinator
November 3rd, 2026

Faculty Senate Resolution 522, as amended **Introduced by**
Faculty Senate Executive Committee

Resolution Regarding Shared Governance and Institutional Space Allocations

---

WHEREAS recent instances of space allocation have resulted in substantial confusion and dissatisfaction among faculty, and

WHEREAS the space allocation process includes decisions about space used by individual faculty and space used as shared facilities within units and across the institution; and

WHEREAS physical spaces represent tangible resources for individual faculty, units, and colleges, and physical spaces typically entail substantial resource investments to suit them to their purposes; and

WHEREAS discontinuities in space availability disrupt a host of activities directly connected to the University mission including teaching, research, creative contributions, extension, and outreach; and

WHEREAS there has been a lack of timely consultation with faculty and units directly affected by individual instances of space allocation and with the faculty body regarding substantive changes to space allocation policies and practices; and

WHEREAS there has been opacity in long-term strategy for University space allocations; and

WHEREAS University Regulation 1-4 defines Shared Governance as "the process by which constituents contribute to decision making related to University policies and procedures." And that it further, "represents a philosophy and practice that brings to bear community expertise to inform deliberations and to shape actions;" and

WHEREAS University Regulation 6-7 highlights, "Stewardship of space resources is a joint effort between all University staff, faculty and student and relies upon everyone to ensure that space is used to support student success, foster collaborative research and promote positive work environments;" and

WHEREAS University Regulation 6-7 defines no explicit role for faculty during the space allocation process or the expectations for communications about space allocations to the faculty;

THEREFORE, BE IT RESOLVED by the Faculty Senate of the University of Wyoming that it requests the President to review and reconsider the existing policies and practices to ensure a

more open, transparent process for all space allocations, one that aligns with regulations and ultimately with the spirit of the University model of Shared Governance; and

BE IT FURTHER RESOLVED that the Faculty Senate requests participation in the space allocation process including representation on the Space Allocation Committee to 1) offer Faculty insight, perspectives, and suggestions and 2) to facilitate formal and informal communication of actions, requests, and considerations between the Faculty and the Committee.

Authentication: *The foregoing Faculty Senate Resolution 522, duly adopted as amended by the Faculty Senate of the University of Wyoming on November 2, 2026, is hereby transmitted to the President of the University for review in accordance with UW Regulations.*

Beau M. Brown
Faculty Senate Coordinator
November 3rd, 2026

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 August 16-October 15, 2026

2) Procurements valued at $50,000 or above (one-time or in aggregate) from August 16-October 15, 2026

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.

UW Regulation 7-2 (Signature Authority) Contracts Board Report - August 16, 2026 - October 15, 2026

Contract Number	Contract Name	Contract Type	Department	Supplier	Signed Date	Agreed Amount	Signer
32001-DanielsLaw-Aug2023	Daniels Law LLC	Services Contract	ASUW	Daniels Law LLC	2026-08-26	132,000.00	Nycole Courtney, Vice President, Student Affairs
00013HiltonGardenInnLaramieSept2026	University of Wyoming Board of Trustees Group Lodging Agreement 2027-2028	Services Contract	Board of Trustees	Hilton Garden Inn Laramie	2026-09-30	71,000.00	Alexander Kean, Vice President, Budget & Finance
22111-TouchNet-Jan2025	TouchNet Master Services Agreement	Services Contract	Budget & Institutional Planning	TouchNet Information Systems Inc	2026-08-26	135,355.00	Alexander Kean, Vice President, Budget & Finance
33011-307SpotlessSolutionsMarch2026	Agreement for Services between the University of Wyoming and 307 Spotless Solutions LLC	Services Contract	Business Enterprises	307 Spotless Solutions LLC	2026-08-26	175,000.00	Alexander Kean, Vice President, Budget & Finance
33012NikoSushiJuly2026	33012NikoSushiJuly2026	Services Contract	Business Enterprises	Niko Sushi & Steak	2026-08-18	250,000.00	Alexander Kean, Vice President, Budget & Finance
26701-EHCW-January-2026	MEDICAL CLINIC LEASE AGREEMENT	Services Contract	Campus Operations	Educational Health Center of Wyoming	2026-08-26	270,264.83	William Mai, Vice President, Campus Operations
12001CFDDecember2025	CFD Silver Boot Sponsorship 2026-2028	Services Contract	College of Agriculture & Natural Resources	Cheyenne Frontier Days	2026-08-26	122,500.00	Kelly Crane, Dean/Extension Educator, Senior
12106 - Implan - Sept 26	12106 - Implan - Sept 26	Services Contract	College of Agriculture & Natural Resources	IMPLAN Group LLC	2026-09-28	60,000.00	Kelly Crane, Dean/Extension Educator, Senior
12110CUDenverJuly2026	CU Denver Lab Services Agreement	Services Contract	College of Agriculture & Natural Resources	University of Colorado Cancer Center	2026-08-26	59,605.00	Kelly Crane, Dean/Extension Educator, Senior
12301ReesJuly26	Rees Temperature Monitoring System	Services Contract	College of Agriculture & Natural Resources	Rees Scientific LLC	2026-08-26	126,783.89	Kelly Crane, Dean/Extension Educator, Senior
12301SUGroupJuly26	SU Group	Services Contract	College of Agriculture & Natural Resources	Specialty Underwriters LLC	2026-08-26	57,467.00	Kelly Crane, Dean/Extension Educator, Senior
13271_OddKnock_July26	Agreement for Services between the University of Wyoming and OddKnock Productions, LLC	Services Contract	College of Arts & Sciences	OddKnock Productions, LLC	2026-08-18	75,000.00	John Turpen, Dean/Professor
14004-REMI-July 2026	REMI Maintenance Contract	Services Contract	College of Business	Regional Economic Models Inc	2026-08-18	56,000.00	Scott Beaulier, Dean/Professor
14104-MIT GLEEN-Sept 2025	14104-MIT GLEEN-Sept 2025	Services Contract	College of Business	Massachusetts Institute of Technology	2026-08-26	100,000.00	Scott Beaulier, Dean/Professor
15001-Fruition-Apr2025	Fruition	Services Contract	College of Education	Fruition Growth LLC	2026-08-26	74,450.00	Amy Mclaughlin, Vice President, Information Technology (CIO)
15001-SummitSearch-Aug2026	Summit Search	Services Contract	College of Education	Summit Search Solutions Inc	2026-08-26	92,100.00	Jenna Shim, Dean/Professor
16204-Bluefors-November 2025	16204-Bluefors-November 2025	Services Contract	College of Engineering & Applied Science	Bluefors Cryocooler Technologies, Inc	2026-08-26	406,344.00	Daniel Dale, Interim Dean/Professor
17011-GoReact-Sept2025	17011-GoReact-Sept2025	Services Contract	College of Health Sciences	GoReact	2026-08-26	96,800.00	Patrick Hardigan, Dean/Professor
17013_IvinsonMemorialHospital_July2026	IMH/UW MOU Embedded Faculty Partnership	Services Contract	College of Health Sciences	Ivinson Memorial Hospital	2026-08-26	180,000.00	Patrick Hardigan, Dean/Professor
17101CAPE26-27	Center for Advancing Professional Excellence	Services Contract	College of Health Sciences	The Regents of the University of Colorado	2026-08-25	60,000.00	Patrick Hardigan, Dean/Professor
17104_CEPHEID_Maintenance Agreements_03122025	Cepheid Maintenance Agreements - Casper and Laramie	Services Contract	College of Health Sciences	Cepheid	2026-08-26	59,279.60	Patrick Hardigan, Dean/Professor
17107_Curis Consulting_COO Services_06042025	BAA with Curis	Services Contract	College of Health Sciences	Curis Consulting Inc	2026-10-09	194,400.00	Patrick Hardigan, Dean/Professor
17107_Ravin Consultants_340B_TPA_5 Year Agreement	340B Third Party Administrator	Services Contract	College of Health Sciences	Ravin Consultants, LLC	2026-10-05	950,000.00	Patrick Hardigan, Dean/Professor
18001BarbriJune2026	Bar Success Products and Services	Services Contract	College of Law	Barbri Inc	2026-08-26	260,000.00	Julie Hill, Dean/Professor
18001HatchJuly2026	Armed with Knowledge Project Proposal	Services Contract	College of Law	Hatch Entertainment, LLC	2026-08-26	58,600.00	Julie Hill, Dean/Professor
18001HlebinskyJune2026	Agreement for Services between the University of Wyoming and Ashley Hlebinsky	Services Contract	College of Law	Ashley Hlebinsky	2026-08-26	60,000.00	Julie Hill, Dean/Professor
11001_BrianJeffries_July2026	11001_BrianJeffries_July2026	Services Contract	Enhanced Oil Recovery Institute	Brian E Jeffries	2026-08-26	99,000.00	Lon Whitman, Director, EORI
11001_ComputerLogic_July2026	11001_ComputerLogic_Feb2025	Services Contract	Enhanced Oil Recovery Institute	Computer Logic Inc	2026-08-18	66,028.56	Lon Whitman, Director, EORI
23001-LinkedIn Corp-April 2026	Order Form from LinkedIn	Services Contract	Human Resources	LinkedIn Corporation	2026-09-24	136,200.00	Alexander Kean, Vice President, Budget & Finance
10012-Honorlock-May2026	Honorlock AI + Live Pop-In - Per Exam	Services Contract	Information Technology	Honorlock Inc	2026-08-26	344,280.00	Anne Alexander, Interim Provost/Lecturer, Senior ETT
40001_BoodleBox_AI_Aug2026	Wide Enterprise AI Platform	Services Contract	Information Technology	Boodle, Inc	2026-08-26	216,696.50	Amy Mclaughlin, Vice President, Information Technology (CIO)
40002_IBM_SPSS_Renewal_July2026	SPSS Renewal	Services Contract	Information Technology	IBM Corporation	2026-08-26	54,906.24	Amy Mclaughlin, Vice President, Information Technology (CIO)
40002_LINX_Summer_AV_Refresh_July2026	Summer AV Refresh	Services Contract	Information Technology	LINX Multimedia	2026-08-26	276,823.37	Amy Mclaughlin, Vice President, Information Technology (CIO)
40002_Rave_Mobile_Safety_July2026	Rave Mobile Safety 3 year Renewal	Services Contract	Information Technology	Rave Wireless Inc	2026-08-26	52,032.24	Amy Mclaughlin, Vice President, Information Technology (CIO)
40003_CidiLabs_DesignPlus_ReadyGo_July2026	Design Plus & ReadyGo Renewal	Services Contract	Information Technology	Cidi Labs LLC	2026-08-26	96,072.44	Amy Mclaughlin, Vice President, Information Technology (CIO)
40004_F5_Load_Balancers_May2026	F5 Load Balancers	Services Contract	Information Technology	One Technology Corporation	2026-08-26	300,261.22	Amy Mclaughlin, Vice President, Information Technology (CIO)
61002SalesforceMktCloudMay2026	Order Form	Services Contract	Institutional Marketing	Salesforce.org	2026-08-26	96,911.88	Amy Mclaughlin, Vice President, Information Technology (CIO)
24008 - OpSec - Feb 2023	OpSec Master Software Agreement	Services Contract	Intercollegiate Athletics	OpSec Security, Inc.	2026-08-26	66,000.00	Thomas Burman, Athletic Director
90015 - Maverick Jackets - June 2026	Agreement for Services	Services Contract	Intercollegiate Athletics	Maverick Jackets, Inc.	2026-08-26	300,000.00	Thomas Burman, Athletic Director
90022 - Learfield - Feb 2026	Rodeo Sales Representation Agreement	Services Contract	Intercollegiate Athletics	Learfield Communications Inc.	2026-08-26	830,000.00	Thomas Burman, Athletic Director
90101 - Hydroworx - July 2026	Hydroworx Purchase	Services Contract	Intercollegiate Athletics	HydroWorx International Inc	2026-08-26	54,021.76	Thomas Burman, Athletic Director
90101 - Pivotal Health Solution - May 2026	Locker Quote	Services Contract	Intercollegiate Athletics	Pivotal Health Solutions, Inc.	2026-08-26	79,150.00	Thomas Burman, Athletic Director
90101LeachmanCattle082026	Agreement	Services Contract	Intercollegiate Athletics	Leachman Cattle of Colorado LLC	2026-08-26	510,000.00	Thomas Burman, Athletic Director
90201 Gazelle Group 11/2026	MBB 2026 MTE	Services Contract	Intercollegiate Athletics	The Gazelle Group, Inc.	2026-08-26	90,000.00	Thomas Burman, Athletic Director
90202 - Allegiant Air - April 2026	Passenger Aircraft Charter Agreement	Services Contract	Intercollegiate Athletics	Allegiant Travel Company dba Allegiant Air, LLC	2026-08-26	585,312.20	Samuel Brodie, Senior Associate AD
90202-JSC Symphony Park Las Vegas-June2026	Group Sales Agreement	Services Contract	Intercollegiate Athletics	JSC Symphony Park Hotel LLC	2026-08-26	72,198.00	Matthew Whisenant, Executive Deputy AD, Chief of Staff
10001ElsevierNov2025	Order Form Software as a Service	Services Contract	Provost	Elsevier B.V.	2026-09-24	1,049,609.00	Amy Mclaughlin, Vice President, Information Technology (CIO)*
10045-XcaliburEVALUATION-Jan2025	GUWY Xcalibur Evaluation Contract 2024-2031	Services Contract	Provost	Xcalibur Inc	2026-08-26	953,600.00	Parag Chitnis, Vice President, Research & Economic Development/Professor
10101- Niche- Sept.2021	Niche	Services Contract	Provost	Niche.com, Inc.	2026-08-26	925,313.00	Anne Alexander, Interim Provost/Lecturer, Senior ETT
10101-ZeeMee-July 2025	ZeeMee Community Pro	Services Contract	Provost	ZeeMee Inc	2026-08-26	118,000.00	Amy Mclaughlin, Vice President, Information Technology (CIO)
10502 - Srini Prasad Consulting, LLC - June 2026	Srini Prasad Consulting, LLC	Services Contract	Research & Economic Development	Srini Prasad Consulting LLC	2026-08-26	250,000.00	Parag Chitnis, Vice President, Research & Economic Development/Professor
70012- APM-May 2026	APM Carriage Agreement FY 27	Services Contract	Research & Economic Development	American Public Media	2026-08-26	63,283.00	Parag Chitnis, Vice President, Research & Economic Development/Professor
70012- NPR Programming- September 2026	NPR 2027 Fees	Services Contract	Research & Economic Development	National Public Radio	2026-09-30	287,346.00	Parag Chitnis, Vice President, Research & Economic Development/Professor
70013-FEICompany-Jun2026	Accessory Quotation for University of Wyoming	Services Contract	Research & Economic Development	FEI Company	2026-08-26	78,672.00	Amy Mclaughlin, Vice President, Information Technology (CIO)

71005ExpressEmploymentOct2026	71005ExpressEmploymentOct2026	Services Contract	Research & Economic Development	Express Services Inc - Express Employment Professionals	2026-10-09	72,004.80	Alexander Kean, Vice President, Budget & Finance
71005GrayMooseConsultingMay2026	71005GrayMooseConsultingMay2026	Services Contract	Research & Economic Development	Gray Moose Consulting, LLC	2026-08-26	80,000.00	Parag Chitnis, Vice President, Research & Economic Development/Professor
Admera-GTL 2026	Admera-GTL 2026	Services Contract	Research & Economic Development	Admera Health LLC	2026-08-26	50,000.00	Parag Chitnis, Vice President, Research & Economic Development/Professor
33003RochaMay2025	Agreement for Services Between The University of Wyoming and Rocha Building Maintenance	Services Contract	Residence Life Dining	Rocha Building Maintenance LLC	2026-08-26	168,000.00	Alexander Kean, Vice President, Budget & Finance
10501-Argonne National Laboratory-June 2026	Sponsor/Participant Data Sheet	Services Contract	School of Energy Resources	Argonne National Laboratory	2026-08-26	142,739.00	Scott Quillinan, Senior Director, Research
10501-CarbonMgmtStrategies-Sep2023	ITC Carbon Management Strategies Services	Services Contract	School of Energy Resources	Carbon Management Strategies LLC	2026-08-26	352,003.60	Scott Quillinan, Senior Director, Research
10501-Powder River Energy Corporation-July 2026	Commercial Application for Membership and Electric Service Agreement	Services Contract	School of Energy Resources	Powder River Energy Corporation	2026-08-18	1,906,098.00	Kraig Sheetz, Executive Vice President
10501-Rangelogic Labs LLC-August 2026	Quote for Class VI Screening Pilot	Services Contract	School of Energy Resources	Rangelogic Labs LLC	2026-08-17	60,000.00	Scott Quillinan, Senior Director, Research
19002-AmericanChemicalSociety-Oct2025	Terms of Use Academic Users	Services Contract	University Libraries	American Chemical Society	2026-08-26	459,212.33	Amy Mclaughlin, Vice President, Information Technology (CIO)
19002-Backstage-Feb2024	AGREEMENT FOR SERVICES BETWEEN THE UNIVERSITY OF WYOMING AND Backstage Library Works	Services Contract	University Libraries	Backstage Library Works	2026-10-12	90,000.00	Cassandra Kvenild, Dean/Librarian ETT
19002-UPennWRDS-Oct2025	Subscription Agreement	Services Contract	University Libraries	Trustees of the University of Pennsylvania	2026-08-26	55,300.00	Amy Mclaughlin, Vice President, Information Technology (CIO)
26001AreteDesignGroupSept2026Amend9UWAquaticsCenter	Amendment No. 9	Services Contract	University Operations	Arete Design Group	2026-09-16	57,904.55	William Mai, Vice President, Campus Operations
26001AssetWorksSept2026Amend4SoftwareasaServiceAgreement	Amendment No. 4	Services Contract	University Operations	AssetWorks LLC	2026-09-18	198,819.43	William Mai, Vice President, Campus Operations
26001CatorRuma&AssociatesNov2025WSVLAirHandlerReplacement	Architect Agreement	Services Contract	University Operations	Cator, Ruma & Associates Co	2026-08-26	86,410.00	William Mai, Vice President, Campus Operations
26001Cator|Ruma&AssociatesAug2025EngineeringBuildingDieselDrivenFirepumpReplacement	Architect Agreement	Services Contract	University Operations	Cator, Ruma & Associates Co	2026-08-26	50,400.00	William Mai, Vice President, Campus Operations
26001ColoradoCleanupCorporationSept2026White&DowneyHallDeconstruction	Design Build Agreement	Services Contract	University Operations	Colorado Cleanup Corporation	2026-10-08	126,491.76	William Mai, Vice President, Campus Operations
26001EJServicesJune2025MVMP1stFLoorNorthRenovation	Change Order No. 7	Services Contract	University Operations	EJ Services LLC	2026-08-26	137,467.69	William Mai, Vice President, Campus Operations
26001FrontRangeRoofingJuly2026CampusRoofReplacement-Wildcatter Suites	Agreement Between Owner & Contractor	Services Contract	University Operations	Front Range Roofing Systems, LLC	2026-09-18	551,460.00	William Mai, Vice President, Campus Operations
26001GEJohnsonConstructionMay2025CO2UWAquaticsCenter	Change Order No. 2	Services Contract	University Operations	GE Johnson Construction Co	2026-08-26	289,471.00	William Mai, Vice President, Campus Operations
26001GHPhippsSept2026CO3StudentHousingLandscapingPhaseIII	Change Order No. 3	Services Contract	University Operations	GH Phipps Construction of Wyoming	2026-09-18	249,065.00	William Mai, Vice President, Campus Operations
26001GSGArchitectureSept2026ArchitectAgreement-AARoofReplacement	Architect Agreement	Services Contract	University Operations	GSGarchitecture	2026-10-15	207,446.00	William Mai, Vice President, Campus Operations
26001JEDunnAug2025CO24StudentHousing&Dining	Change Order No. 24	Services Contract	University Operations	JE Dunn Construction Company	2026-08-26	255,308.00	William Mai, Vice President, Campus Operations
26001JacobsEngineeringGroup	Consultant Agreement	Services Contract	University Operations	Jacobs Engineering Group Inc.	2026-09-29	398,071.00	William Mai, Vice President, Campus Operations
26001KenwayConsultingSept2026Fraternity&SororityLifeVisioningStudy	Consultant Agreement	Services Contract	University Operations	Kenway Consulting, LLC	2026-10-08	140,000.00	William Mai, Vice President, Campus Operations
26001OfficeScapesdbaSlateSept2025CO1Dining/StudentHousingAncillaryFurniture	Change Order No. 1	Services Contract	University Operations	OfficeScapes of Denver LLC dba Slate	2026-08-26	71,417.44	William Mai, Vice President, Campus Operations
26001PlanOneArchitectsSept2026Career&TechnicalRenovation	Architect Agreement	Services Contract	University Operations	Plan One Architects	2026-10-08	295,625.00	William Mai, Vice President, Campus Operations
26001RichardsonConstructionAug2026CO2WyomingUnionExteriorBuildingRemediation	Change Order No. 2	Services Contract	University Operations	Richardson Construction, Inc.	2026-08-26	183,300.00	William Mai, Vice President, Campus Operations
26001SolTerraJan2026Amend2ResidenceHallQualityControlServices	Amendment No. 2	Services Contract	University Operations	SolTerra Engineering Inc	2026-08-26	54,715.00	William Mai, Vice President, Campus Operations
26001WesternRefractoryConstructionSept2026CEPBoiler#2RefractoryRepair	Agreement Between Owner & Contractor	Services Contract	University Operations	Western Refractory Construction	2026-10-07	249,627.00	William Mai, Vice President, Campus Operations
26001alm2sNov2025Amend18UWStudentHousing&Dining	Amendment No. 18	Services Contract	University Operations	alm2s	2026-08-26	155,720.00	William Mai, Vice President, Campus Operations
22301CollegiateTravelPlanners	Collegiate Travel Planners	Services Contract	VP of Finance & Budget	Corporate Travel Management North America, Inc dba Collegiate Travel Planners	2026-08-26	100,000.00	Alexander Kean, Vice President, Budget & Finance
31013 - InnoSoft Canada INC - April 2026	Software Licensing Agreement	Services Contract	VP Student Affairs Office	InnoSoft Canada Inc.	2026-08-26	71,748.63	Amy Mclaughlin, Vice President, Information Technology (CIO)

*Contract amendment with no effect on contract amount, original contract was signed by the President in 2025.

UW Regulation 7-2 (Signature Authority) Procurement Board Report - August 16, 2026 - October 15, 2026

PO Date	Supplier Name	Line #	Description	Quantity	Line Unit Price	Total Line Price	Total PO Amount	Department	Last Approver	Last Approver Title	Approval Date
08/17/2026	Big Horn Roofing, a Tecta America Co LLC	1	2026 Campus Roof Replacement – Visual Arts Roof Replacement	1	640,320.00	640,320.00	640,320.00	Facilities Management	Mai, William	Vice President, Campus Operations	08/16/2026
08/19/2026	Summit Search Solutions Inc	1	EC 6417 Wyoming Excellence Chair in Literacy Education searches to replace Leslie Rush and Cynthia Brock	1	95,000.00	95,000.00	95,000.00	Provosts Office	Cawley, Leif	Dir, Business Operations	08/19/2026
08/20/2026	Johnson Controls Building Solutions LLC	1	M4-CVM03050-0 JCI CONTROLLER CVM 8 PT VAV ACT DPT, MSTP	60	551.27	33,076.20		Facilities Management	Bryant, Darcy	Deputy Director, Business Services	08/20/2026
08/20/2026	Johnson Controls Building Solutions LLC	2	M9104-AGP-2S JCI FLOATING MOTOR VAV ACTUATOR	30	221.50	6,645.00		Facilities Management	Bryant, Darcy	Deputy Director, Business Services	08/20/2026
08/20/2026	Johnson Controls Building Solutions LLC	3	NSB8BTN240-0 JCI NETWORK TEMP SENSOR WITH DISPLAY	60	131.55	7,893.00		Facilities Management	Bryant, Darcy	Deputy Director, Business Services	08/20/2026
08/20/2026	Johnson Controls Building Solutions LLC	4	VG1245AF+923BGA JCI 1/2" 2W BALL VALVE 2.9CV	35	216.30	7,570.50	55,184.70	Facilities Management	Bryant, Darcy	Deputy Director, Business Services	08/20/2026
08/20/2026	Trident Electric LLC	1	FY2027 FIRE EXTINGUISHER INSPECTIONS	1	115,000.00	115,000.00	115,000.00	Facilities Engineering	Samp, Michael	Associate Vice President, University Operations	08/20/2026
08/20/2026	BYPPOCAMPUS	1	BYPPO will create a process by which customers may order, pay for and select pick-up or delivery service from campus vendors through BYPPO's proprietary software technology.	1	10,800.00	10,800.00		Retail Campus Dining	Garrison, Karin	Business Manager	08/20/2026
08/20/2026	BYPPOCAMPUS	1	BYPPO will create a process by which customers may order, pay for and select pick-up or delivery service from campus vendors through BYPPO's proprietary software technology.	1	10,800.00	10,800.00		Retail Campus Dining	Garrison, Karin	Business Manager	08/20/2026
08/20/2026	BYPPOCAMPUS	1	BYPPO will create a process by which customers may order, pay for and select pick-up or delivery service from campus vendors through BYPPO's proprietary software technology.	1	10,800.00	10,800.00		Retail Campus Dining	Garrison, Karin	Business Manager	08/20/2026
08/20/2026	BYPPOCAMPUS	1	BYPPO will create a process by which customers may order, pay for and select pick-up or delivery service from campus vendors through BYPPO's proprietary software technology.	1	10,800.00	10,800.00		Retail Campus Dining	Garrison, Karin	Business Manager	08/20/2026
08/20/2026	BYPPOCAMPUS	1	BYPPO will create a process by which customers may order, pay for and select pick-up or delivery service from campus vendors through BYPPO's proprietary software technology.	1	10,800.00	10,800.00	54,000.00	Retail Campus Dining	Garrison, Karin	Business Manager	08/20/2026
08/21/2026	Thomson Reuters - West	1	Umbrella PO for Thomson Reuters FY 27. This was approved on SSN KLW-2026-38. Thomson reuters Subscriptions and Printed Products for Law Library.	1	435,000.00	435,000.00	435,000.00	Law Library	Hill, Julie	Dean/Professor	08/21/2026
08/21/2026	State of Wyoming Dept of A&I	2	2026 FORD F-250 SUPERCAB 4X4 6 3/4' BED, WHITE, STANDARD EQUIPMENT (EQUIP)	1	48,098.00	48,098.00		University Operations Executive Directors Office	Bryant, Darcy	Deputy Director, Business Services	08/21/2026
08/21/2026	State of Wyoming Dept of A&I	1	2026 FORD F-250 SUPERCAB 4X4 6 3/4' BED, WHITE, STANDARD EQUIPMENT (CEP)	1	48,098.00	48,098.00	96,196.00	University Operations Executive Directors Office	Bryant, Darcy	Deputy Director, Business Services	08/21/2026
08/21/2026	salesforce.com, inc.	1	Salesforce Marketing Cloud subscription - One-Year Contract	1	84,911.88	84,911.88		Provosts Office	Cawley, Leif	Director, Business Operations	08/21/2026
08/21/2026	salesforce.com, inc.	1	Salesforce Marketing Cloud subscription - One-Year Contract	1	12,000.00	12,000.00	96,911.88	Institutional Marketing	Cawley, Leif	Director, Business Operations	08/21/2026
08/21/2026	The Regents of the University of Colorado	1	AY 26-27 CAPE Standardized Patient Training	1	58,595.34	58,595.34	58,595.34	WWAMI Medical Education Program	Worden, Jilljean	Assistant Director	08/21/2026
08/21/2026	Express Services Inc - Express Employment Professionals	1	Temporary Employment Services provided to the UW Housing	1	75,000.00	75,000.00		Housing	Webb, Eric	Associate Vice President, Business Enterprises	08/21/2026
08/21/2026	Express Services Inc - Express Employment Professionals	1	Temporary Employment Services provided to the UW Housing	1	75,000.00	75,000.00	150,000.00	Housing	Webb, Eric	Associate Vice President, Business Enterprises	08/21/2026
08/21/2026	CliftonLarsonAllen	4	FY26 UW External Audit-Cowboy Joe Club Fee	1	7,450.00	7,450.00		Cowboy Joe Club	Kean, Alexander	Vice President, Budget & Finance	08/21/2026
08/21/2026	CliftonLarsonAllen	2	FY26 External Audit Fee- Wyoming Public Media (WPM) & cashflow statement	1	23,542.00	23,542.00		Wyoming Public Media	Kean, Alexander	Vice President, Budget & Finance	08/21/2026
08/21/2026	CliftonLarsonAllen	1	FY26 UW External Audit-UW General Purpose Audit and Compliance (Single Audit), cash flow statement, new GASB requirements	1	249,724.00	249,724.00		Office of Sponsored Programs	Kean, Alexander	Vice President, Budget & Finance	08/21/2026
08/21/2026	CliftonLarsonAllen	3	FY26 UW External Audit Fee-NCAA	1	17,880.00	17,880.00	298,596.00	Athletics Business Office	Kean, Alexander	Vice President, Budget & Finance	08/21/2026
08/22/2026	Niche.com, Inc.	1	2026-2027 Digital marketing and recruitment of freshman and transfer students through Niche.com.	1	133,563.00	133,563.00	133,563.00	Admissions	Frank, Cheri	Assistant Director, Business Operations	08/22/2026
08/25/2026	@XI COMPUTER CORPORATION	2	Quote #483254_R2 Xi® NetRAIDer™ 64XLT Server (Base Configuration) 8601609584	1	32,998.07	32,998.07		Advanced Research Computing Center	Roller, Sandra	Assistant Director, Business Operations	08/25/2026
08/25/2026	@XI COMPUTER CORPORATION	1	Quote #483254_R2 Xi® NetRAIDer™ 64XLT Server (Base Configuration) 8601609584	1	32,998.07	32,998.07	65,996.14	Advanced Research Computing Center	Roller, Sandra	Assistant Director, Business Operations	08/25/2026
08/26/2026	Wolfram Research Inc	1	Wolfram Mathematica Renewal Year 3 of 3	1	51,458.17	51,458.17	51,458.17	Academic Technology & Customer Relations	Christensen, Margaux	Executive Administrator, IT Business Services	08/26/2026
08/26/2026	Altitude Chophouse & Brewery	1	Set-up Fee for 5 bars for the 2026 CJC Auction	1	250.00	250.00		Cowboy Joe Club	Brodie, Samuel	Senior Associate AD, Chief Financial Officer	08/26/2026
08/26/2026	Altitude Chophouse & Brewery	2	10.16.26 40th Annual Cowboy Joe Club Auction catered dinner in UW Fieldhouse. Dinner is provided to all auction guests who purchase a ticket for the auction. This includes the actual meal $65 est. 750people	1	48,750.00	48,750.00		Cowboy Joe Club	Brodie, Samuel	Senior Associate AD, Chief Financial Officer	08/26/2026
08/26/2026	Altitude Chophouse & Brewery	3	Insurance for the caterer on the 40th CJC Auction.	1	75.00	75.00		Cowboy Joe Club	Brodie, Samuel	Senior Associate AD, Chief Financial Officer	08/26/2026
08/26/2026	Altitude Chophouse & Brewery	4	10.16.26 40th Annual Cowboy Joe Club Auction service fee for catering is 20% of $65/person. estimated 750 people + 20% on estimated $25,000 bar tab.	1	13,007.60	13,007.60		Cowboy Joe Club	Brodie, Samuel	Senior Associate AD, Chief Financial Officer	08/26/2026
08/26/2026	Altitude Chophouse & Brewery	5	10.16.26 40th Annual Cowboy Joe Club Auction estimated bar charges. This is based on previous alcohol expenses for auction.	1	16,438.00	16,438.00	78,520.60	Cowboy Joe Club	Brodie, Samuel	Senior Associate AD, Chief Financial Officer	08/26/2026
08/26/2026	Thales Aerospace Communications Rungis et Troyes	1	CSDU- Compact Satellite Data Unit as per quote # 00008738 dated 12/11/2025. Property Tag # 309447D. Please see attached email from T Padilla.	1	0.00	0.00		Atmospheric Science	Dale, Daniel	Interim Dean/Professor	08/26/2026
08/26/2026	Thales Aerospace Communications Rungis et Troyes	2	HR Smiths active HGA for Flylink Certus 700 Product line as per quote # 00008738 dated 12/11/2025. Property Tag # 309447D	1	0.00	0.00		Atmospheric Science	Dale, Daniel	Interim Dean/Professor	08/26/2026
08/26/2026	Thales Aerospace Communications Rungis et Troyes	3	SCM- Configuration Module for CSDU as per quote # 00008738 dated 12/11/2025. Property tag #309447D	1	0.00	0.00	207,883.00	Atmospheric Science	Dale, Daniel	Interim Dean/Professor	08/26/2026

08/26/2026	TY Cattle Company	1	Grass hay in 3X4 square bales for the 2026 Fall Season. Hay for the Rodeo team animals	190	369.25	70,157.50	70,157.50	Rodeo	Freeman, Samantha	Assistant AD, Budgeting & Financial Management	08/26/2026
08/26/2026	Clair Global Integration LLC	1	Repair & Replacement of Damaged Amplifiers and DSP Audio Equipment in War Memorial Stadium Scoreboard (inclusive of first event support)	1	107,055.10	107,055.10	107,055.10	Intercollegiate Athletics Directors Office	Freeman, Samantha	Assistant AD, Budgeting & Financial Management	08/26/2026
08/26/2026	Arthur J. Gallagher Risk Management Services, LLC	1	Insurance Package (Crime, Commercial Package, Cyber Liability, Ocean Cargo, ect.) - Arthur J. Gallagher RMS, Inc. INV 6222901 - Risk Management Approved. Unit: Risk Management/General Counsel	1	750,571.00	750,571.00	750,571.00	Risk Management Office	Evans, Teresa	General Counsel	08/26/2026
08/27/2026	Douglas Budget	1	FY27 Branting Iron Publication Printing- Newspaper for Student Media.	1	60,000.00	60,000.00	60,000.00	Student Media	Jaeger, Marjorie	Director, Business Operations	08/27/2026
08/27/2026	Rangelogic Labs LLC	1	010002-1261-CEGR Browser-based screening & analysis application with user authentication, export files, visualization templates, two reference Area of Interest's used for acceptance checks.	1	60,000.00	60,000.00	60,000.00	School of Energy Resources Directors Office	Vogt, Francis	Business Manager	08/27/2026
08/27/2026	Fellhauer, Bill	1	40 steer calves for the Fall 2026 Rodeo season	31	1,700.00	52,700.00		Rodeo	Freeman, Samantha	Assistant AD, Budgeting & Financial Management	08/27/2026
08/27/2026	Fellhauer, Bill	2	10 heifer calves for the Fall 2026 Rodeo season	19	1,620.00	30,780.00	83,480.00	Rodeo	Freeman, Samantha	Assistant AD, Budgeting & Financial Management	08/27/2026
08/28/2026	VWR International, LLC	12	VWR / Quote# 8033051880 / Syringe Luer Slip Disp Sterile 20ML BX100	12	323.90	3,886.80		VP for Research & Economic Development Office	Miller, Jamison	Director, Business Operations	08/27/2026
08/28/2026	VWR International, LLC	11	VWR / Quote# 8033051880 / Syringe Luer Slip Disp Sterile 10ML BX100	12	240.60	2,887.20		VP for Research & Economic Development Office	Miller, Jamison	Director, Business Operations	08/27/2026
08/28/2026	VWR International, LLC	10	VWR / Quote# 8033051880 / Syringe Luer Slip Disp Sterile 3ML BX100	10	280.50	2,805.00		VP for Research & Economic Development Office	Miller, Jamison	Director, Business Operations	08/27/2026
08/28/2026	VWR International, LLC	9	VWR / Quote# 8033051880 / Syringe Luer Slip Disp Sterile 1ML BX100	6	253.07	1,518.42		VP for Research & Economic Development Office	Miller, Jamison	Director, Business Operations	08/27/2026
08/28/2026	VWR International, LLC	8	VWR / Quote# 8033051880 / Dimethylformamide F/HPLC 4L	3	380.12	1,140.36		VP for Research & Economic Development Office	Miller, Jamison	Director, Business Operations	08/27/2026
08/28/2026	VWR International, LLC	1	VWR / Quote# 8033051880 / Needle Disp 18G X 1-1/2 PK100	12	176.00	2,112.00		VP for Research & Economic Development Office	Miller, Jamison	Director, Business Operations	08/27/2026
08/28/2026	VWR International, LLC	6	VWR / Quote# 8033051880 / Reagent Chloroform ACS 4L	12	446.52	5,358.24		VP for Research & Economic Development Office	Miller, Jamison	Director, Business Operations	08/27/2026
08/28/2026	VWR International, LLC	5	VWR / Quote# 8033051880 / Methanol Reagent 19L Fill Poly Pail	25	80.04	2,001.00		VP for Research & Economic Development Office	Miller, Jamison	Director, Business Operations	08/27/2026
08/28/2026	VWR International, LLC	4	VWR / Quote# 8033051880 / BDH Ethyl Acetate Can 19L	50	144.15	7,207.50		VP for Research & Economic Development Office	Miller, Jamison	Director, Business Operations	08/27/2026
08/28/2026	VWR International, LLC	3	VWR / Quote# 8033051880 / BDH Hexanes >60% N-Hexane 19L	75	92.91	6,968.25		VP for Research & Economic Development Office	Miller, Jamison	Director, Business Operations	08/27/2026
08/28/2026	VWR International, LLC	2	VWR / Quote# 8033051880 / BDH Dichloromethane 19L Can	90	145.02	13,051.80		VP for Research & Economic Development Office	Miller, Jamison	Director, Business Operations	08/27/2026
08/28/2026	VWR International, LLC	7	VWR / Quote# 8033051880 / BDH Acetone 19L Can	15	103.93	1,558.95	50,495.52	VP for Research & Economic Development Office	Miller, Jamison	Director, Business Operations	08/27/2026
08/28/2026	Casper College	1	FY26 CASPER COLLEGE UNION O&M REIMBURSEMENT	1	374,675.02	374,675.02	374,675.02	Real Estate Operations	Samp, Michael	Associate Vice President, University Operations	08/28/2026
08/28/2026	Shimadzu Scientific Instruments Inc	1	Shimadzu Scientific Instruments / Quote SSI-291998-L6H0 / Shinadzu's intergrated HPLC-LC-2080. The LC-2080C consists of an inline degasser, LPGE gradient formation unit, a parellel dual micro-plunger pump, mixer, high-speed autosampler with	1	68,032.33	68,032.33	68,032.33	VP for Research & Economic Development Office	Miller, Jamison	Director, Business Operations	08/28/2026
08/28/2026	Fremont Electric Inc	1	Engineering Building Diesel Driven Firepump Replacement	1	1,087,000.00	1,087,000.00	1,087,000.00	Facilities Management	Sheetz, Kraig	Executive Vice President	08/28/2026
08/28/2026	Arthur J. Gallagher Risk Management Services, LLC	1	Insurance Package (Aviation GL, Unmanned Aircraft.) - Arthur J. Gallagher RMS, Inc. INV 6299894 - Risk Management Approved. Unit: Risk Management/General Counsel	1	158,501.00	158,501.00	158,501.00	Risk Management Office	Evans, Teresa	General Counsel	08/28/2026
08/28/2026	Arthur J. Gallagher Risk Management Services, LLC	1	FY27 Sports Accident Policy Insurance 7/1/26-6/30/27 Risk Management approved	1	498,698.00	498,698.00	498,698.00	Risk Management Office	Evans, Teresa	General Counsel	08/28/2026
08/31/2026	Marsh USA, Inc.	1	Inland Marine insurance FY27 - Invoice 875357280759 - Risk Management Approved	1	131,053.87	131,053.87	131,053.87	Risk Management Office	Evans, Teresa	General Counsel	08/31/2026
09/01/2026	Google	1	Google Ad Charges, UW Undergraduate, Transfer Recruitment Advertising, 2026-2027	1	563,520.00	563,520.00		General University Operations	Pepper, Carolyn	Vice Provost/Dean, Graduate Education/Professor	09/01/2026
09/01/2026	Google	1	Google Ad Charges, UW Undergraduate, Transfer Recruitment Advertising, 2026-2027	1	0.00	0.00	648,520.00	School of Graduate Education Deans/VPs Office	Pepper, Carolyn	Vice Provost/Dean, Graduate Education/Professor	09/01/2026
09/01/2026	Arrow Moving & Storage	6	Fuel and shipping costs for the football equipment during the 2026 season - University of Texas El Paso (Football-Team Travel)	1	8,838.00	8,838.00		Mens Football	Freeman, Samantha	Assistant AD, Budgeting & Financial Management	09/01/2026
09/01/2026	Arrow Moving & Storage	4	Fuel and shipping costs for the football equipment during the 2026 season - San Jose State University (Football-Team Travel)	1	12,486.00	12,486.00		Mens Football	Freeman, Samantha	Assistant AD, Budgeting & Financial Management	09/01/2026
09/01/2026	Arrow Moving & Storage	5	Fuel and shipping costs for the football equipment during the 2026 season - University of Nevada Las Vegas (Football-Team Travel)	1	8,934.00	8,934.00		Mens Football	Freeman, Samantha	Assistant AD, Budgeting & Financial Management	09/01/2026
09/01/2026	Arrow Moving & Storage	3	Fuel and shipping costs for the football equipment during the 2026 season - North Dakota State University (Football-Team Travel)	1	9,606.00	9,606.00		Mens Football	Freeman, Samantha	Assistant AD, Budgeting & Financial Management	09/01/2026
09/01/2026	Arrow Moving & Storage	2	Fuel and shipping costs for the football equipment during the 2026 season - Central Michigan University (Football-Team Travel)	1	13,398.00	13,398.00		Mens Football	Freeman, Samantha	Assistant AD, Budgeting & Financial Management	09/01/2026
09/01/2026	Arrow Moving & Storage	1	Fuel and shipping costs for the football equipment during the 2026 season - Colorado State University (Football-Team Travel)	1	1,722.00	1,722.00	54,984.00	Mens Football	Freeman, Samantha	Assistant AD, Budgeting & Financial Management	09/01/2026
09/01/2026	Marsh USA, Inc.	1	UW Property Insurance Renewal 7/1/26 - 7/1/27 Risk Management Approved Invoice 8735375176	1	2,834,519.83	2,834,519.83	2,834,519.83	Risk Management Office	Sheetz, Kraig	Executive Vice President	09/01/2026*
09/03/2026	University of Washington	3	3rd UWSOM Tuition & Fees Contract payment for 2026-2027 (March 2027)	1	2,441,779.00	2,441,779.00		WWAMI Medical Education Program	Sheetz, Kraig	Executive Vice President	09/03/2026
09/03/2026	University of Washington	1	1st UWSOM Tuition & Fees Contract payment for 2026-2027 (Sept 2026)	1	2,441,780.00	2,441,780.00		WWAMI Medical Education Program	Sheetz, Kraig	Executive Vice President	09/03/2026
09/03/2026	University of Washington	2	2nd UWSOM Tuition & Fees Contract payment for 2026-2027 (January 2027)	1	2,441,780.00	2,441,780.00	7,325,339.00	WWAMI Medical Education Program	Sheetz, Kraig	Executive Vice President	09/03/2026*
09/03/2026	Ak-Chin Southern Dunes Golf Club	1	Women's Golf Intercollegiate Stroke Play Event at Ak-Chin Southern Dunes in Maricopa, AZ. Tournament Buyout is 4 Days including Fees, Carts, Golf Stat, Practice Rounds, et al per DI College Golf Tournament Requirements	1	60,000.00	60,000.00	60,000.00	Cowboy Joe Club	Brodie, Samuel	Senior Associate AD, Chief Financial Officer	09/03/2026

09/04/2026	Laramie Hay Company	1	Ton Premium Grass in Large Round Bales delivered to be used at LREC in various units.	25	335.00	8,375.00		R&E Center Laramie	Boyles, Victoria	Director, Business Operations	09/04/2026
09/04/2026	Laramie Hay Company	2	Ton Hay Beef Unit Delivered	250	310.00	77,500.00	85,875.00	R&E Center Laramie	Boyles, Victoria	Director, Business Operations	09/04/2026
09/04/2026	Universal Systems Diagnostics, Inc	1	UNINSTALL CT SCANNER & VERTICAL POSITIONING SYSTEM (VPS) IN ENGINEERING BLDG. REINSTALL VPS IN HIGH BAY FACILITY. TRANSPORT & RIGGERS	1	37,200.00	37,200.00	54,100.00	Facilities Engineering	Bryant, Darcy	Deputy Director, Business Services	09/03/2026
09/04/2026	Ott HydroMet Corp	4	70.040.020.9.0 - OTT Pluvio2 400Rain Gage	1	9,264.35	9,264.35		Ecosystem Science & Management	Boyles, Victoria	Director, Business Operations	09/04/2026
09/04/2026	Ott HydroMet Corp	3	70.040.020.9.0 - OTT Pluvio2 400Rain Gage	1	9,264.35	9,264.35		Ecosystem Science & Management	Boyles, Victoria	Director, Business Operations	09/04/2026
09/04/2026	Ott HydroMet Corp	5	70.040.020.9.0 - OTT Pluvio2 400Rain Gage	1	9,264.35	9,264.35		Ecosystem Science & Management	Boyles, Victoria	Director, Business Operations	09/04/2026
09/04/2026	Ott HydroMet Corp	6	70.040.020.9.0 - OTT Pluvio2 400Rain Gage	1	9,264.35	9,264.35		Ecosystem Science & Management	Boyles, Victoria	Director, Business Operations	09/04/2026
09/04/2026	Ott HydroMet Corp	7	70.040.020.9.0 - OTT Pluvio2 400Rain Gage	1	9,264.35	9,264.35		Ecosystem Science & Management	Boyles, Victoria	Director, Business Operations	09/04/2026
09/04/2026	Ott HydroMet Corp	1	70.040.020.9.0 - OTT Pluvio2 400Rain Gage	1	9,264.36	9,264.36		Ecosystem Science & Management	Boyles, Victoria	Director, Business Operations	09/04/2026
09/04/2026	Ott HydroMet Corp	2	70.040.020.9.0 - OTT Pluvio2 400Rain Gage	1	9,264.35	9,264.35	64,850.46	Ecosystem Science & Management	Boyles, Victoria	Director, Business Operations	09/04/2026
09/11/2026	Altitude Chophouse & Brewery	1	Fall 2026 Loge Catering for 6 home football games. Estimating average people of 300/game and 3 games @ $55/person and 3 games at @ $44/person. Plus 20% service charge	1	106,920.00	106,920.00	106,920.00	Cowboy Joe Club	Brodie, Samuel	Senior Associate AD, Chief Financial Officer	09/11/2026
09/11/2026	Altitude Chophouse & Brewery	1	Fall 2026 Wildcatter Catering for 6 home football games. Estimating average people of 650/game and 3 games @ $55/person and 3 games at @ $44/person. Plus 20% service charge	1	231,660.00	231,660.00	231,660.00	Cowboy Joe Club	Brodie, Samuel	Senior Associate AD, Chief Financial Officer	09/11/2026
09/15/2026	Publication Printers Corp	1	Printing and postage, UWyo Magazine, Fall 2026 edition	1	52,411.33	52,411.33	52,411.33	Institutional Marketing	Baldwin, Chad	Associate Vice President, Communications & Marketing	09/15/2026
09/17/2026	T2 Systems, Inc.	1	Q-57181 T2 Flex Professional Edition 9/17/2026-9/16/2027	1	69,756.23	69,756.23	69,756.23	Transportation Services	Kunkel, Paul	Director, Transportation Services	09/16/2026
09/17/2026	University Corporation for Atmospheric Research	1	17th Installment of NCAR Support per agreement (17 of 20 Payments)	1	1,000,000.00	1,000,000.00	1,000,000.00	NWSC Innovation Center	Sheetz, Kraig	Executive Vice President	09/17/2026
09/17/2026	Gray Moose Consulting, LLC	1	WYSAC; contractor to provide all services which were agreed upon in the amendment agreement.	1	80,000.00	80,000.00	80,000.00	Wyoming Survey & Analysis Center	Roller, Sandra	Assistant Director, Business Operations	09/16/2026
09/17/2026	American Chemical Society	1	CAS SciFinder Discovery Platform. 11/1/26-10/31/27 for UW Libraries collection	1	152,992.32	152,992.32	152,992.32	Libraries Deans Office	Kvenild, Cassandra	Dean/Librarian ETT	09/16/2026
09/17/2026	Scotch Boy Inc	1	ARENA AUDITORIUM - EXCAVATION AND LANDSCAPE REPAIR FOR MEMBRANE AND FLASHING INSTALL AT CONCRETE WALL AT TOP OF LANDSCAPE SLOPE	1	57,185.44	57,185.44	57,185.44	Facilities Management	Bryant, Darcy	Deputy Director, Business Services	09/17/2026
09/18/2026	KONE Inc	1	FY27 ELEVATOR MAINTENANCE & REPAIR SERVICE CONTRACT - CAMPUS	1	591,776.22	591,776.22		Facilities Engineering	Mai, William	Vice President, Campus Operations	09/18/2026
09/18/2026	KONE Inc	2	FY27 ELEVATOR MAINTENANCE & REPAIR SERVICE CONTRACT – REIMBURSABLE PROPERTIES	1	249,223.78	249,223.78	841,000.00	Facilities Engineering	Mai, William	Vice President, Campus Operations	09/18/2026
09/18/2026	Arthur J. Gallagher Risk Management Services, LLC	1	Cyber Liability Insurance - Invoice UNIVOFW-05 - Risk Management Approved	1	221,310.38	221,310.38	221,310.38	Risk Management Office	Evans, Teresa	General Counsel	09/18/2026
09/18/2026	AssetWorks LLC	1	SAAS AGREEMENT FOR AIM SOFTWARE & ACTION CODE SUPPORT- ANNUAL TERM 9/1/26-8/31/27	1	198,819.43	198,819.43	198,819.43	Business Services	Samp, Michael	Associate Vice President, University Operations	09/18/2026
09/21/2026	Progressive Commercial Aquatics, LLC	1	Maintenance Chemicals for Aquatics Facility	1	65,000.00	65,000.00	130,000.00	Facilities Construction Mgt	Bryant, Darcy	Deputy Director, Business Services	09/21/2026
09/21/2026	Creighton University	1	2026-2027 cost of attendance for Wyoming students to attend the University of Creighton	1	655,712.00	655,712.00	655,712.00	WyDENT	Hardigan, Patrick	Dean/Professor	09/21/2026
09/21/2026	University of Nebraska Medical Center	1	2026-2027 cost of attendance for Wyoming students to attend the UNMC College of Dentistry	1	548,189.00	548,189.00	548,189.00	WyDENT	Hardigan, Patrick	Dean/Professor	09/21/2026
09/23/2026	SHI International Corp	1	Docusign Renewal 10/31/2026-10/30/2027	1	55,097.58	55,097.58	55,097.58	Enterprise Applications & Data	Christensen, Margaux	Executive Administrator, IT Business Services	09/23/2026
09/23/2026	Clean Harbors Environmental Services Inc	1	FY27 - UW/RMMC HAZARDOUS WASTE DISPOSAL	1	250,000.00	250,000.00	250,000.00	UW Safety Office	Samp, Michael	Associate Vice President, University Operations	09/23/2026
09/24/2026	StarRez Inc	1	Annual subscription for Housing & Dining Software (11/16/26-11/15/27)	1	23,481.42	23,481.42		Housing	Garrison, Karin	Business Manager	09/24/2026
09/24/2026	StarRez Inc	1	Annual subscription for Housing & Dining Software (11/16/26-11/15/27)	1	11,740.71	11,740.71		Residential Campus Dining	Garrison, Karin	Business Manager	09/24/2026
09/24/2026	StarRez Inc	1	Annual subscription for Housing & Dining Software (11/16/26-11/15/27)	1	23,481.42	23,481.42	58,703.55	Housing	Garrison, Karin	Business Manager	09/24/2026
09/24/2026	DFC Ceramics, LLC	1	Set of fire assay furnaces for use in Critical Minerals Assay Lab; Joe Biasi	1	31,201.70	31,201.70		VP for Research & Economic Development Office	Miller, Jamison	Director, Business Operations	09/24/2026
09/24/2026	DFC Ceramics, LLC	2	Set of fire assay furnaces for use in Critical Minerals Assay Lab; Joe Biasi	1	31,201.70	31,201.70	62,403.40	VP for Research & Economic Development Office	Miller, Jamison	Director, Business Operations	09/24/2026
09/24/2026	Albany County Treasurer	3	PROPERTY TAXES FOR 553 N 11TH (1ST & 2ND HALF INSTALLMENTS)	1	304.26	304.26		Real Estate Operations	Bryant, Darcy	Deputy Director, Business Services	09/24/2026
09/24/2026	Albany County Treasurer	2	PROPERTY TAXES FOR 2710 HARNEY (1ST & 2ND HALF INSTALLMENTS)	1	63,975.74	63,975.74		Real Estate Operations	Bryant, Darcy	Deputy Director, Business Services	09/24/2026
09/24/2026	Albany County Treasurer	4	PROPERTY TAXES FOR 556 N 13TH (1ST & 2ND HALF INSTALLMENTS)	1	431.72	431.72		Real Estate Operations	Bryant, Darcy	Deputy Director, Business Services	09/24/2026
09/24/2026	Albany County Treasurer	1	PROPERTY TAXES FOR 1120 IVINSON (1ST & 2ND HALF INSTALLMENTS)	1	3,352.45	3,352.45	68,064.17	Real Estate Operations	Bryant, Darcy	Deputy Director, Business Services	09/24/2026
09/24/2026	Shorelight LLC	1	Cost of Progression Fees for FY25 Shorelight Students	1	68,880.50	68,880.50	68,880.50	Student Accounts	Courtney, Aaron	Associate Vice President, Budget & Institutional Planning	09/24/2026
09/25/2026	Cayuse Holdings, LLC	1	Cayuse Software Renewal Subscriptions 9/1/26-8/31/27: Hosting&Data,Report Connector,Proposals,Sponsored Projects, Human Ethics, Animal Oversight, Outside Interests,Full Platform Fee	1	177,624.10	177,624.10	177,624.10	Compliance, Proposals, Agreements & Strategic Services	Chitnis, Parag	Vice President, Research & Economic Development/Professor	09/25/2026
09/25/2026	STM Ground, Inc.	1	Football charter buses during the away game against Central Michigan University 9/18-19/26 (Football-Team Travel)	1	22,500.00	22,500.00		Mens Football	Brodie, Samuel	Senior Associate AD, Chief Financial Officer	09/25/2026
09/25/2026	STM Ground, Inc.	2	Football charter buses during the away game against North Dakota State University 10/2-3/26 (Football-Team Travel)	1	20,658.40	20,658.40		Mens Football	Brodie, Samuel	Senior Associate AD, Chief Financial Officer	09/25/2026
09/25/2026	STM Ground, Inc.	3	Football charter buses during the away game against San Jose State University 10/8-9/26 (Football-Team Travel)	1	21,600.00	21,600.00		Mens Football	Brodie, Samuel	Senior Associate AD, Chief Financial Officer	09/25/2026
09/25/2026	STM Ground, Inc.	4	Football charter buses during the away game against University of Nevada Las Vegas 11/6-7/26 (Football-Team Travel)	1	20,600.00	20,600.00		Mens Football	Brodie, Samuel	Senior Associate AD, Chief Financial Officer	09/25/2026
09/25/2026	STM Ground, Inc.	5	Football charter buses during the away game against University of Texas El Paso 11/13-14/26 (Football-Team Travel)	1	20,800.00	20,800.00	106,158.40	Mens Football	Brodie, Samuel	Senior Associate AD, Chief Financial Officer	09/25/2026

09/25/2026	Idaho State University	1	Game Guarantee - Men's Basketball v Idaho St on November 6, 2026 in Laramie WY	1	80,000.00	80,000.00	80,000.00	Mens Basketball	Brodie, Samuel	Senior Associate AD, Chief Financial Officer	09/25/2026
09/25/2026	Austin Peay State University	1	Game Guarantee - Men's Basketball v. Austin Peay State on December 2, 2026 in Laramie WY	1	85,000.00	85,000.00	85,000.00	Mens Basketball	Brodie, Samuel	Senior Associate AD, Chief Financial Officer	09/25/2026
09/25/2026	We-Ko-Pa Golf Club	1	M. Golf Trip 10: UW Men's Golf Hosted Stroke Play Event at We-Ko-Pa Golf Club in Fort McDowell, AZ. Tournament Buyout is 3 Days including Fees, Carts, Golf Stat, Practice Rounds, et al per DI College Golf Tournament Requirements	1	97,550.00	97,550.00	97,550.00	Cowboy Joe Club	Brodie, Samuel	Senior Associate AD, Chief Financial Officer	09/25/2026
09/28/2026	Winthrop University	1	Game Guarantee - Men's Basketball v. Winthrop University on December 14, 2026 in Laramie WY	1	92,500.00	92,500.00	92,500.00	Mens Basketball	Brodie, Samuel	Senior Associate AD, Chief Financial Officer	09/25/2026
09/29/2026	IMPLAN Group LLC	1	USA National Package - 12 month subscription	1	60,000.00	60,000.00	60,000.00	Ecosystem Science & Management	Boyles, Victoria	Director, Business Operations	09/29/2026
09/29/2026	Xcalibur Inc	1	GEAR UP Wyoming Xcalibur Evaluation Invoice for the purpose of providing Participatory Evaluation support for YR 3 of the GEAR UP Wyoming Grant [09/01/26 - 08/31/2027].	1	133,750.00	133,750.00	133,750.00	Student Educational Opportunity	Freng, Adrienne	Vice Provost, Faculty Affairs/Professor	09/29/2026
09/29/2026	Eastern Washington University	1	Game Guarantee - Men's Basketball v Eastern Washington University on November 29, 2026 in Laramie WY	1	90,000.00	90,000.00	90,000.00	Mens Basketball	Brodie, Samuel	Senior Associate AD, Chief Financial Officer	09/29/2026
09/30/2026	Ellenbecker Oil Inc	4	Ellenbecker [#L00926026]	1	12,553.97	12,553.97		Transportation Services	Kunkel, Paul	Director, Transportation Services	09/30/2026
09/30/2026	Ellenbecker Oil Inc	3	Ellenbecker [#L0926041]	1	12,035.34	12,035.34		Transportation Services	Kunkel, Paul	Director, Transportation Services	09/30/2026
09/30/2026	Ellenbecker Oil Inc	1	Ellenbecker [#L00926025]	1	11,527.90	11,527.90		Transportation Services	Kunkel, Paul	Director, Transportation Services	09/30/2026
09/30/2026	Ellenbecker Oil Inc	2	Ellenbecker [#L0926040]	1	17,413.07	17,413.07	53,530.28	Transportation Services	Kunkel, Paul	Director, Transportation Services	09/30/2026
09/30/2026	Sterling InfoSystems, Inc. dba Sterling	1	Sterling Talent Solutions Consolidated UW Invoice, Recurring Payment, Encumbering for FY27 expenses	1	159,500.00	159,500.00	159,500.00	Financial Affairs	Courtney, Aaron	Associate Vice President, Budget & Institutional Planning	09/30/2026
09/30/2026	National Public Radio	1	NPR Programming for FY27 including Fresh Air, Here and Now, Wait Wait Don't Tell Me, and Ted Radio Hour	1	287,346.00	287,346.00	287,346.00	Wyoming Public Media	Chitnis, Parag	Vice President, Research & Economic Development/Professor	09/30/2026
09/30/2026	Albany County Treasurer	1	2221 Grand Ave- Catering/ Conference Center 2026 Property TAXES	1	67,469.45	67,469.45	67,469.45	Catering and Events	Garrison, Karin	Business Manager	09/30/2026
09/30/2026	Multivac, Inc	1	IFB# TGP-2026-26 - Thermoforming Packaging Machine	1	104,452.00	104,452.00	104,452.00	College of Agriculture, Life Sciences & Natural Resources Deans Office	Crane, Kelly	Dean/Extension Educator, Senior	09/30/2026
10/02/2026	Education Development Center, Inc.	1	WYSAC; Yr3 SAMHSA's PTTC in-depth training, relevant products and resources and technical assistance services provided by EDC to PTTC Region 8 at the University of Wyoming.	1	265,000.00	265,000.00	265,000.00	Wyoming Survey & Analysis Center	Chitnis, Parag	Vice President, Research & Economic Development/Professor	10/02/2026
10/02/2026	Accreditation Review Commisssion on Education for the Physician Assistant, Inc.	1	Arc-PA Provisional Application Fee	1	65,000.00	65,000.00	65,000.00	Physician Associate Studies	Worden, Jilljean	Assistant Director	10/02/2026
10/05/2026	Summit Compression LLC	1	8153661134 - GA37P W 125	2	30,486.99	60,973.98		Facilities Management	Bryant, Darcy	Deputy Director, Business Services	10/05/2026
10/05/2026	Summit Compression LLC	2	8152129561 - G55P A 125 MEAF 460 60	1	38,118.85	38,118.85	99,092.83	Facilities Management	Bryant, Darcy	Deputy Director, Business Services	10/05/2026
10/05/2026	Kratos Analytical Inc.	1	3yr service agreement for Axis Ultra XPS instrument	1	87,937.00	87,937.00	87,937.00	Science Institute	Miller, Jamison	Director, Business Operations	10/05/2026
10/05/2026	Sundown Renovations, Inc	1	UW Convention Center (Catering) Painting project services	1	70,000.00	70,000.00	70,000.00	Business Enterprises	Greenawalt, Kaylyn	Director, Shared Business Services	10/05/2026
10/06/2026	Northern X-Ray Company	1	REFURBISHED CT SCANNER AQUILION PRIME WITH HIGH-CAPACITY EXTENDED COUCH AND ONSITE APPLICATIONS TRAINING | Per Quotation #O-003620-2	0.03	293,000.00	8,790.00		Center of Innovation for Flow through Porous Media	Chitnis, Parag	Vice President, Research & Economic Development/Professor	10/06/2026
10/06/2026	Northern X-Ray Company	1	REFURBISHED CT SCANNER AQUILION PRIME WITH HIGH-CAPACITY EXTENDED COUCH AND ONSITE APPLICATIONS TRAINING | Per Quotation #O-003620-2	0.19	293,000.00	55,670.00		Center of Innovation for Flow through Porous Media	Chitnis, Parag	Vice President, Research & Economic Development/Professor	10/06/2026
10/06/2026	Northern X-Ray Company	1	REFURBISHED CT SCANNER AQUILION PRIME WITH HIGH-CAPACITY EXTENDED COUCH AND ONSITE APPLICATIONS TRAINING | Per Quotation #O-003620-2	0.07	293,000.00	20,510.00		Center of Innovation for Flow through Porous Media	Chitnis, Parag	Vice President, Research & Economic Development/Professor	10/06/2026
10/06/2026	Northern X-Ray Company	1	REFURBISHED CT SCANNER AQUILION PRIME WITH HIGH-CAPACITY EXTENDED COUCH AND ONSITE APPLICATIONS TRAINING | Per Quotation #O-003620-2	0.03	293,000.00	8,790.00		Engineering & Physical Sciences Deans Office	Chitnis, Parag	Vice President, Research & Economic Development/Professor	10/06/2026
10/06/2026	Northern X-Ray Company	1	REFURBISHED CT SCANNER AQUILION PRIME WITH HIGH-CAPACITY EXTENDED COUCH AND ONSITE APPLICATIONS TRAINING | Per Quotation #O-003620-2	0.03	293,000.00	8,790.00		Center of Innovation for Flow through Porous Media	Chitnis, Parag	Vice President, Research & Economic Development/Professor	10/06/2026
10/06/2026	Northern X-Ray Company	1	REFURBISHED CT SCANNER AQUILION PRIME WITH HIGH-CAPACITY EXTENDED COUCH AND ONSITE APPLICATIONS TRAINING | Per Quotation #O-003620-2	0.03	293,000.00	8,790.00		Center of Innovation for Flow through Porous Media	Chitnis, Parag	Vice President, Research & Economic Development/Professor	10/06/2026
10/06/2026	Northern X-Ray Company	1	REFURBISHED CT SCANNER AQUILION PRIME WITH HIGH-CAPACITY EXTENDED COUCH AND ONSITE APPLICATIONS TRAINING | Per Quotation #O-003620-2	0.24	293,000.00	70,320.00		Center of Innovation for Flow through Porous Media	Chitnis, Parag	Vice President, Research & Economic Development/Professor	10/06/2026
10/06/2026	Northern X-Ray Company	1	REFURBISHED CT SCANNER AQUILION PRIME WITH HIGH-CAPACITY EXTENDED COUCH AND ONSITE APPLICATIONS TRAINING | Per Quotation #O-003620-2	0.03	293,000.00	8,790.00		Provosts Office	Chitnis, Parag	Vice President, Research & Economic Development/Professor	10/06/2026
10/06/2026	Northern X-Ray Company	1	REFURBISHED CT SCANNER AQUILION PRIME WITH HIGH-CAPACITY EXTENDED COUCH AND ONSITE APPLICATIONS TRAINING | Per Quotation #O-003620-2	0.31	293,000.00	90,830.00		Center of Innovation for Flow through Porous Media	Chitnis, Parag	Vice President, Research & Economic Development/Professor	10/06/2026
10/06/2026	Northern X-Ray Company	1	REFURBISHED CT SCANNER AQUILION PRIME WITH HIGH-CAPACITY EXTENDED COUCH AND ONSITE APPLICATIONS TRAINING | Per Quotation #O-003620-2	0.03	293,000.00	8,790.00	293,000.00	Engineering & Physical Sciences Deans Office	Chitnis, Parag	Vice President, Research & Economic Development/Professor	10/06/2026
10/08/2026	Front Range Roofing Systems, LLC	1	2026 Campus Roof Replacement Project – East Stadium Wildcatter Suites,	1	551,460.00	551,460.00	551,460.00	Facilities Management	Mai, William	Vice President, Campus Operations	10/07/2026
10/08/2026	CPS Distributors, Inc.	5	FREIGHT, DELIVERY, FUEL	1	360.00	360.00		Facilities Management	Samp, Michael	Associate Vice President, University Operations	10/08/2026
10/08/2026	CPS Distributors, Inc.	4	AC-2W,WS5DXIWS5 RETRO KIT AC-2WIR E GW & CELLKIT DXI-TMRETROFITKITW/AC 2-WIRE GATEWAY INSTALLED WS5 BACK-PLATE AND MOUNTING BRACKETS	1	9,125.79	9,125.79		Facilities Management	Samp, Michael	Associate Vice President, University Operations	10/08/2026
10/08/2026	CPS Distributors, Inc.	3	36STATION,WS5DXIWS5RETRO KIT W 36 STA. WOB & CELLKIT DXI-TMRETROFITKITW/XBEE INSTALLED WS5BACK-PLATE AND MOUNTING BRACKETS	1	8,639.00	8,639.00		Facilities Management	Samp, Michael	Associate Vice President, University Operations	10/08/2026
10/08/2026	CPS Distributors, Inc.	1	12STATION,WS5DXIWS5RETRO KIT W 12STA. WOB & CELLKIT DXI-TMRETROFITKITW/XBEE INSTALLED WS5BACK-PLATE AND MOUNTING BRACKETS	23	8,120.00	186,760.00		Facilities Management	Samp, Michael	Associate Vice President, University Operations	10/08/2026
10/08/2026	CPS Distributors, Inc.	2	24STATION,WS5DXIWS5RETRO KIT W 24STA.WOB & CELLKIT DXI-TMRETROFITKITW/XBEE INSTALLED WS5BACK-PLATE AND MOUNTING BRACKETS	15	8,380.00	125,700.00	330,584.79	Facilities Management	Samp, Michael	Associate Vice President, University Operations	10/08/2026

10/08/2026	Avcon Industries Inc	1	AvCon will purchase and install two LED flashing beacon assemblies as per service agreement signed on 10/7/2026. The dates for this agreement will be from 9/30/2026- 9/30/2027.	1	81,555.00	81,555.00	81,555.00	Atmospheric Science	Stotler, Nicole	Business Manager, Executive	10/08/2026
10/12/2026	Medicat, LLC	1	2026-2027 Medicat contract renewal - Year 3 of 5 - Annual payment	1	105,691.21	105,691.21		Student Health Services	Brodie, Samuel	Senior Associate AD, Chief Financial Officer	10/12/2026
10/12/2026	Medicat, LLC	1	2026-2027 Medicat contract renewal - Year 3 of 5 - Annual payment	1	25,000.00	25,000.00	130,691.21	Intercollegiate Athletics Directors Office	Brodie, Samuel	Senior Associate AD, Chief Financial Officer	10/12/2026
10/12/2026	Express Services Inc - Express Employment Professionals	1	WYSAC; to provide 10 Survey Callers to WYSAC Call Center during the very busy months of data collection.	1	72,004.80	72,004.80	72,004.80	Wyoming Survey & Analysis Center	Miller, Jamison	Director, Business Operations	10/12/2026
10/12/2026	Kenway Consulting, LLC	2	FRATERNITY & SORORITY LIFE VISIONING – REIMBURSABLE EXPENSES	1	20,000.00	20,000.00		Facilities Engineering	Samp, Michael	Associate Vice President, University Operations	10/09/2026
10/12/2026	Kenway Consulting, LLC	1	FRATERNITY & SORORITY LIFE VISIONING, HOUSING STRATEGY, AND LONG-TERM PARTNERSHIP PLANNING	1	120,000.00	120,000.00	140,000.00	Facilities Engineering	Samp, Michael	Associate Vice President, University Operations	10/09/2026
10/12/2026	Western Refractory Construction	1	CENTRAL ENERGY PLANT BOILER #2 REFRACTORY REPAIR	1	249,627.00	249,627.00	249,627.00	Facilities Management	Samp, Michael	Associate Vice President, University Operations	10/09/2026
10/12/2026	Jacobs Engineering Group Inc.	2	CAMPUS UTILITY MASTER PLAN MID-CYCLE UPDATE – REIMBURSABLE EXPENSES	1	6,990.00	6,990.00		Facilities Management	Samp, Michael	Associate Vice President, University Operations	10/09/2026
10/12/2026	Jacobs Engineering Group Inc.	1	CAMPUS UTILITY MASTER PLAN MID-CYCLE UPDATE	1	391,081.00	391,081.00	398,071.00	Facilities Management	Samp, Michael	Associate Vice President, University Operations	10/09/2026
10/13/2026	Remedy Technological Services LP	1	Centext Tech CyberSecurity Assessment	1	71,500.00	71,500.00	71,500.00	Office of the CIO	Christensen, Margaux	Executive Administrator, IT Business Services	10/13/2026
10/14/2026	Fremont Motor Co	3	2027 Chevy Equinox small size SUV	1	30,545.00	30,545.00		Transportation Services	Mai, William	Vice President, Campus Operations	10/13/2026
10/14/2026	Fremont Motor Co	2	2027 Ford Explorer mid size SUV	1	38,921.00	38,921.00		Transportation Services	Mai, William	Vice President, Campus Operations	10/13/2026
10/14/2026	Fremont Motor Co	1	2027 Ford Explorer mid size SUV	1	38,921.00	38,921.00		Transportation Services	Mai, William	Vice President, Campus Operations	10/13/2026
10/14/2026	Fremont Motor Co	4	2027 Chevy Equinox small size SUV	1	30,545.00	30,545.00		Transportation Services	Mai, William	Vice President, Campus Operations	10/13/2026
10/14/2026	Fremont Motor Co	5	2027 Toyota Camry LE AWD mid size sedan	1	34,607.00	34,607.00		Transportation Services	Mai, William	Vice President, Campus Operations	10/13/2026
10/14/2026	Fremont Motor Co	6	2027 Toyota Camry LE AWD mid size sedan	1	34,607.00	34,607.00		Transportation Services	Mai, William	Vice President, Campus Operations	10/13/2026
10/14/2026	Fremont Motor Co	7	2027 Chrysler Pacifica AWD minivan	1	46,984.00	46,984.00	255,130.00	Transportation Services	Mai, William	Vice President, Campus Operations	10/13/2026
10/14/2026	Greiner Ford	3	2027 Ford F250 Crew Cab with tonneua cover	1	49,019.00	49,019.00		Transportation Services	Mai, William	Vice President, Campus Operations	10/13/2026
10/14/2026	Greiner Ford	4	2027 Ford Expedition Max full size SUV	1	68,599.00	68,599.00		Transportation Services	Mai, William	Vice President, Campus Operations	10/13/2026
10/14/2026	Greiner Ford	5	2027 Ford Expedition Max full size SUV	1	68,599.00	68,599.00		Transportation Services	Mai, William	Vice President, Campus Operations	10/13/2026
10/14/2026	Greiner Ford	6	2026 Ford Ranger small truck with tonneau cover	1	36,332.00	36,332.00		Transportation Services	Mai, William	Vice President, Campus Operations	10/13/2026
10/14/2026	Greiner Ford	7	2027 Ford F250 Extended Cab 3/4 ton truck extended cab with long bed	1	46,471.00	46,471.00		Transportation Services	Mai, William	Vice President, Campus Operations	10/13/2026
10/14/2026	Greiner Ford	1	2027 Ford Expedition Max full size SUV	1	68,599.00	68,599.00		Transportation Services	Mai, William	Vice President, Campus Operations	10/13/2026
10/14/2026	Greiner Ford	8	2027 Ford F350 Dually 10 ton truck flat bed	1	68,488.00	68,488.00		Transportation Services	Mai, William	Vice President, Campus Operations	10/13/2026
10/14/2026	Greiner Ford	2	2027 Ford F150 Crew Cab 1/2 ton truck crew with hard topper	1	47,629.00	47,629.00	453,736.00	Transportation Services	Mai, William	Vice President, Campus Operations	10/13/2026

*Board of Trustees approved as part of FY27 Budget.

AGENDA ITEM TITLE: **Foundation Monthly Giving Report**, Stark

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:
As part of the reporting process to the UW Board of Trustees on philanthropy, a monthly giving report is presented for informational purposes to the Board of Trustees at each meeting. This report summarizes private support overall as well as a breakdown by units on campus for the reported period. The report indicates that the FY27 number as of October 30, 2026, totals $38,839,724.

Fiscal Year	YTD Fundraising	YTD Donors
2027	$38,839,724	10,833

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
N/A

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

ACTION REQUIRED AT THIS BOARD MEETING:
None.

PROPOSED MOTION:
None.

PRESIDENT'S RECOMMENDATION:
None.