

**THE UNIVERSITY OF WYOMING**

**MINUTES OF THE TRUSTEES**

**September 11-12, 2014**

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

**TRUSTEES OF THE UNIVERSITY OF WYOMING AGENDA**  
**September 11-12, 2014**

**WORK SESSIONS**

Updates from UW President Dick McGinity, McGinity/Miller/Jones .....	1
• Dean Searches	
• Strategic Planning Process	
• Proposed Resolution - Constitutional Amendment for Non-resident Trustees	
WWAMI Curriculum Report, Steiner/Robinson/Hopkins/Jording .....	4
Update on Planning Effort for the Fiscal Reporting System and Fiscal Matters, Williams .....	8
Introductions and Recognitions .....	9
Science Initiative Update, Brown/Shader .....	10
College of Education Update, Day/Young/Rush .....	14
WGEESIT, High Bay and Engineering Building Update, Rodi/Laursen/Northam.....	18
Update from Joint Judiciary Meeting, Bridgeman/Lance .....	22
Community College Collaboration/Course Transfer Update/Enrollment Update, Axelson/Hagy/Noel.....	26
Topics.....	28
• Tuition Policy, Miller	
• UW Response Regarding Non-resident Tuition, Axelson	
• UW Rodeo Team, Boswell	
Trustee Legislative Initiatives and Assignments Update, Palmerlee.....	30
Trustee Board Travel Policy, Miller .....	31
Endowed Chairs Initiative of the Board, Palmerlee/McGinity/Jones/Blalock .....	32
Construction Contracts and Updates.....	34
• Housing Consultant - Residence Hall Plan, Miller/Blake	
• Naming of the Education Annex, Mai	
• Lewis Street Infrastructure Agreement Update, Massie	
• Planning Consultant for Rochelle Athletic Center Addition Level I, Miller	
Capital Facilities Plans and Projects (short and intermediate term), Mai.....	40

**BUSINESS MEETING**..... 46

**Roll Call**

**Approval of Board of Trustees Meeting Minutes**

May 7-9, 2014

July 15-17, 2014 (Retreat)

**Approval of “Special” Meeting Minutes**

June 16, 2014

August 4, 2014

**Approval of Executive Session Meeting Minutes**

May 7-9, 2014

June 16, 2014 (Special Meeting)

July 15-17-, 2014 (Retreat)

**Reports**

ASUW

Staff Senate

Faculty Senate

## Public Testimony

### Committee of the Whole

#### REGULAR BUSINESS

- A. Academics and Research – Gern/Jones)  
Trustee Committee Chair [No Report; will not meet.]
- B. Fiscal and Legal Affairs – Mai  
Trustee Committee Chair
- C. Student Affairs/Athletics/Administration/Information Technology – Axelson  
Trustee Committee Chair [No Report; will not meet.]
- D. Alumni Board – Lauer
- E. Foundation Board – Marsh/Bostrom
- F. Haub School Environment and Natural Resources Board – Davis
- G. Energy Resources Council (ERC) – True
- H. Trustee Award of Merit Ad Hoc Committee – True  
[Time held should the committee be prepared to provide a report.  
Time for report also scheduled during regular work session.]

#### CONSENT AGENDA

1. Approval of Contracts and Grants – Gern
2. Approval of Personnel – Jones
3. Approval of Revisions to UW Regulations
  - Approval of Changes to UW Regulation 1-3
  - Approval of Changes to UW Regulation 1-102
  - Revisor's Bill" – Approval of Changes to UW Regulations 1-34, 2-1, 2-32, 2-39, 2-178, 2-181, 2-245, 3-33, 3-105, 3-176, 3-177, 3-179, 3-255, 3-641, 3-650, 3-690, 4-1, 4-2, 4-174, 4-175
  - Approval of Changes to UW Regulations 8-238, 6-715 (Faculty Senate Bill 326); 6-404, 6-407, 6-712, 6-714 (Faculty Senate Bill 327); 6-702 (Faculty Senate Bill 328); and 5-1 (Faculty Senate Bill 329)
4. Approval of 2014-2015 UW Board of Trustees Meeting Schedule – Palmerlee
5. Approval of Housing Consultant, Master Plan for Student Housing – Mai
6. Approval of Naming of the Education Annex – Mai
7. Approval of Electrical Easement to Powder River Energy at the Sheridan R&E Center – Mai
8. Lewis Street Infrastructure Agreement Update – Massie
9. ~~Resolution—Constitutional Amendment for Non-resident Trustees, Palmerlee 216~~ *(removed by Trustee Willson following discussion during Work Session)*
10. Planning Consultant for the Rochelle Athletic Center Addition Level I – Miller
11. Fee Revision for Change in Scope of the A-133 Audit – Lowe *(added by Trustee Davis following FLAC Report - see document following this set of minutes)*
12. Trustee Award of Merit Guidelines *(added following discussion during committee report)*

For separate vote:

9. Resolution – Constitutional Amendment for Non-resident Trustees – Palmerlee *(removed by Trustee Willson following discussion during Work Session)*

**New Business**

**Old Business**

**Date of Next Meeting** – November 13-14, 2014; Laramie, Wyoming

**Adjournment**

**THE UNIVERSITY OF WYOMING**  
**MINUTES OF THE TRUSTEES**  
**September 11-12, 2014**  
**Coe Library, Room 506**

As reflected in the public session and executive session meeting minutes, the Board of Trustees of the University of Wyoming met in Laramie, Wyoming, Thursday, September 11 and Friday, September 12, 2014. The meeting began with breakfast on Thursday, September 11 at 8:00 a.m. with an update from the University President and vice presidents. The Board met in executive session for a working lunch from 12:00-1:00 p.m. The rest of the day was spent in public session. Thursday, September 11, the Board met for a working dinner with administrators and members of the Joint Judiciary Committee at the UW Conference Center at the Hilton Garden Inn.

On Friday, September 12, the Board met in executive session during a working breakfast followed by regular work sessions and committee reports. The business meeting was held on the morning of Friday, September 12, 2014.

AGENDA ITEM TITLE: **Updates from UW President Dick McGinity**, McGinity/Miller/Jones

- Dean Searches
- Strategic Planning Process
- Proposed Resolution - Constitutional Amendment for Non-resident Trustees

CHECK THE APPROPRIATE BOX(ES):

- ☒ Work Session  
☐ Education Session  
☐ Information Item  
☐ Other

Specify:

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MINUTES OF THE MEETING:

UW President Dick McGinity provided an update on the dean search for the College of Engineering and Applied Science, noting that the job description had been prepared. President McGinity stated that David Mead-Fox, with the search firm Korn Ferry, would be visiting campus the following week. He then discussed the potential for candidates and the upcoming meeting with WGEESIT.

Trustee John MacPherson stated that he had read all of the UW Regulations regarding selection of the dean, and he did not see a prohibition of the Board to have input in this process. He noted that besides the selection of the president position, this was a very important personnel decision for the University of Wyoming to make. He noted that it might even be more important that the selection of the vice presidents. Trustee MacPherson added that if things went wrong with the hiring of this position, the trustees would have to be the ones to accept the burden of the issues. He added that this was a part of the duties as trustees and the Board needed to have meaningful input in the selection process. Trustee MacPherson added that he was not offering a resolution mandating that, but he said that he hoped that the administration would find a way for the trustees to be included in a meaningful way in the decisions, rather than an yes/no vote.

Trustee Dick Davis stated that he did not disagree but that the Board should discuss the topic at another time, during which they could discuss all of the ramifications of the proposal. He added that in his almost 12 years on the Board, the trustees had never had a yes/no vote on selections of these positions, so it would be a departure from what had been done in the past. Trustee Davis added that he would like to have further discussion on this before making a decision, and then he inquired about what it would really involve and how other areas would be affected, such as decisions regarding the hiring of coaches.

Trustee Warren Lauer thanked Trustee MacPherson for presenting this topic to the trustees and added that he echoed the comments from Trustee Davis. He then recommended the topic be sent to a committee for review.

Trustee Brad Mead inquired about how involved the Board should be, to which Trustee MacPherson commented that there should be a process where the trustees were informed and afforded the opportunity for input.

Vice President and General Counsel Rick Miller noted that the Board does vote on these positions, as the final appointments were included in the personnel section of the report and listed on the Consent Agenda.

Trustee President Palmerlee identified Trustees MacPherson, Davis and Mead as the ad hoc committee who would further review this topic.

Vice President for Academic Affairs David Jones discussed the status of the searches for the deans of the College of Law, College of Education, and College of Business, noting that there was hope for having all three committees set within the following week. He noted that all search committees were being chaired by either a vice president or dean in another college. He discussed the committees and stated that the members were drawn from staff, external members and faculty in different departments. Vice President Jones commented that if the University intended to fill the positions by July 1, 2015, the advertisements needed to be out and the committees needed to begin reviewing applications.

In response to an inquiry from Trustee Davis, Vice President Jones stated that there were not search firms being used for these searches. Vice President Miller provided clarification on the UW Regulation regarding dean searches involving external people.

Trustee President Palmerlee noted that these were critical appointments, and he would like to identify an ad hoc committee to meet and discuss this topic further. He appointed Trustees MacPherson, Davis, and True to the committee.

UW President McGinity then provided an update on the status of the University Strategic Plan. He noted that the process had not gone as quickly as he might have liked, but he said that positive progress was being made. UW President McGinity then discussed those who were involved in the Office of Academic Affairs, as well as a faculty member from the College of Business who was assisting with the project. He noted that there had been very constructive discussions all moving in the same direction.

Trustee Dave Bostrom commented that he hoped departments would discuss where they hoped to be in their plans, and put the information out for the trustees, the governor, and others to see. Vice President Jones agreed with the statement and added that the University needed to have goals. He added that if everyone met all of the objectives in the plan, the institution was not thinking big enough.

Trustee President Palmerlee addressed the proposed resolution regarding trustee support for increasing voting members of the Board to allow two non-resident trustees, noting that he liked the idea. He added that with the non-resident trustees, there could be some outside perspectives

provided to the Board. Trustee President Palmerlee noted that he thought it would also be good to support the legislators by passing a resolution.

Trustee MacPherson offered several suggestions of edits to the resolution and noted his concerns regarding the Board taking a political position on this topic.

Trustee True stated that he also had concerns about the Board taking a stand on this issue. He added that he supported the amendment, as having members from outside of the state could provide a great perspective. Trustee True stated that he had significant reservations about the Board taking a political stance on a ballot issue and suggested that the Board encourage the voters to be informed on the issue so they were knowledgeable when casting their votes. Trustee True added that he was concerned with how this might impact future issues and put pressure on the Board to take positions on issues.

Trustee Fear expressed support for Trustee True's comments and added that she viewed it as a political issue. Trustee Willson noted that he did not have a personal issue with it and thought it would be positive for the Board, but he thought that the Board should not take a particular stance on a political issue. He added that he did not think it reflected well on the Board to manipulate what goes on and how it is constituted; he objected to taking a stand in one way or the other. Trustee Willson requested the item be removed from the Consent Agenda.

Trustee Lauer commented that his feelings were similar to those of Trustees Willson and True. He thanked Trustee MacPherson for providing edits to the draft resolution. He added that this was not the first time this issue had come before the trustees, and this body was subject to what the constitution provided for it and what the legislature had done for it. Trustee Lauer agreed with the item being removed from the Consent Agenda.

Trustee Marsh noted that he appreciated the comments, and he recommended that the Board make a statement rather than present a resolution simply expressing support. He also requested the item be removed from the Consent Agenda.

Trustee Davis expressed his support for his colleagues' comments, but he stated that he believed people would wonder where the Board stood on the issue. There was a huge number of people very committed to the University, who did not want to live in the state. Trustee Davis stated that he appreciated all of the work done on the resolution and that he would vote in favor of it.



AGENDA ITEM TITLE: **WWAMI Curriculum Report**, Steiner/Robinson/Hopkins/Jording

CHECK THE APPROPRIATE BOX(ES):

- ☒ Work Session  
☐ Education Session  
☐ Information Item  
☐ Other Specify:
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MINUTES OF THE MEETING:

Dean of the College of Health Sciences Joe Steiner, WWAMI Director Tim Robinson, Dr. Justin Hopkins, and Dr. Mike Jording briefed the Board on the WWAMI Curriculum Report. Director Robinson began the presentation by referencing the handouts given to the Board [see attachment C]. He noted that medical education really began in high school and during a student's bachelor's degree. Students typically had a basic science major for their undergraduate degree, but they could major in other degrees as well. Director Robinson noted that there were 20 spaces available for students in the WWAMI program, which was a four-year program. The first two years of medical school were foundational science years, along with some shadowing of physicians and interacting with patients. After these years in the traditional medical school model, students entered clerkships and worked with a physician. After four years of medical school, students graduated but were not allowed to practice yet, so they entered residency programs for three to seven years. After this, they could pursue a fellowship for more specialized training or begin to practice.

Director Robinson then transitioned into a discussion of what it meant to change the curriculum within medical education. He noted that the field of medicine was changing rapidly, and it was becoming very important that students in medical school had clinical training before graduation. He noted that the University of Washington was changing their curriculum to become more integrated. Director Robinson stated that current medical students essentially would get a master's degree in science, with very little relevance to science. Students then would go through a medicine-based science curriculum and a small amount of clinical training. The transition into the third and fourth years then would become substantial. In order to decrease the intensity of the transition, the new curriculum would be focused on including a science's relevance to medicine when teaching. With the new curriculum, the four years of medical school would be more related to patients and be more useful for students. Additionally, students would finish a little sooner, which would make them more competitive when applying for residency.

Dr. Mike Jording next explained that a panel was formed to review the curriculum because of the changes at the University of Washington. He said that at this point, there was not a firm picture of what the curriculum would look like. Dr. Jording noted that UW had tried to address what the legislative footnote asked it to do, which was described on the first page of the handout [see attachment C]. He then reviewed the timeline, which began with the WWAMI board meeting in Cheyenne. He noted that the University of Washington had been very helpful during this process. The WWAMI panel that was formed to review the curriculum changes consisted of seven doctors,

as well as others like WWAMI Director Robinson and Director of Government Relations Mike Massie. Dr. Jording added that the curriculum review was not a new process, but it had been heavily publicized in literature. He said that many medical school lectures happened to be surprisingly empty, since students could watch these lectures online. Students' interactions with technology and their approach to medical school had all changed tremendously. Those involved in medical education knew that something needed to change. Integrating clinical work during the first two years of medical school had proven to be successful in achieving higher class attendance. Also, it had increased student retention and helped improve test scores. Feedback from the integrated medical education model showed that students liked it too. In this new model, clinical specialists would teach side by side with basic science professors to tease out the clinically important messages from the sciences.

Dr. Jording continued by noting that the new curriculum would also shorten the first two years of the program from 24 months to 18 months. Shortening the program would allow students to apply to residency earlier. He noted that in their first year, students were exposed to specialties within the medical field, and at the end of the third year, they had to pick a specialty. Consequently, students only had 12 months to select a specialty. This had led some students to take five years to complete medical school so they could have more time for their clinicals.

Trustee Jeff Marsh asked if there was a large enough physician capacity in Laramie and Cheyenne to absorb the extra clinical studies for students. Dr. Jording noted that there were two separate elements to that answer. First, medical students would get out to spend more time with Cheyenne and Laramie physicians. Second, students would have a clinical professional in each class in order to make the foundational science courses more applicable to medicine. He then noted that the WWAMI program did need time to hire these additional clinical experts and that a discussion of funding for these new positions would be forthcoming.

Trustee Marsh asked if WYDENT might also move toward keeping students in Laramie for two years, as WWAMI was doing. He also noted that keeping students in Wyoming for two years would also help keep revenue within the state. The panel responded by reiterating that the proposed curriculum changes would shorten the first two years down to 18 months, all of which being fulfilled in Laramie, instead of one year in Laramie and one year in Seattle as before. This would also give students more time to publish, which was important when applying for residency programs. The panel also noted that when cutting the curriculum, students would hopefully only be missing redundancy and minutia.

Trustee President Dave Palmerlee commented that the panel did not need to ask his approval when asking questions. The panel continued by discussing the advantages of keeping students in Laramie for another year, which would create smaller classes and increase class attendance. The University of Washington only had about 30% of students attend their classes. The panel also explained that the progressions completed in the third and fourth year were not required to be done in Seattle. Instead, the only time students were required to be in Seattle was during their second year. Because of this, the panel was considering requiring students to do some clerkship rotations in Seattle to experience large volume hospitals.

The panel also noted that one of the disadvantages of having students remain in Laramie was that they would not be able to participate in the on-site interest groups that occur in Seattle. The committee was trying to find ways to maintain this networking during the first 18 months. Additionally, the program would require more space and financial aid if it was going to keep students in Laramie for 18 months. This change would double the number of students currently in the cadaver lab, which was designed for ten students, but currently hosted 20 students; and with the program change, that number would double. The program would also need to increase faculty members to include those who had clinical experience. The program might also lose some students wanting to go to Seattle, rather than staying in Laramie for a longer period of time. From a learning and content standpoint, students would receive the same education in Laramie as in Seattle, but the program would need to convince students of this. The panel also noted that Laramie had limited space compared to other states, such as Alaska, Montana, and Idaho, who also participated in WWAMI. Laramie also needed to expand its FTE clinical staff.

Trustee Marsh asked how the revenue flow would change when UW transitioned to having students in Laramie for 18 months and wondered if some of the budget issues could be offset by students' tuition. He added that once UW had these students for 18 months, UW would get that tuition money, instead of it being sent to Seattle.

Director of Government Relations Mike Massie noted that the additional money needed for faculty would not be proposed to the legislature, but rather it would be found among internal sources. The legislature provided all of the money students needed to cover tuition costs, which was roughly \$60,000 per year. He noted that these funds were a part of the loan repayment program. When the program began, the legislature thought it was important for the students to contribute to their education, so students paid approximately \$12,000 per year. These funds then go into an endowment. Also, about one-third of students in the WWAMI program did not return to Wyoming to practice, so their loan repayment also goes into the endowment. The income from this endowment goes to the Dean of Health Sciences to help students with expenses. The income from this endowment was substantial, so the proposal was that the \$12,000 the students would pay into the endowment would go to pay additional faculty. The endowment would continue to build up due to the loan repayments, just not as quickly. However, the endowment already had a good share of money.

Trustee Marsh inquired about the need for additional space and how that would be funded. He did not think that there would be enough funding from the endowments to cover additional space, so he noted that the legislature might need to entertain the idea of adding money to increase space. Director Massie clarified that the endowment funds would only cover the increase in personnel, but the space requirements would be addressed in a different manner. He said that the program was considering what the needs and costs would be for this transition. The legislature would also be asked for capital construction costs. Trustee Marsh noted that this request needed to be addressed sooner rather than later if the program was going to make this switch in 2015.

In order to address these changes in the program, the panel recommended establishing a WWAMI Interdisciplinary Advisory Council to make sure students were getting the best medical education

possible. This council would also work to increase interdisciplinary medical education nationwide. It was critical that the WWAMI program continued to remain engaged in the Wyoming medical community. The program had not yet clearly identified this panel, but they thought it would be helpful to do so. The panel noted that UW should not affiliate with a different medical school. For over 20 years, the University of Washington had been rated as number one in primary care, family medicine, and rural medicine training, which was what the state of Wyoming needed. WWAMI offered the greatest opportunity for the clinical practice of rural medicine in the U.S.

The panel explained that approximately two-thirds of WWAMI graduates return to practice medicine in Wyoming. They said that having students do rotations in Wyoming increased the odds of them coming back to practice, and this worked as a great recruiting tool. The program also had non-Wyoming students come to the state to rotate as well.

Trustee Howard Willson thanked the panel for their presentation. He noted that the WWAMI program made a mistake in the beginning when it made the payback period begin at the end of the third year upon completion of medical school. He stated that a lot of students wanted to pursue further training, but they had to start paying their loans back instead.

The panel responded by summarizing Trustee Willson's remarks and noted that students who wanted to pursue specialties were looking at a five to seven-year residency, not a three-year residency as the contract required.

UW President Dick McGinity thanked the panel for their presentation and noted that this committee was one of the most effective, hard-working committees he had come in contact with. He noted that other committee members from around the state were extremely hard-working, bright, and were moving forward at an excellent pace, as well.

Trustee Dave Bostrom thanked the panel for all of the work they had done. He noted that the work being done by the College of Health Sciences was something that could act as a model for other programs. He mentioned that the curricular changes needed to happen for business and for the State of Wyoming.

Wyoming Community College Commission Executive Director Jim Rose noted that he had been involved with WWAMI, that it was an excellent program, and that these changes would make it even better.

Trustee Willson noted that there needed to be further discussion of how the program was going to be funded and asked Dean Joseph Steiner to provide this information at a later meeting. Dean Steiner agreed to do so.

Trustee President Palmerlee stated that the Board would take a short break.

AGENDA ITEM TITLE: **Update on Planning Effort for the Fiscal Reporting System and Fiscal Matters**, Williams

CHECK THE APPROPRIATE BOX(ES):

- ☒ Work Session  
☐ Education Session  
☐ Information Item  
☐ Other Specify:
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MINUTES OF THE MEETING:

Assistant Vice President for Administration Arley Williams provided information regarding planning for a fiscal reporting system and addressing fiscal matters. She noted that the University was trying to follow best practices by planning and acquiring information from other institutions, reviewing their structures and looking at case studies from those institutions. The University was also talking with other institutions regarding the process, structure, system, etc.

Assistant Vice President Williams noted that information would be provided to the audit committee and the Governor after the November 2014 Board meeting, with a submission of recommendations by December 1. The University intended to be in the process of procurement of a system after the 2015 Legislative Session. She mentioned that the administration would work closely with Vice President for Information Technology Robert Aylward and his staff when working through the cost estimates.

Trustee President Palmerlee noted that he had had several conversations with legislative leadership, and he had received comments that UW needed to be certain that it did not underestimate costs and asked for what was needed in the foreseeable future.

AGENDA ITEM TITLE: **Introductions and Recognitions**

CHECK THE APPROPRIATE BOX(ES):

- ☒ Work Session  
☐ Education Session  
☐ Information Item  
☐ Other Specify:
- 

MINUTES OF THE MEETING:

Vice President for Research and Economic Development Bill Gern began the session by introducing two faculty members: Jay Gatlin and Dario Grana. Dr. Grana, an assistant professor in the Department of Geology and Geophysics and in the Department of Petroleum Engineering, had won various awards, including the 2014 SPE Petroleum Engineering Junior Faculty Research Initiation Fellowship Award. He received his PhD in geophysics from Stanford University, and had done research on rock physics, and had used seismology to find underground oil reservoirs.

Dr. Jay Gatlin, an assistant professor in molecular biology, was named a 2014 Pew Scholar. Gatlin was recognized for his work in biomedical sciences to improve human health. He received his PhD from the University of Colorado Anschutz Medical Campus. Dr. Gatlin had brought in \$1.9 million dollars of funding to UW. Vice President Gern thanked both faculty members for their work at the University.

Associate Vice President for Operations Mark Collins then introduced Rachel Stevens, the new chair of Staff Senate. Staff Senate Chair Stevens worked in the College of Business where she managed the 30k entrepreneurial program and the College of Business websites and was involved with marketing efforts. She was also an adjunct instructor in philosophy and creative writing.

Vice President and General Counsel Rick Miller introduced Nell Russell, the new Associate Vice President for Human Resources and Diversity. Russell previously worked for UW for several years under Vice President Miller, during which she created a successful diversity initiative. Vice President Miller said that he was excited to have her back on campus.

Vice President for Student Affairs Sara Axelson introduced Sean Blackburn, the new Associate Vice President for Student Affairs and Dean of Students. Blackburn was born in Laramie and had been living on the East Coast. She mentioned that Dean Blackburn had done extensive work with judicial and student leadership and would bring a wealth of knowledge to UW.

AGENDA ITEM TITLE: **Science Initiative Update**, Brown/Shader

CHECK THE APPROPRIATE BOX(ES):

- ☒ Work Session  
☐ Education Session  
☐ Information Item  
☐ Other Specify:
- 

MINUTES OF THE MEETING:

Associate Dean of the College of Arts and Sciences Greg Brown and Special Assistant for Research and Computing Bryan Shader began the session by introducing themselves. Associate Dean Brown joined the UW faculty in 1985 and had served as a department head for several terms. He was in his second term as associate dean of the College of Arts and Sciences and was most proud of the fact that he was one of the few botanists on campus. Special Assistant Shader had a background in mathematics, and he joined the UW faculty in 1990. When NCAR was in its infancy, Vice President Gern invited Special Assistant Shader to the research office to promote the use of computers throughout campus. Special Assistant Shader had also assisted with the development of the Enzi STEM building and the Science Initiative Task Force. He noted that the task force had done an excellent job, and he was thankful to be a part of it.

Associate Dean Brown thanked the Board for the time they had given him to update them. Associate Dean Brown shared that the task force had been formed, and the co-chairs were Governor Freudenthal and Dr. Carol Brewer. Members included Lowe Burnett, Jeff Cummings, Dr. Brent Eastman, Bob Greeve, Senator Phil Nicholas, and Associate Dean Brown. In addition to the task force, there was a leadership team on campus which included Special Assistant Bryan Shader, Dave Williams, Donal Skinner, Mark Lyford, Keith Carono, Danny Dale, Mark Stayton, Krista Laursen, and Brent Ewers. He noted that the task force had its first meeting with the leadership team, which reviewed the work the leadership team had accomplished since the end of May. The leadership team met weekly, and along with the task force, were planning on having more meetings before a final draft proposal would go before Governor Mead, who had increased the flexibility of his deadline. The original request from the state was to have a draft by November 1, but the task force now had until the end of November. Associate Dean Brown noted that they were modeling their plans after the legislature's budget footnote, and the proposal was following that language very carefully. The leadership team also had a set of operational guides, which were the principles the team used to draw themselves into focus. Student success was the number one goal of those principles, while others included increasing the recruitment and retention of high quality students and faculty, improving the research and educational environment, as well as the core and foundation sciences. Also, Dean Brown noted that the leadership team would like to pursue flexible, modern teaching and research spaces. They were currently looking into five basic proposals of the draft.

One of the drafts that was gaining momentum was based on the need for active learning classrooms. Active learning was a new way to instruct students at a university-level in the sciences. Associate Dean Brown noted that if UW could train faculty to use those spaces, this learning concept would extend beyond the sciences into other areas at UW. He stated that they presented this idea to the Board in July, and it was a critical piece to changing the teaching and learning culture at UW. He also stated that if this opportunity was not pursued, faculty would be acting negligently.

Trustee President Palmerlee asked for clarification on which programs were included in the Science Initiative. Associate Dean Brown responded by saying that they were mainly pursuing active learning classrooms. For example, Classroom 302, which had stadium seating, could hold 194 students, most of whom would not take notes when lectured by faculty. Active learning would take that same number of students, place them in a flat-floored classroom with round tables and technology, and it would allow them to work on assignments with the assistance of faculty members and teaching assistants. He noted that this would increase student engagement. Several studies showed that active learning greatly improved student learning and that lecturing was equivalent to blood-letting at the doctor's office. These studies provided more than anecdotal stories—they also provided statistics. UW needed to be on the edge of this new opportunity in teaching students and preparing students wanting to become teachers to use this method as well.

UW President McGinity recalled that this same teaching method was mentioned earlier in the morning during the WWAMI presentation—active, case-based learning, with minimal formal lecture. Trustee Marsh inquired about how many of the professors had had active learning teacher training. Associate Dean Brown said that there were very few but noted that most students modeled their teaching skills after the best professor they had had in their discipline, rather than from their education faculty. Part of this proposal was to train science faculty to take advantage of these classrooms. There was already a young cohort of faculty who understood the importance and emergence of active learning and were excited to pursue it. Some professors, such as Brent Ewers, had already tried to implement active learning in classrooms, but the space constraints in their current classrooms prevented much of this from occurring. He noted that if UW wanted to impact teaching throughout the state, it needed active-learning professors for students to model after. Active learning would help the next generation of educators and bring a culture change to UW, so it would certainly not be easy to implement.

Trustee President Palmerlee asked if this required a significant change in facilities. Associate Dean Brown said it would require a new building to house those classrooms. The leadership team was in charge of developing a plan for this. Special Assistant Shader added that some spaces in the new Enzi STEM building would be active learning classrooms. However, those were on a much smaller scale than the initiative. Associate Dean Brown commented that the leadership team was also considering a Wyoming research scholars proposal, with special research programs for undergraduates to recruit and retain Wyoming students. The leadership team was also considering a program for PhD fellowships, a seed grant program for faculty, and a start-up program for faculty, which would help recruit and retain high-performing faculty.



Special Assistant Shader noted that the first meeting with the task force went exceptionally well and could not have gone better. He shared that the leadership team had been left with a list of tasks to complete, such as returning with numbers, and were asked to think big and transformative. The faculty had bought into the vision of being a Tier I science school. Associate Dean Brown said the leadership team would follow-up with specifics, including cost estimates and proposing plans for rooms that would be vacated in the biological and physical science buildings once the Enzi STEM Facility opened. He said that the leadership team needed to decide what to do with the Aven Nelson Building, which was never really intended to be a science building. The leadership team also needed to think of ways it could encourage and develop new synergies in the sciences and other academic areas, specifically within the College of Education to train teachers to teach differently. The task force also encouraged the leadership team to make sure the goals that it was developing implemented the language used by the legislature. Economic development and research that were important to the state would be important in this initiative. The task force wanted UW science graduates to be competitive in the workforce or have the ability to start a new company upon graduation. The final area that was covered by the leadership team and task force was the importance of metrics and which metrics would be used. Associate Dean Brown noted that if given the funding, those involved would need to be accountable for its use.

Trustee President Palmerlee asked for any comments or questions. Faculty Senate Chair Ed Janak thanked Associate Dean Brown and Special Assistant Shader for their hard work. He noted that he had received an email the day before from a department head who felt excluded from the process. Faculty Senate Chair Janak asked if it was too late to get involved in the Science Initiative process, and if there was a formal way to become involved. Associate Dean Brown said the process was being driven by the language in the legislative footnote, which addressed the labs in the biological and physical sciences buildings, as well as the Aven Nelson Building. These labs corresponded to the Departments of Zoology, Chemistry, Physics and Astronomy, Botany, and Life Sciences. Associate Dean Brown noted that they were taking this guidance from Dave Freudenthal, and the language narrowed participation to those departments. In terms of colleges, that would mean making molecular biology a part of core academics, as it shares the same intellectual culture as botany, chemistry, and physics. Associate Dean Brown added that it would require another legislative footnote to the proposal to include additional departments. Special Assistant Shader added that this decision had been reinforced by several other people. He then stated that the majority of requests the task force could make had to be one-time funds, which meant the task force and leadership team would have to think of ways to justify why departments needed buildings or ways they could ask for endowments. There would not be requests for large, recurring expenses for this initiative. The task force would remain hesitant to ask for too much since it would likely not receive it. Therefore, the task force was focusing on the selected disciplines because it could get the funding that these departments required for building space. Despite these constraints, the leadership team was thinking of ways it could enhance other programs. Basic science courses would help students across campus in different programs, and interdisciplinary research would be facilitated through this initiative.

Trustee President Palmerlee inquired about auditing classes and if individuals from the College of Education could attend science classes to observe active learning.

Trustee Marsh asked if there was potential for coordinating with the WWAMI program to see if spaces could be dual-purposed, as he said it made little sense to underutilize space. Trustee Marsh also asked if it was possible to learn, even with active learning, in a class of 200 students. Associate Dean Brown noted that Mark Stayton worked with WWAMII and kept those concerns in mind when planning.

Associate Dean Brown stated that the task force asked the leadership team to develop three budget levels at \$80 million, \$100 million, and \$120 million. The task force would then decide which plan to present to the legislature.

Faculty Senate Chair Janak followed with another question on the expansion of buildings on campus and how the buildings would be maintained, as this request only provided for one-time funds and not recurring maintenance funds.

Trustee MacPherson noted that change was hard and that he felt UW was fortunate that the leadership team was willing to make changes and that the faculty were buying into the changes.

Associate Dean Brown stated that the biggest challenge would be the cultural change at the academic level. The leadership team was committed to active learning because it was the right path to pursue to make UW a better place for students, faculty, and staff. Science faculty were energized by the plan to put UW science programs in the top tier. The leadership team talked about how this was one-time funding. They explained how they would convince the task force to be bold and ask for one-time investments in different areas, such as undergraduate research endowments.

Trustee President Palmerlee inquired about the attitudes of faculty who were not on the leadership team. Special Assistant Shader noted that the team had been working closely with individual departments and that they were excited about the opportunity. Also, he said the team would travel around the state sharing their proposed plan, as this was a state initiative and not only a Laramie initiative.

Trustee President Palmerlee asked if there were further questions, and as there were none, the session concluded.

AGENDA ITEM TITLE: **College of Education Update**, Day/Young/Rush

CHECK THE APPROPRIATE BOX(ES):

- ☒ Work Session  
☐ Education Session  
☐ Information Item  
☐ Other Specify:
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MINUTES OF THE MEETING:

Interim Dean of the College of Education Michael Day thanked the Board for the opportunity to present. He shared materials with the Board and began his presentation by sharing a video commemorating the 100-year anniversary of the College of Education produced by the Outreach Program. He began his presentation by addressing the mission of the College of Education. Interim Dean Day noted that The College of Education was primed to take its next step.

After the video, Interim Dean Day stated that the mission of the college was to prepare educators for Wyoming and beyond. He noted that UW's capacity to educate the state was always less than what the state needed at the time. The College of Education graduates about 200 graduates each year, and the state needs about 700 new teachers each year. He then reviewed basic enrollment information for the college on undergraduate, graduate, and doctoral students. The College of Education currently had 60 faculty and 19 staff members. The ratio of faculty to students was 1 to 20, which was the same as it was in 1920. There were four departments in the college, three of which focused on teacher preparation.

Faculty members primarily worked with undergraduate students, and undergraduate teacher preparation was one area of strength at UW. The college had data to support that it was an area of strength. Interim Dean Day noted that accreditation of the college would occur the next year and that the college does assessments of its graduates every other year. He also mentioned that the college interviews former students and principals, and students had fared well in reviews by their administrators. A year prior, the college implemented new admission and exit standards to increase accountability. Interim Dean Day added that the college was one of the few of its kind remaining in the country, and over half of the teachers were National Board certified. He said that the lab school housed 200 students and was under jurisdiction of the Albany County School District.

Interim Dean Day noted that the College of Education had a long time commitment to outreach. He stated that stakeholders often forgot the major role the College of Education had in shaping Wyoming. The former summer school program hosted by the college supported many teachers throughout the state. Also, the college was proud of its strong relationship with the Outreach School. Interim Dean Day noted that the visibility of this relationship might not be clear, but the college's commitment to outreach had never diminished. He then mentioned that Partnership was a strong program that developed and carried out professional development sessions individualized

to each community. Interim Dean Day then added that there were a lot of interesting and productive programs occurring throughout the college, but many of them did not get the visibility and recognition they deserved. Other strengths of the college included an emphasis on social justice through the Shepard Symposium and Days of Diversity. The Literacy Center, counselor education program, and math teaching centers were also areas of strength.

Interim Dean Day shared that there were several areas of distinction at the college, such as adult education and ESL, but these programs had limited resources. He stated that the STEM faculty were talented within the College of Education, and he hoped they would integrate into the STEM initiatives occurring on campus. Interim Dean Day then said that the college was developing exciting ties to international partners and was encouraging students and faculty to incorporate international experience into their time on campus.

Interim Dean Day returned to the issue of the summer school that UW hosted on campus in the past and mentioned that it was an excellent networking opportunity between UW and the state. However, the college was now using their web presence and workshops to connect with educators throughout the state.

Interim Dean Day then transitioned his presentation to the college's areas of need. He said that one of the most prominent areas was the college's administration, which had changed over the years and was no longer as responsive and connected to the state as it once was. Since literacy had had a wonderful success story on campus, he said that educational administration could have the same success story. He mentioned that the second area of immediate need was the Agricultural Science Education program. Students in this program were receiving job offers and had many connections to the STEM program on campus. However, this program needed new facilities. The third area that needed addressing was increasing the strategic partnerships across the state. The college was primed to be a creator of these strategic partners and expand its resources.

Trustee Lauer thanked Interim Dean Day for his presentation and asked how he proposed UW should go about creating strategic partnerships across the state. Interim Dean Day noted that the college had achieved the goals set in past strategic plans, such as the creation of the Literacy Center. He noted that in their new strategic plan, the college supported the use of strategic partnerships and expanding opportunities. Trustee Lauer asked if the timeline the college had set for these goals was timely enough. Interim Dean Day stated that the timeline that had been set for serving educational leaders throughout the state was working to help a very immediate need, and the college had brought a superintendent on board to help explore how to make a positive movement throughout the state. He noted that the college used to host the Effective Educational Symposium and that he had spoken with Brian Farmer about the possibility of bringing this symposium back. He also noted that the college was looking to the legislature and private donors to see if they could secure funding for renovations to the Agricultural Science Education program.

Trustee Lauer then inquired as to how involved the college was with the Legislative Education Board. Interim Dean Day shared that the previous week he had gone to the Wyoming Board of Education and the Joint Interim Committee on Education. He stated that he was scheduled to

present to the Joint Committee in October and that he worked with them on a regular basis. He said that everyone wanted to take the college to the next level.

Trustee Mead thanked Interim Dean Day for his summary. He then noted that the legislators, the press, and the public look to test scores as the best way to review students and schools. He stated that this might not be the best approach, but that it was the approach taken. In the last two years, Wyoming had spent \$2 billion on buildings and infrastructure. The other component of education was teachers, and the public often blamed teachers when students did not succeed. Trustee Mead requested that Interim Dean Day share the data he had that showed that UW did not have a strong teacher preparation program. Interim Dean Day said that he would share this data and that it was also on the website. He noted that Wyoming had a higher percentage of National Board-certified teachers than any other state in the nation. The College of Education graduates had a higher GPA than graduates from any other college, and the exit requirements had helped students. Further, the college interviewed principals to ensure that their students were doing well, and these reviews were positive. Additionally, Wyoming was an appealing place to be a teacher, and UW's students were still receiving job offers. Interim Dean Day stated that he had seen the college's students in the field and mentioned that they were excellent teachers.

Trustee Mead commented that there was antidotal data and objective data. One example of objective data consisted of test scores. He noted that the number of National Board-certified teachers was objective, but it was only a small sample size. Trustee Mead stated that if the state hired 700 teachers per year and only 200 were from UW, the College of Education might not be at fault. Interim Dean Day noted that the college was trying to follow-up with its graduates to keep track of what school district they were teaching in to help address the issue.

Trustee Marsh stated that student teachers only went to a few districts within the state and that this presented a potential to lose connectivity with other districts. Interim Dean Day responded by noting that when the college restructured and moved away from having academic coordinators around the state and instead spread students around the state, the college was majorly impacted. Trustee Marsh also noted that working with Jim Rose and the Wyoming Community College Commission might help with those connectivity issues.

Trustee MacPherson shared several statistics on education and noted that Wyoming was at the top of the list for expenditures per student, yet on the lower part of the list for testing proficiencies. Students who were at the top of their graduating class were taking remedial courses at UW. Trustee MacPherson then inquired as to what was wrong with Wyoming's education system. Faculty Senate Chair Ed Janak noted that he would answer the question as a College of Education representative and not the Faculty Senate Chair. Faculty Senate Chair Janak stated that people considered testing data to be the bottom line of educational evaluation. However, he stated that this was the equivalent of judging a dentist by the number of cavities he could fill. If the education system was a factory, it would be the only industry that would have no control over the raw material and process. He said that education decisions were state driven and teachers were told what to do. Interim Dean Day referenced the Literacy Center and stated that there was a lot that could be done to help students. He explained that by the time a student had finished third grade,

he or she had spent no more than 12% of his or her life in school, yet schools were blamed for a child's lack of progress. Interim Dean Day said it was important to help students prepare for their futures, despite their circumstances. He said that it was a challenge teaching all students, and more needed to be done in the students' earlier years to increase success.

Trustee MacPherson asked how the Board could assist with improving the educational process. Interim Dean Day responded by stating that the most useful way would be by supporting teachers in the state and not blaming them when students do not succeed. The Board could remind others that educating students was about more than just teachers—it involved the community and the neighborhood. Interim Dean Day invited the trustees to the college's outreach events in the fall, and Trustee Davis recommended that Interim Dean Day work with Keener Fry to contact alumni.

Trustee Willson asked for clarification about the interaction between the College of Education and the Professional Teachers Standards Board and the value that it had in terms of teacher preparation. Trustee Willson asked for more information about the State Board of Education and its discussion of science standards. Interim Dean Day noted that the Professional Teachers Standards Board was involved with issues of recertification. He stated that the Wyoming Board of Education had science standards as their top priority. He noted that students should be encouraged to inquire and discuss critical information and that The Professional Teachers Standards Board helped teachers support those inquiries.

Trustee President Palmerlee thanked Interim Dean Day for presenting and called for a break.

AGENDA ITEM TITLE: **WGEEESIT, High Bay Research Facility and Engineering Building Update**, Rodi/Laursen/Northam

CHECK THE APPROPRIATE BOX(ES):

- ☒ Work Session  
☐ Education Session  
☐ Information Item  
☐ Other Specify:
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MINUTES OF THE MEETING:

Interim Dean of the College of Engineering Al Rodi introduced himself and gave a brief autobiography. Rodi stated that he would be updating the Board on the Tier I Engineering Initiative and its current status. Milestones in this initiative had included defining areas of excellence and improving integration across colleges.

Interim Dean Rodi noted that in 2013, UW created a strategy for excellence and in 2014, it finalized its implementation plan for the task force. UW had aspirations to move to Tier I, and its initial target was to move areas such as oil and gas and computational sciences to the Tier I status first. The college would also focus on water resources and biological medical areas. He said that the college was on Phase I of this plan and had developed a request for proposals to support research clusters in order to attract potential faculty. Priority for funding would be given to programs and research areas that showed they could gain external funding in five years. The college received 21 proposals and had funded four proposals.

Interim Dean Rodi explained that the next step in the process was recruitment, and developing a recruitment plan was likely to double college research expenditures. There would be a high level of accountability with this funding, and the college expected six new faculty positions in the next fiscal year. The challenges that the college and task force would face included finding and employing the right people. Laramie's location presented a challenge to those considering the positions. Because of this, UW had to offer competitive salaries and facilities and create the right environment for faculty. The term "Tier I" was somewhat unclear he said, and yet the college had to show progress towards achieving certain goals. Embarking on this initiative would create two different pay levels for faculty—one with higher salaries than the other. Therefore, the college had to work to reward faculty who did not work in the niche areas. Interim Dean Rodi then asked the Board if they had questions.

Trustee Marsh inquired about Interim Dean Rodi's comment on developing biological and biomedical engineering and if there would be a major in those areas. Interim Dean Rodi stated that there was not a major at the moment and there was not one in the short-term plan because the focus was instead on graduate research for the time being.

Trustee True asked Interim Dean Rodi to explain beyond the short-term vision of focusing on the energy industry. He noted that there was a broad range of strengths in UW's engineering programs. Interim Dean Rodi responded by stating that the oil and gas and petroleum engineering faculty in this discipline were strong, so the college was beginning their Tier I goal by starting there. He noted that once those programs achieved a Tier I status, the college could focus on bringing the rest of the departments to the Tier I level. Trustee True asked for examples. Interim Dean Rodi explained that water resource programs across campus, such as atmospheric science and hydrology in civil engineering were pertinent because of the wide range of water issues relative to energy and Wyoming's economy.

Trustee Bostrom inquired about internal support for the initiative and the degree to which faculty supported it. Interim Dean Rodi stated that the task force had to be careful about its work. He noted that it had been a rough road, and the initiative had not started off on the right foot. In addition, the college was embarking on a cultural change. Since the initiative was coming out of a period of slow growth and insufficient resources, one of his goals was to convince faculty and staff that there were real opportunities and that the college had to answer the call. The college had been having meetings to get the issues on the table. Interim Dean Rodi noted that the young faculty were not a problem, as they had come from collaborative backgrounds. He stated that it was important to increase communication and get everyone on board. Trustee Bostrom offered to help since he served on the task force as well.

Trustee Macpherson asked if there was anything the Board could do to assist in the college's efforts. Interim Dean Rodi commented that the National Advisory Board asked the same question. He said that he would work with the Board to explain the issues. The Board could also assist in defining state and industry needs. Interim Dean Rodi noted that one strength of the faculty was that they excelled in their disciplines. However, he mentioned that sometimes they lacked communication with one another and connections with people outside of their departments. He said that they could use assistance when brokering those relationships.

ASUW President Ahmed Balogun asked if there were any efforts to include students in this initiative. Interim Dean Rodi responded affirmatively, explaining that this was a multifaceted effort that included recruiting more Tier I students. Undergraduate research projects were important as well.

Trustee Lauer also commented on Trustee MacPherson's question about what action the Board could take on behalf of the Tier I initiative. He noted that it might be helpful to look at the project as a whole every time the Board convened.

Engineering Initiative Facilities Project Manager Krista Laursen presented to the Board next. She thanked the Board for the opportunity to update them on the capital construction elements of the engineering facilities. The design phase of the project was proceeding on schedule, and the next phase would have an even more detailed project design. Project Manager Laursen was working with all of the stakeholders to discuss the facility's needs. She said this would be completed by mid-October. Construction for the project was scheduled to begin in early spring 2015 and be



completed by mid-2016. Funding for the project was nearly all in place, using both state funds and private donations. The new facilities would have an improved oil recovery lab and geomechanics and geology research labs.

Trustee True asked about the funding sources for the new structure's research lab, and Project Manager Laursen deferred to Vice President and General Counsel Rick Miller but noted that discussions were underway for separate legislative funds. Vice President Miller explained that funding did require legislative action and that during the following day's meeting, there was time scheduled to discuss capital funding.

Project Manager Laursen emphasized that the engineering building's architecture would match the rest of campus, as this was important to policy makers and people on campus. She shared design plans and the proposed lab spaces, as well as the possibilities for expansion of the facilities in the future. Trustee Bostrom asked how much expansion space could be built. Project Manager Laursen said she was hesitant to give a square footage measurement but that one to two modulars could be added if necessary. She then showed the Board a wooden model of the High Bay Research Facility.

Project Manager Laursen next transitioned to discussing the engineering building project and the \$110 million allocated for the project. \$85 million would be for construction costs, and the total of all relevant costs would be \$110 million. She explained that at the last task force meeting, the project received a unanimous vote to proceed to Level II. The task force requested that UW create a master plan for the engineering building, which included developing modern engineering Tier I facilities. As this was a master planning exercise, those involved realized a phased approach to construction would be necessary, rather than attempting to construct everything simultaneously. The task force had looked at a number of options for phased construction, renovation, and deconstruction. Project Manager Laursen stated that phased construction would be essential when pursuing a Tier I vision. There were three main stages under the current phased construction plans. First, new construction would have to occur to ensure the continuity of operations while other areas were under renovation. Second, the task force would need to plan and execute construction at a pace consistent with funding and developing program needs. One challenge that the task force was facing was that it could look at where initiatives might go, but when trying to forecast 10, 15, or 20 years in the future, the facility needs were more difficult to predict. With phased construction, there would be more time to see how initiatives developed, and the task force could respond accordingly. Finally, it would be necessary to create swing space for students, staff, and faculty as new construction began.

Project Manager Laursen continued by sharing that faculty had been involved in the master planning, and what emerged from their participation was a priority for space requirements. Some of the top priorities included flexible, integrated, and collaborative spaces, while preserving the 1927 building entrance. From these discussions, a conceptual design emerged as a true Tier I vision. Realizing that this vision was limited by current budgets, the task force had taken a step back from the long-term vision and had seen what could be achieved with \$110 million. This meant that the task force was looking at new construction north of Lewis Street, as well as possible

demolition of the Sawtooth, which increased the cost beyond the \$110 million budget. After further discussion, the next step was to meet with the task force the next week to request support for a higher budget. Additional amounts required would come from private donations. In the long term, the college was choosing to pursue the complete vision—hopefully by 2020.

Trustee True asked several more questions on the budget and why it was that the design costs increased at a higher rate when the budget increased. Project Manager Laursen noted that the increased budgets were estimates, but in general, the higher the cost, the higher the design cost burden. The design fees could be approximately 10% of total costs.

Trustee Marsh inquired as to if there had been consideration given to capping design costs. Project Manager Laursen stated that the college would estimate those costs, and in the past, they had used a firm-fixed rate.

Trustee Davis asked for clarification on the three different proposed construction levels and if all three were to be pursued in a phased style. He stated that the reasons for phasing made logical sense. Project Manager Laursen explained that the college would be using a phase approach and reviewed the phasing details of each plan. This would further assist with making prudent, cost-effective decisions.

Trustee President Palmerlee thanked Project Manager Laursen and Interim Dean Rodi for presenting.

Trustee True asked for the floor and noted that the following day, the Board would talk about the Trustee Award of Merit and the recommendation given to them by the task force. He stated that there was not a more important recommendation, to his knowledge, that the trustees would take action on the next day.

**AGENDA ITEM TITLE: Update from Joint Judiciary Meeting, Bridgeman/Lance**

**CHECK THE APPROPRIATE BOX(ES):**

- ☒ Work Session  
☐ Education Session  
☐ Information Item  
☐ Other Specify:
- 

**MINUTES OF THE MEETING:**

Interim Dean of the College of Law Jacquelyn Bridgeman began the presentation by noting that there had been extensive conversations about the law school and the law school survey over the past few months.

Ryan Lance, an attorney at Crowell and Moring, began by reviewing the last four months and the survey that he had conducted. Mr. Lance noted that the school wanted to learn about perceptions about it throughout the state, so he visited 70 members of bar and bench, had a discussion with Rocky Mountain Law, and conducted a survey throughout the state. The typical response rate to surveys sent throughout the state was 300 to 400 people, but the survey for the law school was available for four days and received 600 responses, most with narrative comments. Mr. Lance stated that he was not trying to spin the results of the survey, but rather he was sharing objective information so the Board and administrators could make decisions about the law school to move it forward. The main message that emerged from the survey was that there was a general frustration towards the UW Law School. Whenever a stakeholder inquired about UW's activities, the stakeholder was told that UW was already doing what the stakeholder wanted done. In addition, he noted that the respondents shared five other key points about the law school. First, respondents wanted UW to offer a well-rounded law education. Second, they wanted an emphasis on resources and energy. Third, they wanted a practical education. Fourth, they wanted a focus on legal writing, as there was a great need for better writing in the bar. Finally, there needed to be a general view of rural law taught at UW.

Mr. Lance noted that respondents were frustrated that the law school did not listen to its supporters. They wanted to know why the school had not had more energy courses or clinical opportunities for resources. The reviews stated that there were robust offerings and a clinic for energy, and now there was an opportunity for UW to share this with the state.

UW President McGinity asked what rural law encompassed. Interim Dean Bridgeman and Mr. Lance explained that in the context of the bar, it was the recognition that people were understanding of the fact that Wyoming was in need of general practice attorneys. There was often not a need for specialists, and it was better to have a wide array of understanding of general topics of law.

Interim Dean Bridgeman referenced the shortened version of the law school's overall academic plan, which had been created over two years prior. Part of this plan was completed in the context of ADA accreditation, which the law school recently completed. As part of this process, the law school had to do a self-study, which took more than a year. The accrediting agency then visited the law school for three days with a committee of seven people. The document before the Board was an output of the accreditation process, as well as the UW academic planning process. The faculty recognized that they needed to provide a well-rounded education, but they also understood that the number of applications to law schools was dropping. To have a competitive law school, UW needed to deliver an excellent education for the cost. The law school needed to distinguish itself in traditional areas of strength. When it tried to climb the rankings, it had to cut the number of resident students admitted and spend a lot of money on marketing.

Interim Dean Bridgeman noted that there were four areas the law school would like to develop into areas of excellence. First, the law school would like to build on its environment and natural resources program and would pursue this goal by partnering with other departments on campus, such as the School of Energy Resources and the College of Business. Recently, the law school hired an oil and gas professor that would teach in a variety of disciplines and for other colleges on campus. The second place the law school wanted to distinguish itself was in practical education. He noted that they would like to have the ability to guarantee a spot in a clinic to every student, and that it was thoughtful about the clinics it added. The law school's clinics covered a variety of topics and were one of the most effective selling points for the school. The third area of focus would be legal writing, since the UW Law School was recently ranked 14<sup>th</sup> in the country for legal writing. Part of this recognition was the result of the reputation of two primary professors who had done extensive amounts of national speaking. The fourth area of distinction was in rural law and the ability of students to emerge as general practice attorneys. The law school would also like to focus on teaching students how law played out in rural communities. For example, a lot of the laws made in metropolitan areas did not function as well in rural settings. Faculty would then teach students how to address these issues.

Trustee MacPherson commented that he was encouraged by the law school's willingness to share resources across campus, since it was in its best interest to do so. Trustee MacPherson asked Mr. Lance to share the findings of the survey. Mr. Lance noted that the report had not yet been finalized.

Trustee Marsh noted that he had received a lot of feedback on this topic. He stated that it was good to have a couple of niches, but he did not think the school could discount its general law education. Mr. Lance noted that respondents to the survey and interviewees were not shy about their opinions. There was a view that, if changed, would cripple parts of the law school, and that with declining enrollment, the only way to add faculty in one area was to subtract in other areas. Mr. Lance agreed that this could be true, unless the school leveraged other opportunities, such as interdisciplinary programs.

Trustee Willison stated that he wanted to caution against the perception that a general law degree was something less than a sophisticated law degree. A general practice law degree required a great deal of training and understanding that often goes unappreciated.

Trustee Lauer noted that he was the only one who had been a solo practitioner for most of his career. He stated that when meeting someone, he shares that he is an attorney, but he is always asked what type of attorney he is. He said that there was a perception that general practice attorneys were somehow something less than specialized attorneys. Trustee Lauer stated that he did not like to hear it framed in terms of training for general practice. To his knowledge, the law school had a very demanding curriculum. The law school's education provided a solid foundation for many types of law, and consideration needed to be given to how issues were framed. From the energy side, there was a large emphasis on energy and water-related projects. With declining enrollment, the law school had to be clear about what it could provide. He stated that perhaps the law school could have an aggressive scholarship program that would encourage and entice students to come for energy-related offerings. Trustee Lauer noted that though it might seem unfair to general practices, the law school should become more aggressive in that particular area.

Trustee President Palmerlee asked why applications had declined and how issues such as acceptance and tuition affected applications. Interim Dean Bridgeman and Mr. Lance noted that the second handout given to the Board shared some information on admissions and GPAs. Declining enrollment had not affected the law school. Law school enrollment was up 12%, and the school tried to stay between 70 to 80 students each year. He noted that there were two reasons UW had maintained their numbers. First, four years prior, the law school had begun extensively recruiting and received some funds to help with graduate assistant positions and scholarships. In any given year, the law school had admissions recruiters and deans on the road. The law school was also offering more scholarship money, but it was not enough. The law school was competitive price wise, but as other schools lost students, they continued to cut prices. This was causing UW to lose students in the middle. There was a fight going on between law schools for students.

Trustee Willison inquired as to why there was not a special program in the state for lawyers when there were special programs for physicians and dentists. Mr. Lance responded by explaining that there was not a great interest to fund more lawyers. As he surveyed other schools, some Big Ten schools had lost half of their enrollment. The small size of UW's law school created a nimbleness, which could move funds to seat classes. Trustee Willison asked if anyone had approached the legislature about a program for lawyers. Mr. Lance noted that there was an interest in scholarships and facilities, but nothing had been defined.

Trustee Davis thanked Interim Dean Bridgeman for working hard with the Bar Association to understand what lawyers in the state were thinking about the College of Law. Trustee Davis noted that this study was probably the first of its kind. He added that he had practiced law in the state for 45 years. He had thought that everyone who had come out of law school was what he would call a general practitioner. Law schools were not prepared to have anyone graduate as an expert in anything. They were there to give a well-rounded education, and UW had done that very well. He stated that sometimes the positive aspects of the college got lost in the negatives. Wyoming

did not recognize specialties in the state, but some states did have specialties. In reality, the world had gotten more complicated, and there were new areas of practice. He noted that one of the issues that the Board had discussed was whether there was a growing buy-in from the faculty in the law school towards collaborative efforts. Trustee Davis asked if there was buy-in from the faculty for this plan. Interim Dean Bridgeman responded affirmatively and noted that new faculty had been hired with the knowledge that they would be doing interdisciplinary work. There were challenges to interdisciplinary work, such as how to teach students from several different backgrounds, especially if some were undergraduates. However, the faculty was finding that this was a lot of fun, and they were starting to think about the delivery of law education differently.

Trustee President Palmerlee thanked Interim Dean Bridgeman and Mr. Lance for the presentation and reviewed the schedule for the next day, which would include a working breakfast in executive session, as well as sessions on the rodeo team, endowed chairs, construction contracts and capital facilities, enrollment, the Award of Merit and the business meeting. Vice President Chris Boswell briefed the Board on the evening's dinner with the Joint Judiciary Committee.

AGENDA ITEM TITLE: **Community College Collaboration/Course Transfer  
Update/Enrollment Update**, Axelson/Hagy/Noel

CHECK THE APPROPRIATE BOX(ES):

- ☒ Work Session  
☐ Education Session  
☐ Information Item  
☐ Other Specify:
- 

MINUTES OF THE MEETING:

Vice President for Student Affairs Sara Axelson, Interim Associate Vice President for Undergraduate Education Alyson Hagy, and Director of Transfer Relations Patrice Noel led the discussion regarding this topic. They provided updates on progress in the efforts of community college collaboration, course transfers, and enrollment [see attachment D].

Interim Associate Vice President Hagy noted that almost all of the programs required 120 credit hours, but there were some programs that required more credits. They were working to get this changed. The group then discussed the two-plus-two plan and what that looked like at community colleges and the University. Interim Associate Vice President Hagy briefed the Board on the Articulation Summit and relationships being built with UW's community college partners.

Director Noel discussed the degree evaluation software that would greatly assist students with determining the classes they needed for a given degree program. Associate Vice President Hagy noted that there were challenges in getting all community colleges on board and helping faculty understand how this worked.

Wyoming Community College Commission Executive Director Jim Rose commented that the work being done was a positive step in the right direction. He added that the current ratio of students to counselors in high schools was 400 to 1. Mary Kay Hill, Education Policy Advisor to the Governor, commented that she would love to have UW, community colleges, and high schools come together with an initiative.

AGENDA ITEM TITLE: **Topics**

- Tuition Policy, Miller
- UW Response Regarding Non-resident Tuition, Axelson
- UW Rodeo Team, Boswell

CHECK THE APPROPRIATE BOX(ES):

- ☒ Work Session  
☐ Education Session  
☐ Information Item  
☐ Other Specify:
- 

MINUTES OF THE MEETING:

**Tuition Policy – Miller**

Vice President and General Counsel Miller provided some background on tuition policy discussions by the Board from previous years and what tuition should be for the coming school years. The Board needed to discuss a policy to consider in response to the dialogue with the legislature

Vice President Miller noted that given the background information, the Hathaway Scholarship was an area to consider. He explained how the Hathaway had affected student numbers. He then briefly discussed mandatory fees and the total cost of attendance. Vice President Miller commented that as salaries and benefits increased, the institution needed to consider those serving in those programs. Vice President Millers said that there would be continued dialogue on mandatory fees and keeping staff salaries competitive.

Vice President Miller stated that by regulation, the Board established tuition. He noted that the Board had to vote and make a decision by the March Board meeting. Vice President Miller referenced the handout (see attachment E). He then discussed the approach on tuition taken by the Board each year and noted that every year it appeared to have mixed dialogue. Unpredictable tuition increases made it difficult for long-term planning for this institution. This then impacted the dialogues with policy makers.

Vice President Miller noted that the amount of money being discussed was very small, and the Board would receive a lot of criticism and frustration on this topic. Community colleges had a very predictable dialogue on this topic, and there had not been a significant debate on this topic in those schools.

Vice President Miller commented that there was an expectation among policy makers that the Board would move toward a policy on tuition. They wanted to know how the Board planned to approach tuition. He recommended that the Board begin to discuss the process and stated that the administration would provide information to the Board regarding percentages and amounts.



Trustee Davis recommended that the Board not wait to have these discussions, but rather begin with a committee discussing a proposal to consider. He added that it would be easier for the Board to have solid recommendations on a policy.

Trustee True requested information on the policies of other institutions that were similar to UW, such as other land grant institutions that were supported modestly throughout other states. He stated that he was not looking for guidelines to be bound by, but rather he was looking for some examples.

Trustee Bostrom noted that he would be interested in serving on this committee.

#### **UW Response Regarding Non-resident Tuition – Axelson**

Vice President for Student Affairs Sara Axelson discussed the legislative footnotes and noted that a group from her division spent the summer looking into those questions [see attachment F]. After a thorough analysis of what was being done in surrounding states and institutions, they believed that discounting tuition for non-resident students would increase the number of high-end students, which would lead to gaining more net tuition revenue. The overall expectations would be to attract high performing students.

Vice President Axelson noted that she and her group would come back to the Board in November to provide a more in-depth analysis of discounts and their potential results. She noted that new tuition revenue would not be significant, but it would attract students and increase overall enrollment.

#### **Rodeo Team – Boswell**

Vice President for Governmental and Community Affairs Chris Boswell discussed the interest of the legislature in the potential of the rodeo team being moved from the College of Agriculture to the Athletic Department, as well as providing \$20,000 in scholarships. The language in the budget footnote did not say where the report would go, but it was likely to go to the Joint Appropriations and Agriculture Committees. Vice President Boswell noted that the recommendation was that the program and funding support should stay within the College of Agriculture based on the issues of NCAA oversight, Title IX, gender equity, etc. He noted that the Athletic Department and the College of Agriculture looked at larger four-year rodeo programs, and there were none housed in athletic departments.

Vice President Boswell commented on former legislator Sue Wallace's interest in this topic, as well as Glen Moniz and Senator Christensen's interest in the topic, noting that there was a lot of emotion associated with the issue. He believed the report would recommend that the sport stay within the College of Agriculture.

AGENDA ITEM TITLE: **Trustee Legislative Initiatives and Assignments Updates**, Palmerlee

CHECK THE APPROPRIATE BOX(ES):

- ☒ Work Session  
☐ Education Session  
☐ Information Item  
☐ Other Specify:
- 

MINUTES OF THE MEETING:

Trustee President Dave Palmerlee noted that he had communicated with the top leaderships of both the Wyoming House and Senate. He would form a committee that would ensure initiatives continue to move on and build relationships with the legislature. He noted that those involved in conversations would include Legislators Tony Ross, Phil Nicholas, Eli Bebout, Kermit Brown, Rosie Berger, Tim Stubson, Chris Rothfuss, and Mary Throne. He stated that he had communicated with all, and they had agreed to participate.

Trustee President Palmerlee stated that he would form a small group of trustees to work with the legislators identified and schedule an initial organizational meeting in late October, before the November meeting.

Trustee Lauer offered himself to be considered as a member of the committee being discussed, as he believed he could be very helpful and his location was close to many of the legislators named.

Trustee President Palmerlee thanked Trustee Lauer for his request to be considered.

AGENDA ITEM TITLE: **Trustee Board Travel Policy**, Miller

CHECK THE APPROPRIATE BOX(ES):

- ☒ Work Session  
☐ Education Session  
☐ Information Item  
☐ Other Specify:
- 

MINUTES OF THE MEETING:

Vice President and General Counsel Rick Miller stated that there were various events that trustees were asked and expected to attend. There were also events, in which it was appropriate for the trustees' spouses to attend. He discussed the current process and recommendations for handling travel requests in the future.

Vice President Miller stated that there were several events, including homecoming, the December commencement, and other scheduled fall events, in which the UW plane would be offered to the trustees and/or their spouses. Vice President Miller then discussed the various events where the Board president or a representative had been invited to attend and stated that the decision of who would attend was made by the Board president. When there were requests from individual trustees to attend events, the trustees had to contact the Board president, who would then consider the request and communicate with the Office of the President staff to coordinate the necessary arrangements.

Vice President Miller noted that, similar to the fall, another set of dates would be identified in the spring, and the plane would be offered to the trustees for attending those activities.

Trustee True asked for clarification regarding the process, and Trustee President Palmerlee asked that requests be sent to Deputy Secretary of the Board of Trustees Shannon Sanchez in the Office of the President, as she would compile, summarize, and forward them to Trustee President Palmerlee for review and authorization. He then gave examples of requests, such as a legislative meeting, as compared to flights for attending sporting events. He added that he was making an effort to involve Board members in more activities and that he would offer the plane to accommodate travel when he was able.

AGENDA ITEM TITLE: **Endowed Chairs Initiative of the Board,**  
Palmerlee/McGinity/Jones/Blalock

CHECK THE APPROPRIATE BOX(ES):

- ☒ Work Session  
☐ Education Session  
☐ Information Item  
☐ Other Specify:
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MINUTES OF THE MEETING:

Vice President for Academic Affairs David Jones began his presentation by sharing a handout summarizing how UW could approach increasing the number of endowed chairs at the University. Vice President Jones stated that it was a brief summary, not a detailed one, and that the numbers currently used might be outdated. He mentioned that the Foundation might have the most updated information. He noted that he divided the positions by funding source and stated that there were only one to two endowed chairs that were fully funded by a single endowment. Most endowed positions were supplemented by other resources, such as the Wyoming Excellence Funds. Jones estimated that there were 52 endowed chairs on campus.

Vice President Jones referred the Board to the back of the handout [see attachment G], which outlined the costs of an endowed chair. The number of endowed chairs had not been determined, but there was interest on the part of Trustee President Palmerlee to increase the number of endowed chairs on campus to retain excellent faculty and recruit top people to UW. Retention of faculty had been an issue that UW was currently grappling with. He then noted that there had recently been five retention cases of faculty at UW. Vice President Jones noted that he worked with Vice President for Research and Economic Development Bill Gern to get bridge funding to help keep these faculty on campus. He also noted that Academic Affairs was not in a position to provide that funding. One way to consider endowed chairs was to have specific named chairs or professorships. Chairs should establish a track record of funding and serve as mentors for junior faculty to help them get funding. Teaching and research should also be expected. This initiative could be pursued in multiple ways. Another way the University could pursue this was by having an endowment that was targeted at retaining faculty, so if faculty needed a supplement to their salary, UW could fund this and relieve the pressure placed on the Office of Research and Development for bridge funding.

UW President Dick McGinity mentioned that the date on the handout was 2009 and stated that the amounts listed might have been out of date. He then noted that times had changed, and UW needed to think ambitiously about what it could accomplish. The structure of the endowed chairs might also be obsolete. UW President McGinity noted that there were categories of positions that might be considered in terms of endowments. Perhaps, the highest level might be a fully endowed position, with a very specific purpose. As an alternative, he said they might have to pursue an endowment focused on the retention of faculty that the Offices of Academic Affairs and the

President could use as appropriate. He noted that UW should think of categories it wanted to endow.

Trustee Davis noted that it might cost more money than noted to fund an endowed chair. Vice President Jones responded by agreeing that the numbers were probably obsolete. He also responded to UW President McGinity and noted that UW could make this whatever it wanted. He stated that the first step was to talk to the colleges and help determine their needs. Trustee Davis said that perhaps there needed to be a focus on teaching and good teachers.

Trustee True also questioned the numbers provided, and Vice President Jones responded by saying \$1.5 million was the minimum required to partially fund an endowed chair, and \$3 million was required to fully fund an endowed chair.

Trustee MacPherson asked what criteria was used to qualify someone in an endowed position. He noted that he would be concerned if people were going to donate money to a slush fund to supplement salaries. Trustee MacPherson noted he did not mind asking the legislature for a slush fund, but he thought donors would want criteria before donating the large sums required.

Trustee President Palmerlee noted that Vice President for Institutional Advancement Ben Blalock was an important part of this discussion, but he was at a Y Cross Ranch meeting at the time. Trustee President Palmerlee asked the administration to come back with reports, more definitions of endowed chairs, and a plan. He stated that he hoped the Board could have a resolution by the November Board meeting.

Trustee Davis referenced the materials on the table for the Haub School of Environment and Natural Resources and noted that Indy Burke was an excellence fundraiser and had spent a lot of time on this subject. He stated that this kind of approach should be used across campus.

**AGENDA ITEM TITLE: Construction Contracts and Updates**

- Housing Consultant - Residence Hall Plan, Miller/Blake
- Naming of the Education Annex, Mai
- Lewis Street Infrastructure Agreement Update, Massie
- Planning Consultant for Rochelle Athletic Center Addition Level I, Miller

**CHECK THE APPROPRIATE BOX(ES):**

- ☒ Work Session  
☐ Education Session  
☐ Information Item  
☐ Other                      Specify: Committee of the Whole (Consent Agenda)
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**MINUTES OF THE MEETING:**

**Housing Consultant – Residence Hall Plan – Miller/Blake**

Vice President and General Counsel Rick Miller and Facilities Planning Director Larry Blake discussed the long-term vision for the residence halls.

The presenters began by explaining that the Department of Residence Life & Dining Services (RLDS) manages seven residence halls: White, Downey, McIntyre, Orr, Crane, Hill and the Honors House. The halls house approximately 2,100 residents, but they had a capacity of 2,591 spaces, and the total principal and interest payable over the lifetime of the debt was approximately \$28.3 million. In September 2013, the demand for student housing was 1,922 spaces. The Washakie Center, which houses the RLDS administrative offices, bakery, meeting rooms, tutoring space, computer lab, food storage, and receiving dock was adjacent to the residence halls. The department also manages the Crane/Hill Dining Center that serves as the catering kitchen, a meeting location, and the office for Vending Services. All first year students are required to live on campus, as well as to maintain a board plan. RLDS also provides a very active summer conference housing program annually in June and July. In addition, the Department manages four apartment complexes with approximately 656 units in one, two, three, and four-bedroom configurations.

Phase I of the master planning would include student housing visioning sessions, lifestyle market analysis, student housing market analyses, and renovation/new construction analyses. The consultants would review current campus enrollment by academic class level, develop demographic profiles (age, marital status, gender, class standings, etc.) of students currently enrolled to determine the characteristics of the student population, review UW enrollment forecasts for the next 20 years, conduct focus groups of students living on and off campus, and prepare and administer a web-based survey of UW students—including entering, continuing, and transfer students. By March 2015, the consultants would prepare several alternative housing schemes for review by the planning team and UW Administration, who would choose one scheme for further development in Phase II of the study.

The Phase II development of the preferred scheme would include a site plan showing the proposed layout of new and existing housing and dining facilities, pedestrian and vehicular circulation, and

landscaping. Conceptual floor plans of proposed new and renovated student housing would be prepared. In support of the preferred concept, the consultants would develop financial analyses including construction cost estimates. The detail of the consultants' report would be sufficient so that UW could prepare a budget request to the Governor and legislature for funding for a full Level II study for capital projects. Preliminary information had to be provided by July 1, 2015, with a final report due by September 1, 2015. The projected cost for the master plan for student housing was between \$250,000 and \$325,000. The proposed funding source for the study was Bison Run Village ground lease funds.

The Request for Qualifications for professional consultant services was publicly advertised in April 2014, with qualification responses received by May 6, 2014. Nine statements of qualifications were received from firms. Four respondents were invited to respond to a Request for Proposals. In addition, the Request for Proposals was publicly advertised in July and August 2014, with proposals received by August 19, 2014. Proposals were received from five firms, and interviews were conducted with four firms on September 4, 2015. The recommended ranking of the firms by the Master Plan for Student Housing planning team and the Facilities Planning Office was as follows:

1. Mahlum Architects, Portland, OR
2. Brailsford & Dunlavey, Washington, DC
3. Hanbury Evans Wright Vlattas & Company, Norfolk, VA

It was recommended that the Board authorize the administration to contract with the first-ranked student housing consulting firm, Mahlum Architects of Portland, Oregon. If favorable negotiations could not be completed with the first-ranked firm, negotiations would be opened with the second-ranked firm until a contractual agreement could be successfully completed.

#### **Naming of the Education Annex – Mai**

Vice President for Administration Bill Mai presented on the naming of the Education Annex. He stated that recent significant renovations to the Education Annex, capped by the dedication of the Sullivan Family Student Center in January 2011 and the Literacy Research Center and Clinic and Annex Canopy and Connection in March 2014 had brought renewed attention to the building. The study space, classrooms, and literacy functions that those renovations housed had raised the visibility of the building to the remainder of the campus, both figuratively and literally.

He explained that in the past, the Education Annex had been perceived as an extension of the education building and had not been provided with a separate identity and defining name, often resulting in confusion about purpose and location. The College of Education sought to provide an appropriate identity and an increased visibility to the Education Annex by proposing its naming as the "Education Classroom and Literacy Center."

It was recommended that the Board of Trustees authorize the naming of the Education Annex as the "Education Classroom and Literacy Center."

### **Lewis Street Infrastructure Agreement Update – Massie**

Director of Governmental Affairs Mike Massie presented to the Board about UW's plans and relationship with the City of Laramie concerning the construction on and vacation of Lewis Street. Massie shared that UW's long-range plan included expanding the campus one block north to Flint Street between 9<sup>th</sup> and 15<sup>th</sup> Streets, and turning Lewis Street into an area accessible only by pedestrians, shuttles, and emergency vehicles. This would increase student safety, since potentially as many as 900 students per day could be crossing Lewis Street. UW planned to put a series of academic buildings on Lewis Street. Director Massie shared documents showing the properties on Lewis Street that UW currently owned and stated that UW would only acquire property as owners were willing.

Director Massie noted that these long-term plans were developed in 2010, and the legislature was aware of these plans when they funded the Enzi STEM building in 2011. Due to these plans, the legislature attached two conditions to the Enzi STEM funding. The first condition was that UW would have to work with property owners to purchase their property and the sellers had to be willing. In reality, this was an ongoing process, as UW did not yet own all of the property on Lewis Street. UW administrators had made offers to people along Lewis Street, and many of the owners had come forward to sell their property. The second condition of the funds granted by the legislature was aimed at the City of Laramie. The legislature wanted the City of Laramie to vacate Lewis Street if UW was to put major academic facilities across the street. This requirement led to a substantial amount of discussion with the City of Laramie. In 2012, UW and the City of Laramie reached an agreement on two matters. The City of Laramie would vacate Lewis Street between 9<sup>th</sup> and 15<sup>th</sup> Streets to UW without compensation. In exchange, the City of Laramie asked UW to enter into an extensive planning discussion about the city's infrastructure and the traffic flow over the next 10 to 15 years. In essence, the city did not want to have to react to every UW project and expansion. Rather, they wanted to understand UW's long range development goals. He then noted that the City of Laramie wanted to ensure that its infrastructure would not be adversely affected by the University's growth. UW agreed to carry out this request in three years, and the proposed agreement was in the handouts. The Board of Trustees' approval was the first step in the process, and if approved, the document would be reviewed by the City Council in the coming week.

Director Massie continued by reviewing some of the details within the agreement. He noted that the agreement was the result of two and a half years of work and had gone through legal review by the attorneys from both the Office of General Counsel and the City of Laramie. Both sets of attorneys had approved the agreement. An important provision in the agreement related to the side streets between Lewis Street and Flint Street, between 9<sup>th</sup> and 15<sup>th</sup> Streets, and the alleys. This provision contemplated UW asking the city to vacate alleys and side streets without compensation. However, Director Massie noted that the city did not like to give away property without compensation, as the property and infrastructure on the property did have value. Therefore, in exchange, UW was going to assist the City of Laramie as they moved and upgraded their water lines. This was a key part of the agreement. UW would give \$1.6 million of assistance, and in exchange, the City of Laramie would vacate areas when UW asked.

Director Massie noted that this Memorandum of Understanding between UW and the City of Laramie would last for ten years, with terms that the agreement could be extended. The agreement



also noted that utility lines underground would be owned by the land owners. Therefore, if UW owned the land, it would also own the utility lines. UW would also help the city move a main water line under Lewis Street, two blocks north, which would be a joint expenditure. Director Massie then asked if the Board had questions.

Trustee Fear asked for clarification on where the water lines would be moved to, as well as what would happen if UW wanted to expand beyond the proposed plan and if the water line would be needed to be moved again. Director Massie responded by stating that the acknowledgement between UW and the city was that it would not extend beyond Bradley Street.

Trustee Willson inquired about the water problem occurring at the anthropology building on Lewis Street. Director Massie noted that they had solved the problem, but deferred to Associate Vice President for Operations Mark Collins for further details. Associate Vice President Collins noted that one of the improvements that Director Massie described was the replacement of the old water line that runs through the cemetery and down Lewis Street. After replacing that line, there had not been the same collection of water along the corridor. Trustee Willson asked if the problem was fully resolved or if there was still some leaking. Associate Vice President Collins said the problem had not been fully resolved and that there was still some water, but it was much less water, and UW was pursuing further analysis of the problem. He noted that UW was facing a difficult hydrological issue as the aquifer moved when and where it wanted to. Trustee Willson noted that if UW was going to expand into this area, it needed to make sure it would not have water issues with other buildings. He also stated that he would like to hear more on this issue at a later date.

Director Massie commented that two aspects of this agreement had already started moving forward, as the steam line from the power plant to Lewis Street was being installed, and UW was replacing the old city water line next to the steam line on Lewis and under the cemetery. The other aspect of the agreement that was moving forward was a license application for the vacation of Lewis Street from 9<sup>th</sup> to 11<sup>th</sup> Street. The City of Laramie had read through this section and was waiting on trustee approval. The vacation did not extend to 12<sup>th</sup> Street, as there was still one piece of privately owned property. The agreement also stipulated how the vacations would be handled. One area that still needed addressing was the traffic plan. The Memorandum of Agreement stated that UW would agree to the city's traffic plan. This likely meant that the traffic light on 9<sup>th</sup> and Lewis Streets would be removed and replaced with a pedestrian light. UW would also work with the city to revise the shuttle lines. Director Massie stated that there would not be any surprises in the traffic plan. On a final note, Director Massie added that if the Board and the City Council approved the plan, it would be a substantial move forward in the relationship with the City of Laramie, which would continue the positive momentum that was already occurring. He noted that several years prior, the relationship between UW and the city was one that was only due to crisis and contained no forward thinking. Former President Tom Buchanan initiated a forward thinking relationship, but it had its limitations. Approving this agreement would move the relationship forward.

Trustee Mead thanked Director Massie for the explanation and noted that UW had asked the city to vacate between 9<sup>th</sup> and 11<sup>th</sup> Streets, which would presumably happen. However, he asked what

would happen if UW could not willingly acquire the remainder of the privately held properties on Lewis Street, such as the one hold preventing the city from vacating to 12<sup>th</sup> Street.

Director Massie acknowledged that this was one of the most pressing issues that UW and the city were dealing with. He noted that there was some thought that the private property owner could gain ownership of the property into Lewis Street, but this needed legal review. He also noted that the city did not want UW to vacate in a piecemeal manner. However, there was also a provision that if a private owner refused to sell, the city could vacate up to that property. The city asked for this provision so that it would not have constant scrutiny at public meetings. Director Massie noted that it would also be a good time to move the water line to help the City of Laramie.

Staff Senate Chair Rachel Stevens asked if Flint Street would become the through street now that Lewis would be closed. She stated that she was also curious about access to the lab school.

Director Massie responded by stating the city, based on the traffic study, would not move the stoplight at 9<sup>th</sup> and Lewis Streets, but would more than likely simply remove it. Once Lewis Street was vacated, the city would not be putting up any more traffic lights. The city would likely put up some stop signs to calm traffic on Flint and Bradley Streets instead. Access to the lab school was one question that the City of Laramie had asked their traffic consultants to address.

Staff Senate Chari Stevens followed up by asking if there would be any controlled crosswalks in the traffic plan.

Director Massie deferred to Associate Vice President Collins, who stated that there were not any specific details about crosswalks in these zones. Anytime a crosswalk was inserted, it had to be approved through the city process. Associate Vice President Collins pointed out that there would be a very different dynamic to Lewis Street once the Enzi STEM Facility opened, and UW would adjust accordingly. Transit services would also be important because there would be no additional parking in the area. Associate Vice President Collins noted that there were a lot of different pieces involved in this plan, including a zone for emergency and utility vehicles.

Interim Director of Facilities Planning Larry Blake noted that the Enzi STEM Facility would see between 900 and 1,000 student crossings daily, so the current plan proposed narrowing the entrance so only emergency and transit vehicles could enter, as well as creating islands to prevent further traffic.

Trustee President Palmerlee thanked Interim Director Blake and Director Massie for their presentations.

### **Planning Consultant for the Rochelle Athletic Center Addition Level I – Miller**

Vice President and General Counsel Rick Miller began his presentation on the Rochelle Athletic Center by noting that this topic would be covered in its entirety at another meeting.

Interim Director Blake stated that UW had hired one of the highest ranked architectural firms to create a design plan. He noted that this firm had created athletic master plans and worked on the Indoor Practice Facility and the Rochelle Athletics Center. The firm would bring national expertise. If the process was funded in the future, UW would go through a separate selection for an architectural engineer.

AGENDA ITEM TITLE: **Capital Facilities Plans and Projects (Short and Intermediate term),**  
Mai

CHECK THE APPROPRIATE BOX(ES):

- ☒ Work Session  
☐ Education Session  
☐ Information Item  
☐ Other Specify:
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MINUTES OF THE MEETING:

Vice President and General Counsel Rick Miller began the session by explaining that the document presented to the Board [see materials inserted below] was not a facilities plan, but rather it was a tool to be used for discussion. Vice President Miller noted that there were major projects underway on campus, and this session was only meant to be an update. He stated that since Athletic Director Tom Burman and Vice President for Administration Bill Mai were unable to attend, he was only giving the Board a broad outline and was not asking for any action on the part of the Board.

The first update Vice President Miller gave was on Phase I of the engineering building. He referred to a previous presentation given by Project Manager Krista Laursen and noted that there had been discussions on donor interests and matching funds. The coming week, the Engineering Task Force would meet to further discuss this topic. The task force would also discuss what they should recommend to the legislature, which might include donor and matching funds. Currently, the budget was at \$110 million, but the proposed design engineering was looking at a budget of \$172 million.

Vice President Miller continued the updates with the High Bay Research Facility plans. He noted that the costs of the High Bay Research Facility had come in higher than predicted due to a recent spike in construction costs and a more robust analysis of the design and electrical needs of the facility. Policy makers wanted to be sure that the High Bay Research Facility matched the rest of the campus architecture, despite the industrial flavor of the High Bay Research Facility.

Vice President Miller explained that this task force would also make a recommendation of science facilities for the Tier I Science Initiative, which could be costly. He noted that if the Department of Molecular Biology vacated space in the animal science building, then this space would be available for other programs.

Vice President Miller next reviewed the residence hall plan. The design and plan of the residence halls would be costly. He also discussed the law school facilities and stated that in the recent law school accreditation report, mention was made of a lack of space for clinical facilities. Vice President Miller also reviewed the expected \$4 million in costs for renovating classrooms.

The next topic Vice President Miller covered was the plan for a new or renovated competition pool. This topic was not presented to the Board in July, as costs increased due to the construction spike and utility needs. There was also discussion of creating a stand-alone facility for swimming. It would be more expensive, but not much more expensive. If there was a stand-alone pool facility, then Corbett would be available to address the space needed by the WWAMI and kinesiology programs. Vice President for Institutional Advancement Ben Blalock, Athletic Director Tom Burman, and Head Football Coach Craig Bohl did have a conversation with the Governor about the excellence of athletics programs. The group discussed food and training needs and the desire to have first-class facilities, similar to the Boise State University facilities. Governor Mead expressed interest in this, and there was also the potential for substantial private fundraising. This led to a discussion on creating a high altitude training center for Olympic athletes and other universities to train at. The renovation of the Corbett Pool or creating a stand-alone pool could be part of this. Vice President Miller stated that there was a cost for the renovation of Corbett, a cost for a separate pool, and a cost for the expansion of the Rochelle Athletic Center. All of these projects were happening in different ways and at different times, and the question was where UW was going to build a pool, not "here is money to choose how you want to spend it."

UW President McGinity followed up on Vice President Miller's comments by noting that UW was a land grant university, and as such, the educational, research, economic development, and extracurricular needs and wants should drive UW's thinking and planning. UW's needs should drive programs in the areas it pursues, and consequently those programs should drive UW's facilities requirements. He noted that the facilities' needs were driven by program needs, and that drove operating costs and planning.

Vice President Blalock agreed with UW President McGinity and stated that the enthusiasm and support for these projects was almost endless as long as UW could present a clear vision of what it wanted to accomplish. The state matching funds and the private donors were in Wyoming, and Wyoming was in a unique situation because it could bring support from a variety of sources. Donors realized that if they invested in UW's vision, which was backed by the president, Governor, legislators, and the trustees, there would be opportunities for investment. Vice President Blalock noted that he had the greatest confidence that if the trustees, in conjunction with the president, were able to guide UW to a plan, the private donors would align with these opportunities.

Trustee True asked what the costs would be to make it a useable facility for WWAMI if a stand-alone pool was built and f Corbett was used by WWAMI. Vice President Miller responded that it would cost money to renovate Corbett, but there was going to be money spent on WWAMI facilities in some capacity anyway.

Trustee Mead noted that he would support these proposed changes but that he was worried that over time UW would build beyond its capacity to maintain the buildings. He sensed that it was easy to get money from the legislature and donors to build and renovate, but it was harder to find funding for maintenance and custodial staff. There was enthusiasm for building, but UW needed to address the maintenance issue. Vice President Miller responded by noting they were working on this issue through the supplemental budget. He affirmed Trustee Mead's concerns and stated

that Vice President Mai would also agree with him. If UW continued to expand, it would not be able to keep a static maintenance budget, and the legislature would have to be involved in this discussion. Trustee President Palmerlee noted that he had discussed this issue with a number of legislators, and UW was moving towards a regularized maintenance fund. UW President McGinity agreed with the previous comments. Vice President Blalock noted that funding for maintenance requests were not generally well-received by donors.

UW CAPITAL FACILITIES PROJECTS UNDER CONSIDERATION

For Discussion Only

09/10/14

Project	Explanation - status
Tier I – Engineering Building	<ul style="list-style-type: none"> <li>- The current \$110M budget will provide for the construction of a new facility north of Lewis Street.</li> <li>- UW's supplemental budget request for 2015 requests release of the balance of funds.</li> <li>- The Task Force has requested an overview of additional facilities components to achieve Tier I objectives.</li> <li>- These additional components would necessarily be built over time in phases if determined to be desirable/feasible.</li> <li>- There is some interest in developing an approach for the second component of this effort that would include private fundraising and matching funds.</li> </ul>
High Bay facility	<ul style="list-style-type: none"> <li>- Recent increases in construction costs and more detailed design have increased the total project cost.</li> <li>- There is concern that further reductions in the scope of the facility will substantially impair its effectiveness.</li> <li>- A structures lab is needed for the Engineering Tier I initiative. Such a lab is industrial in design and would be better placed as an expansion to High Bay.</li> <li>- The High Bay facility's exterior needs to reflect the traditional UW campus architecture and not an industrial look.</li> <li>- Discussions are underway with policymakers regarding alternative ways to address these issues.</li> </ul>

Science initiative	<ul style="list-style-type: none"> <li>- The Task Force will report to the Governor in November. The report could include both programmatic and facilities funding.</li> </ul>
Animal Science Building	<ul style="list-style-type: none"> <li>- There has been a long-standing concern about facilities in the Animal Science Bldg.</li> <li>- The Department of Molecular Biology within the College of Agriculture and Natural Resources is participating in the Science Initiative.</li> </ul>
Residence Halls	<ul style="list-style-type: none"> <li>- UW proposes to retain a firm to assist with the conceptual planning. The focus will be on modern housing for traditional aged freshmen.</li> <li>- Legislation requires UW to report to the legislature in late 2015.</li> <li>- UW will likely bring this project up in some fashion in its biennial budget submission in the summer of 2015.</li> </ul>
Law school	<ul style="list-style-type: none"> <li>- The accreditation report noted some facilities needs that require attention, e.g. facilities for clinical programs.</li> <li>- There will soon be an effort to quantify what those needs are and develop an approach to address them.</li> </ul>
Classroom renovations	<ul style="list-style-type: none"> <li>- The 2014 budget bill included \$4 million for continued classroom renovations.</li> <li>- It is likely that the proposed biennial budget request developed in the summer of 2015 will include funding for continuation of that effort.</li> </ul>



<p>Athletics/High Altitude training center/Health Science facilities</p>	<p>Background – this is the convergence of several facilities discussions.</p> <ul style="list-style-type: none"><li>- A competition quality pool for Intercollegiate Athletics</li><li>- Need for additional WWAMI space</li><li>- Deregulation of athletics/High altitude training center</li><li>- Pharmacy facilities needs</li><li>- At UW's request, the state appropriated funds for design of a competition level pool to replace the Corbett pool facility.</li><li>- In the normal course of events, with the design completed, construction funding would be requested. However, there have been recent substantial increases in construction costs and there are utilities buried near the Corbett facility that will be extremely expensive to address.</li><li>- Legislators supportive of the pool have urged consideration of a stand-alone pool facility.</li><li>- The Corbett building could be renovated to meet the needs of the WWAMI program due to the expansion of instruction that will occur on the Laramie campus and also modernize facilities for Kinesiology which are currently housed there.</li><li>- Moving the WWAMI facilities there would free space in the College of Health Sciences to be renovated to meet needs there.</li><li>- Finally, with NCAA deregulation, to remain competitive, an expansion of Rochelle Athletics Center is envisioned. It would have capacity as a High Altitude Training Center and the new pool facility would be included in that undertaking. Policymakers have expressed interest in this concept and there are significant opportunities for private fundraising to fund a portion of the construction costs.</li></ul>
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**Friday, September 12, 2014**

**Business Meeting**

Coe Library, room 506

Trustee President Palmerlee called the meeting to order at 1:00 p.m.

**Roll Call**

Deputy Secretary for the Board of Trustees Shannon Sanchez took roll.

Trustees Present: Trustees Dave Bostrom, Dick Davis, Betty Fear, John MacPherson, Jeff Marsh, Brad Mead, Dave Palmerlee, Dave True, and Howard Willson (via conference phone). Ex-officio Trustees: UW President Dick McGinity, ASUW President Ahmed Balogun and Wyoming Community College Commission Director Jim Rose were in attendance. Ex-officio Trustee Governor Matt Mead was not in attendance; Mary Kay Hill, Education Policy Advisor to the Governor, attended on his behalf. Trustees Larry Gubbels, Warren Lauer and Wava Tully were not in attendance. Ex-officio Trustee State Superintendent for Public Instruction Cindy Hill was not in attendance.

**Approval of Board of Trustees' Meeting Minutes**

May 7-9, 2014

July 15-17, 2014 (Retreat)

**Approval of Executive Session Meeting Minutes**

May 7-9, 2014

June 16, 2014 (Special Meeting)

July 15-17, 2014 (Retreat)

**Approval of Special Meeting Minutes (Conference Call)**

June 16, 2014

August 4, 2014

Trustee Mead moved to approve all sets of minutes as presented; Trustee Bostrom seconded the motion, which passed unanimously.

**Reports**

*ASUW*

ASUW President Ahmed Balogun discussed ASUW's recent activities, including orientation completed over the summer, the student memorial project, and the issue related to the Pledge of Allegiance.

*Staff Senate*

Staff Senate Chair Rachel Stevens discussed a number of issues that Staff Senate intended to address in the coming months, including staffing needs on campus, specifically in the Physical Plant, and the challenges of taking care of the facilities on campus, salary increases based on

performance evaluations, staff PDQs, standardized training in evaluations, exit interviews, University staff and state staff salaries, disputes handled in the work place, the concealed carry issue, and the holiday food drive [see attachment G].

#### *Faculty Senate*

Faculty Senate Chair Ed Janak commented that the Faculty Senate was looking forward to a productive and exciting year. He stated that they would start working with ASUW and Staff Senate on various initiatives. The message from the Faculty Senate to the administration was to keep calm and share some governance. Faculty Senate Chair Janak then provided an update on initiatives they had been working on, including senate standing committees, partnering with Staff Senate and ASUW, compensation increases for faculty and staff, smoking on campus, concealed carry, the potential for reinstatement of the graduate school, and a faculty senate committee reviewing the legislative position on next generation science standards.

#### **Public Testimony**

There was no public testimony.

#### **Committee of the Whole- REGULAR BUSINESS**

##### **Board of Trustees Committee Reports**

##### **A. Academics and Research Committee, Jones/Gern**

There was no report, as there was no meeting.

##### **B. Fiscal and Legal Affairs Committee, Mai – Trustee Davis, Committee Chair**

Trustee Davis reported that the FLAC met on Wednesday afternoon for a couple of hours. He noted that the committee appreciated the longer time they had to meet and would request that schedule for future meetings. Trustee Davis stated that McGee, Hearne and Paiz provided a pre-audit meeting in which they gave a lengthy report. He added that the external auditors would be on campus for the November Board meeting to present the audits.

Trustee Davis then referred the Board to a document which required action, Fee Revision for Change in Scope of the A-133 Audit [inserted at the end of the minutes]. This item was added to the Consent Agenda.

Trustee Davis noted that the FLAC also discussed the internal audit activities including the Family Practice Residency Centers, NCAA Audit and General Counsel Management Change Audit.

##### **C. Student Affairs/Athletics/Administration/Information Technology Committee, Axelson**

There was no report, as there was not meeting.

##### **D. Alumni Board, Lauer**

No report was provided.

**E. Foundation Board, Bostrom/Marsh**

Trustee Marsh discussed the recent investment committee meeting of the Foundation which was held in Denver. He commented on the RFP for their investment advisor, gave an update on the timeline of the Marian H. Rochelle Gateway Center, and discussed the annual audit which included the Foundation and the need for increasing development staff.

**F. Haub School of Environment and Natural Resources Board, Davis**

Trustee Davis referred the Board to materials in their folders. He discussed the increase in enrollment and classes being offered, funding for the school, its growth, and his strong support for being associated with the school as an ex-officio member of their board.

**G. Energy Resource Council (ERC), True**

Trustee True noted that he attended an ERC meeting in late August and found it to be very engaging and enlightening. He provided comments regarding the agenda from the meeting, their budget and how funds were spent, the center of excellence and efforts to relate agreements with each center, and the ERC and their plans for joining the trustees at their meeting in November.

**H. Trustee Award of Merit Ad Hoc Committee, True**

Trustee True requested that the recommended guidelines be adopted by the Board. He noted that the document had been emailed out to the Board at the previous evening [see attachment B]. Trustee True requested the item be added to the Consent Agenda.

**Committee of the Whole- Consent Agenda**

1. Approval of Contracts and Grants – Gern
2. Approval of Personnel – Jones
3. Approval of Revisions to UW Regulations
  - Approval of Changes to UW Regulation 1-3
  - Approval of Changes to UW Regulation 1-102
  - Revisor's Bill" – Approval of Changes to UW Regulations 1-34, 2-1, 2-32, 2-39, 2-178, 2-181, 2-245, 3-33, 3-105, 3-176, 3-177, 3-179, 3-255, 3-641, 3-650, 3-690, 4-1, 4-2, 4-174, 4-175
  - Approval of Changes to UW Regulations 8-238, 6-715 (Faculty Senate Bill 326); 6-404, 6-407, 6-712, 6-714 (Faculty Senate Bill 327); 6-702 (Faculty Senate Bill 328); and 5-1 (Faculty Senate Bill 329)
4. Approval of 2014-2015 UW Board of Trustees Meeting Schedule – Palmerlee
5. Approval of Housing Consultant, Master Plan for Student Housing – Mai
6. Approval of Naming of the Education Annex – Mai
7. Approval of Electrical Easement to Powder River Energy at the Sheridan R&E Center – Mai
8. Lewis Street Infrastructure Agreement Update – Massie
9. ~~Resolution—Constitutional Amendment for Non-resident Trustees, Palmerlee 216~~ (removed by Trustee Willson following discussion during Work Session)
10. Planning Consultant for the Rochelle Athletic Center Addition Level I – Miller

11. Fee Revision for Change in Scope of the A-133 Audit – Lowe (*added by Trustee Davis following FLAC Report - see attachment A*)
12. Trustee Award of Merit Guidelines (*added following discussion during committee report*)

Trustee Mead moved to approve the Consent Agenda as presented; Trustee True seconded. The motion passed with a unanimous vote.

For separate vote:

9. Resolution – Constitutional Amendment for Non-resident Trustees – Palmerlee (*removed by Trustee Willson following discussion during Work Session*)

There was no action taken on this item, as there was no motion to move it forward for vote. Trustee True inquired about this item, to which Palmerlee replied that the Board was not going to address it.

### **New Business**

Trustee Davis inquired about scheduling meetings on football weekends and asked that it be considered on future schedules.

### **Old Business**

There was no old business.

### **Date of Next Meeting**

November 13-14, 2014; Laramie, Wyoming

Trustee President Palmerlee stated that the ERC would be meeting with the Board of Trustees at the November meeting. Topics that would be discussed in November included the following: WGEESIT, the Science Initiative, the Legislative Initiative, the Endowed Chair Initiative, and the College of Education Initiative, as well as regular business and a focus on major areas.

State Superintendent for Public Instruction Cindy Hill inquired about discussion of the strategic plan, and whether it would be presented and/or discussed at the trustees' November meeting. Trustee President Palmerlee noted that UW President McGinity was working on this document and would incorporate initiatives as discussed during this meeting.

### **Adjournment**

The meeting adjourned at 1:30 p.m.

Respectfully submitted,



Shannon Sanchez  
Deputy Secretary, Board of Trustees

University of Wyoming  
Board of Trustees' Report  
September 11-12, 2014  
*As of September 10, 2014*

AGENDA ITEM TITLE: **Fee Revision for Change in Scope of the A-133 Audit,** Lowe

CHECK THE APPROPRIATE BOX(ES):

- ☐ Work Session  
☐ Education Session  
☐ Information Item  
☒ Other

Specify: Committee of the Whole (Consent Agenda)

BACKGROUND AND POLICY CONTEXT OF ISSUE:

McGee, Hearne and Paiz (MH&P), LLP was engaged to perform external audit services for a four-year period beginning with fiscal year 2014. Their fee estimate for the A-133 Compliance Audit was prepared under the assumption that three major (Type A) programs would be audited each year: Research and Development (R&D) Cluster, Student Financial Assistance (SFA) Cluster and Gear-Up.

However, each year MH&P selected the major programs to be audited based upon the preliminary schedule of expenditures of federal awards (SEFA). For the fiscal year ending June 30, 2014, there would be a change in the scope of the audit. In addition to the three programs above, MH&P had identified an additional Type A program with expenditures over \$3,000,000 – the Abandoned Mine Land Reclamation (AMLR) Program. The fee associated with the addition of this program was \$8,100, due to the fact that additional billable hours would be required to research applicable compliance requirements, and to document systems understand internal controls.

Although Gear-Up qualified as a Type A program based on its level of expenditures, this program was audited in FY 2013, and there were no findings. Therefore, it would be assessed as a low-risk Type A program and would not be audited that year. The Gear-Up program would be replaced by the following high-risk Type B program – College Access Challenge Grant Program. There was no additional fee associated with the substitution of this program.

Jim Hearne of MH&P included this proposal in a memorandum dated September 10, 2014 in the pre-audit briefing package, which was presented to the Fiscal and Legal Affairs Committee (FLAC) at their September 10, 2014 meeting. Approval of this fee increase would bring the total cost of the A-133 audit for FY 2014 to \$101,585. The total cost of all five audits would be \$326,250.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

January 2014 – Board authorization to engage MH&P as external auditors for FY 2014 through 2017 and approval of estimated audit fees.

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

Trustee Bylaw Article VII, Section 7-2 set forth the responsibilities of the Fiscal and Legal Affairs committee for recommending the selection and retention of the external audit firm as well as for approval of external auditor's fees.

**ARGUMENTS IN SUPPORT:**

The change in scope was necessary in order to subject the appropriate major programs to audit based upon the preliminary SEFA for the year ending June 30, 2014.

**ACTION REQUIRED AT THIS MEETING:**

Upon recommendation of approval by the Fiscal and Legal Affairs Committee, this item could be placed on the Board of Trustees' September 2014 Consent Agenda.

**PRESIDENT'S RECOMMENDATION:**

The President concurs with the recommended action.



## **BOARD OF TRUSTEES' AWARD OF MERIT**

### **GUIDELINES**

Established in 1984 by the Board of Trustees of the University of Wyoming, the Trustees' Award of Merit recognizes individuals and groups who have rendered meritorious service or made exemplary contributions to the University of Wyoming.

#### Criteria

The Trustees' Award of Merit recognizes contributions and service that demonstrate:

- ◆ Consistent and persistent performance above and beyond the norm and that of one's peers.
- ◆ Distinguished achievement attaining state, regional, or national acclamation.
- ◆ Exceptional classroom or laboratory work furthering the academic mission of the University of Wyoming, again surpassing expectations and the work of one's peers.
- ◆ Dedicated support to students, faculty, staff, or the mission of the University of Wyoming.
- ◆ Successful completion of complex committee work or special assignments.
- ◆ Outstanding service to the University of Wyoming or its constituents through:
  - the exemplary performance of a specific duty or obligation;
  - a superior level of performance over a period of time;
  - effective representation of student, faculty, staff, or alumni; or
  - exceptional contributions to the growth and well-being of the institution.

#### Eligibility

- Those recognized by the Trustees' Award of Merit for their contributions and service to UW may include members of the faculty, staff, student body, alumni, or general public. If the nominee is the recipient of another UW award, it will not eliminate the nominee from consideration, but the Board of Trustees will review for any conflicts.
- The award may be given in recognition of contemporaneous accomplishment or contributions occurring over an extended period or career.
- The Trustees' Award of Merit will not be awarded solely in recognition of past or prospective gifts to the university, but a history of philanthropy will not eliminate the nominee from consideration.
- The Trustees' Award of Merit is generally not awarded posthumously.



Process

- Nominations for the Trustees' Award of Merit may be submitted by any duly appointed vice president or dean of the University of Wyoming. The Office of the President will send an annual reminder of the award and its criteria to the vice presidents and deans.
- Nominations must be made in writing and include a letter identifying the nominee and providing sufficient information upon which a decision can be based; up to three letters of support may accompany the letter of nomination.
- Nominations can be submitted, by means of hard copy, e-mail, or fax, to the President of the University. The President will provide any relevant supplemental information about the nomination when referring it to a designated committee of the UW Board of Trustees.
- All nominations will be forwarded to the designated committee of the UW Board of Trustees for consideration.
- Nominations for the Trustees' Award of Merit will be accepted on a continuous basis and reviewed at regular intervals by the designated committee of the Board of Trustees. There will be no minimum or maximum number of awards given in any calendar year.
- The committee will forward its recommendations regarding nominations to the UW Board of Trustees for final decision at any regularly scheduled meeting of the Board. Announcement of awards will follow as appropriate.

**WWAMI Curriculum Renewal Panel Review and Recommendations**  
**Executive Report**  
**9-3-2014**

Submitted to the Joint Labor, Health, and Social Services Committee

This report is in response to a footnote the Wyoming State Legislature placed on the WWAMI biennial budget during the 2014 session. It reads:

“The University of Wyoming shall conduct a review of the changes in the curriculum for the WWAMI program. The review shall consider: 1. whether the changes favorably or adversely affect the medical education of WWAMI students and 2. shall consider if an appropriate balance is retained among relevant classroom education, practice including rural practice experience and teaching hospital experience. The university shall conduct the review and present it to a review panel of at least seven (7) but not more than fifteen (15) members appointed by the university president. A majority of the review panel shall be physicians in clinical practice in Wyoming. The panel may recommend that the university negotiate changes in the proposed curriculum, may recommend changes at the university to support the new curriculum and may recommend that the university consider affiliating with a different medical school. The review and the recommendations of the review panel shall be submitted to the board of trustees and the Joint Labor, Health and Social Services interim committee on or before a date set by the trustees, which shall not be later than October 1, 2015.

On May 14, 2014, President Richard McGinity appointed the 11 member (7 physicians and 4 health professionals) WWAMI Curriculum Renewal Panel [henceforth referred to as WCRP].

**Panel Members**

Melissa Bartley	Health Policy Advisor, Governor's Office	Cheyenne
Wendy Braund, MD	Wyoming Dept. of Health	Cheyenne
Sheila Bush	Executive Director, Wyoming Medical Society	Cheyenne
Eric Cubin, MD	Radiologist, Casper Medical Imaging	Casper
Wendy Curran	Senior Director, Blue Cross Blue Shield	Cheyenne
Justin Hopkin, MD	Internist, Lander Medical Clinic	Lander
Paul Johnson, MD	ENT, Southeast Wyoming ENT	Cheyenne
Mike Jording, MD	Family Physician, Cedar Hills Family Clinic	Newcastle
Dan Perdue	President, Wyoming Hospital Assoc.	Cheyenne
Diane Noton, MD	Family Physician	Worland
Howard Willson, MD	Family Physician, UW Trustee	Thermopolis

Dr. Justin Hopkin was elected chair and Dr. Mike Jording was elected vice-chair. The panel met 4 times (6/6/2014, 6/26/2014, 7/21/2014, 8/26/2014) and meetings were coordinated by Dr. Timothy Robinson, Director of the WWAMI Medical Education Program. Dr. Robinson, Dr. Joe Steiner (Dean, College of Health Sciences) and Mr. Mike Massie (Director of Governmental Relations) represented the University of Wyoming [henceforth referred to as UW] in these meetings. For readers who are interested in an overview of medical education and a reference point for curriculum renewal, please see the document “An Overview of the Medical Education Process” with accompanying figures.

#### Summary of Findings

1. Do the proposed curriculum changes at the University of Washington School of Medicine [henceforth referred to as UWSOM] favorably or adversely affect the medical education of WWAMI students?

The WCRP finds the proposed curriculum changes to be advantageous to the medical education of Wyoming students in the WWAMI program.

2. Is there an appropriate balance retained among relevant classroom education and medical practice (including rural practice experience and teaching hospital experience)?

The WCRP finds that an appropriate balance is retained among relevant classroom education, rural practice experience and teaching hospital experience.

3. Should UW negotiate changes in the proposed curriculum?

Yes, the WCRP recommends the following changes in the structure of the new curriculum be negotiated with the UWSOM:

- The expansion of Foundations instruction from 12 to 18 months in Laramie should be delayed by two years, until the fall of 2017.
- All Wyoming WWAMI students will be required to spend clerkship rotations in tertiary care centers in Seattle.

4. Should there be changes at the University to support the new curriculum?

The WCRP finds that the current financial and space resources available to the WWAMI program are inadequate and that these resources should be increased. UW, in order to address the need for additional financial resources, proposes to divert existing medical education funds to the operating budget of the WWAMI Medical Education Program. The WCRP recommends that a WWAMI Advisory Council be established.

5. Should the University of Wyoming affiliate with a different medical school?

The WCRP finds no reason to affiliate with a different medical school. Details to follow.

#### Discussion of Findings

1. The WCRP discussed the advantages associated with the proposed new curriculum from the UWSOM. The advantages are the following:
  - 75% of medical schools in the United States are in the process of or have already transitioned to integrated curriculum models such as the new UWSOM curriculum. The proposed curriculum is producing better greater retention of material and better performance of clinical skills [see Carr, Celenza, Puddey, and Lake (BMC Medical Education, 2014)]. This is primarily due to the fact that content, especially in the 18 month foundational period, will integrate foundational science and clinical practice.

- The new curriculum will offer greater clinical exposure. Currently, there is very little in the way of clinical exposure in the foundational period (approximately 48 hours of clinical preceptor experience in the first year). The new curriculum will require nearly 200 hours of a longitudinal clinical experience in the first year (4-fold increase). Greater clinical exposure in medical school is highly correlated with better clinical skill performance.
  - In the new curriculum, students will finish their required third year rotations several months sooner, thus enabling the completion of sub-internships before applying for residency. Sub-internships greatly enhance the competitiveness of a students' residency application.
  - There is a high correlation between the amount of time trained in a region and likelihood of returning to a region for practice [Ballance, Kornegay, and Evans, *The Journal of Rural Health*, (2009)].
2. The WCRP discussed whether there is an appropriate balance retained among relevant classroom education and medical practice (including rural practice experience and teaching hospital experience). The following is a summary of the discussion on this point:

Currently (old curriculum), students spend their second year of medical school in Seattle and 90% of this time is spent learning foundational science in classroom lectures from PhD scientists and MD clinicians. About 10% of the second year instruction focuses upon clinical skills. The second year of medical school is the ONLY required time for students to spend in Seattle.

The new curriculum proposes that all of the first year and half of the second year (6 months) of medical school be spent in the regional sites. This necessarily implies that ALL of the foundational science and clinical skills will be taught regionally. The question that has been raised is that by replacing the second year in Seattle with a majority of the second year in Laramie, will our students have the necessary clinical experience in Seattle to enable them to develop the same level of skills as those who have historically come through the WWAMI program?

In response to this concern, WCRP members offered the following points:

- Whether students are in Laramie or Seattle for the first two years of medical school, the curriculum is the same. In addition, more time in the regional sites (18 months vs. 12 months) will provide more hands-on clinical experience and smaller class sizes for better learning of foundations material. In Seattle, foundational science is generally taught in large lecture halls where there is little, if any opportunity for student/teacher interaction. Additionally, in Seattle, clinical experience during the foundations period offers little 'hands-on' medicine opportunities due to lack of student seniority.
- The greatest value in spending time in Seattle is the exposure to tertiary care centers and opportunities for bench research. Seattle offers unsurpassed opportunities for a diverse range of clinical settings. These clinical settings are better exploited by the more advanced students (i.e., the third and fourth year students) who are doing clerkship rotations in Seattle.
- While the new curriculum provides opportunities for students to do clerkship rotations in tertiary care centers in Seattle and around the WWAMI region, there is currently no

*requirement* for tertiary care rotations. Since there are no level 1 tertiary care centers in Wyoming, the WCRP finds this lack of *required* tertiary care experience to be problematic.

- The new curriculum proposes that students spend time in Seattle at the conclusion of the 18 month Foundation Phase before the start of the Patient Care (Clerkship) Phase [first half of spring term in year 2]. This time is intended to enable students to access research opportunities with faculty at the University of Washington and to take advantage of Board exam preparation resources offered at the UWSOM.
3. The WCRP deliberated on whether the University should negotiate changes in the new curriculum. The WCRP in consultation with the UW WWAMI faculty believe that the new curriculum is advantageous for medical students. However, the WCRP recommends the following changes in the curriculum's structure:
- A. **Negotiate a start date change** - The expansion of Foundational instruction from 12 to 18 months in Laramie is schedule to begin with the entering 2015 class. Not only will new faculty need to be hired to deliver the new curriculum, but also beginning in the fall of 2016 there would be 40 medical students in Laramie. The current WWAMI space does not meet the Liaison Committee on Medical Education (LCME) accreditation standards for delivering medical education to 40 students. The WCRP recommend that the expansion from 12 to 18 months in Laramie be delayed for two years until sufficient financial and space resources are available to host this additional time in Laramie. The following are specific points which led to this recommendation:
- The current space utilized for the WWAMI program was designed for the initial class in 1997 of 10 medical students (ex. classroom, cadaver lab, study space, faculty offices, etc.). With expansion of the WWAMI class over the years to the current cohort size of 20 students, we currently do not meet the Liaison Committee on Medical Education (LCME) accrediting standards for space. It necessarily follows that the UW WWAMI Program will not meet the space accrediting requirements with 40 students. Below is a comparison of space that is designated for each of the WWAMI regional sites:

**Table 1. Space comparisons across sites**

Site	# Students	Space
Wyoming	20	2,864 sq.ft.
Alaska	20	8,527 sq.ft.
Montana	30	10,250 sq.ft.
Idaho	30	43,496 sq.ft.* (proposed building)

- The current WWAMI operational budget did not increase when the WWAMI class was expanded from 16 students to 20 students (expansion occurred in 2010) despite the resulting increased need in the number of preceptors, additional support costs, and an increase in the number of cadavers. The new curriculum will require an increase in the number of teaching physicians in Laramie. The following shows a comparison of financial and teaching resources across the regional WWAMI sites:

**Table 2. Resource comparisons across sites**

	Wyoming	Alaska	Montana	Idaho
# Clinical (FTE)	0.5	3	3	2
Administrators	2	2	2	4
Office support	2	2	2	2
Operating Budget	0.75 million	1.7 million	1 million*	1.4 million
# Students	20	20	30	30

\*Montana operating budget is proposed to double this year

Additional finances will be required for: 1. more clinical faculty and 2. an increased support budget.

Rather than requesting an increase in WWAMI's general fund appropriation to cover these costs, it may be possible for UW to re-purpose some of the existing funding and program revenue to retain these additional faculty and increase the support budget.

- B. Negotiate required tertiary care clerkships** - The WCRP recommends requiring Wyoming WWAMI students do at least two tertiary care clinical rotations during their 3<sup>rd</sup> year of medical school and that at least one of these rotations be done in Seattle. This requirement necessarily implies a negotiation with the UWSOM to change the structure of the new curriculum to accommodate this position.

Dr. Paul Ramsey, Dean and CEO of the UWSOM has responded to the WCRP recommendation with the letter provided in the Appendix.

**4. Should there be changes at the University to support the new curriculum?**

As noted above, the WCRP recommends three changes be implemented by UW: A. Increase financial resources; B. Increase WWAMI physical space and C. Establish a WWAMI Interdisciplinary Advisory Council. Specifically:

**A. Increased financial resources (As proposed by UW and the WWAMI Program)**

- 5 additional part-time non-benefited lines and 2 additional part-time benefited lines in the WWAMI budget. Note the addition of 2.25 FTE of MD clinical faculty will raise WWAMI's current allocation of 0.5 FTE MD clinical to 2.75 FTE MD clinical.
- Increased operational support budget to accommodate additional preceptors, faculty development for clinical and non-clinical instruction (ex. instruction in active-learning, case/problem-based learning, etc.), learning specialist (LCME accreditation requirement), equipment, and travel.
- Much of the additional financial needs begin to be incurred before UW hosts 40 students in Laramie (i.e., expand hosting in Laramie from 12 months to 18 months) due to a four-fold increase in the amount of clinical instruction in the first 12 months of medical school.

- UW officials believe that the required funds can be obtained, with legislative permission, by moving some existing funds into the WWAMI budget. Specifically, WWAMI students in years 2-4 pay tuition to the University of Wyoming. These payments currently flow to the Medical Education Endowment account and are not part of the current WWAMI operating budget. It is hoped that WWAMI can capture a portion of these payments to meet the financial needs for delivering the new curriculum. In other words, there is no anticipated need at this time to ask the Legislature for new dollars. The WCRP supports the approach of not increasing the state allocation and using existing funds to address current needs.

Budget details are as follows:

		\$5 asked for here will carry thru in next biennium years					
	FY 16		FY 17		FY 18		
Entering Classes	E15's AY15/16	Budget prep for next bienn request	E16's AY 16/17		E17's AY 17/18		
							FY 19 FY 20
							E18's AY 18/19 E19's AY 19/20
Operation Support (B2000)	\$ 58,950.00		\$ 58,950.00		\$ 58,950.00		\$ 58,970.00 \$ -
Clinical Skills Instruction (B1000)	\$ 234,030.00		\$ 234,030.00		\$ 234,030.00		\$ 234,030.00 \$ -
Clinical Skills Instruction (B2000)	\$ -		\$ -		\$ -		
Clinical Classroom Instruction (B1000)	\$ 234,030.00		\$ 234,030.00		\$ 234,030.00		\$ 234,030.00 \$ -
Immersion clinical training (B2000)	\$77,790		\$ 77,790.00		\$ 77,790.00		\$ 77,790.00
Clinical Classroom Instruction (B2000)	\$ -		\$ -		\$ -		
Preceptor Costs (B2000)	\$ 50,000.00		\$ 50,000.00		\$ 50,000.00		\$ 100,000.00 \$ -
Add'l Science Instruction (B1000)							\$ 60,000.00 \$ -
Add'l Faculty Support costs (B2000)							\$ 22,000.00 \$ -
Learning Specialist (B1000)							\$ 4,880.00 \$ -
Brenda Cannon	\$ -		\$ -		\$ -		\$ - \$ -
	\$ 654,800.00		\$ 654,800.00		\$ 654,800.00		\$ 791,700.00 \$ -

1st year of 40 students

### B. Increase WWAMI physical space

- Existing WWAMI physical space was designed to meet the LCME accreditation standards for hosting 10 WWAMI students. In order to meet accreditation standards for hosting 40 students, the WWAMI space should be increased four-fold. Failing to increase space will put the Wyoming WWAMI program at risk in terms of accreditation.
- Montana and Idaho have recently expanded from 20 first year students to 30 first year students. Alaska is also considering an expansion in the first year class. Any capital construction planning should allow for possible class expansion to meet Wyoming's workforce needs.
- Discussions at UW have already begun in regards to developing strategies for increasing WWAMI physical space.

C. Establish a WWAMI Interdisciplinary Advisory Council

- As with any major curriculum overhaul, details remain somewhat fluid even as the curriculum is implemented.
- As medical education curriculum in the United State considers other improvements in training models, such as an increased emphasis on inter-disciplinary medical education, there will continue to be a need for examination of those concepts and their application in Wyoming.
- It is critical that the WWAMI program remain engaged with Wyoming's medical community and the medical issues that face the state of Wyoming.
- A WWAMI Interdisciplinary Advisory Council should be established for the purpose of offering ongoing experience and expertise to the WWAMI Medical Education Program. The current members of the WCRP are natural candidates to serve on the newly established Advisory Council, with additional representatives from other professions that comprise the healthcare team in medical practice.

5. Should the University of Wyoming affiliate with a different medical school?

The WCRP finds no reason to affiliate with a different medical school. The following advantages were identified for participating in the WWAMI program:

- Students trained by the top medical school in the U.S. For 20 plus years, University of Washington School of Medicine (UWSOM) has been rated as #1 in *U.S. News and World Report* in primary care, family medicine, and rural medicine training, all of which are critical areas of practice for Wyoming. The WWAMI program continues to be an excellent fit for Wyoming's medical needs.
- WWAMI offers the greatest opportunity for the clinical practice of rural medicine in the U.S. (ex. Colorado has 1 location for a rural clerkship experience while WWAMI offers over 100 rural clinical locations).
- 2/3 of WWAMI graduates return to practice medicine in Wyoming – the highest return rate in WWAMI region; of those, 87% are staying beyond the three-year loan repayment period.
- The WWAMI program exposes non-Wyoming students to Wyoming.
- According to the Association of American Medical Colleges (AAMC), Wyoming student per annum cost for medical school is approximately \$55,000 less than the national per annum student cost.



## Appendix - Letter from Paul Ramsey, CEO and Dean UWSOM

### UW Medicine

August 20, 2014

Justin Hopkin, M.D.  
Chair, Wyoming WWAMI Curriculum Review Committee  
177 Rosewood Avenue  
Lander, WY 82520

Dear Dr. Hopkin,

For over 15 years, the University of Washington School of Medicine (UWSOM) and the University of Wyoming have together built and implemented the Wyoming WWAMI program for Wyoming citizens to attend medical school. This has been a highly successful and satisfying partnership with excellent outcomes to date.

As we transition to a new UW School of Medicine curriculum that begins in the 2015-2016 academic year, the UWSOM is honored to continue to provide outstanding medical education for the citizens of Wyoming. The new medical school curriculum utilizes the dual strengths of Wyoming and the UWSOM in providing the best possible education for medical students.

In the new curriculum, students will be learning clinical skills and knowledge that is integrated with their development of foundational knowledge in the basic sciences during the time they are in Wyoming. In the transition to the new curriculum, Wyoming students will continue to spend the first year of medical school in Wyoming and then come to Seattle to complete their basic science foundational education until needed resources are in place allowing them to spend the entire 18 months of the new foundations phase in Wyoming.

During the patient care phase of the new curriculum, Wyoming students will be required to spend time in Seattle training in tertiary and quaternary care settings. The students will benefit from time spent training in these care settings and experiencing the types and volumes of complex patients not currently available in Wyoming. In Seattle, students will have the opportunity to work with medical residents as well as Seattle-based attending physicians. They will also have the opportunity to spend additional time in Seattle as needed and requested for learning both primary care and specialty skills as well as for participating in research training and other special experiences.

Paul G. Ramsey, M.D.

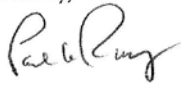
C-314 Health Sciences Center University of Washington Box 356350 Seattle, WA 98195-6350  
206.543.7718 FAX 206.685.8767 pramsey@uw.edu

HARBORVIEW MEDICAL CENTER | NORTHWEST HOSPITAL & MEDICAL CENTER | VALLEY MEDICAL CENTER | UW MEDICAL CENTER  
UW NEIGHBORHOOD CLINICS | UW PHYSICIANS | UW SCHOOL OF MEDICINE | AIRLIFT NORTHWEST

*Justin Hopkin  
UWSOM/Wyoming WWAMI  
August 20, 2014*

This combination of outstanding dual education and training in Wyoming, Seattle and other WWAMI states creates medical education that is second to none in the United States. We are grateful for the opportunity to work with an outstanding partner university and state in building the Wyoming physician workforce for future generations.

Sincerely,



Paul G. Ramsey, M.D.  
CEO, UW Medicine  
Executive Vice President for Medical Affairs and  
Dean of the School of Medicine,  
University of Washington

## **An Overview of the Medical Education Process**

It is widely understood that it takes an extended period of time for an individual to become a physician. However, the process of becoming a physician (the medical education process) is one that is less well understood. The purpose of this section is to give an overview of the process of becoming a physician and to simultaneously provide an understanding of what is meant by “*curriculum renewal*”. Before describing the process, it is helpful to understand that there are two main groups of physicians: *primary care* physicians and *specialists*. Primary care physicians are those physicians who address the most common health concerns of the general public: family medicine, obstetrics, pediatrics, and general internal medicine. Specialists concentrate on particular types of illnesses and health problems such as orthopedics, cardiology, urology, anesthesiology, etc. Obstetrics and Gynecology (OB/GYN), despite being a specialty, is frequently included with the primary care disciplines, as many women consider their OB/GYN to be their primary medical provider.

### **Medical Education Process**

The medical education process involves two major threads: 1. education in the sciences where the individual learns about the complexities of the human body and its systems; and 2. clinical instruction in which the individual learns about the physician-patient interaction, physical examinations, causes of disease (etiology), diagnoses, and treatment plans. Figure 1 provides an outline of the medical education process beginning with the *bachelor's* (B.S. or B.A.) degree, moving next to *medical school* (also known as the undergraduate medical education period), then to *residency training* (also known as graduate medical education or *GME*), and finally to practice where the individual is affirmed as someone who can practice medicine without supervision. Note from Figure 1 that some specialists complete additional subspecialty training, which is known as a “Fellowship”, before entering practice.

To conceptualize medical education, it is helpful to think of an ever-expanding apprenticeship of becoming a physician. During the bachelor's degree period, students learn the basic principles of the sciences (biology, physiology, psychology, chemistry, etc.) and the clinical component generally involves “*shadowing*” mentor physicians. Shadowing simply involves observing the physician in their practice.

The physician's education officially begins in medical school. In the U.S., the Liaison Committee on Medical Education (LCME), sponsored by the Association of American Medical Colleges (AAMC) and the American Medical Association (AMA), is the committee which accredits all M.D.-granting medical schools. In order to meet accreditation standards, schools must meet a variety of requirements ranging from inter-professional experiences, to science instruction standards, to exposure and practice of clinical skills, to required space for delivering a curriculum. Admittance to medical school is extremely competitive and is dependent upon a strong written application (including bachelor's degree grade point average, Medical College Admission Test score) as well as an exceptional in-person interview with a medical admissions panel. Once admitted to medical school, students continue their study in the sciences and clinical practice. Wyoming does not have its own medical school but instead has an agreement with the University of Washington School of Medicine (UWSOM), which U.S. News and World Report ranks as the #1 primary care medical school in the U.S. Twenty seats per year are reserved for Wyoming residents. The states of Alaska, Montana and Idaho have similar agreements with the UWSOM. Collectively, these states comprise the WWAMI program.

Traditionally, the first two years of medical school have been devoted to an intense period of advanced science training in discipline-specific courses (Human Anatomy, Biochemistry, Micro-Biology,

Immunology, etc). Clinical skills learned in the first two years of medical school are basic physical examination skills and the patient interview (family history, medical history, social history, etc.). These clinical skills are generally taught in a course entitled "An Introduction to Clinical Medicine" and students have an opportunity to practice these skills with patients in the *preceptor* setting. Whereas the shadowing experience in the bachelor's degree time period was merely observational, the preceptor experience goes beyond observation to student participation in patient care in a highly supervised environment in which the student interviews patients and conducts the basic physical exam. The *clerkship* years (years 3 and 4) are when the bulk of the clinical instruction takes place. Students rotate through required clinical rotations in primary care medicine and have the opportunity to do elective rotations in specialty areas. While the preceptorship involves a highly supervised setting for the patient interview and physical exam, the clerkship experience requires students to draw from their knowledge of science (obtained during the first two years of medical school) and begin diagnosing patients and developing treatment plans. Diagnoses and treatment plans are then reviewed by an experienced physician who serves as the clerkship faculty member. Science instruction during the clerkship phase primarily involves reviewing medical literature as students learn to evaluate differing diagnoses (referred to as the differential diagnosis) and treatment plans.

After successfully completing the fourth year of medical school, the student is awarded the MD degree. Unlike many disciplines, however, obtaining the MD degree does not imply a certification to practice medicine. Physicians must complete an accredited *residency* program to become licensed to practice medicine. The residency portion of medical education is known as graduate medical education (commonly referred to as GME). Residency training is the final stage of the physician apprenticeship. During this period of time, physicians finish clinical training with a progressive increase in patient care responsibilities. The timeframe that one spends in residency depends upon their area of medicine (e.g., family medicine takes less time to complete than orthopedic medicine).

#### Why Curriculum Renewal?

It is important to note the UWSOM curriculum renewal is specifically targeted at the four-year medical school experience (outlined in dark blue in Figure 1). The current curriculum model for medical school has been the standard for medical education in the U.S. since 1910 and its basic structure is as presented in Figure 2a. The current model is often attributed to Abraham Flexner who published this framework as part of a study sponsored by the Carnegie Foundation. In a nutshell, the current model (i.e., the Flexner model) presents medical students with intensive science training in their first two years (with little or no connection made between science and practice of medicine) and then intensive clinical training in the last two years (the clerkship years). Other than the basic history and physical exam, students have very little understanding of clinical medicine when they begin their clerkship years under the Flexner model.

There is no doubt that the landscape of medicine has changed more during the last decade than at any other point in modern history. Rapid advances in medical technology, the advent of the electronic health record (EHR), skyrocketing costs for medical care, a new emphasis on holistic patient treatment (i.e., treatment involving a team approach of first responders, physicians, nurses, pharmacists, social workers, etc.), and advances in learning theory have caused a nationwide response to revamping the delivery of medical education in the U.S. A 2010 Carnegie report entitled "Educating Physicians: A Call for Reform of Medical School and Residency" offered two main suggestions for the reform of medical school curricula: 1. Integrate the teaching of science and the practice of medicine; and 2. Move from lecture based content delivery to active learning motivated from clinical cases. Put simply, the integration of science and the practice of medicine means that when science is being taught, the clinical relevance would simultaneously be discussed.

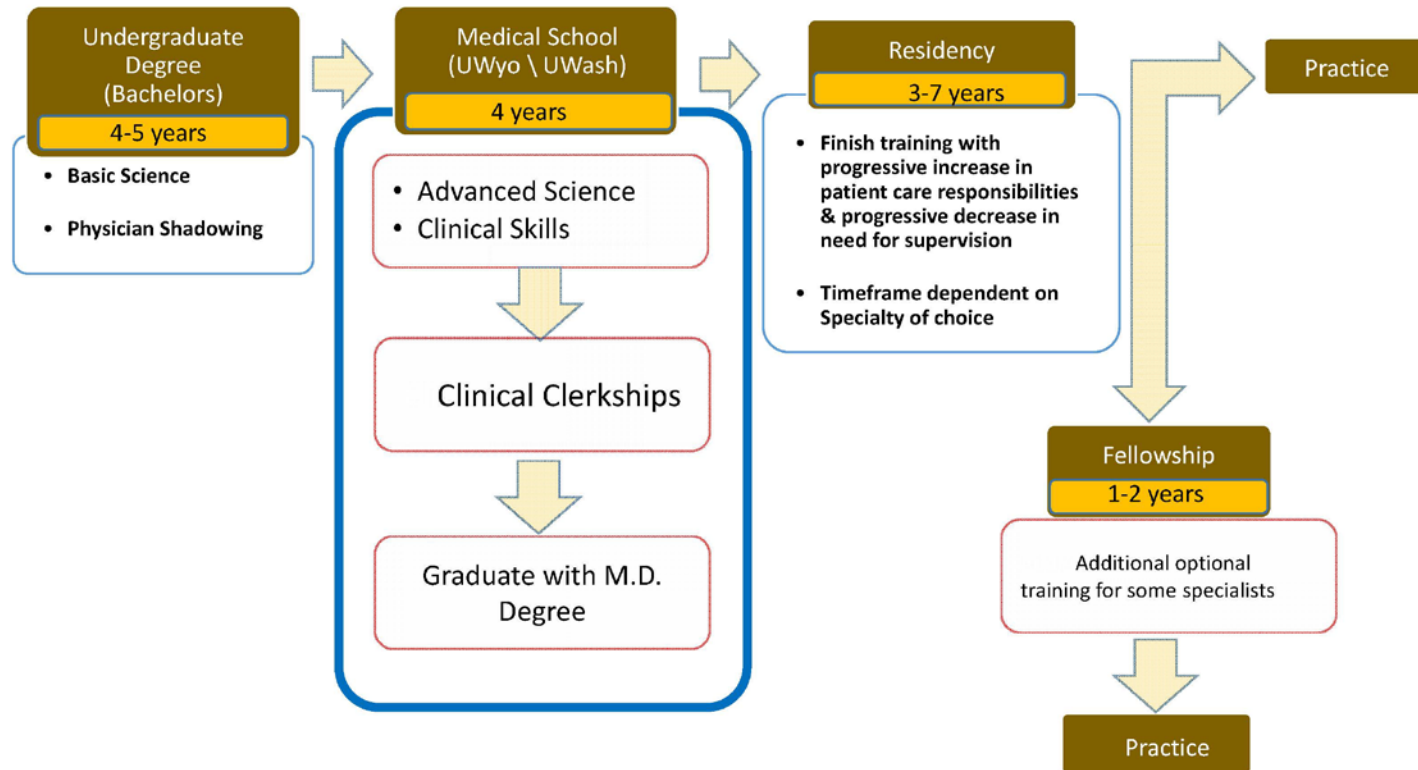
Figure 2b illustrates the UWSOM model for this modern approach to an integrated medical curriculum. There are three notable differences between the integrated model outlined in Figure 2b and the Flexner model outlined in Figure 2a:

1. The instruction of foundational science is integrated with clinical relevance. To illustrate, in the Flexner model a student would learn about lung function as a separate topic in anatomy, biochemistry, pathology, and pharmacology from a purely scientific perspective (i.e. no clinical relevance discussed and all instruction is done by PhD scientists) and at different times during the first two years. In an integrated model, all of these aspects of lung function are discussed at the same time to increase the understanding of how the human lung functions and responds to disease as well as treatment. The instruction will be done with the PhD scientist and the MD clinician working together.

2. The Foundations phase is shorter (18 months) in the integrated model than it is in the Flexner model (24 months) but the clinical/patient care phase is longer (27 months) in the integrated model than in the Flexner model (24 months). By integrating science and clinical relevance, less relevant science can be omitted and duplication of science content is largely avoided, thereby reducing the amount of time needed to provide foundational science instruction. Greater clinical exposure in medical school (3 additional months in the integrated model) is highly correlated with successful physician performance [Carr, Celenza, Puddey, and Lake (BMC Medical Education, 2014)].

3. As noted in comparing Figures 2a and 2b, the integrated model is based upon active learning vs. the lecture delivery utilized under the Flexner model. This move from lecture delivery to active learning is based on sound principles from learning theory, which rely on the premise that one learns best by doing.

Upon adopting these three fundamental changes during the Foundations period, students will not only retain their science knowledge more efficiently but they will also have more advanced clinical skills when they begin their clerkship training, thus resulting in a more enriched experience and greater clinical performance when they enter residency training.



**Figure 1**

Figure 2a

Current/Flexner

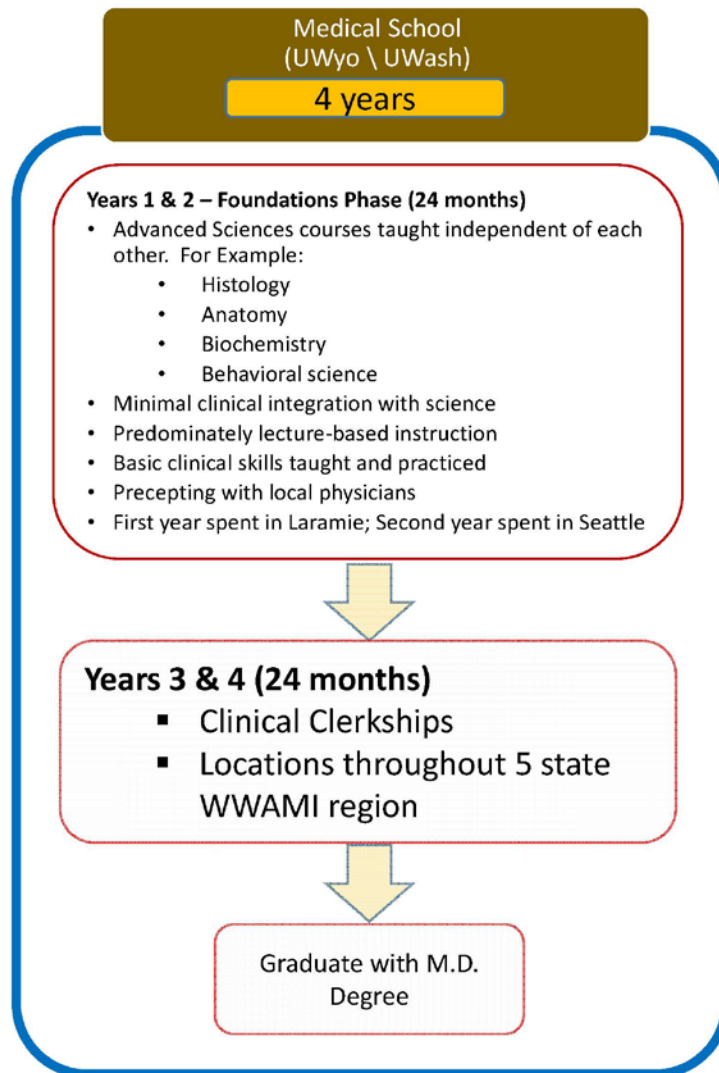


Figure 2b

Proposed



**ATTACHMENT D**

**University of Wyoming  
Transfer Articulation Scorecard**

	Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northwest College	Northern WY CCD (Sheridan/Gillette)	Western WY Community College
Animal & Veterinary Science	Received AS	Received Plans	Received Plans	Waiting for Updated Plans	Received Plans	Received Plans	Updating AS
Family & Consumer Science	Plus 2 Program Completed	Plus 2 Program Completed	Plus 2 Program Completed	Plus 2 Program Completed	Plus 2 Program Completed	Plus 2 Program Completed	Plus 2 Program Completed
Biology	Received AS						Updating AS
Communication	Received AA						Updating AA
Criminal Justice	Received AA						Updating AA
English	Received AA						Updating AA
Political Science	Received AA						Updating AA
Psychology	Received AS						Updating AS
Wildlife & Fisheries Biology Mgt	Received AS						Updating AS
Zoology	Received AS						Updating AS
Accounting	Received AB						Updating AS
Business Administration	Received AB						Updating AS
Elementary Education	Received AA						Updating AA
Civil Engineering	Received AS						Updating AS
Petroleum Engineering	Received AS						Updating AS
Kinesiology & Health Promotion	Received AS						Updating AS
Nursing	RN to BSN						RN to BSN



## TUITION POLICY BACKGROUND

### Legal framework

#### Wyoming Constitution

Article 7, Section 1. Legislature to provide for public schools.

The **legislature shall provide for** the establishment and maintenance of a complete and uniform system of public instruction, embracing free elementary schools of every needed kind and grade, **a university with such technical and professional departments as the public good may require and the means of the state allow**, and such other institutions as may be necessary.

Article 7, Section 16. Tuition free.

The university shall be equally open to students of both sexes, irrespective of race or color; and, **in order that the instruction furnished may be as nearly free as possible, any amount in addition to the income from its grants of lands and other sources above mentioned, necessary to its support and maintenance in a condition of full efficiency shall be raised by taxation or otherwise, under provisions of the legislature.**

#### Wyoming Statutes

**21-17-105. Tuition to be as nearly free as possible; number, qualifications and selection of students for reduced tuition; tuition for veterans; reciprocal residency.**

(a) To the end that none of the youth of the state who crave the benefits of higher education may be denied, and that all may be encouraged to avail themselves of the advantages offered by the university or community colleges, **tuition shall be as nearly free as possible**, and it shall be reduced by five hundred dollars (\$500.00) per semester to either the university or any community college in the state, as elected by the student, to three (3) students annually from each county as are selected and appointed by the board of county commissioners therein. Scholarships under this section shall be in addition to any Hathaway scholarship awarded a student under W.S. 21-16-1301 et seq., but shall be considered for purposes of calculating unmet financial need for Hathaway need based scholarships.

Cost of attendance

<b>Annual Cost of Attendance for the 2014-2015 School Year - Undergraduate Students</b>	<b>Wyoming Resident</b>	<b>Non-Resident<sup>+</sup></b>
Tuition*	\$3,390	\$13,620
Mandatory fees***	\$1,255	\$1,255
Room & Board**	\$9,755	\$9,755
Books and Supplies (est.)	\$1,200	\$1,200
Travel (est.)	\$890	\$890
Personal Expenses (est.)	\$2,200	\$2,200
<b>TOTAL</b>	<b>\$18,690</b>	<b>\$28,920</b>

*\*Tuition & Fees based on 15 credits per semester*

*\*\*Room & Board based on double occupancy room and unlimited meal plan*

*\*\*\* Mandatory fees consist of six components: Student Union, Student Services, Student Health Service, Intercollegiate Athletics, Campus Recreation, Transit.*

*<sup>+</sup> The child of a parent who graduated from the University of Wyoming is eligible to receive a discounted tuition rate at 150% of resident tuition. This discounted tuition rate is equal to \$6,340 of tuition and fees in addition to the other costs listed above.*

- UW's resident undergraduate tuition and fees are at the bottom of any group of comparator institutions that UW uses.
- Scholarships – UW provides substantial scholarship support to students as an institution. Wyoming high school graduates can receive Hathaway scholarships at the following levels:

	(School year)
Honor	\$3,360
Performance	\$2,520
Opportunity	\$1,680

#### Decision schedule

UW Reg 8-1B provides that tuition shall be established by resolution of the Board of Trustees.

In order for UW to assemble scholarship packages and prepare materials related to the cost of attending, the Board must act on tuition and fees no later than the March Board meeting for the academic year commencing in the fall. In practice, the Board has typically made tuition decisions at the March meeting.

#### Items to consider

- UW's Section I operating budget will always be dominated by support from State of Wyoming. For FY 2015, it is 70% of the total Section I budget. Tuition is less than 23%, but that number is misleading. Resident undergraduate students receive substantial financial support through the Hathaway and other institutionally funded programs. So the state contribution to Section I is effectively is higher than the 70% reflected as a direct appropriation.
- Mandatory fees fund Section II operations which have traditionally not been supported by tuition or state appropriations. The State of Wyoming did provide funding for the renovation of Half-Acre gym, which reduced the amount that students would have paid to fund that amenity. UW needs to carefully evaluate the costs of these programs and whether any future proposed expansion of them would materially affect the cost of attendance. Note that the requests for increasing the level of these typically result from the need to ensure that employees in the units providing these services receive adjustments to compensation and benefits that are comparable to those of other UW employees.
- Room and Board – The State of Wyoming has typically not provided funding for student housing and food service, except in rare exceptions, e.g. health and safety modifications. Student housing and food service facilities, like the facilities funded by mandatory fees, do not qualify for major maintenance funding provided by the State. [Intercollegiate Athletics facilities are an exception.] Further, many of the requests for increases in the rates charged relate to the salaries and benefits of the employees in the unit. Traditional aged freshmen are required to live in the residence halls. As such, they may not have the flexibility other students have in seeking lower cost housing and food alternatives.
- Books and supplies, travel and personal expenses are to a large extent out of the direct control of UW. Personal choice plays a major role in what an individual student actually spends. Still,

even with a Hathaway scholarship, these expenses plus room and board are a financial challenge for many students.

- UW has taken different approaches with regard to adjustments to tuition over the years. There have been wide ranging debates and discussions of different rationales for modification. While the substance of these discussions is valuable, the result has been that there is little certainty as to what adjustments might be in any given year. That makes it difficult for students and their families when envisioning their financial plans for any given year, or over a college career.
- It also makes it difficult from a fiscal planning standpoint for UW units. Will there be an increase, and if so, how much? And for what purpose?
- That also makes it difficult for UW to have dialogue with state policymakers about UW financial resources. It is never clear what UW's approach to tuition will be. Some may urge that if UW has financial needs, then tuition should be a key revenue source, as distinct from state appropriations. Others may suggest that students need to make a financial commitment to their education, i.e. "skin in the game". Given the cost of attendance, even with a Hathaway Honors Scholarship, resident undergraduates clearly have made a significant financial commitment.
- A 1% increase across the board in tuition generates approximately \$500,000 annually. As such, additional revenue generated from tuition increases are not suitable to address major institutional objectives such as restoring salaries to competitive levels. The magnitude of tuition increases necessary to address such issues on a sustained basis would not be consistent with the expectations of policymakers, the public, or the terms of applicable law.
- Wyoming's Community Colleges are subject to the same admonition in W.S. 21-18-105(a) regarding the level of tuition. The Constitutional provision that is often referenced states that the cost of instruction should be as nearly free as possible. Tuition has been increased at Wyoming's Community Colleges at roughly a 5% annual rate for years without significant concern.
- A predictable, modest annual increase in tuition dedicated to academic purposes that are clearly stated would satisfy many of the concerns that have been identified. For example, a Board policy could be that UW's administration provide the Board annually in November a draft resolution indicating the amount of funds generated by a certain percentage increase, e.g. 4% (for discussion only for the purposes of this outline). The revenues estimated to be generated by the increase would be applied to specified academic purposes. Those purposes would include those areas where the likelihood of state financial support is low, e.g. support budgets for academic programs, library collections. The Board would be free to work its will on the draft resolution, but there would develop an expectation that absent unusual circumstances, the Board would adopt the resolution. Students, the campus, and policymakers would have a far clearer understanding of the level of tuition and its purposes.

## **Non-Resident Tuition Discount Review**

During the 2014 session, the legislature attached the following footnote to UW's biennial budget appropriation:

*Not later than October 1, 2014, the trustees of the University of Wyoming shall report to the joint education interim committee and the joint appropriations interim committee on the fiscal, legal and policy implications of granting reduced tuition status to high school graduates from neighboring states.*

The motivation for requiring this report is to determine whether reducing the cost of non-resident tuition would result in an increase in students sufficient enough to where the additional tuition revenue would cover the additional costs, primarily of hiring the additional faculty, to instruct the increase in students.

UW currently offers a package of tuition discounts and scholarships to non-resident students that reduces the costs of attendance substantially for many of them.

- In addressing the legislative footnote, UW Student Affairs determined that a modification of the current package of tuition discounts and scholarships would attract an additional 77 high-performing non-resident students annually, or 308 over a four-year period.
- Four years out, under this scenario, net revenue is estimated to increase about \$317,000, which is about .62% of current (FY 2014) tuition income (under the 4% tuition increase scenario). There is sufficient classroom space to accommodate the additional students without hiring more faculty. Adequate residential space is also available.
- The more important consequence of this modified approach is the addition of more than 300 high-performing students, which would increase retention and graduation rates. This approach would also free up enough scholarship money to attract more resident high school graduates and community college transfers over a four year period.

For the BOT's November meeting, Student Affairs wishes to offer more details about this plan to seek Trustees' comments about the proposal and their approval to move forward with its implementation.

The October 1<sup>st</sup> report to the two legislative committees would describe UW's current approach to attracting non-resident students and the proposed revised (modified) plan. There would be two conclusions in the report:

- Given UW's current package of discounts and scholarships, granting reduced tuition to non-resident students will not result in substantial increases in tuition revenue, and
- There is a potential to attract many more highly-performing resident and non-resident students to UW, but an expanded incentive package tied to greater recruitment activities would require state funding support. Such a request could be a part of UW's FY17/18 biennial request to be submitted next summer.

**Board of Trustees**

**September 12, 2014**

**Current Endowed Positions at the UW**

- **College of Agriculture and Natural Resources (4)**
  - 1 Endowed Chair
  - 1 Professorship
  - 2 WY Excellence Chairs (Wildlife-Livestock, Community Development)
- **College of Arts & Sciences (7)**
  - 2 Endowed Chairs (1 supplemented with WY Excellence Funds)
  - 1 Professorship
  - 4 WY Excellence Chairs (Eminent Writer, Visiting Artist, American Indian Studies, Global & Area Studies)
- **College of Business (10)**
  - 5 Endowed Chairs (only 1 fully funded)
  - 4 Professorships (1 supplemented with WY Excellence Funds)
  - 1 Lectureship
- **College of Education (6)**
  - 1 Professorship
  - 1 Fellowship
  - 4 WY Excellence Chairs (Literacy Education (2), Math Education, Science Education)
- **College of Engineering and Applied Sciences (7)**
  - 3 Endowed Chairs
  - 2 Professorships
  - 2 WY Excellence Chairs (Climate Science, Engineering Advancement)
- **College of Health Sciences (2)**
  - 2 WY Excellence Chairs (Nursing, Community & Public Health)
- **Law (10)**
  - 4 Professorships
  - 1 Visiting Endowed Chair
  - 4 Endowed Fellowships
  - 1 WY Excellence Chair (Energy Law)
- **Interdisciplinary (6)**
  - 2 Endowed Chairs (both supplemented with WY Excellence Funds)
  - 4 WY Excellence Chairs (Ecology, Biodiversity, Museum Education, World to Wyoming)

**TOTAL: 52**

**(Several other endowments support instructional excellence or are parts of positions, but are not true chair or professor positions)**

**Board of Trustees**

**September 12, 2014**

**Commitment Required for Endowed Positions (from Academic Affairs, 2009)**

**Endowed Faculty Positions**

**Endowed Chair (could be named)**

- Minimum endowment: \$ 1,500,000
- Endowments larger than \$ 3,000,000 needed to cover part or all of base salary
- Permanent or fixed term of appointment

**Professorship (could be named)**

- Minimum endowment: \$ 500,000 or comparable guaranteed funding stream for a defined term
- Fixed term of appointment

**Fellow (could be named)**

- Minimum endowment: \$ 100,000 or comparable guaranteed funding stream for a defined term
- Fixed term of appointment

**Visiting Professorship (could be named)**

- Minimum endowment: \$ 500,000 or comparable guaranteed funding stream for a defined term
- Collaborate on research projects or teach a course

**Deanship (could be named)**

- Minimum endowment: \$ 2,000,000 or comparable guaranteed funding stream for a defined term
- Tied to the Dean's *position*, not to the individual in the position

## Staff Senate Report

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### Current Issues and Projects

- I. Capital Facilities Plan
  - A. Staffing needs should be factored into all projects that increase square footage or add technical equipment and systems
  - B. Best practices for square footage per staff, system usage per staff hours, etc.
  - C. Stewardship of taxpayer assets
- II. Projects with HR
  - A. Performance Evaluation System
    - i. Performance evaluations are becoming a primary means of determining salary increases
    - ii. Criteria for assigning numeric scores vary dramatically across campus
    - iii. Evaluation policies incentivize some scores over others
    - iv. Many supervisors receive little or no training
    - v. For future discussion: long term goal of 360° review system
  - B. PDQs (Position Description Questionnaire)
    - i. Many departments functioning with fewer staff as a result of budget cuts and CPM
    - ii. Remaining staff often expected to absorb extra workload and take on additional tasks
    - iii. Thus many staff members are performing duties not included in their PDQ
    - iv. Performance evaluations are based on PDQs
    - v. Some staff members in this position are unable to use their accrued leave time
    - vi. Staff Senate would advocate for an accessible process by which staff members can request a review of their PDQ and a process by which HR works with departments to facilitate leave time for those who are at the accrual cap.
  - C. Exit Interviews and Retention Data
    - i. Exit interviews conducted across the board
    - ii. Retention data for staff positions made easily available
  - D. Anonymous mediation
    - i. No satisfactory method by which an employee who is experiencing conflict in their work environment can request anonymous mediation
    - ii. Official grievance process perceived by staff members as introducing additional hostility into the situation
    - iii. If anonymous mediation is not an appropriate function for HR personnel, we would like to explore the possibility of adding an independent ombudsman to the campus environment.
- III. Conversations on organizational culture
  - A. Workload expectations as reflected in staff award nominations
  - B. Redundant and inefficient processes
  - C. Rewarding rule-following and maintenance of status quo over efficiency, flexibility, and problem-solving
  - D. These are central issues impacting staff morale

### Upcoming Issues and Projects

- I. E-Cigarettes
  - A. University regulation
  - B. City Ordinance
- II. Concealed carry
- III. Holiday food drive



**CITY OF LARAMIE COUNCIL REGULAR MEETING      September 2, 2014**



**Agenda Item: Original Ordinance - 1st Reading**

**Title: Ordinance amendments; 8.56 Smoking in Public Places, 9.24.040 Tobacco – Sale of, 9.24.050 Possession of tobacco products by minors, to include Electronic Cigarettes and the local regulation thereof.**

**Recommended Council MOTION:**

1. I move to approve on first reading Original Ordinance No. 1901 to LMC Chapter 8.56, Smoking in Public Places to include references to electronic cigarettes, and set a public hearing on Tuesday, September 16<sup>th</sup>, 2014; 6:30 p.m.
2. I move to approve on first reading Original Ordinance No. 1902 amending Chapter 9.24, LMC, Offenses by or Against Minors, to include references to electronic cigarettes.

**Administrative or Policy Goal:**

To promote and maintain public health and safety through regulation of new tobacco, nicotine, and other smoking or vaporization technology.

**Background:**

Amendment(s) to City of Laramie ordinances 8.56, 9.24.040, and 9.24.050 were discussed at the July 8th Council Work Session. Following the work session staff met with local business owners to gather their input regarding possible revisions to ordinance; information provided by those vendors of e-cigarettes and associated products was considered by staff when making this recommendation for Amendment to Laramie Municipal Code.

**The following information was provided to Council in the July 8th Work Session:**

An electronic cigarette (e-cig or e-cigarette), personal vaporizer (PV) or electronic nicotine delivery system (ENDS) is a battery-powered vaporizer which simulates tobacco smoking by producing an aerosol that resembles smoke. It generally uses a heating element known as an atomizer, that vaporizes a liquid solution known as e-liquid. E-liquids usually contain a mixture of propylene glycol, vegetable glycerin, nicotine, and flavorings, while others release a flavored vapor without nicotine.

As of July, 2014 there are 188 local municipalities that restrict e-cigarette use in 100% of smoke free venues, 144 other municipalities have local laws restricting e-cigarette use in other venues (meaning that there may be places where e-cigarette use is not specifically restricted). There are 39 states (including Wyoming) that have passed legislation to prohibit the sale of electronic cigarettes or vaping/alternative tobacco products to minors.

**Current Status of Federal Review of E-Cigarette Regulation(s):**

On April 24, 2014, the FDA issued a proposal to extend its tobacco authority to additional tobacco products, including e-cigarettes. Products that would be “deemed” to be subject to FDA regulation are those that meet the statutory definition of a tobacco product, including currently unregulated marketed products, such as electronic cigarettes (e-cigarettes), cigars, pipe tobacco, nicotine gels, waterpipe (or hookah) tobacco, and dissolvables not already under the FDA’s authority. The FDA currently regulates cigarettes, cigarette tobacco, roll-your-own tobacco, and smokeless tobacco. The proposal was published for a 75-day public comment period ending on July 9, 2014. In response to multiple requests, FDA chose to extend the public comment period by 30 days to August 8, 2014. FDA has since received additional requests to extend the comment period a second time. After careful consideration, FDA has made the decision not to extend the comment period any further.

No public statement or changes to the proposed rule have been made by the FDA since the close of the public comment period on Aug. 8th.

**Information from the FDA Docket:**

*"We do not currently have sufficient data about e-cigarettes to determine what effects they have on the public health. Some studies have revealed the existence of toxicants in both the e-cigarette liquid and the exhaled aerosol of some e-cigarettes. For example, FDA previously noted the presence in a certain e-cigarette cartridge of contaminants such as diethylene glycol (DEG)—a chemical that has caused poisonings in other consumer products such as acetaminophen and cough syrup and which FDA has stated "is toxic to humans". While the presence of DEG in any product is of great concern, we note that it was found in only 1 of 18 cartridges studied and it was not found at all in another 16 studies.*

*Further, one study found that toxic chemicals such as formaldehyde and acetaldehyde were detected in the cartridges as well as the aerosol from certain e-cigarette nicotine solutions. Acrolein, which can cause irritation to the nasal cavity and damage to the lining of the lungs and may contribute to cardiovascular disease in cigarette smokers, was also found in the aerosol. While the level of carcinogenic formaldehyde from the e-cigarette aerosol was somewhat comparable to the amount received from cigarette smoking, the overall levels of the toxicants tested in this study were 9 to 450 times lower than those in cigarette smoke. In another study, a total of 22 chemical elements, some of which can cause adverse health effects in the respiratory and nervous systems, were identified in e-cigarette aerosol. Among those elements were lead, nickel, and chromium, which are included on the Agency's harmful and potentially harmful constituents list. Research published in 2013 reported that under near real-use conditions, e-cigarettes increased indoor air levels of polycyclic aromatic hydrocarbons, 1,2-propanediol, 1,2,3-propanetriol, glycerine, nicotine, fine particles, ultrafine particles, particle number concentrations, and aluminum.*

*E-cigarettes carry a risk of addiction in those who do not already smoke, and may promote continuation of addiction in those who already smoke. Once again, there is not adequate evidence that e-cigarette use is a safe alternative to conventional cigarette smoking. Notably, many consumers have strong, but to date unsubstantiated, beliefs that e-cigarettes are a safe and effective way for quitting cigarette use, and many consumers start consuming e-cigarettes because of those unsubstantiated beliefs." (end of FDA docket information)*

**Legal/Statutory Authority:**

City of Laramie Code of Ordinances, Chapter 1.12.

**BUDGET/FISCAL INFORMATION:**

N/A



**Responsible Staff:**

Sam Farstad 721-5361  
Dave Clark 721-5319

Future dates are subject to change

Work Session	July 8, 2014
Advertised	
Public Hearing (PH) Held	September 16, 2014
PH Advertised	
Introduction/1 <sup>st</sup> Reading	September 2, 2014
2 <sup>nd</sup> Reading	September 16, 2014
3 <sup>rd</sup> Reading	October 7, 2014

Attachments: Proposed Ordinance Amendments

 City Manager  City Attorney \_\_\_\_\_



ORIGINAL ORDINANCE NO. 1902

INTRODUCED BY: \_\_\_\_\_

ENROLLED ORDINANCE NO. \_\_\_\_\_

AN ORDINANCE AMENDING CHAPTER 9.24, LMC, OFFENSES BY OR AGAINST MINORS TO INCLUDE REFERENCES TO ELECTRONIC CIGARETTES.

BE IT ORDAINED BY THE CITY COUNCIL OF THE CITY OF LARAMIE, WYOMING that Chapter 9.24 be amended to read as follows:

**Section 1. Chapter 9.24 OFFENSES BY OR AGAINST MINORS**

**9.24.040 Tobacco—Sale of.**

No person, shall within the city, buy for, give to or furnish, either directly or indirectly, any cigar, cigarette or cigarette paper, or any product made or derived from tobacco that contains nicotine, which includes but is not limited to, electronic cigarettes or other vaporization devices, or any tobacco in any of its forms, to any person under the age of eighteen years.

**9.24.050 Possession of tobacco products by minors.**

- A. A tobacco product means any substance containing tobacco leaf, including, but not limited to, cigarettes, cigars, pipe tobacco, snuff, chewing tobacco, and dipping tobacco, and electronic cigarettes.
- B. "Electronic Cigarette" means a product that employs any mechanical heating element, battery or electronic circuit, regardless of its shape or size, that can be used to deliver doses of vapor with nicotine or other substances by means of heating a liquid solution contained in a cartridge or other delivery system.
- C. It is unlawful for any person under the age of eighteen years to possess or use any tobacco products within the city limits. Upon conviction, any person violating this section shall be punished by a fine of not to exceed twenty-five dollars. The court may allow the defendant to perform community service and be granted credit against his fine and court costs at the rate of five dollars for each hour of work performed.
- D. It is an affirmative defense to prosecution under this section that the defendant possessed or used the tobacco product in the home of, or under the direct supervision of, his parent or guardian.

**Section 2.** This ordinance shall become effective after passage, approval and publication.

**PASSED AND APPROVED THIS** \_\_\_\_\_ **day of October, 2014.**

\_\_\_\_\_  
**David A. Paulekas, Mayor and President  
of the City Council of the City of  
Laramie, Wyoming**

**ATTEST:**

\_\_\_\_\_  
**Sue Morris-Jones, MMC  
City Clerk**

<b>First Reading</b>	<b>September 2, 2014</b>
<b>Public Hearing</b>	<b>September 16, 2014</b>
<b>Second Reading</b>	<b>September 16, 2014</b>
<b>Third Reading</b>	<b>October 7, 2014</b>

**Duly published in the Laramie Daily Boomerang this** \_\_\_\_\_ **day of October, 2014.**

**UW REGULATION 2-180  
Regulating Smoking**

**1. POLICY.**

It is the policy of the University of Wyoming to ensure that all of its facilities including public places and places of employment are smoke free.

**2. DEFINITIONS.**

For purposes of this regulation, the following definitions shall apply:

- A. "University" means the University of Wyoming;
- B. "Smoke or smoking" means the act of burning any tobacco product, weed filler or plant of any kind in a cigarette, cigar, pipe, water pipe, or in any other device;
- C. "Smoking instrument" means any cigarette, cigar, pipe or other smoking device;
- D. "Public places" means enclosed University facilities, all seating and general gathering areas where outdoor programs, events and activities are held and reasonable distances from all entranceways, passageways, operable windows or ventilation systems of any enclosed facility and inside any licensed vehicle owned by the University.

**3. DIRECTIVE.**

- A. No University student or employee, or member of the general public shall smoke or carry any lighted smoking instrument in any public place of the University.
- B. Any University student or employee, or member of the general public persisting in smoking contrary to the terms of this regulation, after an oral or written request or warning to cease smoking, shall be deemed to be in violation of this regulation.
- C. Smoking is permitted in the following:
  - i. Outdoor areas including University sidewalks, seating areas and grounds that are a reasonable distance from entranceways, passageways, operable windows or ventilation systems of public places.

**4. SANCTIONS.**

Any University student or employee, or member of the general public violating any provision of this regulation may be required to forfeit the benefits of University programs, events or privileges pursuant to UW Regulations.

Source: University Regulation 180, adopted 7/17/08 Board of Trustees meeting