

THE UNIVERSITY OF WYOMING
BOARD OF TRUSTEES' REPORT

July 18-21, 2017

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

University of Wyoming Mission Statement (March 2009)

The University of Wyoming aspires to be one of the nation's finest public land-grant research universities. We serve as a statewide resource for accessible and affordable higher education of the highest quality; rigorous scholarship; technology transfer; economic and community development; and responsible stewardship of our cultural, historical, and natural resources.

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

- Expose students to the frontiers of scholarship and creative activity and the complexities of an interdependent world;
- Ensure individual interactions among students, faculty, and staff;
- Nurture an environment that values and manifests diversity, free expression, academic freedom, personal integrity, and mutual respect; and
- Promote opportunities for personal growth, physical health, athletic competition, and leadership development for all members of the University community.

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

The primary vehicles for identifying the specific actions and resource allocations needed to accomplish this complex mission are the University's strategic plans, revised periodically.

TRUSTEES OF THE UNIVERSITY OF WYOMING AGENDA
July 18-21, 2017

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Roll Call

Approval of Board of Trustees Meeting Minutes

June 7, 2017 (Conference call)

Approval of Executive Session Meeting Minutes

June 7, 2017 (Conference call)

Reports

ASUW
Staff Senate
Faculty Senate

Public Testimony

Committee of the Whole

REGULAR BUSINESS

Board Committee Reports

[Note: Some committees of the Board will provide reports during the regular work sessions and may not have a formal report to provide during the Business Meeting.]

Trustee Standing Committees

Committee reports to be given at the start of the regular meeting rather than during the Business Meeting.

Liaison to Other Boards

- UW Alumni Association Board – Wava Tully
- Foundation Board – Jeff Marsh & Dave Bostrom
- Haub School of Environment & Natural Resources – Michelle Sullivan
- Energy Resources Council – Dave True
- Cowboy Joe Club – John McKinley

PROPOSED ITEMS FOR ACTION

New Business

Date of Next Meeting – August 9, 2017 (Conference call)

Adjournment

Information Only Items:

Capital Construction – Progress Report, Mai130

AGENDA ITEM TITLE: Report from Dr. Nichols relating to the action taken by the Trustees at their last meeting involving the budget and cash reserves

CHECK THE APPROPRIATE BOX(ES):

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

Specify:

BACKGROUND AND POLICY CONTEXT OF ISSUE:

University President Laurie Nichols will discuss the action taken by the Trustees at their last meeting involving the budget and cash reserves and how this action has been implemented at UW. Materials may be distributed at the meeting.

AGENDA ITEM TITLE:

High Bay Research Facility Indirect Cost Recovery Alternative Distribution, Nichols/Evans

CHECK THE APPROPRIATE BOX(ES):

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

Specify: Committee of the Whole (Items for Action)

BACKGROUND AND POLICY CONTEXT OF ISSUE:

Pursuant to UW Regulation 1-102(Q): Indirect Cost Policy, indirect costs derived from externally funded research grants are distributed as follows:

- 15% to the department or program in which the Principal Investigator is located
- 5% to the college or similar level unit in which the department or program is located
- 5% to the Office of Research and Economic Development
- 75% to the Office of Research and Economic Development (to be used to fund operational costs, to fund institutional research infrastructure, to fund required match for participation in major federal research programs, to defray costs of operation and administration of non-research grants, to fund faculty start-up costs, and to replenish the federally recommended research audit reserve).

Per paragraph III.C, "Indirect costs derived from an externally funded research agreement may be distributed in a manner different from that specified in subparagraph B. of this paragraph [75%] if the Board of Trustees approves a different distribution method at the time Board approves the research agreement."

UW Administration researched interdisciplinary institutes at other colleges and universities, including the University of Illinois' Beckman Institute for Advanced Science and Technology. Based on this research and Dr. Mohammad Piri's proposal (see attached materials), the University is requesting an alternate distribution method for research conducted exclusively in the High Bay Research Facility:

- 45% to the research group (including the 15% already allocated to the department or program above)
- 15% to the High Bay Research Facility Equipment Maintenance Sinking Fund (to be managed by Dr. Mohammad Piri; expenditures approved by Executive Director Mark Northam) [Note: if equipment from other PIs is located in High Bay, a separate sinking fund will be managed by the PI, with expenditures approved by the appropriate Dean]
- 15% to the High Bay Research Facility Equipment Acquisition Sinking Fund (to be managed by Dr. Mohammad Piri; expenditures approved by Executive Director Mark Northam) [Note: if equipment from other PIs is located in High Bay, a separate sinking fund will be managed by the PI, with expenditures approved by the appropriate Dean]

- 20% to the Office of Research and Economic Development (including the 5% already allocated above and 15% to fund operational costs, research infrastructure, etc. as outlined above)
- 5% to the college or similar level unit (same as above), or in matters involving an interdisciplinary unit, like the School of Energy Resources, 2.5% to the School of Energy Resources and 2.5% to the college

The University is requesting Board approval of this alternate distribution method for all research agreements conducted exclusively in the High Bay Research Facility, whether the research is funded through a federal, state, and/or private sector grant. For the sake of clarity, the University is requesting this approval with the intention that each existing grant and each new grant that meets the criteria above will automatically fall under this alternate distribution method.

The Budget Committee will discuss this item at the July 2017 Board of Trustees meeting and recommend full Board action, if appropriate.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

None.

WHY THIS ITEM IS BEFORE THE BOARD:

UW Regulation 1-102(Q) requires Board approval to distribute indirect costs derived from an externally funded research agreement in a manner different from that specified in the regulation.

ACTION REQUIRED AT THIS BOARD MEETING:

Board approval or disapproval of the alternate distribution method.

PROPOSED MOTION

“I move to authorize an alternative distribution method for indirect costs for research that is conducted exclusively in the High Bay Research Facility as outlined in the materials provided to the Board.”

PRESIDENT’S RECOMMENDATION:

The President recommends approval.

Attachment F to UW Regulation 1-102 Indirect Cost Policy

I. Indirect Costs

Indirect costs are revenues that the University receives from two sources. One source is the indirect cost rate applied to University research funded in whole or in part by government entities or the private sector, i.e. "externally funded research." The other source is indirect costs associated with federal or other grant funding that does not involve a research grant or contract. The indirect cost rate for these grants is typically specified in the grant.

II. Indirect cost rate for externally funded research

- A. Except as provided in subparagraphs II.b. and c. of this paragraph, the indirect cost rate for all externally funded research shall be the federally approved indirect cost rate for federally funded research at the time the research agreement is executed.
- B. The indirect cost rate for all research funded by an agency or governmental subdivision of the state of Wyoming shall be twenty percent (20%), except that this rate may be modified with the approval of the Board of Trustees for the best interests of the University. The President of the University also may approve a different rate for research contracts with government entities of other states or with not for profit organizations which provide services to Wyoming citizens. The President shall provide a report to the Board at each meeting regarding contracts for which a different rate has been approved.
- C. No indirect costs shall be assessed on funds appropriated by the State of Wyoming designated to match externally funded research at the University.

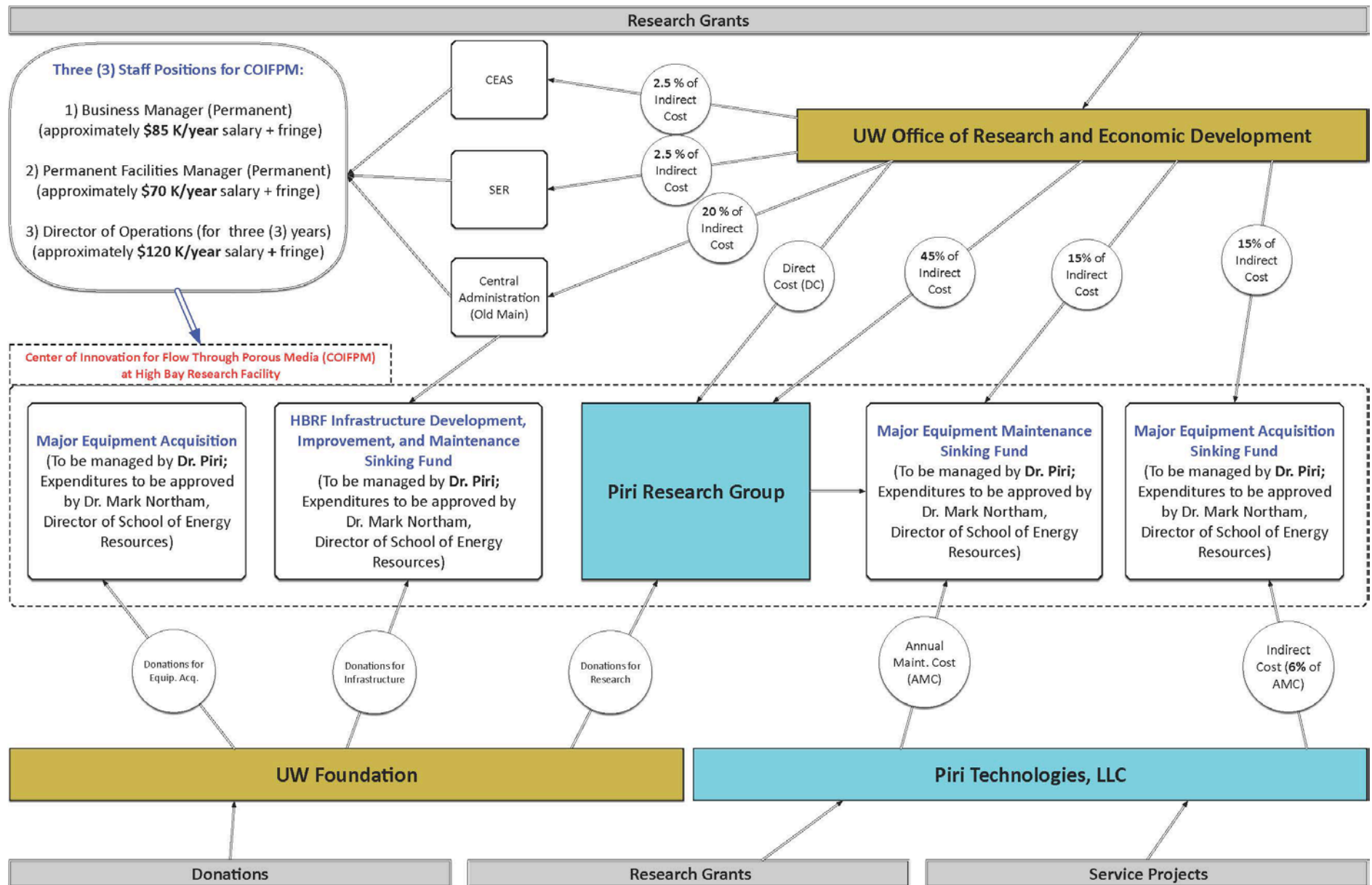
III. Distribution and expenditure of indirect costs

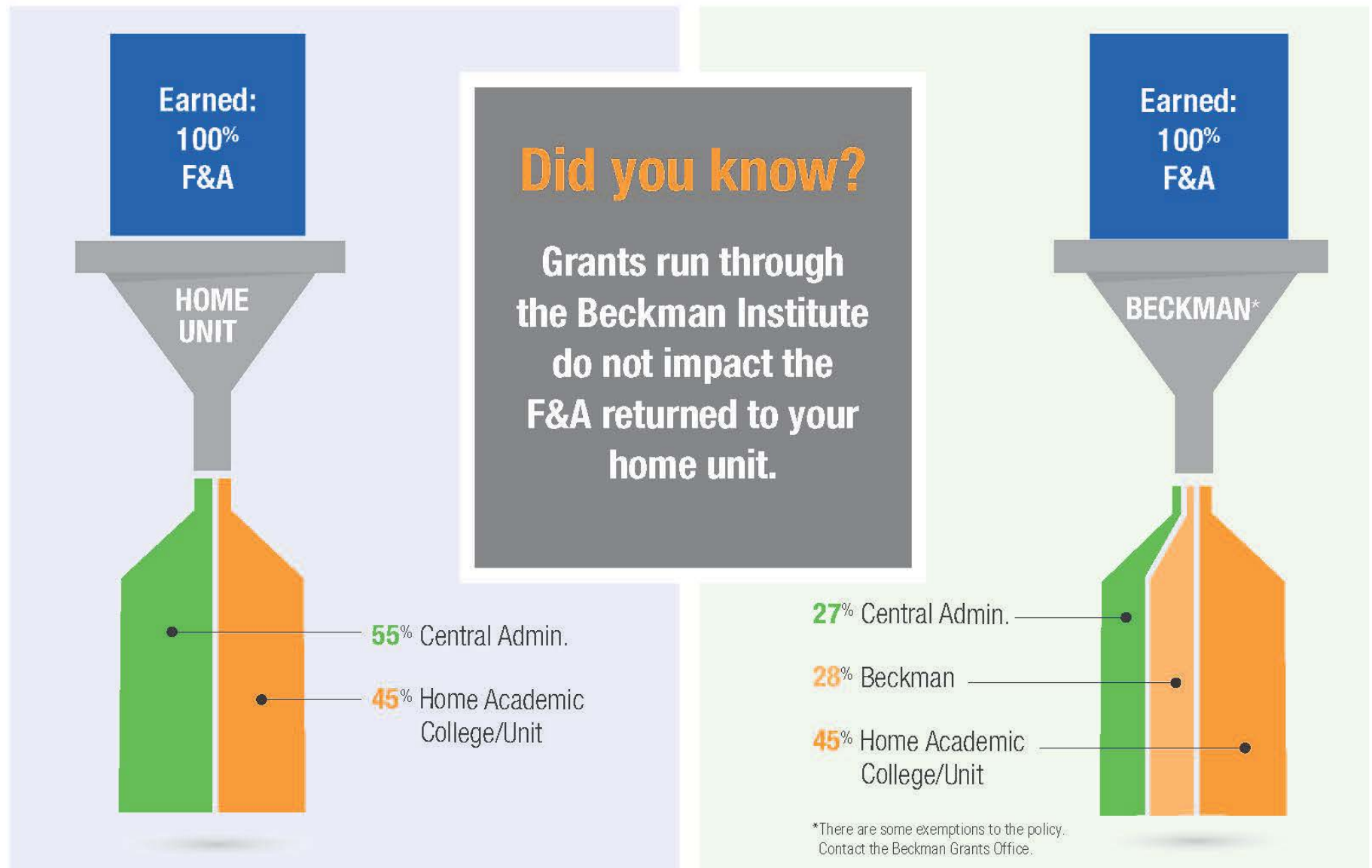
- A. Twenty-five percent (25%) of the indirect costs derived from each externally funded research grant for each fiscal year shall be distributed in the subsequent fiscal year as follows:
 - 1. Fifteen percent (15%) to the department or program in which the Principal Investigator (PI) is located. If there are multiple PI's, the Vice Presidential for Research and Economic Development shall allocate the funds among the PIs in consultation with them. These funds shall be used as the department or program determines to stimulate research and to relieve impact on the department or program. The Vice President for Research and Economic Development will report annually to the Board of Trustees on expenditures by each department or program receiving funds under this subdivision A.1.
 - 2. Five percent (5%) to the college or similar level unit in which the department or program is located. These funds shall be used as the college or similar level unit determines to stimulate research and to relieve impact on the college or similar

level unit. The Vice President for Research and Economic Development will report annually to the Board of Trustees on expenditures by each college or similar level unit receiving funds under this subdivision A.2.

3. Five percent (5%) to the Office of Research and Economic Development. These funds shall be used as provided in subparagraph B. of this paragraph.
- B.** Except as otherwise provided in subparagraph C. of this paragraph, all other indirect costs from whatever source derived for each fiscal year, and the revenue from subdivision III.A.3. shall be distributed in the subsequent fiscal year, and accounted for by the Vice President for Research and Economic Development, as follows:
1. To fund operational costs in the Office of Research and Economic Development, including the Office of Sponsored Programs and the Research Products Center, in accordance with a budget approved by the Board of Trustees.
 2. To fund institutional research infrastructure including, but not limited to, the AMK Ranch, research computing, and institutional compliance responsibilities regarding human research and animal care, in accordance with a budget approved by the Board of Trustees.
 3. To fund required match necessary for participation in major federal research programs, including, but not limited to EPSCOR, National Institutes IDeA, in accordance with a budget approved by the Board of Trustees.
 4. To defray the impact of the University's research operation and of administering non-research grants, an amount to the Division of Administration, in accordance with a budget approved by the Board of Trustees.
 5. To fund faculty start-up costs and otherwise support faculty research, such as providing required matchings or purchase of equipment to support research, in accordance with a budget approved by the Board of Trustees.
 6. To replenish the federally recommended research audit reserve account to levels approved by the Board of Trustees upon recommendation of the Vice President for Research and Economic Development in consultation with the Vice President for Administration, and with the approval of the President.
- C.** Indirect costs derived from an externally funded research agreement may be distributed in a manner different from that specified in subparagraph B. of this paragraph if the Board of Trustees approves a different distribution method at the time Board approves the research agreement.
- D.** To the extent indirect cost revenues are greater than the amounts budgeted under subdivisions B.1. through B.6., the Vice President for Research and Economic Development, in consultation with the Vice President for Administration and with the

approval of the President, shall submit a plan for the use of those funds to the Board of Trustees for approval.





Did you know? Grants run through the Beckman Institute DO NOT impact the F&A returned to your home unit.

From the University of Illinois Office of the Provost Communication 1: Budgetary Principles and Practice includes Attachment D: ICR Distribution Model.

The Beckman Institute will receive 28 percent of F&A for interdisciplinary grants administered by Beckman.*

As a general rule, Beckman will administer grants that are multidisciplinary, when over 80 percent of the work is conducted at Beckman.

Single investigator/single disciplinary grants will generally be administered in the home department of the investigator.

The Beckman Institute will generally not administer grants where a majority of the work will take place outside of Beckman. Exceptions to this guideline can occur where a Beckman-affiliated faculty member is at least a co-PI on the grant and there is not an overwhelming majority of work being done in any one specific unit.

You can read the entire Provost's Communication here:

<http://provost.illinois.edu/Communication/01/index.html>

For information on grants at Beckman, contact the Grants Office:

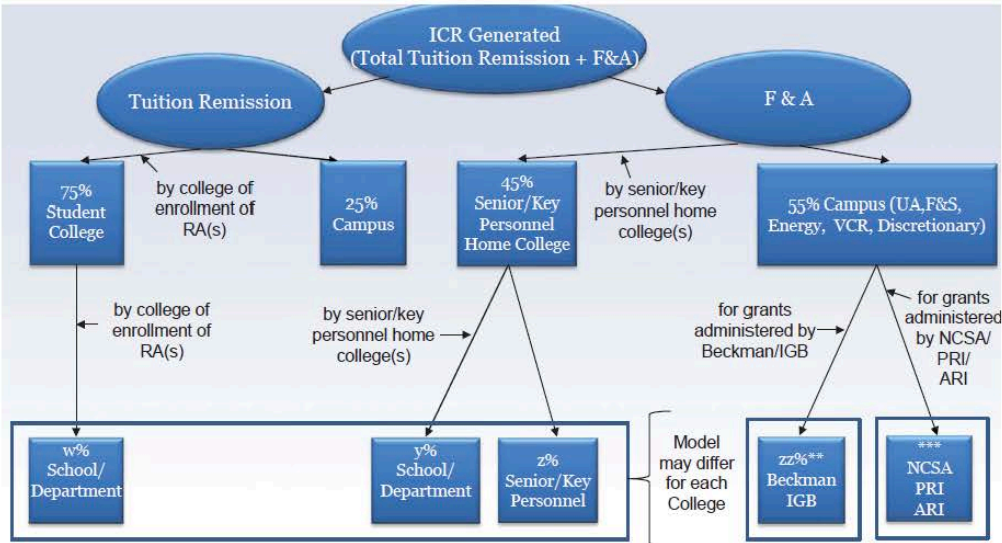
grants@beckman.illinois.edu

*There are some exemptions to the policy. Contact the Beckman Grants Office.

**BECKMAN
INSTITUTE**
FOR ADVANCED SCIENCE
AND TECHNOLOGY



Communication No. 1, Attachment D, ICR Distribution Model (Adopted FY15)



AGENDA ITEM TITLE: Housing 10-Year Plan Selection of Firm, Blackburn

CHECK THE APPROPRIATE BOX(ES):

- ☒ Work Session
☐ Education Session
☐ Information Item
☒ Other Specify: Committee of the Whole (Items for Action)

BACKGROUND AND POLICY CONTEXT OF ISSUE:

The 10-Year Housing Plan will provide clear guidance for meeting the University's housing needs for the next 10 years. The Housing Plan will align with the University's newly developed Strategic Plan for 2017-2022 and comply with elements of the UW Long Range Development Plan (LRDP) that remain relevant within the context of the new Campus Master Plan, which will be developed during the next academic year.

A Request for Qualifications (RFQ) for the purpose of selecting a consultant to develop a comprehensive 10-Year Housing Plan was issued on May 15, 2017. Statements of Qualification (SOQ) were due on June 2, 2017. A selection committee reviewed and identified KSQ Design (Thomas C. Hier, Principal) as the highest ranked firm on June 16, 2017. KSQ Design has provided a detailed work plan and associated fee proposal of \$290,930.00

A preliminary report will be presented to the Board during the September meeting with a final report due at the November meeting.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

The need for a 10-Year Housing plan was discussed at the March, May, and June 2017 Board meetings. During the March 2017 Board meeting, \$100,000 expenditure was approved for the project. Matching funds up to \$60,000 from ASUW was approved during the May 2017 Board Meeting.

WHY THIS ITEM IS BEFORE THE BOARD:

We are requesting up to \$300,000 to hire the selected firm to assist us in developing a 10-year housing plan. Of this, \$60,000 will come from funds allocated by ASUW, and the remaining amount, up to \$240,000, will come from the university's operating reserve. These funds will be replaced within 1-2 years with residence hall funding.

ACTION REQUIRED AT THIS BOARD MEETING:

Amended funding authorization up to \$300,000.00 for the 10-Year Housing Plan.

PROPOSED MOTION

"I move that the funding authorization approved during the March 2017 Board meeting be amended not to exceed \$300,000.00."

PRESIDENT'S RECOMMENDATION:

The President recommends approval.

AGENDA ITEM TITLE: High Bay Contingency Request, Mai

CHECK THE APPROPRIATE BOX(ES):

- ☒ Work Session
☐ Education Session
☐ Information Item
☒ Other Specify: Committee of the Whole (Items for Action)

BACKGROUND AND POLICY CONTEXT OF ISSUE:

For the High Bay Research Facility, the one million dollar private donation has been received and thus the State will provide a one million dollar match. This provides an Owner's Construction Contingency of \$2,668,000.00. Additionally, a deductive change order has been executed returning the remaining contingencies within Haselden Construction's contract, this adds an additional \$712,316.00 to the Owner's Construction Contingency. The combined Owner's Construction Contingency balance is \$3,380,316.00.

The Faculty members who will occupy the High Bay Research Facility have requests for outfitting their spaces. These include Petroleum Engineering, the School of Energy Resources, and the structures laboratory. In anticipation of the need to use contingency to fund some of the items, a comprehensive list for all faculty member requests is provided as Exhibit 1.

The following items (highlighted in yellow in Exhibit 1) are equal to or in excess of \$25,000 and thus require Board approval per the *Project Development Policy and Procedure for UW Capital Construction for Major Projects*.

1. Structures lab moves (Line 5) - \$55,000
2. Hydraulic Lab testing Equipment (Lines 6 – 8) - \$427,000
3. Compression testing machine (Line 10) - \$33,000
4. Scissors Lift (Line 11) - \$25,000
5. Hydraulic Actuator (Quasi static 201.8) (Line 22) - \$125,000
6. Hydraulic Actuator (Dynamic 244.41) (Line 23) - \$85,000
7. Maintenance of old actuators (Line 24) - \$25,000
8. Revised Office Furniture (Line 25) - \$27,963
9. Cell Phone Booster System (Line 35) - \$80,000
10. Machine Shop Equipment (Line 37) - \$100,000
11. Backup Generator #3 (Line 38) - \$400,000
12. CT Scanner Electrical Modifications in eight rooms (Line 41) – \$32,500
13. Oil Barrel Modular (Line 50) - \$190,000
14. Ceiling for Curtained areas with mechanical equipment (Line 53) - \$30,000
15. Four 15kVA UPS for downstairs lab (Line 62) - \$90,000
16. Two 15kVA UPS for upstairs lab (Line 63) - \$45,000

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

1. At the February 15, 2017 meeting, the Board approved using contingency funds to purchase and install an Uninterrupted Power Supply (UPS) for a Not-To-Exceed (NTE) price of \$250,000.
2. At the March 22-24, 2017 meeting, the Board approved using contingency funds to purchase and install a nitrogen system for a NTE price of \$77,364.
3. At the April 12, 2017 meeting, the Board approved using contingency funds to ventilate the air compressor in the mechanical room and install a ceiling lattice system in a laboratory for a NTE price of \$97,013.00.

WHY THIS ITEM IS BEFORE THE BOARD:

Vice President for Administration Bill Mai is requesting Board approval for Facilities Construction Management to expend Owner's Construction Contingency up to \$2,080,316.00 to fulfill the faculty member's requests to outfit their laboratories. This will leave a balance of \$1,300,000.00 for University of Wyoming operations to manage any unforeseen issues with the building over the next year.

ACTION REQUIRED AT THIS BOARD MEETING:

Approval from the Board of Trustees to expend up to \$2,080,316.00 of Owner's Construction Contingency to fulfill faculty member requests for outfitting their laboratories.

PROPOSED MOTION

I move to approve using \$2,080,316.00 of Owner's Construction Contingency to fulfill faculty member requests for outfitting laboratories.

PRESIDENT'S RECOMMENDATION:

It is recommended that the Board of Trustees of the University of Wyoming approve using \$2,080,316.00 of Owner's Construction Contingency to fulfill faculty member requests for outfitting their laboratories.

Exhibit 1

Contingency Tracking					
Contingency Running Balance			\$8,208,876	Notes	**\$8,209M (added \$2M donor funds recovered)
<i>Construction Contingency Use</i>					
1	Additional Concrete Work, Gas Meter, Manifold & Piping, Equipment Relocation	\$86,647	\$8,122,229		
2	Additional Costs for Extended Contract Date and Mechanical Systems Changes	\$4,952,341	\$3,169,888		
3	Door and Exterior Detail Changes, Bike Racks	\$10,563	\$3,159,325		
4	Radiation Shielding at South Walls	\$15,411	\$3,143,914		
5	Credits: Door Card Reader, Roof Davit	(\$11,559)	\$3,155,473		
6	Deleted Casework, Truck Turning Layout, Floor Radiation Shielding	(\$13,366)	\$3,168,839		
7	Heat Recovery, Fume Hoods, Electrical Changes	(\$76,674)	\$3,245,513		
8	Chiller Vibration Isolation, Epoxy Flooring, Add End Switches to Control Valves	\$7,791	\$3,237,722		
9	Vibration Isolation for Pumps, Vertical Wire Management Sleeve	\$9,226	\$3,228,496		
10	Isolation valves, Additional ceramic tile, Elimination of tempered at lead glazing, Credit for UW personnel related to a hit conduit within steam tunnel, Destat fan, Electrical panel	(\$563)	\$3,229,059		
11	Balancing dampers, Catwalk guard, fire hydrant extensions, VPS power	\$11,980	\$3,217,079		
12	Mechanical: Circulation pump sequence	\$5,132	\$3,211,947		
13	Return of remaining construction contingency and buyout	(\$712,316)	\$3,924,263		
<i>Design Contingency Use</i>					
1	Amendment #3 - MBA	\$121,195	\$3,803,068		
<i>Owner Requested Contingency Use</i>					
1	Uninterrupted Power Supply	\$ 250,000	\$3,553,068	BoT Approved Feb 2017	
2	Nitrogen System: Procure and Install	\$ 77,364	\$3,475,704	BoT Approved March 2017	
3	Install Ceiling Lattice System	\$ 33,750	\$3,441,954	BoT Approved April 2017	
4	Mechanical Room Ventilation	\$ 63,263	\$3,378,691	BoT Approved April 2017	reconciles with amount above in grid (rounding issue off 2K)
5	Structural lab/Petroleum move	\$ 55,000	\$3,323,691		Items highlighted in yellow denote those >= to \$25,000
6	Hydraulic testing equip - Pump (MTS Silent Flo)	\$ 180,000	\$3,143,691		
7	Hydraulic testing equip - Hardwire lines and hoses	\$ 130,000	\$3,013,691		
8	Hydraulic testing equip - Servo Controller (MTS)	\$ 117,000	\$2,896,691		
9	Anemometer for OH doors	\$ 1,500	\$2,895,191		
10	Compression testing machine	\$ 33,000	\$2,862,191		
11	Scissor Lift	\$ 25,000	\$2,837,191		
12	Forklift	\$ 18,000	\$2,819,191		
13	Post-tensioning equipment	\$ 12,000	\$2,807,191		
14	Lifting gear	\$ 8,000	\$2,799,191		
15	Power tools	\$ 5,000	\$2,794,191		
16	Cabinets/racks	\$ 3,000	\$2,791,191		
17	Safety/Cleaning equip	\$ 1,000	\$2,790,191		
18	Data collection system - NI hardware	\$ 12,000	\$2,778,191		
19	Data collection system - Sensors	\$ 12,000	\$2,766,191		
20	Data collection system - Software/support	\$ 12,000	\$2,754,191		
21	Move whiteboard	\$ 200	\$2,753,991		
22	Add hydraulic equip - Actuator (Quasi static 201.8)	\$ 125,000	\$2,628,991		
23	Add hydraulic equip - Actuator (Dynamic 244.41)	\$ 85,000	\$2,543,991		
24	Maintenance of old actuators	\$ 25,000	\$2,518,991		
25	Revised Office/Conf. Furniture	\$ 27,963	\$2,491,028		
26	Seminar Room Extra Chairs	\$ 1,728	\$2,489,300		
27	Large Trash Bins (25 EA)	\$ 2,190	\$2,487,110		
28	Medium Trash Bins (20 EA)	\$ 313	\$2,486,797		
29	Clothes Racks 60" Wide (18 EA)	\$ 10,737	\$2,476,060		
30	Clothes Racks 48" Wide (6 EA)	\$ 3,259	\$2,472,801		
31	Clothes Hangers (100 EA)	\$ 130	\$2,472,671		
32	Wet/Dry Vacuums (5 EA)	\$ 2,253	\$2,470,418		
33	Dust Mops (3 EA)	\$ 210	\$2,470,208		
34	Install Bottled Gas Storage Cabinets	\$ 18,750	\$2,451,458		
35	Cell Phone Booster System	\$ 80,000	\$2,371,458		
36	High Speed Data Connections	\$ 5,000	\$2,366,458		

37	Machine Shop Equipment	\$ 127,333	\$2,239,125		
38	Third Gen Set for Bldg	\$ 400,000	\$1,839,125		
39	Paper towel & soap dispensers	\$ 500	\$1,838,625		
40	Interior window coverings - offices (6)	\$ 7,000	\$1,831,625		
41	CT scanner elec mods - (8) remaining rooms	\$ 32,500	\$1,799,125		
42	Room ID sign updates	\$ 1,500	\$1,797,625		
43	Door modifications for west wing south corridor, 1st flr	\$ 5,000	\$1,792,625		
44	Security cabinet for FEI utility tools	\$ 1,200	\$1,791,425		
45	Table for Vizio room	\$ 500	\$1,790,925		
46	Starline boxes for ovens & micro-PIV (15)	\$ 6,000	\$1,784,925		
47	Titan ETIM grounding and UPS connection	\$ 5,000	\$1,779,925		
48	Interior Window Coverings	\$ 15,950	\$1,763,975		
49	CT Scanner Electrical Modifications - 1 room	\$ 4,500	\$1,759,475		
50	Oil Barrel Modular Storage Unit	\$ 190,000	\$1,569,475		
51	Add two 480/3PH receptacles in CT scanner room	\$ 950	\$1,568,525		
52	Vestibule Phone Directories	\$ 1,150	\$1,567,375		
53	Ceiling at curtained areas with mechanical equipment	\$ 30,000	\$1,537,375		
54	Mailboxes	\$ 3,500	\$1,533,875		
55	Tools	\$ 15,000	\$1,518,875		
56	Personal Protective Equipment (PPE)	\$ 1,000	\$1,517,875		
57	Paper towel & soap dispensers	\$ 300	\$1,517,575		
58	Key card lock for room 270	\$ 5,000	\$1,512,575		
59	Water purification and deionization system	\$ 4,000	\$1,508,575		
60	UPS- 5 kVA (downstairs lab) x 3	\$ 22,500	\$1,486,075		
61	UPS- 10 kVA (upstairs lab) x 2	\$ 30,000	\$1,456,075		
62	UPS- 15 kVA (downstairs lab) x 4	\$ 90,000	\$1,366,075		
63	UPS- 15 kVA (upstairs lab) x 2	\$ 45,000	\$1,321,075		
64	Flammable Liquid Cabinets x 2	\$ 2,000	\$1,319,075		
65	Blinds/Window Coverings	\$ 10,000	\$1,309,075		
66	Pressure transducers Utility Box Wall mount (upstairs)	\$ 5,000	\$1,304,075		
67	Donor signs: Arcon CO for letter changes & add sign	\$ 2,500	\$1,301,575		
68	Security camera mounting changes	\$ 3,000	\$1,298,575		
74	Furniture Master Keys	\$ 200	\$1,298,375		Contingency Balance after all expenditures
Total Cost of unapproved items to date		\$ 2,080,316			

AGENDA ITEM TITLE: New UW Regulation (Naming of University Facilities, Programmatic Units, and Funded Academic Honors), Nichols/Miller/Blalock

CHECK THE APPROPRIATE BOX(ES):

- ☒ Work Session
☐ Education Session
☐ Information Item
☒ Other Specify: Committee of the Whole (Items for Action)

BACKGROUND AND POLICY CONTEXT OF ISSUE:

Currently, the University's policies regarding academic naming and gift criteria are housed in the Office of Academic Affairs. Additionally, UW Regulation 2-1 states that "Names of buildings shall be selected by the Trustees. No building shall be named after any person actively connected with the University at the time."

The University has consolidated and updated the University's naming policies into one regulation titled *Naming of University Facilities, Programmatic Units, and Funded Academic Honors*. A draft of the proposed regulation and implementing policy are attached for the Board's review and discussion.

Per the routing process for UW Regulations, the draft modifications were provided to Executive Council, Deans and Directors, Faculty Senate, Staff Senate, ASUW, and the Internal Auditor. The Executive Committee of Faculty Senate did not have any comments, but noted they thought the "price for buying a college is low." ASUW requested that the University add the ASUW President to the Naming Committee composition. The President of the University and the Regulation Committee have endorsed the addition of the ASUW President to the Naming Committee and this change has been incorporated into the final version. Staff Senate did not provide any feedback.

The Trustee Regulation Committee will discuss this item at the July 2017 Board of Trustees meeting and recommend full Board action, if appropriate.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

This was discussed as an information item at the May 2017 Board of Trustees meeting.

WHY THIS ITEM IS BEFORE THE BOARD:

UW Regulation 1-101 requires that UW Regulations shall be issued by the Trustees of the University and shall be in a form approved by the Trustees.

ACTION REQUIRED AT THIS BOARD MEETING:

Board approval or disapproval of UW Regulation 1-104.

PROPOSED MOTION"

I move to approve implementation of UW Regulation 1-104, which establishes a policy and process for Naming of University Facilities, Programmatic Units, and Funded Academic Honors.

PRESIDENT'S RECOMMENDATION:
The President recommends approval.

Reviewed and endorsed by BOT Regulation Committee 5/31/17



UNIVERSITY OF WYOMING REGULATIONS

Subject: Naming of University Facilities, Programmatic Units, and Funded Academic Honors
Number: UW Regulation 1-104

I. PURPOSE

The University of Wyoming is committed to upholding the mission and reputation of the University. This Regulation calls for establishing a policy and procedures related to the naming of University Facilities, Programmatic Units, and Funded Academic Honors.

II. DEFINITIONS

For purposes of this regulation, the following definitions apply:

Facilities: Any building, part of a building, structure, equipment, exhibits, street, drive, landscaped area, open spaces, farm, physical improvement or other property under the control of the University.

Programmatic Unit: Any academic or non-academic unit such as a college, school, division, institute, center, department, or program.

Funded Academic Honors: Any excellence fund, endowed position, scholarship, fellowship, enrichment fund, or award.

III. POLICY

The University has a long-standing tradition of naming its Facilities, Programmatic Units, and Funded Academic Honors in recognition of persons or entities who have made important contributions to enable or to advance the mission of the University. All such naming proposals shall be reviewed in accordance with this Regulation.

IV. NAMING COMMITTEE

- A. A Naming Committee shall oversee the implementation of this regulation. The Committee shall be responsible for reviewing all naming requests for Facilities and Programmatic Units in accordance with this Regulation. Funded Academic Honors will not be reviewed by the Naming Committee.
- B. The Naming Committee shall be responsible for maintaining a policy on minimum funding requirements for naming facilities, programmatic units, and funded academic honors, as well as all forms and processes necessary for implementing naming procedures.

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- C. The Naming Committee shall be composed of the following individuals or their designees: the Provost, the Vice President for Administration, the President/CEO of the UW Foundation, the Athletic Director, the ASUW President, and a Dean from an Academic College who will be appointed by the President and serve a three-year term. The Committee members shall elect a chair.
- D. The committee will meet monthly or as needed to efficiently implement the regulation. All naming requests will be acted upon within 30 days.
- E. The naming committee will invite the requestor to present his/her case to the committee and answer any questions that may arise.

V. GENERAL GUIDELINES FOR NAMING OPPORTUNITIES

- A. Donor intent shall be compatible with the University's mission and the University will commit to honor, follow, and adhere to the donor's intent throughout the duration of the gift.
- B. Except as outlined in this Regulation, the gift associated with the naming of any Facility, Programmatic Unit, or Funded Academic Honor must meet certain minimum funding requirements. The President of the University and the Board of Trustees hold final approval of the policy on minimum funding requirements maintained by the Naming Committee.
- C. The Board of Trustees shall consider and take action on the names of all Facilities; wings, halls, rooms, or other areas within Facilities where the naming opportunity is \$1,000,000 or more; and the naming of all Programmatic Units.
- D. The President of the University shall consider and take action on the naming of wings, halls, rooms, or other areas within Facilities where the naming opportunity is less than \$1,000,000.
- E. The Provost and the designated dean, director, or academic head shall consider and take action on the names of all Funded Academic Honors where the naming opportunity is \$500,000 or more. Funded Academic Honors less than \$500,000 will be overseen by the UW Foundation and the designated dean, director, or academic head.
- F. Where federal or state requirements control, names may be designated in authorizations by state or federal agencies. However, the name must be forwarded for consideration pursuant to this Regulation.
- G. The University shall avoid any conflict of interest when naming Facilities, Programmatic Units, and/or Funded Academic Honors. No Facility shall be named after any person actively connected with the University at the time.

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- II.** A name will generally be effective for the life of the Facility, Programmatic Unit, and/or Funded Academic Honor, except those gifts where a term limit is within the conditions of the gift. If a Facility must be replaced or substantially renovated, or the Programmatic Unit re-designated, it may be named for a new donor, subject to the terms and conditions set forth in any applicable agreements. Any changes to the naming will require consultation with, and action by the Board of Trustees and the UW Foundation. The effective term shall be set forth in the Naming Request Form and any applicable agreements.
- I.** If at any time following the approval of a naming, circumstances change where the continued use of the name may compromise the public trust, the Board of Trustees may authorize the University to discontinue use of the name.
- J.** The Board of Trustees may make exceptions to this Regulation where, in its discretion, the exception would be in the best interests of the University.

VI. NAMING OF FACILITIES, PROGRAMMATIC UNITS, AND FUNDED ACADEMIC HONORS WITHOUT AN ASSOCIATED GIFT

When naming a Facility, Programmatic Unit, or Funded Academic Honor without an associated gift, the proposed honoree shall have achieved distinction in one or more of the following ways:

- A.** Serving the University in an academic or administrative capacity with high distinction; or
- B.** By contributing in other exceptional ways to the welfare and reputation of the University, to education, or to the community in general.

VII. PROCEDURES FOR NAMING FACILITIES, PROGRAMMATIC UNITS, AND FUNDED ACADEMIC HONORS

- A.** The University of Wyoming Facility Naming Opportunities Form shall be completed by the UW Foundation or relevant University administrator to propose naming opportunities for all Facilities.
- B.** All proposed Facility and Programmatic Unit naming opportunities and all proposed names, including those opportunities without an associated gift, must be submitted to the Naming Committee for consideration and action. Naming opportunities and naming recommendations may be submitted to the Naming Committee by the President, President/CEO of the UW Foundation, Vice Presidents, Deans, and Directors. The naming must be submitted to the Naming Committee on the Naming Request Form.
- C.** All proposed Funded Academic Honor naming opportunities of \$500,000 or more must be considered and acted upon by the Provost and designated Dean, Director, or Academic Head. All proposed Funded Academic Honor naming opportunities less than

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\$500,000 will be overseen by the UW Foundation and the designated Dean, Director, or Academic Head.

- D. For the naming of Facilities; for wings, halls, rooms, or other areas within Facilities where the naming opportunity is \$1,000,000 or more; and for the naming of Programmatic Units, the President shall forward his or her recommendation to the Board of Trustees' Facility Committee for consideration and action.
- E. Prior to recommending to the Board of Trustees the naming of a Facility or Programmatic Unit, the President shall have a reasonable assurance that:
 - 1. The proposed name will bring additional honor and distinction to the University; and
 - 2. Any philanthropic commitments connected with the naming can be realized.
- F. The Board of Trustees' Facility Committee will make a recommendation to the Board of Trustees for final consideration and action.
- G. Upon written approval by the President or the Board of Trustees (as outlined above), the UW Foundation shall complete donor communication and documentation. The applicable forms shall be completed and copies shall be kept on file with the UW Foundation, the Office of Academic Affairs, and the Division of Administration.
- H. The policy and associated forms shall reside within the online University Policy and Procedures manual, which is overseen by the Office of General Counsel.

VIII. RECOGNITION AND SIGNAGE FOR FACILITY NAMINGS

- A. For exterior spaces, approved donor recognition and signage will appear in an appropriate size and design on the exterior of the facility and will be readily visible.
- B. For open or general interior spaces, donor recognition and signage will be located at the primary entrance or entrances to the facility in appropriate size and design to be compatible with existing or planned interior finishes.
- C. Donor recognition and signage for outdoor spaces shall be determined on an individual basis with particular concern regarding practicality and maintainability.
- D. Donor recognition and signage shall be installed by UW Operations or installation shall be overseen by UW Operations through an approved vendor or designated agent.
- E. Purchase, design, and installation of all donor recognition and signage must be coordinated with the UW Foundation.

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- F. To the extent feasible, donor recognition and signage shall be uniform with previous donor recognition and signage precedent established for University interior and exterior spaces.

Responsible Division/Unit: Office of Academic Affairs and UW Foundation

Source: None.

Links: <http://www.uwyo.edu/generalcounsel/current-uw-regulations-and-presidential-directives/>

Associated Regulations, Policies, and Forms: Policy on Naming Opportunities and Minimum Funding Requirements for Naming of University Facilities, Programmatic Units, and Funded Academic Honors.

History: Adopted xx-xx-xxxx, Board of Trustees meeting.

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University of Wyoming Policy
Naming Opportunities and Minimum Funding Requirements for Naming of University
Facilities, Programmatic Units, and Funded Academic Honors

- I. This policy is governed by and must be in compliance with UW Regulation 1-104: Naming of University Facilities, Programmatic Units, and Funded Academic Honors.

II. **Types of Gifts**

The minimums outlined in this Policy apply to two types of gifts:

- A. **Endowments.** Gifts where the donor intends for the corpus of the gift to generate income that may be used to support the intended purpose of the gift according to the University of Wyoming Foundation's rules for computing payouts from invested funds.
- B. **Expendable.** Gifts where the donor intends for the gift, together with any income generated through investments, to be used according to a specified manner and schedule, in a fashion that may result in depletion of the account over time. Expendable gifts will be subject to the term conditions, if any, as outlined in the gift agreement.

This Policy only identifies common types of gifts received by the University. Special projects may be recommended to the Naming Committee for consideration on a case-by-case basis.

State or private matching funds may be available in some instances to match certain gifts. If matching funds are available for a particular gift, those funds will be included together with the gift amount for purposes of qualifying for the minimum gift requirements set forth in this Policy.

III. **Facilities**

- A. **Campus Landmarks and Landscaping.** The minimum gift must be the total direct cost.
- B. **Current Facilities.** Depending on the Facility project, the gift must be a minimum of 30% of the estimated cost of the renovation or expansion. Previously constructed Facilities, which are unnamed, can be named by a donor or a donor's representative through a gift of a minimum of 30% of the construction cost for the renovation of the Facility.
- C. **New Facilities.** Depending on the Facility project, the gift must be a minimum of 30% of the estimated construction cost.

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IV. Programmatic Units

- A. Academic Colleges and Schools.** An endowment to name an academic college or school requires a substantial investment which is transformational. While it is desired that a majority portion of the earnings from the endowment shall provide support to the academic college or school at the discretion of the applicable dean or director, donor intent will be honored per the gift agreement and in accordance with University regulations, policies, and procedures.

Minimum gift levels are as follows:

College of Agriculture and Natural Resources	\$30 million
College of Arts and Sciences	\$30 million
College of Business	\$30 million
College of Education	\$20 million
College of Engineering and Applied Science	\$30 million
College of Health Sciences	\$20 million
College of Law	\$20 million
School of Energy Resources	\$30 million
School of Pharmacy	\$15 million
American Heritage Center	\$15 million
Art Museum	\$15 million
Honors College	\$10 million
Haub School of Environment and Natural Resources	Named
William Robertson Coe Library	Named
Fay W. Whitney School of Nursing	Named

- B. Institutes and Centers.** An endowment to name an institute or center requires a substantial investment which is transformational. While it is desired that a majority portion of the earnings from the endowment shall provide support to the Institute or Center at the discretion of the applicable dean or director, donor intent will be honored per the gift agreement and in accordance with University regulations, policies, and procedures.

The minimum gift to name an institute or center is \$5 million. Additionally, special consideration will be given to the size, scope, mission, and academic reputation of the institute or center when considering the naming opportunity.

- C. Departments and Programs.** An endowment to name a department or program requires a substantial investment which is transformational. While it is desired that a majority portion of the earnings from the endowment shall provide support to the department or program at the discretion of the applicable department head or director, donor intent will be honored per the gift agreement and in accordance with University regulations, policies, and procedures.

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The minimum gift to name a department is \$4 million, while the minimum gift to name a program is \$3 million. Additionally, special consideration will be given to the size, scope, mission, and academic reputation of the department or program when considering the naming opportunity.

V. Funded Academic Honors

A. Excellence Funds. An excellence fund is an endowment or expendable gift intended to provide funds that a designated administrator may use to promote the excellence of a specified university program. There are three types of excellence funds:

- 1. A University Excellence Fund** is an endowment or expendable gift that is established for the university as a whole and not designated for a college or program area. The president or provost of the university will allocate the income, in accordance with the trust agreement. The minimum funding level is \$100,000.
- 2. A Dean's or Director's Excellence Fund** is an endowment or expendable gift that is established for a college or a unit. The dean or unit director identified in the trust agreement will allocate the income. The minimum funding level is \$50,000.
- 3. A Department or Program Excellence Fund** is an endowment or expendable gift that is established for a department or a program. The head of the department or program designated in the trust agreement will allocate the income. The minimum funding level is \$25,000.

B. Faculty Positions. Named faculty positions are a way for a donor to support a particular faculty position at the University and to have an informal relationship with this individual. The gift shall be tied to the position, not the specific individual. Holders of named faculty positions must provide annual updates to the Provost, President/CEO of the UW Foundation, and Donor. Copies of all documentation related to named appointments shall be kept on file with the UW Foundation. The Office of Academic Affairs shall maintain a policy on procedures for appointing faculty to the named positions.

- 1. Named Chair.** The endowment must be a minimum of \$2,000,000. The endowment shall be used as specified in the donor agreement, and as deemed appropriate by the Provost and the applicable dean, to provide an annual salary supplement and/or to support the academic pursuits and endeavors of the holder of the chair.
- 2. Named Professorship.** The endowment must be a minimum of \$1,000,000. The endowment shall be used as specified in the donor agreement, and as deemed appropriate by the applicable dean to provide an annual salary

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supplement and/or to support teaching, research, or scholarship expenses to the holder of the professorship.

3. **Named Faculty Fellowship.** The endowment must be a minimum of \$250,000. The endowment shall be used as specified in the donor agreement, and as deemed appropriate by the applicable dean to support faculty development in teaching or research for faculty in the associate professor rank (and occasionally at the professor rank, at the dean's discretion).
4. **Named Visiting Chair.** The endowment must be a minimum of \$1,000,000. This type of endowment is intended to enable the University to attract faculty from other universities to spend periods of up to one academic year working with faculty and students at the University. The endowment shall be used as deemed appropriate by the donor agreement, Provost and the applicable dean to provide support such as a stipend, travel, work expenses, and student support for a visiting chair.
5. **Named Visiting Professorship.** The endowment must be a minimum of \$500,000. This type of endowment is intended to enable the University to attract faculty from other universities to spend periods of up to one academic year working with faculty and students at the University. The endowment shall be used as deemed appropriated by the donor agreement, Provost and the applicable dean to provide support such as a stipend, travel, work expenses, and student support for a visiting professor.
6. **Named Dean or School Director.** The endowment must be a minimum of \$5,000,000. This type of endowment is intended to promote and facilitate leadership at the dean's and school director's level. The income provides a flexible resource of funds for a dean or school director to meet special needs and initiatives in a college, while honoring donor intent. It is not intended as a supplement for the dean's salary.
7. **Named Director.** The endowment must be a minimum of \$1,000,000. This type of endowment is intended to promote and facilitate leadership at the director's level. The income provides a flexible resource of funds for a director to meet special needs and initiatives in a college, while honoring donor intent. It is not intended as a supplement for the director's salary.
8. **Named Department Head.** The endowment must be a minimum of \$2,000,000. This type of endowment is intended to promote and facilitate leadership at the department head's level. The income provides a flexible resource of funds for a department head to meet special needs and initiatives in a college, while honoring donor intent. It is not intended as a supplement for the department head's salary.

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C. Student Enrichment.

- 1. Named Endowed Scholarship.** The gift must be a minimum of \$25,000. Endowed scholarships support student awards for tuition, fees, room and board, etc. Scholarships may be awarded to undergraduate, professional, and/or graduate students unless otherwise stipulated by the donor.
- 2. Named Endowed Graduate Fellowship and Awards.** The gift must be a minimum of \$25,000. Endowed graduate fellowships and awards support graduate and post-graduate students through awards for tuition, fees, room and board, unless otherwise stipulated by the donor.
- 3. Named Endowed Student Enrichment Funds.** The gift must be a minimum of \$25,000. Endowed student enrichment funds support awards or stipends to students to assist in financing experiences as study abroad, a field study opportunity, or a research opportunity. Awards can be for tuition, fees, living expenses, unless otherwise stipulated by the donor.
- 4. Named Non-Endowed Scholarships.** The gift must be a minimum of \$1,000 per year for at least five years. Scholarships may be awarded to undergraduate, professional, and/or graduate students unless otherwise stipulated by the donor.
- 5. Named Non-Endowed Awards.** The gift must be a minimum of \$1,000 per year for at least five years. Awards support graduate and post-graduate students for tuition, fees, room and board, unless otherwise stipulated by the donor.

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**University of Wyoming
Facility Naming Opportunities Form**

This form shall be completed by the University of Wyoming Foundation prior to the time of new construction or major renovation of a Facility. All spaces with naming potential will be identified in the column labeled "space" with the applicable minimum gift level identified.

Space	Minimum Gift
1. _____	\$ _____
2. _____	\$ _____
3. _____	\$ _____
4. _____	\$ _____
5. _____	\$ _____
6. _____	\$ _____
7. _____	\$ _____
8. _____	\$ _____
9. _____	\$ _____
10. _____	\$ _____

(Add more lines as needed)

Dean, Director or Designee Date

Authorized Official, University of Wyoming Foundation Date

Chair, University of Wyoming Naming Committee Date

President, University of Wyoming Date

This form is governed by and must be in compliance with UW Regulation 1-104: Naming of University Facilities, Programmatic Units, and Funded Academic Honors.

When completed, the original of this form shall be kept on file at the University of Wyoming Foundation with a copy sent to the University Office of Academic Affairs and the University Office of Administration, if applicable.

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**University of Wyoming
Naming Request Form**

Individual proposing the naming: _____

Date: _____

Name of proposed Honoree: _____

Amount of gift toward the naming: \$ _____

Proposed Naming: _____

Purpose of Naming: (choose one)

☐ Facility

☐ Programmatic Unit

Proposed timeframe for Naming: (choose one)

☐ Life of facility/program

☐ Term

Length of Term _____ Year _____ to _____

Describe the naming and explain how the naming meets the applicable criteria outlined in UW Regulation 1-104:

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_____ Authorized Official, University of Wyoming Foundation	_____ Date
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_____ Chair, University of Wyoming Naming Committee	_____ Date
--	---------------

_____ President, University of Wyoming	_____ Date
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_____ President, Board of Trustees	_____ Date
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Note: Board of Trustees approval is only required for (1) University Facilities where the naming opportunity is more than \$1,000,000; and (2) the naming of a Programmatic Unit.

This form is governed by and must be in compliance with UW Regulation 1-104: Naming of University Facilities, Programmatic Units, and Funded Academic Honors.

When completed, submit this form to the University of Wyoming Naming Committee. The original of this form shall be kept on file at the University of Wyoming Foundation with a copy sent to the University Office of Academic Affairs and the University Office of Administration, if applicable.

AGENDA ITEM TITLE: Honors College (UW Regulation 1-1), Miller/Evans

CHECK THE APPROPRIATE BOX(ES):

- ☒ Work Session
☐ Education Session
☐ Information Item
☒ Other Specify: Committee of the Whole (Items for Action)

BACKGROUND AND POLICY CONTEXT OF ISSUE:

At the May 10-12, 2017, Board of Trustees meeting, the Board approved establishing an Honors College with a Dean of Honors pursuant to UW Regulations 8-2 and 1-102(P).

To effectuate this change, the University proposes adding the Honors College to the Colleges and Schools section in UW Regulation 1-1: "The University shall have the following colleges: Agriculture and Natural Resources, Arts and Sciences, Business, Education, Engineering and Applied Science, Health Sciences, Honors, and Law."

Per the routing process for UW Regulations, the draft modifications were provided to Executive Council, Deans and Directors, Faculty Senate, Staff Senate, ASUW, and the Internal Auditor. The Executive Committee of Faculty Senate reviewed the modified changes and did not have any comments. ASUW supports the changes. Staff Senate did not provide any feedback.

The Trustee Regulation Committee will discuss this item at the July 2017 Board of Trustees meeting and recommend full Board action, if appropriate.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

At the May 10-12, 2017, Board of Trustees meeting, the Board approved establishing an Honors College.

WHY THIS ITEM IS BEFORE THE BOARD:

UW Regulation 1-101 requires that any modification to UW Regulations must be approved by the Board.

ACTION REQUIRED AT THIS BOARD MEETING:

Board approval or disapproval of the recommended modifications to the Regulation.

PROPOSED MOTION

"I move to authorize the changes to UW Regulation 1-1 as presented to the Board in the attached redline version of the regulation."

PRESIDENT'S RECOMMENDATION:

The President recommends approval.

DRAFT MODIFICATIONS
Reviewed and endorsed by BOT Regulation Committee 6-7-17

UW REGULATION 1-1 Organization of the University

I. OFFICERS OF THE UNIVERSITY

A. Designation

Officers of the University are: The President; Administrative Officers, to include the principal administrative officers of the University and the heads of their administrative subunits as set forth in section II of this regulation; and Academic Officers, to include Deans, Directors, Associate and Assistant Deans and Department and Division Heads, of the organized education units specified in section III of this regulation. Athletic coaches shall not be considered officers of the University but shall be contractual employees.

B. Appointment

The President of the University shall be appointed by the Trustees as provided in the Bylaws of the Trustees of the University of Wyoming. Nine affirmative votes of the Trustees shall be required for appointment. All other officers shall be appointed by the Trustees upon the recommendation of the President following consultation with the appropriate University officers and faculty. All appointments under this paragraph shall be on such terms with respect to salary, terms of employment and like matters as the Trustees may determine.

C. Removal

Any person appointed to an office or position pursuant to this section may be removed by the Trustees whenever in their judgment the best interests of the University will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Likewise such removal shall be without prejudice to the rights, if any, of such person as a tenured member of the faculty.

II. THE ADMINISTRATIVE ORGANIZATION OF THE UNIVERSITY

A. President of the University

Subject to control of the Trustees, the President of the University is the chief executive officer of the University and is vested with powers and duties as provided by laws of this State and the Bylaws of the Trustees of the University of Wyoming. In addition to such duties, the President shall enforce UW Regulations as adopted

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hereof, and the President is hereby clothed with all authority requisite to these ends. Any authority or responsibility of the President may be delegated by him/her to any other member of academic personnel (faculty or academic professional) or staff of the University, but delegation of major areas of authority or responsibility shall have the prior consent of the Trustees.

In the event of the resignation, death or incapacity of the President, the Trustees may appoint an acting president who shall perform the duties and have the powers of the President during such time as the Trustees may direct. If no acting President has been appointed by the Trustees, the duties of the President shall be performed by the Provost and Vice President for Academic Affairs.

The President shall serve as the ordinary channel of communication between the Trustees and academic personnel and between the Trustees and all subordinate administrative officers and staff of the internal organization. This regulation shall not be interpreted to limit the right of communication between academic personnel or other officers of the University and the Trustees or to limit the manner in which the Trustees may gain information as to the work and operation of the University.

The President shall have as principal administrative officers a Provost and Vice President for Academic Affairs, a Vice President for Student Affairs, a Vice President for Administration, a Vice President for Research and Economic Development, a Vice President for Institutional Advancement, a Vice President for Information Technology, a General Counsel, a Vice President for Governmental and Community Affairs, a Director of Governmental Relations and a Special Assistant to the President for Diversity. The Special Assistant to the President for Diversity shall, at the direction of the President and in collaboration with the other principal administrative officers of the University, lead the development and implementation of the University diversity plan. He also may have other assistants as are authorized from time to time and may also authorize the appointment of Associate Vice Presidents for each of the principal administrative officers, who shall perform such duties as specified.

B. Provost and Vice President for Academic Affairs

The Provost and Vice President for Academic Affairs shall be responsible to the President for general administrative and coordination functions over the various instructional programs, on or off-campus, offered by the University. As the principal administrative officer for academic affairs, the Provost and Vice President shall maintain administrative supervision of the academic colleges and schools; academic personnel; academic centers and institutes; the Art Museum; the University of Wyoming at Casper; enrollment management; international programs; the University Libraries; and undergraduate and graduate education.

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The Vice President shall initiate, organize, or direct such actions as are necessary and appropriate to assure that academic program needs and standards are established and implemented by appropriate units and officers of the University. The Vice President shall consult with and advise the President with respect to the recommendations of the officers of the various academic units concerning organization, development of programs, academic personnel appointments, promotions, leaves of absence, and salaries, and shall conduct such special studies relating to curriculum, instruction, academic personnel and other matters as may be determined by the President.

Additional administrative units may be assigned to the Vice President by the President and the Vice President may be assisted by one or more Associate Vice Presidents and such other assistants as are authorized from time to time.

C. Vice President for Administration

The Vice President for Administration is the principal financial officer of the University and shall be responsible to the President for the administration of all the business and financial affairs and the physical plant of the University, including institutional planning, preparation and administration of the University budget and development of long-term financing strategies to support implementation of the Capital Facilities Plan. The Vice President serves as the principal advisor to the President on the status of the University budget, and shall perform such duties as are required by statute or by UW Regulations.

The Vice President for Administration shall execute such agreements, leases, and other instruments relating to the transfer of real property, as may be appropriate to the management, control, acquisition, or disposition of property of the University in accordance with UW Regulations or other directions of the Trustees. The Vice President for Administration shall have administrative supervision over the following units: Administrative Operations, Auxiliary Services, Budget and Institutional Analysis, Campus Police, Fiscal Administration, Human Resources and such other units and personnel as may be designated by the President.

In accordance with the Bylaws, the Vice President for Administration shall serve as the Deputy Treasurer of the Trustees of the University of Wyoming, and shall exercise all duties and responsibilities incident to this position, including the receipt, custody and recording of all monies or funds payable to the Trustees, the Treasurer, the University, or any of its colleges, divisions, or departments and the disbursement or investment of such funds and monies as authorized by the Trustees. Such disbursements shall be on vouchers authorized and approved by the Vice President for Administration or designee.

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D. General Counsel

The General Counsel provides legal advice to the University, supervises the General Counsel's Office, and coordinates communications with the state's Attorney General. The General Counsel is responsible for administration of UW Regulations, procedures related to risk management, and review of discrimination, harassment, and workplace violence complaints. The General Counsel has administrative responsibility for the Equal Opportunity Report and Response Unit and the Risk Management Office.

E. Vice President for Information Technology

The Vice President for Information Technology shall be responsible to the President for the general information technology functions of the University. As the chief information officer of the University, the Vice President shall oversee and manage the elements of Information Technology, including administrative and academic computing, networking, telecommunications, computing laboratories and customer support services.

The Vice President shall advise the President and the University community on issues involving Information Technology and data privacy; develop and manage computing standards, network architecture and security; determine information integration methodologies; and work with internal and external constituents to support diverse technology needs and build consensus on information technology issues. The Vice President shall be an advocate for the development and use of technology in instruction, academic support, research, social media, and institutional support.

The Vice President shall evaluate and analyze beneficial emerging and advanced technologies and provide a stable, reliable technology infrastructure for the University.

F. Vice President for Institutional Advancement

The Vice President for Institutional Advancement shall be responsible to the President for private fundraising and University relations with alumni and friends, and shall maintain administrative supervision of the Office of Institutional Advancement. The Vice President's primary functions shall include seeking private financial support for the University, coordinating private development and fundraising activities, and communicating with the University of Wyoming Foundation.

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Reviewed and endorsed by BOT Regulation Committee 6-7-17

The Vice President shall initiate, organize, or direct such actions as are necessary and appropriate to ensure that development and alumni/friends relations are properly implemented and coordinated, and shall consult with and advise the President on all development and alumni/friends relations.

G. Vice President for Research and Economic Development

The Vice President for Research and Economic Development shall be responsible to the President for the general administrative supervision and coordination of research programs conducted by units of the University. The Vice President shall be responsible for reviewing and evaluating proposed research and economic development programs; continuing review of existing contracts and grants; and maintaining research compliance, including oversight of the Institutional Review Board (IRB), the Institutional Animal Care and Use Committee (IACUC), the Institutional Biosafety Committee (IBC), the Radiation Safety Committee, conflict of interest in research, and export control. The Vice President shall also be responsible for responding to allegations of research misconduct and shall serve as the Research Integrity Officer for the University.

The Vice President shall be responsible for maintaining an assessment of the available research capabilities of the University and shall interact with governmental agencies or other entities sponsoring or seeking research or investigatory studies.

The Vice President shall have administrative supervision over the following research units: Research Services, Sponsored Programs, the Advanced Research Computing Center (ARCC), the Wyoming IDeA Networks for Biomedical Excellence (INBRE) Program, the University of Wyoming-National Park Service Research Center, the Neuroscience Center, the Water Research Program/Office of Water Programs, Wyoming EPSCoR/IDeA, the Wyoming Natural Diversity Database (WYNDD), the Wyoming Research Products Center, the Humanities Institute, and any such other units as may be designated by the President.

The Vice President shall have administrative supervision over the following economic development units: the Wyoming Procurement Technical Assistance Center (PTAC), Manufacturing Works, the Market Research center, the Wyoming SBIR/STTR Initiative (WSSI), the Wyoming Small Business Development Center (SBDC), the Wyoming Technology Business Center (WTBC), Wyoming Public Media, and any such other units as may be designated by the President.

II. Vice President for Student Affairs

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The Vice President for Student Affairs shall be responsible to the President for the general administrative leadership and coordination of programs and services designed to support the learning and development of UW students.

The Vice President shall develop and deliver services, programs and facilities that promote the intellectual, personal, cultural and civic development of students; coordinate efforts to create a caring community in which individuals are respected, encouraged to pursue excellence, and assisted in achieving their potential; and foster the celebration of diversity of individuals and cultures.

The Vice President for Student Affairs shall have administrative supervision over the following units: Alumni Relations; the Associated Students of the University of Wyoming (ASUW); Cowboy Parents; Campus Recreation; Dean of Students; Multicultural Affairs; Residence Life and Dining Services; the University Disability Support Services; Student Health Service; University Counseling Center, which includes the AWARE program; Wyoming Union; and any other such units or responsibilities as may be designated by the President. Each unit shall be headed by a director who shall be responsible for all matters relating to the administrative affairs of that unit.

I. Director of Intercollegiate Athletics

The Director of Intercollegiate Athletics shall be responsible to the President for the planning, direction and management of the Athletics Division.

Athletic coaches shall not be considered officers of the University but shall be contractual employees. The President shall have the authority to appoint any athletic coach with a one-year contract and shall consult with the Executive Committee of the Trustees prior to appointing any coach with a multi-year contract.

J. Vice President for Governmental and Community Affairs

The Vice President for Governmental and Community Affairs is responsible to the President for establishing and implementing the University's plans for relations with federal, state, and local government officials. The Vice President represents the University in its communications with elected officials at all levels, including all federal and state legislation. The Vice President provides advice, assistance, and information to the Trustees, the President, and other University units with respect to government relations.

The Vice President has administrative responsibility for the Institutional Communication and Institutional Marketing Departments.

III. THE ACADEMIC ORGANIZATION OF THE UNIVERSITY

A. Academic Personnel

The faculty consists of (a) all persons having professional ranks (professor, associate professor, assistant professor, or instructor), (b) librarians of all ranks, and (c) archivists of all ranks. Persons having professorial ranks are either non-tenure track or tenure track. Non-tenure track faculty include clinical, visiting, and adjunct professors of all ranks. Tenure-track faculty include probationary and tenured faculty members. Persons having librarian or archivist ranks are either non-extended-term track (previously referred to as "temporary") or extended-term track. Extended-term track librarians and archivists include individuals holding probationary or extended-term appointments.

Academic professionals include (a) lecturers of all ranks, except as noted below; (b) research scientists of all ranks; (c) extension educators of all ranks; and (d) postdoctoral associates. All postdoctoral associates are non-extended-term track employees. Academic professionals in the other categories may be non-extended-term track or extended-term track. The latter category includes academic professionals holding probationary or extended-term appointments.

Non-tenure track, visiting, and adjunct faculty members and non-extended-term track academic professionals are non-voting academic personnel. Specific University regulations govern the voting rights of other academic personnel in such matters as reappointment, tenure, promotion, extended terms, representation in the Faculty Senate and its standing committees, and college- and university-level committees. Emeritus status reflects the Trustees' recognition for long and distinguished service by a retired faculty member or academic professional and carries no voting rights.

Current employees who have held the rank of lecturer since before the implementation of the academic professional category and who have not elected to convert to the academic professional category retain the title lecturer, along with the status formerly associated with that title. In particular, they retain faculty status, appointments subject to annual renewal, and any voting rights associated with the lecturer title before 1992.

The University Faculty, subject to approval by the President and the Trustees, shall formulate educational and academic policies for the University as a whole; shall promote the general welfare of the University, its students and the faculty; and shall

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Reviewed and endorsed by BOT Regulation Committee 6-7-17

establish bylaws for its organization pursuant to which it may adopt regulations in accordance with UW Regulation 1-101.

B. Colleges and Schools

The University shall have the following colleges: Agriculture and Natural Resources, Arts and Sciences, Business, Education, Engineering and Applied Science, Health Sciences, Honors, and Law.

Each college and the Haub School of Environment and Natural Resources shall be headed by a dean who shall be responsible for all matters relating to the educational and administrative affairs of the college or school and who shall report to the Provost and Vice President for Academic Affairs. The dean shall preside at meetings of the college or school faculty, recommend the college or school budget in consultation with the heads of subunits within the college or school, transmit and recommend appointments and promotions with respect to academic personnel and staff of the college or school and exercise general administrative supervision over the educational programs and operations of the college or school.

The faculty of the college or school shall consist of the President of the University and the Provost and Vice President for Academic Affairs (serving as ex officio without vote), the dean, and all members of the University faculty serving in the college or school.

The college or school faculty shall, subject to the authority of the President and the Trustees, have jurisdiction in all academic matters within the scope of the college or school, including the determination of curricula, the standards for admission to, continuation in, and graduation from the college school, except as authority is otherwise limited by maintenance of general University educational policy and correct academic and administrative relations with other units of the University. Questions of autonomy and jurisdiction between a college or school faculty and the University faculty or between two college faculties shall be adjudicated by the President of the University, subject to appeal to the Trustees.

The college faculty, through the dean of the college or school, shall recommend candidates for diplomas and degrees in course to the President and the Trustees. Subject to the approval of the Trustees, each college or school may be organized into schools, departments, divisions or faculties under the general directions of an academic officer.

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C. Graduate Education

Graduate education at the University shall be the primary responsibility of the faculty, department head/chair and Deans of the academic colleges, and interdisciplinary programs under the oversight of the Provost and Vice President for Academic Affairs or designee. Policies pertaining to individual degrees and majors, graduate program admission and degree completion processes are outlined in the University Catalog. The Graduate Council, a standing committee of the Faculty Senate, shall be responsible for reviewing proposals for new academic programs and making recommendations to the Provost and Vice President for Academic Affairs, reviewing policies for graduate education, and providing an appellate body to review appeals of graduate students. The membership and charge of the Graduate Council is outlined in UW Regulation 6-702. The faculty shall recommend candidates for advanced degrees and diplomas to the President and the Trustees through the college or school dean or interdisciplinary program director.

D. University Libraries

University Libraries shall be headed by a Dean who shall be responsible for the provision of library services, and for the recommendation of the Library budget. The Dean shall report to the Provost and Vice President for Academic Affairs. Librarians at the University shall be appointed by the Trustees. Recommendations for such appointment shall be initiated by the Dean, and shall be forwarded to the Provost and Vice President for Academic Affairs who shall add his/her recommendations to the President for recommendation to the Trustees. The designation "Librarian" shall be an academic title, signifying faculty status, and shall apply only to those qualified to provide professional library services in support of the University's instructional, research and public service functions, including the following:

1. Selection and development of library collections and other informational resources;
2. Bibliographical control of collections and their organization for use;
3. Reference, bibliographic instruction and advisory services;
4. Development and application of specialized information systems;
5. Library administration and management; and
6. Research where necessary or desirable in relation to the foregoing.

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The Librarians shall be subject to a peer review, ranking, promotion and extended-term appointment system more specifically set forth in UW Regulations. Recruiting, appointments and salaries will be administered by the Dean, through the Provost and Vice President for Academic Affairs. The principles of academic freedom as defined in these Regulations shall apply to Librarians.

E. Divisions of Military Science and Aerospace Studies

The Divisions of Military Science and Aerospace Studies shall offer such programs in the Reserve Officer Training Corps as may be authorized by the Congress of the United States and the Department of Defense through the Secretaries of the Army and Air Force, respectively, and as approved by the Trustees. The Divisions shall be headed by a Professor of Military Science and a Professor of Aerospace Studies, respectively, who shall report to the Provost and Vice President for Academic Affairs. The professors shall be nominated by the appropriate Armed Forces and appointed by the Trustees upon recommendation of the President of the University.

IV. HONORARY DEGREES

Nominees for honorary degrees may be submitted by members or former members of the Trustees, members of the faculty, and alumni. All recommendations shall be submitted in writing to the President of the University by a designated date each year. The President shall refer all nominations to a joint committee consisting of not more than four members of the Trustees appointed annually by the President of the Trustees, three members of the appropriate faculty committee chosen annually by that committee, and the President of the University who shall preside as chairperson without vote.

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Source:

Trustee Regulations I, II, III, and IX.B; adopted 1/22/2010 Board of Trustees minutes
Revisions adopted 11/18/2010 Board of Trustees meeting
Revisions adopted 3/23/2012 Board of Trustees meeting
Revisions adopted 1/17/2014 Board of Trustees meeting
Revisions adopted 6/16/2014 Board of Trustees meeting
Revisions adopted 7/17/2014 Board of Trustees meeting
Revisions adopted 7/17/2014 Board of Trustees meeting
Revisions adopted 1/20/2016 Board of Trustees meeting
Revisions adopted 11/18/2016 Board of Trustees meeting
Revisions adopted 3/23/2017 Board of Trustees meeting
Revisions adopted 5/11/2017 Board of Trustees meeting

AGENDA ITEM TITLE: Search Committees (UW Regulation 1-102 (P)), Nichols/Evans

CHECK THE APPROPRIATE BOX(ES):

- ☒ Work Session
☐ Education Session
☐ Information Item
☒ Other Specify: Committee of the Whole (Items for Action)

BACKGROUND AND POLICY CONTEXT OF ISSUE:

At the January 16, 2015, Board of Trustees meeting, the Board approved UW Regulation 1-102(P), establishing a Trustee Subcommittee to allow the Board of Trustees to keep fully informed of the selection of certain University administrative officers.

The regulation outlines a process for informing the Trustee Subcommittee of the progress of the search and the final candidates. Step six (6) requires that the University President inform the Board during an executive session of any intention to make an offer.

University administrative officer positions are highly sought out and competitive. Due to the need for quick turnaround time on offers, and to maintain the ability to hire the best candidate possible, the University proposes modifying step six (6) to allow the University President to advise the Trustee Subcommittee of the intention to make an offer to a top candidate or the other candidates, if applicable, should negotiations with the top candidate be unsuccessful. Additionally, the University is proposing several housekeeping changes to better align the directive with University terminology.

Per the routing process for UW Regulations, the draft modifications were provided to Executive Council, Deans and Directors, Faculty Senate, Staff Senate, ASUW, and the Internal Auditor. The Executive Committee of Faculty Senate reviewed the modified changes but did not provide any feedback on 1-102(P). ASUW supports the changes. Staff Senate did not provide any feedback. The Trustee Regulation Committee will discuss this item at the July 2017 Board of Trustees meeting and recommend full Board action, if appropriate.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

At the January 16, 2015, Board of Trustees meeting, the Board approved UW Regulation 1-102(P).

WHY THIS ITEM IS BEFORE THE BOARD:

UW Regulation 1-101 requires that any modification to UW Regulations must be approved by the Board.

ACTION REQUIRED AT THIS BOARD MEETING:

Board approval or disapproval of the recommended modifications to the Regulation.

PROPOSED MOTION

“I move to authorize the changes to UW Regulation 1-102(P) as presented to the Board in the attached redline version of the regulation.”

PRESIDENT'S RECOMMENDATION:

The President recommends approval.

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UW REGULATION 1-102

Board of Trustees Directives

I. DIRECTIVES OF THE BOARD OF TRUSTEES

A. Settlement Authority

(Minutes of the Trustees – March 3-4, 2000, Budget Committee).
The President is authorized to settle claims against the University up to \$100,000.

B. Change Orders for Construction

(Minutes of Trustees – September 14-16, 2006 – Consent Agenda, p. 35).
The Director of Physical Plant is authorized to approve change orders for construction or major maintenance projects up to \$50,000. The Vice President for Administration is authorized to approve change orders for construction or major maintenance projects up to 20% of the total project amount approved by the Trustees. All change orders will be reported to the Trustees.

C. Retention or Disposal of Real Property

(Minutes of the Trustees – July 25, 1998, Physical Plant & Equipment Committee). Attachment A is the policy for retention and disposal of real property.

D. Graduate Faculty

(Minutes of the Trustees – December 8, 1990, Item #10, p. 45 & December 14, 1991, p. 30). The Graduate Faculty of a department will be reviewed for participation in graduate committees and the quality of supervised graduate student degree programs. Any member of the Graduate Faculty who has not served on any graduate committee since the last review period will have the designation of "Graduate Faculty" terminated.

E. President's Authority to Appoint Certain Faculty

(Minutes of the Trustees – March 3-4, 2000, Personnel Committee). The President of the University may approve gratis, adjunct, temporary, clinical, and visiting academic appointments, whether full- or part-time. The President shall report all such personnel actions to the Trustees annually.

F. Emeritus Status and Board Retirement

(Minutes of the Trustees – January 9-11, 2003, Work Session). Emeritus faculty and academic professionals shall receive Board retirement benefits whether or not

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Selection Advisory Committees

Reviewed and endorsed by BOT Regulation Committee 5-31-17

they meet the University service requirements for eligibility for Board retirement contained in UW Reg 4-2.

G. Authorization for Stock Transfers

(Minutes of the Trustees – July 25, 1998, Budget Committee).

The President of the University and Treasurer of the Board are authorized to:

1. Sell, assign, and transfer stocks, bonds, evidences of interest, evidences of indebtedness and/or other obligation, and all other securities, corporate or otherwise, now or hereafter held by this corporation in its own right or in any fiduciary capacity, and to execute any and all instruments necessary, proper or desirable for the purpose, and to ratify any past actions;
2. Act as agents of UW and to sign agreements, resolutions and any other documentation required to establish, maintain, and terminate security cash accounts with security dealers and brokers for the purpose of taking ownership and possession of cash, bonds, stocks and other securities held by such dealers and brokers which have been directed to the University by gift, bequest or any other act of transfer; and as agents they are fully authorized to sell, assign and transfer stocks, bonds, evidence of interest, etc. and all other securities, corporate or otherwise, now or hereafter held by the corporation its own right or in any fiduciary capacity pursuant to this authorization and to execute any and all instruments necessary, proper or desirable for the purpose.

H. University of Wyoming Investment Policy

(Minutes of the Trustees – March 12, 2007, Audit and Fiscal Integrity Committee). Attachment B is the Investment Policy of the University of Wyoming which establishes the general guidelines and procedures for the investment of University funds.

I. Evaluation of Unoccupied Facilities

(Minutes of the Trustees – July 25, 1998). It is the policy of the University that when a facility is no longer occupied, or upon request of the University administration, an evaluation of the subject facility or land shall be made to guide decisions regarding the retention or disposal of the facility and the land. The Vice President for Administration shall establish procedures, as appropriate, to determine necessary analyses to be used in the evaluation.

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J. Master List of Degrees

(Minutes of the Trustees – March 1983). At its annual meeting in May, the Board of Trustees shall approve the master list of degrees offered by the University of Wyoming. The list may be amended by the Board at any meeting.

K. Trustees Serving on Boards

(Minutes of the Trustees – March 5, 2010, Consent Agenda) If the Board of Trustees agrees to appoint Board members to the governing bodies of University related organizations, such appointments shall be for service only as non-voting members.

L. School of Energy Resources

(Minutes of the Trustees – January 17, 2014). The Division of Academic Affairs shall establish and provide for the implementation of the following:

1. For any performance evaluation of an employee in a non-classified administrative position within the School of Energy Resources, there shall be an opportunity for the Energy Resources Council to provide input and there shall be a report to the Energy Resource Council regarding the outcome of the performance evaluation.
2. The search committee established for the selection of any deputy director position within the School of Energy Resources shall include at least one member of the Energy Resources Council who is not an employee of the University.
3. The process for selecting the director of the School of Energy Resources shall include the following:
 - a. The chairman of the Energy Resources Council, or the Chairman's designee, shall be a member of the search committee.
 - b. The search committee member in subparagraph 3.a. shall consult with the other members of the Energy Resources Council during that member's service on the search committee.
 - c. The Vice President for Academic Affairs shall consult with the Energy Resources Council before recommending a candidate to the President for consideration by the Board of Trustees.

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Selection Advisory Committees

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M. Public Art Policy

(Minutes of the Trustees – January 17, 2014). Attachment C is the University of Wyoming Public Art Policy which outlines the roles of the President's Public Art Committee.

N. Policy for Performance and Payment Bonds for Construction Work at UW

(Minutes of the Trustees – July 17, 2014). Attachment D is the Policy for Performance and Payment Bonds for Construction Work at UW, which provides the amounts, process and delegations of authority for bonds required by statute for construction work.

O. New Student Live-In Policy

(Minutes of the Trustees – September 12, 2014). Attachment E is the New Student Live-In Policy, which was approved by the Board in 1996 and establishes the policy requiring all new incoming students to live in the residence halls for their first two semesters unless one of the articulated exceptions applies.

P. ~~Selection Advisory Search~~ Committees

(Minutes of the Trustees- January 16, 2015, Work Session, revised x-x-xx). Whenever the appropriate appointing authority appoints ~~an Advisory Search~~ Committee with regard to the selection of an administrative officer ~~(as defined below) in UW Regulation 1-1 II. B through J., a dean of a college as defined in UW Regulation 1-1 III.B., the Director of the Haub School of Environment and Natural Resources, or the Director of the School of Energy Resources,~~ the following shall apply:

1. The President of the Board of Trustees shall appoint a ~~sub~~committee of three (3) members of the Board to serve as the Board of Trustees Vice President and Dean Search with regard to that selection to Committee to allow the Board of Trustees to be kept fully informed without interfering with the process.
2. ~~As soon as the Trustee Subcommittee is appointed, t~~The Chair of the ~~Advisory University's Search~~ Committee ~~for that selection~~ shall provide the ~~Trustee Vice President and Dean Search SubC~~committee with a copy of the statement of qualifications the ~~Advisory Search~~ Committee will use during its recruitment process.
3. The Chair of the ~~Advisory Search~~ Committee shall regularly inform the Vice President and Dean Search Committee Trustee Subcommittee of the progress of the search, recognizing that the Vice President and Dean Search Committee Trustee Subcommittee can provide nonbinding feedback.

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Selection Advisory Committees

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4. After the ~~Advisory Search~~ Committee has identified the final candidates, the Chair of the Search Committee ~~it~~ will recommend the final candidates to the appropriate appointing authority and the Vice President and Dean Search Committee. ~~The Chair of the Search Committee, and such other members of the Search Committee deemed advisable, shall confer with the appointing authority but before submission to the appropriate appointing authority, and the Vice President and Dean Search Committee, Trustee Subcommittee and the Chair of the Advisory Committee, and such other members of the Advisory Committee deemed advisable, shall confer~~ solely for the purpose of the Vice President and Dean Search Committee ~~Trustee Subcommittee~~ receiving information.
 5. The Vice President and Dean Search Committee ~~Trustee Subcommittee~~ may communicate with the full membership of the Board of Trustees as it determines. All communications to and from the Vice President and Dean Search Committee ~~Trustee Subcommittee~~ under this regulation shall be treated in a confidential manner.
 6. When the President of the University has determined the top 2-3 candidates for ~~decides that the University should make an offer of employment for a~~ position to which this Paragraph P applies, prior to the University commencing negotiations with the person to whom the offer will be made, the President of the University shall advise the Board of Trustees of his ~~the~~ intention to make ~~such an offer~~ of employment to the top candidate or the other candidates, if applicable, should negotiations with the top candidate be unsuccessful. The President shall do so in an executive session of a meeting of the Board of Trustees and shall provide such information to the Board as the Board may require. Negotiations with the candidate shall not commence prior to the Board's executive session. If the negotiations are successful with any of the top candidates, the President of the University shall recommend the Board approve appointment of the candidate but all matters shall remain confidential pending the Board's final approval.
 - ~~6.7.~~ In establishing their time frames applicable to the search process, the President, working with the Search Committee, shall take into consideration the Trustees' regularly scheduled monthly meetings in an effort to coordinate the approval/hiring process with such Trustee meeting schedule so as to reduce the number of special meetings which would otherwise have to be held to assure compliance with this Regulation.
- This process applies to the selection of the following administrative officers:
- i. Provost and Vice President for Academic Affairs
 - ii. Vice President for Administration
 - iii. Vice President for Governmental and Community Affairs
 - iv. Vice President for Information Technology
 - v. Vice President for Institutional Advancement
 - vi. Vice President for Research and Economic Development

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Selection Advisory Committees

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- vii. Vice President for Student Affairs
- viii. Chief Diversity Officer
- ix. Director of Intercollegiate Athletics
- x. General Counsel
- xi. Dean of College of Agriculture and Natural Resources
- xii. Dean of College of Arts and Sciences
- xiii. Dean of College of Business
- xiv. Dean of College of Education
- xv. Dean of College of Engineering and Applied Science
- xvi. Dean of College of Health Sciences
- xvii. Dean of College of Law
- xviii. Dean of Haub School of Environment and Natural Resources
- xix. Dean of Honors College
- xx. Executive Director of SER

Q. Indirect Cost Policy

(Minutes of the Trustees- January 22, 2016). Attachment F is the University Indirect Cost Policy.

R. Gifts and Celebratory Events for Employees Policy

(Minutes of the Trustees – May 12, 2016). Attachment G is the University of Wyoming Gifts and Celebratory Events for Employees Policy which outlines the circumstances where University funds may be used to purchase gifts and/or host celebratory events for employees.

Source:

Adopted 7/17/2008 Board of Trustees meeting
Revisions adopted 3/5/2010 Board of Trustees meeting
Revisions adopted 1/17/2014 Board of Trustees meeting
Revisions adopted 7/17/2014 Board of Trustees meeting
Revisions adopted 9/12/2014 Board of Trustees meeting
Revisions adopted 1/16/2015 Board of Trustees meeting
Revisions adopted 3/27/2015 Board of Trustees meeting
Revisions adopted 5/13/2015 Board of Trustees meeting
Revisions adopted 1/22/2016 Board of Trustees meeting
Revisions adopted 5/12/2016 Board of Trustees meeting

AGENDA ITEM TITLE: Revised and Updated MOUs for the Eastern Shoshone and Northern Arapaho Tribal Business Councils

CHECK THE APPROPRIATE BOX(ES):

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

Specify:

BACKGROUND AND POLICY CONTEXT OF ISSUE:

Fourteen years ago, on July 7, 2003, President Philip Dubois signed MOUs with both the Eastern Shoshone Business Council and the Northern Arapaho Business Council. These are attached for your reference.

Over the course of the past year, President Nichols has met with both the Eastern Shoshone Business Council and the Northern Arapaho Business Council three times (July, October, March) to discuss opportunities to strengthen relationships between the respective tribe and UW. A fourth meeting is planned for July 25.

In discussions with both business councils, it was agreed that the MOUs were outdated and needed revision. In addition, all parties felt that it was time for a renewed level of commitment between each tribe and UW. Several aspects of the MOUs were discussed with specific input for more proactive recruitment of Native American students who attend reservation-based high schools. The attached MOUs have been revised and are in draft form. The July 25 meetings with each business council will include providing this draft and inviting their input. From this input, a final document will be developed. It is anticipated that the MOUs will be signed early fall, perhaps associated with the grand opening of the Native American Center.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

WHY THIS ITEM IS BEFORE THE BOARD:

To provide an update and to invite suggestions or modifications to the draft MOUs.

ACTION REQUIRED AT THIS BOARD MEETING:

None, information only.

PROPOSED MOTION

N/A

PRESIDENT'S RECOMMENDATION:

N/A

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5 June 2017

**MEMORANDUM OF UNDERSTANDING BETWEEN
THE UNIVERSITY OF WYOMING AND
THE EASTERN SHOSHONE TRIBE**

- 1. Parties.** This Memorandum of Understanding (hereinafter "MOU") is made and entered into by and between the University of Wyoming (hereinafter "University") and the Eastern Shoshone Tribe.
- 2. Purpose.** The Eastern Shoshone Tribe and the University find it to be in their mutual best interests to enter into this cooperative agreement to:
 - A.** Work together to identify and secure funding resources among federal agencies, the private sector, and foundations to support the implementation of education and training programs for Eastern Shoshone students pursuing higher education through the University;
 - B.** Build a network of professional academic, and research resources to assist Native American students, nations, educators, academics and professionals; and
 - C.** Work to identify and support strategies to enhance the opportunities for academic success for Native American students and to assist these students in identifying financial aid opportunities.
- 3. Term and Termination.** This MOU shall commence upon _____, and shall remain in full force and effect until _____. Either party can terminate this MOU without cause, upon thirty (30) days prior written notice. Termination of this MOU shall not relieve a party from its obligations incurred prior to the termination date.
- 4. Responsibilities of the University of Wyoming:**
 - A.** The University will work cooperatively with the Eastern Shoshone Tribe to seek private, state, and federal funding to support the implementation and expansion of University-Eastern Shoshone initiatives.
 - B.** The University will work cooperatively with the Eastern Shoshone Tribe, when appropriate and possible, to conduct scientific and technical research in areas of paramount importance to the Eastern Shoshone. The University will designate the High Plains American Indian Research Institute (HPAIRI) as the first point of contact for new research ideas and inquiries from the Eastern Shoshone Tribe.
 - C.** The University will aid and assist the Eastern Shoshone Tribe in building and compiling an accessible body of scholarly materials relevant to tribal natural resources, energy, and other applied science and scholarship. This will include the University compiling output and outcomes from research conducted with, in, or about the Wind River Indian Reservation by University students, faculty, and academic staff, and making these available to the Eastern Shoshone Tribe, when

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allowable and feasible.

- D.** The University will make available, as appropriate, its regular summer and academic year of educational and research programs to Eastern Shoshone students, educators, and tribal personnel.
- E.** In its efforts to provide comprehensive services and support to all Native American students attending the University, the University will continue to support the American Indian Studies program and its academic major and minor program.
- F.** The University will establish a Native American Affairs Advisory Committee, comprised of University faculty, staff and alumni to advise the President on all matters pertaining to the recruiting, retaining, and graduation of Native American students attending the University. Furthermore, this committee may develop additional recommendations and proposals for approval by the President.

 - i.** The Advisory Committee will serve as the primary liaison between the University and the Eastern Shoshone Tribe.
 - ii.** The University will establish a Native American center on its campus in Laramie and the Advisory Committee will provide advice and counsel on the Center's operations and programming.
 - iii.** The Advisory Committee will work with the Eastern Shoshone Tribe to seek scholarships and financial aid for Shoshone Tribal members who attend the University. In addition, the development of the Chief Washakie Memorial Endowment Fund committee comprised of UW and Wind River Reservation representatives will offer funding opportunities for Eastern Shoshone freshman, sophomore, junior, senior, and graduate students. Eastern Shoshone students will also be encouraged to apply for scholarships with the Office of Multicultural Affairs, the American Indian Studies Program, the Office of Student Financial Aid, and other colleges/schools as applicable.
 - iv.** The Advisory Committee will work with the Eastern Shoshone Tribe, when appropriate and possible, to design and implement innovative education programs that accelerate the development of tribal members, including delivery of programs through distance education.
 - v.** The Advisory Committee will work to facilitate cooperative agreements between University colleges, schools, departments, and programs and the Eastern Shoshone Tribe.
 - vi.** The Advisory Committee will assist in identifying opportunities for Eastern Shoshone educational initiatives especially those designed for the development of natural and human resources, with academic colleges, schools, departments, and programs at the University.
- G.** The University will work cooperatively with the Tribal Council to identify a mutually agreeable structure under which a student intern could provide technical assistance and support to the Council on environmental and natural resources

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issues.

- H. The University will offer a Native American Summer Institute each summer as a pre-college program designed to familiarize Wind River Reservation Native American high school students to the campus and to the city of Laramie.
- I. The University will designate and support a staff member whose primary responsibility, working with the Native American Affairs Advisory Committee, will be implementation of efforts to retain Native American students at the University through to graduation.
- J. The University will encourage tribally-approved beneficial research by University faculty, students, and academic staff and their tribal partners for the Wind River Indian Reservation through the University's on-going support of the High Plains American Indian Research Institute (HPAIRI).

5. Responsibilities of the Eastern Shoshone Tribe:

- A. The Eastern Shoshone Tribe will work with the University to identify the educational and training needs of tribal constituents and how these needs can be most effectively addressed in a university environment.
- B. The Eastern Shoshone Tribe will identify and recruit student participants for University education and training initiatives.
- C. The Eastern Shoshone Tribe will work cooperatively with the University to seek private and federal funding to support the implementation and expansion of Eastern Shoshone-University initiatives.
- D. The Eastern Shoshone Tribe will work with tribal members to demonstrate commitment and support of the University educational programs and will encourage the matriculation of Eastern Shoshone undergraduate and graduate students to the University.
- E. The Eastern Shoshone Tribe will provide undergraduate and graduate students from the University with internship opportunities to work on scientific, engineering, technical, and business projects with the Eastern Shoshone Tribe, when funding is available.
- F. The Eastern Shoshone Tribe will encourage Eastern Shoshone youth to participate in existing University pre-college programs, such as the Summer Research Apprenticeship Program (SRAP), Upward Bound, the Native American Summer Institute, the Diversity in Teacher Education program, the Engineering and Science Program and others.

6. General Provisions

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A. Amendments. Either party may request changes in this MOU. Any changes, modifications, revisions or amendments to this MOU which are mutually agreed upon shall be incorporated by written instrument, executed and signed by all parties to this MOU.

B. Applicable Laws/Equal Employment Opportunity. Both parties shall fully adhere to all applicable local, state and federal law, including equal employment opportunity and including but not limited to compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the American with Disabilities Act of 1990. The University is committed to equal opportunity for all persons in all facets of the University's operations and is an Equal Opportunity/Affirmative Action employer. The University will provide all applicants for admissions, employment and all University employees with equal opportunity without regard to race, gender, religion, color, national origin, disability, age, protected veteran status, sexual orientation, genetic information, gender identity, creed, ancestry, political belief, any other applicable protected category, or participation in any protected activity. The University ensures non-discriminatory practices in all matters relating to its education programs and activities and extends the same non-discriminatory practices to recruiting, hiring, training, compensation, benefits, promotions, demotions, transfers, and all other terms and conditions of employment.

Nothing in this paragraph will obligate the Tribe to comply with any law which by its terms does not apply to Indian tribes or has been held by a court of competent jurisdiction not to apply to Indian tribes, including, but not limited to, the ability to provide Native American preference.

C. Assignment. Without prior written consent of the other party, neither party may assign this MOU. This MOU shall inure to the benefit of, and be binding upon, permitted successors and assigns of the parties.

D. Entirety of MOU. This MOU represents the entire and integrated MOU between the parties and supersedes all prior negotiations, representations and MOUs, whether written or oral.

E. Governmental Claims. Any actions or claims against the University under this MOU must be in accordance with and are controlled by the Wyoming Governmental Claims Act, W.S. 1-39-101 et seq. (1977) as amended.

F. Severability. Should any portion of this MOU be judicially determined to be illegal or unenforceable, the remainder of the MOU shall continue in full force and effect.

G. Sovereign Immunity. Neither party waives its sovereign or governmental immunity by entering into this MOU, and fully retains all immunities and defenses provided by law with respect to any action based on or occurring as a result of this

DRAFT #4

5 June 2017

MOU.

H. Third Party Beneficiary Rights. The parties do not intend to create in any other individual or entity the status of third party beneficiary, and this MOU shall not be construed so as to create such status. The rights, duties and obligations contained in this MOU shall operate only between the parties to this MOU, and shall inure solely to the benefit of the parties to this MOU. The provisions of this MOU are intended only to assist the parties in determining and performing their obligations under this MOU. The parties to this MOU intend and expressly agree that only parties signatory to this MOU shall have any legal or equitable right to seek to enforce this MOU, to seek any remedy arising out of a party's performance or failure to perform any term or condition of this MOU, or to bring an action for the breach of this MOU.

I. Legal Authority. Each party to this MOU warrants that it possesses the legal authority to enter into this MOU and that it has taken all actions required by its regulations, procedures, bylaws, and/or applicable law to exercise that authority, and to lawfully authorize its undersigned signatory to execute this MOU and to bind it to its terms. The person(s) executing this MOU on behalf of a party warrant(s) that such person(s) have full authorization to execute this MOU.

7. Signatures. In witness whereof, the parties to this MOU through their duly authorized representatives have executed this MOU on the days and dates set out below, and certify that they have read, understood, and agreed to the terms and conditions of this MOU as set forth herein.

DRAFT #4

5 June 2017

APPROVED BY:

University of Wyoming

Eastern Shoshone Tribe

Signature Date

Signature Date

Laurie S. Nichols
President

Name

DRAFT #4

5 June 2017

**MEMORANDUM OF UNDERSTANDING BETWEEN
THE UNIVERSITY OF WYOMING AND
THE NORTHERN ARAPAHO NATION**

- 1. Parties.** This Memorandum of Understanding (hereinafter "MOU") is made and entered into by and between the University of Wyoming (hereinafter "University") and the Northern Arapaho Nation.
- 2. Purpose.** The Northern Arapaho Nation and the University find it to be in their mutual best interests to enter into this cooperative agreement to:
 - A.** Work together to identify and secure funding resources among federal agencies, the private sector, and foundations to support the implementation of education and training programs for Northern Arapaho students pursuing higher education through the University;
 - B.** Build a network of professional academic, and research resources to assist Native American students, nations, educators, academics and professionals; and
 - C.** Work to identify and support strategies to enhance the opportunities for academic success for Native American students and to assist these students in identifying financial aid opportunities.
- 3. Term and Termination.** This MOU shall commence upon _____, and shall remain in full force and effect until _____. Either party can terminate this MOU without cause, upon thirty (30) days prior written notice. Termination of this MOU shall not relieve a party from its obligations incurred prior to the termination date.
- 4. Responsibilities of the University of Wyoming:**
 - A.** The University will work cooperatively with the Northern Arapaho Nation to seek private, state, and federal funding to support the implementation and expansion of University-Northern Arapaho initiatives.
 - B.** The University will work cooperatively with the Northern Arapaho Nation, when appropriate and possible, to conduct scientific and technical research in areas of paramount importance to the Northern Arapaho. The University will designate the High Plains American Indian Research Institute (HPAIRI) as the first point of contact for new research ideas and inquiries from the Northern Arapaho Nation.
 - C.** The University will aid and assist the Northern Arapaho Nation in building and compiling an accessible body of scholarly materials relevant to tribal natural resources, energy, and other applied science and scholarship. This will include the University compiling outputs and outcomes from research conducted with, in, or about the Wind River Indian Reservation by University students, faculty, and academic staff, and making these available to the Northern Arapaho Nation, when

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allowable and feasible.

- D. The University will make available, as appropriate, its regular summer and academic year of educational and research programs to Northern Arapaho students, educators, and tribal personnel.
- E. In its efforts to provide comprehensive services and support to all Native American students attending the University, the University will continue to support the American Indian Studies program and its academic major and minor.
- F. The University will establish a Native American Affairs Advisory Committee, comprised of University faculty, staff and alumni to advise the President on all matters pertaining to the recruiting, retaining, and graduation of Native American students attending the University. Furthermore, this committee may develop additional recommendations and proposals for approval by the President.

1. The Advisory Committee will serve as the primary liaison between the University and the Northern Arapaho Nation.

2. The University will establish a Native American center on its campus in Laramie and the Advisory Committee will provide advice and counsel on the Center's operations and programming.

3. The Advisory Committee will work with the Northern Arapaho Nation to seek scholarships and financial aid for Arapaho Tribal members who attend the University. In addition, the Northern Arapaho Endowment Committee comprised of University and Northern Arapaho representatives will continue to offer funding opportunities for Northern Arapaho junior, senior, and graduate students. Northern Arapaho students will also be encouraged to apply for scholarships with the Office of Multicultural Affairs, the American Indian Studies Program, the Office of Student Financial Aid, and other colleges/schools as applicable.

4. The Advisory Committee will work with the Northern Arapaho Nation, when appropriate and possible, to design and implement innovative education programs that accelerate the development of tribal members, including delivery of programs through distance education.

5. The Advisory Committee will work to facilitate cooperative agreements between University colleges, schools, departments, and programs and the Northern Arapaho Nation.

6. The Advisory Committee will assist in identifying opportunities for Northern Arapaho educational initiatives especially those designed for the development of natural and human resources, with academic colleges, schools, departments and programs at the University.

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- G. The University will offer a Native American Summer Institute each summer as a pre-college program designed to familiarize Wind River Reservation Native American high school students to the campus and to the city of Laramie.
- H. The University will designate and support a staff member whose primary responsibility, working with the Native American Affairs Advisory Committee, will be implementation of efforts to retain Native American students at the University through to graduation.
- I. The University will encourage tribally-approved beneficial research by University faculty, students, and academic staff and their tribal partners for the Wind River Indian Reservation through the University's on-going support of the High Plains American Indian Research Institute (HPAIRI).

5. Responsibilities of the Northern Arapaho Nation:

- A. The Northern Arapaho Nation will work with the University to identify the educational and training needs of tribal constituents and how these needs can be most effectively addressed in a university environment.
- B. The Northern Arapaho Nation will identify and recruit student participants for University education and training initiatives.
- C. The Northern Arapaho Nation will work cooperatively with the University to seek private and federal funding to support the implementation and expansion of Northern Arapaho-University initiatives.
- D. The Northern Arapaho Nation will work with tribal members to demonstrate commitment and support of the University educational programs and will encourage the matriculation of Northern Arapaho undergraduate and graduate students to the University.
- E. The Northern Arapaho Nation will provide undergraduate and graduate students from the University with internship opportunities to work on scientific, engineering, technical, and business projects with the Northern Arapaho Nation, when funding is available.
- F. The Northern Arapaho Nation will encourage Northern Arapaho youth to participate in existing University pre-college programs, such as the Summer Research Apprenticeship Program (SRAP), Upward Bound, the Native American Summer Institute, the Diversity in Teacher Education program, the Engineering and Science Program and others.

6. General Provisions

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5 June 2017

- A. Amendments.** Either party may request changes in this MOU. Any changes, modifications, revisions or amendments to this MOU which are mutually agreed upon shall be incorporated by written instrument, executed and signed by all parties to this MOU.
- B. Applicable Laws/Equal Employment Opportunity.** Both parties shall fully adhere to all applicable local, state and federal law, including equal employment opportunity and including but not limited to compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the American with Disabilities Act of 1990. The University is committed to equal opportunity for all persons in all facets of the University's operations and is an Equal Opportunity/Affirmative Action employer. The University will provide all applicants for admissions, employment and all University employees with equal opportunity without regard to race, gender, religion, color, national origin, disability, age, protected veteran status, sexual orientation, genetic information, gender identity, creed, ancestry, political belief, any other applicable protected category, or participation in any protected activity. The University ensures non-discriminatory practices in all matters relating to its education programs and activities and extends the same non-discriminatory practices to recruiting, hiring, training, compensation, benefits, promotions, demotions, transfers, and all other terms and conditions of employment.
- Nothing in this paragraph will obligate the Tribe to comply with any law which by its terms does not apply to Indian tribes or has been held by a court of competent jurisdiction not to apply to Indian tribes, including, but not limited to, the ability to provide Native American preference.
- C. Assignment.** Without prior written consent of the other party, neither party may assign this MOU. This MOU shall inure to the benefit of, and be binding upon, permitted successors and assigns of the parties.
- D. Entirety of MOU.** This MOU represents the entire and integrated MOU between the parties and supersedes all prior negotiations, representations and MOUs, whether written or oral.
- E. Governmental Claims.** Any actions or claims against the University under this MOU must be in accordance with and are controlled by the Wyoming Governmental Claims Act, W.S. 1-39-101 et seq. (1977) as amended.
- F. Severability.** Should any portion of this MOU be judicially determined to be illegal or unenforceable, the remainder of the MOU shall continue in full force and effect.
- G. Sovereign Immunity.** Neither party waives its sovereign or governmental immunity by entering into this MOU, and fully retains all immunities and

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5 June 2017

defenses provided by law with respect to any action based on or occurring as a result of this MOU.

H. Third Party Beneficiary Rights. The parties do not intend to create in any other individual or entity the status of third party beneficiary, and this MOU shall not be construed so as to create such status. The rights, duties and obligations contained in this MOU shall operate only between the parties to this MOU, and shall inure solely to the benefit of the parties to this MOU. The provisions of this MOU are intended only to assist the parties in determining and performing their obligations under this MOU. The parties to this MOU intend and expressly agree that only parties signatory to this MOU shall have any legal or equitable right to seek to enforce this MOU, to seek any remedy arising out of a party's performance or failure to perform any term or condition of this MOU, or to bring an action for the breach of this MOU.

I. Legal Authority. Each party to this MOU warrants that it possesses the legal authority to enter into this MOU and that it has taken all actions required by its regulations, procedures, bylaws, and/or applicable law to exercise that authority, and to lawfully authorize its undersigned signatory to execute this MOU and to bind it to its terms. The person(s) executing this MOU on behalf of a party warrant(s) that such person(s) have full authorization to execute this MOU.

7. Signatures. In witness whereof, the parties to this MOU through their duly authorized representatives have executed this MOU on the days and dates set out below, and certify that they have read, understood, and agreed to the terms and conditions of this MOU as set forth herein.

DRAFT #4

5 June 2017

APPROVED BY:

University of Wyoming

Northern Arapaho Nation

Signature Date

Signature Date

Laurie S. Nichols
President

Name

**MEMORANDUM OF UNDERSTANDING
BETWEEN
THE EASTERN SHOSHONE TRIBE
AND
THE UNIVERSITY OF WYOMING**

I. PURPOSE

The Eastern Shoshone Tribe and the University of Wyoming find it to be in their mutual best interests to enter into this cooperative agreement to:

- Work together to identify and secure funding resources among federal agencies, the private sector, and foundations to support the implementation of education and training programs for Eastern Shoshone students pursuing higher education through the University of Wyoming;
- Build a network of professional academic, and research resources to assist American Indian students, nations, educators, academics and professionals; and
- Work to identify and support strategies to enhance the opportunities for academic success for American Indian students and to assist these students in identifying financial aid opportunities.

II. ORGANIZATION OF RESPONSIBILITIES

A. THE UNIVERSITY OF WYOMING INTENDS TO PURSUE THE FOLLOWING ACTIONS:

1. The University of Wyoming will work cooperatively with the Eastern Shoshone Tribe to seek private, state, and federal funding to support the implementation and expansion of UW-Eastern Shoshone initiatives.
2. The University of Wyoming will work cooperatively when appropriate, possible, and requested by the Eastern Shoshone Tribe to conduct scientific and technical research in areas of paramount importance to the Eastern Shoshone. UW will aid and assist the Eastern Shoshone Tribe to build a body of scholarly materials available in tribal natural resources, energy, and other disciplines.
3. The University of Wyoming make available, as appropriate, its regular summer and academic year of educational and research programs to Eastern Shoshone students, educators, and tribal personnel.
4. In its efforts to provide comprehensive services and support to all American Indian students attending UW, the University will continue to support the AIS academic minor program offered through American Indian Studies and the recently established recruitment and retention support position for American Indian students in the Office of Multicultural Affairs.

5. The American Indian Recruitment and Retention focused American Indian Student Programs and the American Indian Studies academic minor program will assist the Office of Admissions with recruitment and will serve to enhance the retention and graduation rates of American Indian students attending the University of Wyoming.
6. The American Indian Student Programs Recruitment and Retention staff and the American Indian Studies academic minor program will work with the Eastern Shoshone Tribe to seek scholarships and financial aid for Shoshone Tribal members who attend the University of Wyoming. In addition, the development of the Chief Washakie Memorial Scholarship Fund committee comprised of UW and Eastern Shoshone representatives will offer funding opportunities for Eastern Shoshone freshman, sophomore, junior, senior, and graduate students. Eastern Shoshone students will also be encouraged to apply for the Hearst and Multicultural Pride Scholarships within the Office of Multicultural Affairs and the Winner, Thorpe, and McCarthy Scholarships within the Office of American Indian Studies.
7. The American Indian Student Programs Recruitment and Retention staff and other University academic departments will work with the Eastern Shoshone Tribe, when appropriate and possible, to design and implement innovative education programs that accelerate the development of tribal members, including delivery of programs through the University's Outreach School.
8. The American Indian Student Programs Recruitment and Retention staff will serve as a liaison to UW and the Eastern Shoshone Tribe and will assist the Eastern Shoshone Tribe and the University of Wyoming.
9. The American Indian Student Programs Recruitment and Retention staff will work to facilitate cooperative agreements between UW and the Eastern Shoshone Tribe, such as the recently signed MOU with the Wind River Tribal College, and the UW Colleges of Education and Arts & Sciences.
10. The American Indian Student Programs Recruitment and Retention staff and the American Indian Studies academic minor program will assist in identifying opportunities for Eastern Shoshone educational initiatives especially those designed for the development of natural and human resources, with academic colleges and departments at the University of Wyoming.
11. UW will work cooperatively with the Tribal Council to identify a mutually agreeable structure under which a student intern could provide technical assistance and support to the Council on environmental and natural resources issues.

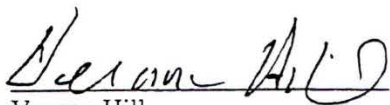
B. THE EASTERN SHOSHONE TRIBE INTENDS TO PURSUE THE FOLLOWING ACTIONS:

1. The Eastern Shoshone Tribe will work with the University of Wyoming to identify the educational and training needs of tribal constituents and how these needs can be most effectively addressed in a university environment.
2. The Eastern Shoshone Tribe will identify and recruit student participants for University of Wyoming education and training initiatives.
3. The Eastern Shoshone Tribe will work cooperatively with the University of Wyoming to seek private and federal funding to support the implementation and expansion of Eastern Shoshone-UW initiatives.
4. The Eastern Shoshone Tribe will work with tribal members to demonstrate commitment and support of the University of Wyoming educational programs and will encourage the matriculation of Eastern Shoshone undergraduate and graduate students to the University of Wyoming.
5. The Eastern Shoshone Tribe will provide undergraduate and graduate students from the University of Wyoming with internship opportunities to work on scientific, engineering, technical, and business projects with the Eastern Shoshone Tribe, when funding is available.
6. The Eastern Shoshone Tribe will encourage Eastern Shoshone youth to participate in existing UW pre-college programs, such as the Summer Research Apprenticeship Program (SRAP), Upward Bound, the High School Institute, the Diversity in Teacher Education program, the Engineering and Science Program and others.

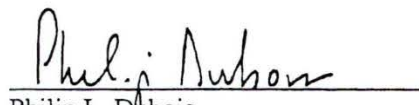
III. DURATION

This Memorandum of Understanding will remain in effect unless terminated by either party at anytime.

APPROVED:



Vernon Hill
Chairman
Eastern Shoshone Business Council



Philip L. Dubois
President
University of Wyoming

Date: 7/7/03

Date: 7/7/03

**MEMORANDUM OF UNDERSTANDING
BETWEEN
THE NORTHERN ARAPAHO NATION
AND
THE UNIVERSITY OF WYOMING**

I. PURPOSE

The Northern Arapaho Nation and the University of Wyoming find it to be in their mutual best interests to enter into this cooperative agreement to:

- Work together to identify and secure funding resources among federal agencies, the private sector, and foundations to support the implementation of education and training programs for Northern Arapaho students pursuing higher education through the University of Wyoming;
- Build a network of professional academic, and research resources to assist American Indian students, nations, educators, academics and professionals; and
- Work to identify and support strategies to enhance the opportunities for academic success for American Indian students and to assist these students in identifying financial aid opportunities.

II. ORGANIZATION OF RESPONSIBILITIES

A. THE UNIVERSITY OF WYOMING INTENDS TO PURSUE THE FOLLOWING ACTIONS:

1. The University of Wyoming will work cooperatively with the Northern Arapaho Nation to seek private, state, and federal funding to support the implementation and expansion of UW-Northern Arapaho initiatives.
2. The University of Wyoming will work cooperatively when appropriate, possible, and requested by the Northern Arapaho Nation to conduct scientific and technical research in areas of paramount importance to the Northern Arapaho. UW will aid and assist the Northern Arapaho Nation to build a body of scholarly materials available in tribal natural resources, energy, and other disciplines.
3. The University of Wyoming make available, as appropriate, its regular summer and academic year of educational and research programs to Northern Arapaho students, educators, and tribal personnel.
4. In its efforts to provide comprehensive services and support to all American Indian students attending UW, the University will continue to support the AIS minor program offered through American Indian Studies and the recently established recruitment and retention support position for American Indian students in the Office of Multicultural Affairs.

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6. The American Indian Student Programs Recruitment and Retention staff and the American Indian Studies minor program will work with the Northern Arapaho Nation to seek scholarships and financial aid for Arapaho Tribal members who attend the University of Wyoming. In addition, the Northern Arapaho Endowment Committee comprised of UW and Northern Arapaho representatives will continue to offer funding opportunities for Northern Arapaho junior, senior, and graduate students. Northern Arapaho students will also be encouraged to apply for the Hearst and Multicultural Pride Scholarships within the Office of Multicultural Affairs and the Winner, Thorpe, and McCarthy Scholarships within the Office of American Indian Studies.

7. The American Indian Student Programs Recruitment and Retention staff and other University academic departments will work with the Northern Arapaho Nation, when appropriate and possible, to design and implement innovative education programs that accelerate the development of tribal members, including delivery of programs through the University's Outreach School.

8. The American Indian Student Programs Recruitment and Retention staff will serve as a liaison to UW and the Northern Arapaho Nation and will assist the Northern Arapaho Nation and the University of Wyoming.

9. The American Indian Student Programs Recruitment and Retention staff will work to facilitate cooperative agreements between UW and the Northern Arapaho Nation, such as the recently signed MOU with the Wind River Tribal College, and the UW Colleges of Education and Arts & Sciences.

10. The American Indian Student Programs Recruitment and Retention staff and the American Indian Studies academic minor program will assist in identifying opportunities for Northern Arapaho educational initiatives especially those designed for the development of natural and human resources, with academic colleges and departments at the University of Wyoming.

B. THE NORTHERN ARAPAHO NATION INTENDS TO PURSUE THE FOLLOWING ACTIONS:

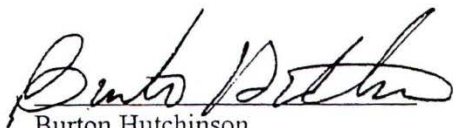
1. The Northern Arapaho Nation will work with the University of Wyoming to identify the educational and training needs of tribal constituents and how these needs can be most effectively addressed in a university environment.

2. The Northern Arapaho Nation will identify and recruit student participants for University of Wyoming education and training initiatives.
3. The Northern Arapaho Nation will work cooperatively with the University of Wyoming to seek private and federal funding to support the implementation and expansion of Northern Arapaho-UW initiatives.
4. The Northern Arapaho Nation will work with tribal members to demonstrate commitment and support of the University of Wyoming educational programs and will encourage the matriculation of Northern Arapaho undergraduate and graduate students to the University of Wyoming.
5. The Northern Arapaho Nation will provide undergraduate and graduate students from the University of Wyoming with internship opportunities to work on scientific, engineering, technical, and business projects with the Northern Arapaho Nation, when funding is available.
6. The Northern Arapaho Nation will encourage Northern Arapaho youth to participate in existing UW pre-college programs, such as the Summer Research Apprenticeship Program (SRAP), Upward Bound, the High School Institute, the Diversity in Teacher Education program, the Engineering and Science Program and others.

III. DURATION

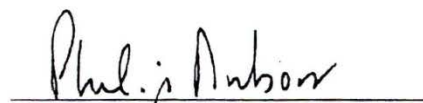
This Memorandum of Understanding will remain in effect unless terminated by either party at anytime.

APPROVED:


Burton Hutchinson
Chairman
Northern Arapaho Business Council

Date:

8/06/03


Philip L. Dupois
President
University of Wyoming

Date:

8/06/03

AGENDA ITEM TITLE:

Funding for AMK at Jackson & Extension of the Current Use Agreement, Mai

CHECK THE APPROPRIATE BOX(ES):

- ☒ Work Session
☐ Education Session
☐ Information Item
☒ Other Specify: Committee of the Whole (Items for Action)

BACKGROUND AND POLICY CONTEXT OF ISSUE:

The University of Wyoming has a long history of partnering with the Grand Teton National Park to operate the UWNPS Research Center at the historic AMK Ranch. The relationship dates back more than 50 years. In 2010, The University of Wyoming and the National Park Service renewed its partnership by signing a ten-year general agreement with an associated maintenance agreement. On May 27th Vice President for Administration, Bill Mai; Vice president for Research and Economic Development, Bill Gern; Executive Director of Operations, John Davis and Associate professor for Zoology and Physiology Michael Dillon met with National Park Service employees to discuss needed maintenance and the up-coming renewal of the agreement. As a result of the meeting UW received a letter from the National Park Service indicating its intent to renew the agreement in 2020 for an additional 10 years. (See Exhibit 1)

UW is currently replacing the Berol lodge roof as well as performing bat abatement work. The estimated cost for the project is \$350,000 which will be paid for by the University of Wyoming. In August of 2015 UW estimated that the cost of replacing both the water and wastewater systems would be \$2 million. Both of these systems need to be replaced and a split between UW and the NPS has been proposed. This would require \$500,000 from the University of Wyoming reserve to pay for replacement of the wastewater system. This would allow for the design to be completed in fall 2017 and replacement could be completed by fall 2018. It is proposed that the capital facilities reserve be replenished using unspent annual operating dollars.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

May 2017- The Budget Committee was given a brief update on the status of the discussions with the NPS during the budget hearings.

WHY THIS ITEM IS BEFORE THE BOARD:

To receive Board approval of a \$500,000 commitment for the AMK ranch wastewater system replacement.

ACTION REQUIRED AT THIS BOARD MEETING:

Board approval for using \$500,000 from reserve funds to replace the water and wastewater systems at the historic AMK Ranch.

PROPOSED MOTION

I move to approve \$500,000 to replace the wastewater system at the AMK Ranch. The \$500,000 match would come from the University of Wyoming Facilities Reserve account.

PRESIDENT'S RECOMMENDATION:

The President recommends approval.



IN REPLY REFER TO:
7.A.1 (GRTE)

United States Department of the Interior

NATIONAL PARK SERVICE
GRAND TETON NATIONAL PARK
P.O. BOX 170
MOOSE, WY 83012-0170



JUN 28 2017

William Mai
Vice President for Administration
University of Wyoming
1000 E. University Avenue
Laramie, WY 82071

Dear Mr. Mai:

Grand Teton National Park has a long history of partnering with the University of Wyoming to operate the UWNPS Research Center at the historic AMK Ranch. This productive relationship dates back more than 50 years, and has resulted in sound scientific projects influencing resource stewardship at both Grand Teton and Yellowstone National Parks as well as adjacent land management agencies in the greater Yellowstone ecosystem. It has also provided for high-quality learning opportunities for hundreds of university students from the University of Wyoming and other institutions around the nation.

In 2010, the University of Wyoming and the National Park Service renewed this research partnership by signing a ten-year general agreement with an associated maintenance agreement. While NPS policies limit the agency from entering into longer-term agreements, it is the intent of me and my staff to renew this long-term partnership through another agreement on or before 2020 which would continue through 2030. As reflected in the attached notes of our most recent meeting, we continue to jointly work on many things— most recently, following through on commitments outlined in the 2015 Campus Improvements Plan for the UWNPS research center.

Our chief of science and resource management, Sue Consolo-Murphy, and her staff will continue to work with the UWNPS director to maintain this strong and fruitful relationship. We greatly appreciate your continued support in operating the oldest university-managed research station in the national park system.

Sincerely,

David Vela
Superintendent
Grand Teton National Park and the John D. Rockefeller, Jr. Memorial Parkway

Enclosure
Notes from meeting May 22nd, 2017

cc: Dr. William Gern
Vice President for Research and Development
Room 305, Old Main
P.O. Box 3355
Laramie, WY 82071-3355

Michael E. Dillon, Associate Professor
Department of Zoology and Physiology & Program in Ecology
University of Wyoming, 1000 East University Avenue - Dept 3166
Laramie, WY 82071 USA

AGENDA ITEM TITLE: Outreach and International Update, Miller

CHECK THE APPROPRIATE BOX(ES):

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

BACKGROUND AND POLICY CONTEXT OF ISSUE:

The reorganization of Academic Affairs at UW, approved by the Trustees in March 2017, was aimed at improving student enrollment, retention and completion by bringing campus units focused on student services together with the university's academic functions. Two of the features of the reorganization designed to achieve efficiencies and improve effectiveness included: (1) moving enrollment management functions from the Division of Student Affairs to Academic Affairs, and (2) redistributing Outreach School (OS) functions.

UW has spent considerable time since the Trustees approved the reorganization working to reconfigure the administration of and support for distance learning, focusing on the priority of providing quality, meaningful, and accessible educational opportunities to our state, no matter where students may live. The reorganization will buttress our strong and ongoing commitment to accessible education. The Office of Distance Education Support is fully operational and in FY18 will become an integral component of the Academic Affairs infrastructure to support innovation in teaching and assessment.

Redistribution of other OS functions that were completed by or on July 1, 2017 include: transfer of IT support, Marketing and Communications, Business and Enrollment Management functions, as well as WPM to other units. In addition, the Dean of UW-Casper and Regional Centers now reports directly to the Provost.

Work is currently underway to establish the Office of Global Engagement, which will encompass international offices situated across several units, including the International Programs Office and English Language Center, and functions carried out by the Office of International Students and Scholars. The Global Engagement Office will be tasked with promoting and facilitating increased global engagement opportunities for Wyoming students, faculty, and staff. A new executive director search will kick off in August of 2017.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

Trustees approved changes to 13 University regulations in March 2017 that allowed for structural changes to the Division of Academic Affairs.

WHY THIS ITEM IS BEFORE THE BOARD:

For information/update.

ACTION REQUIRED AT THIS BOARD MEETING:

No action required.



UNIVERSITY OF WYOMING

Home of World-Class International Programs & Services

INTERNATIONAL OFFICE DIVISIONS



INTERNATIONAL PROGRAMS OFFICE (IPO)

UW's International Ambassadors & Study Abroad Coordinators

Coordinates all study abroad and exchange programs

Faculty and student grants and scholarships for studies, conference presentations, research and partnership building abroad

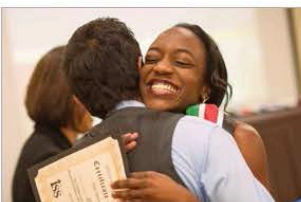
Coordinates visits to UW by international dignitaries

Visa & immigration support for international employees

Supports & advises sponsored international students

Advising for Fulbright and NSEP grants

(307) 766-3677
uwyo.edu/intprograms



INTERNATIONAL STUDENTS & SCHOLARS (ISS)

Admission and Support for International Students & Scholars

International student recruitment, admission & orientation

International student & scholar support and counsel on immigration, visas, taxes, employment, travel, etc.

US Citizenship & Immigration Services and Dept. of State liaison

Personal & academic support for international students

Sponsors cultural and international events

Coordinates National Student Exchange program

(307) 766-5193
uwyo.edu/iss



ENGLISH LANGUAGE CENTER (ELC)

Non-degree English as a Second Language Programs

Intensive ESL program (IEP) - full and part-time academic English courses

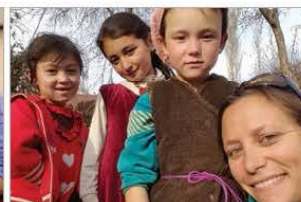
IEP enrollment requires an online IEP application

ESL tutoring—available to campus and community—request form on website

Special Group Programs: Executive English and English Study Tours

TEFL Teacher-training workshops for teaching English overseas

(307) 766-3630
uwyo.edu/elc



CENTER FOR GLOBAL STUDIES (CGS)

International Research and Fieldwork Support

Fosters collaborative and interdisciplinary research projects

Student international research and internship grants

Faculty international research support

Sponsors symposia and speakers on UW campus and around the State

Connects faculty expertise to Wyoming

(307) 766-6119
uwyo.edu/globalcenter



GLOBAL & AREA STUDIES (GAST)

Interdisciplinary Degrees for a Complex & Globalized World

B.A. degree emphasizing global themes and area and language studies

Offer faculty-led study abroad and internationally focused internship opportunities

M.A. degrees with a focus on international fieldwork, thesis writing or Peace Corps service

Award-winning core faculty and nearly 45 affiliated faculty across campus

(307) 766-3423
uwyo.edu/intstudy

Reorganization of Academic Affairs

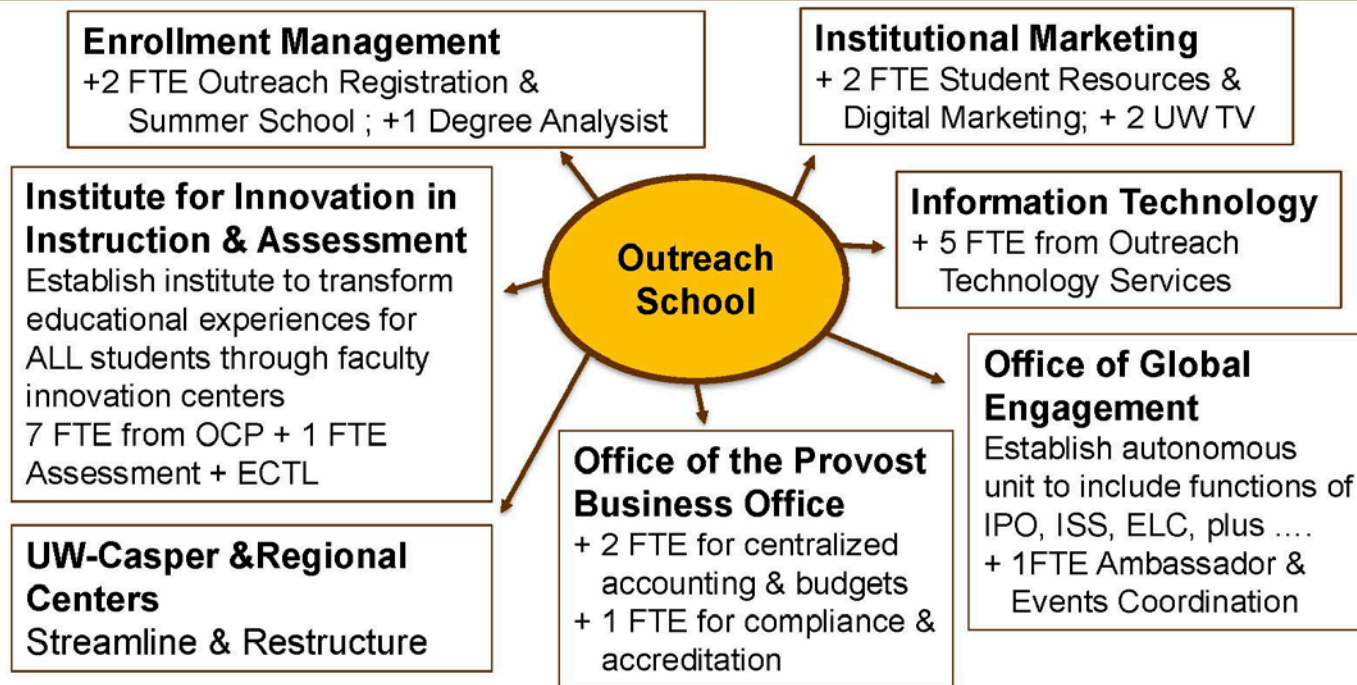
- Reduced \$500K
- Combined effort for enrollment services
- Combined effort for IT/Video Conference services to IT
- Combined effort of Marketing/Communications
- Reduction in personnel (n=13 FTE)
- Streamlined administrative functions for:
 - Enrollment Management
 - International Programs
 - Graduate Education



UNIVERSITY OF WYOMING

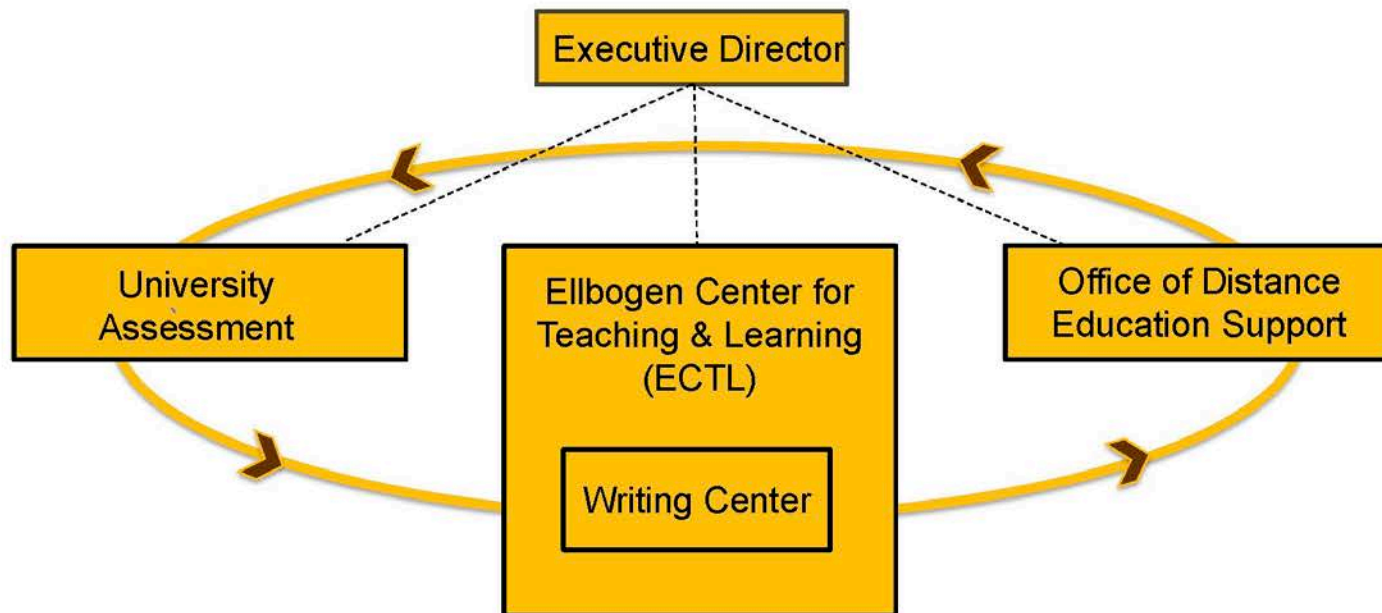
Effects of AA reorganization

Reducing Inefficiencies by Creating Synergies



UNIVERSITY OF WYOMING

FY18 Transition



UNIVERSITY OF WYOMING

AGENDA ITEM TITLE: Capacity Study, Nichols/Miller

CHECK THE APPROPRIATE BOX(ES):

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

BACKGROUND AND POLICY CONTEXT OF ISSUE:

At the March 2017 Board of Trustees meeting, discussion took place on HB 189, Higher Education---Nonresident Tuition sponsored by Speaker Harshman, which proposed a special tuition rate for residence of Nebraska and Colorado. The outcome of the discussion was support by the Trustees to move forward with a study to inform several questions:

1. What is the enrollment capacity of the University of Wyoming within current resources?
2. What is the marginal cost to add additional students?
3. What is the price sensitivity or elasticity for Colorado and Nebraska students if a reduced out-of-state tuition rate were offered?
4. And finally, what would be the projected loss in out-of-state tuition from a reduced tuition rate, and thus, what type of grow would be needed to overcome the loss in current out-of-state tuition for CO and NE students?

President Nichols reached out to several firms to assess their interest and ability to conduct such a study. Two firms responded with a preliminary proposal and price. These proposals were turned over to procurement to seek advice on how best to proceed. The decision was made to put this project out on bid due to the scope of the study, prices in excess of \$50,000, and the fact that multiple companies were interested.

The Request for Proposal (RFP) has been issued by Procurement Services with a deadline of August 7. The RFP is attached.

As quickly as possible, proposals will be evaluated and a vendor selected to conduct the study.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

March 2017 Board discussion

WHY THIS ITEM IS BEFORE THE BOARD:

To inform the board that an RFP has been issued and a company will be selected within the next month to begin the study.

ACTION REQUIRED AT THIS BOARD MEETING:

N/A

PROPOSED MOTION:

N/A

PRESIDENT'S RECOMMENDATION:

N/A

Request for Proposal

Institutional Capacity Analysis for the University of Wyoming RFP

Procurement Services
University of Wyoming
Laramie, Wyoming 82071



PROPOSAL DUE: August 7, 2017
2:00 P.M. MDT

SECTION I
UNIVERSITY OVERVIEW

The University of Wyoming is the only accredited four-year school in a state of just over one-half million people. The University is dedicated to providing quality instruction to students, conducting valuable research programs, and serving Wyoming through a wide variety of educational and cultural programs. The University has more than 3,000 benefited faculty and staff dedicated to educating about 12,600 students. More than 200 undergraduate, graduate, and professional programs of study are offered with seven colleges: Agriculture and Natural Resources, Arts and Sciences, Business, Education, Engineering and Applied Science, Health Sciences, and Law. The main campus is located in Laramie, but extends learning opportunities through a variety of credit and non-credit outreach programs, including the University of Wyoming at Casper and classes offered through Wyoming's seven community colleges. Additional information regarding the University of Wyoming is available at <http://www.uwyo.edu>.

SECTION II
ADMINISTRATIVE INFORMATION

- A. **ISSUING OFFICE:** This Request for Proposal (RFP) is issued for the University of Wyoming by Procurement Services.
- B. **INVITATION TO SUBMIT PROPOSALS:** The University of Wyoming is hereby contacting prospective Offerors whom the University deems potentially qualified to meet its needs.
- C. **PURPOSE:** This RFP provides prospective Offerors with sufficient information to enable them to prepare and submit proposals for consideration by the evaluation team to satisfy the University's needs for a comprehensive capacity analysis to serve more students.
- D. **SCOPE:** This RFP contains the instructions governing the proposal and the material to be included herein; mandatory requirements which must be met to be eligible for consideration; and other requirements to be met by each proposal.

E. SCHEDULE OF ACTIVITIES

	Activity	Date	Time (Mountain Time)
1.	RFP e-mailed to potential and interested retail providers.	July 12, 2017	5:00 P.M.
2.	Last day to submit questions concerning the RFP.	July 21, 2017	2:00 P.M.
3.	Answers to questions	July 27, 2017	TBA
4.	Proposals due (one electronic copy and two hard-copies each in a separate three-ring binder).	August 7, 2017	2:00 P.M.

- F. **INQUIRIES:** Prospective Offerors may make inquiries concerning this RFP to obtain clarification of requirements. Send inquiries to the attention of:

Greg Livingston
Assistant Manager, Procurement Services
Dept. 3605
1000 E. University Avenue
Laramie, WY 82071-3605

E-mail: libbie@uwyo.edu
Voice: 307-766-5718
Fax: 307-766-2800

Please include the following reference on the face of your envelope or as the subject of your e-mail:

Institutional Capacity Analysis for the University of Wyoming

Response to any Offeror's inquiries will be made in writing by Procurement Services in a timely manner to all prospective Offerors. Any oral interpretations or clarifications of this RFP shall not be relied upon. All changes to this RFP must be in writing to be valid.

- G. MODIFICATION OR WITHDRAWAL OF PROPOSALS: Proposals may be modified or withdrawn by the Offeror prior to the established due date and time.
- H. PROPOSAL SUBMISSION: Responses should be submitted via email in Microsoft Word format or other electronic media agreeable by the University. Electronic versions are mandatory. In addition to the mandatory electronic version, a signed copy of the RFP must be sent to the below address. The e-mail and two (2) original signed copy responses will be accepted up to but no later than **2:00 P.M. MDT, August 7, 2017**. Late responses will not be accepted. The e-mail responses should be forwarded to the following e-mail address. The proposals will be opened and the names of all proposers will be read aloud at that time.

libbie@uwyo.edu

The proposal package, if sent via the U.S. Postal Service, shall be sent to:

University of Wyoming
Procurement Services
1000 E. University, Dept. 3605
Laramie, WY 82071

If sent via any other carrier, please send to:

University of Wyoming
Procurement Services
16 and Gibbon
Laramie, WY 82071

It is the responsibility of the Offeror to ensure that the proposal is received by the University of Wyoming Procurement Services on or before the proposal submission deadline. Offerors mailing RFP copies are advised to allow sufficient mail delivery time to ensure receipt by the time specified.

Proposals must be submitted and sealed in a package showing the following information on the envelope.

OFFEROR'S NAME
Institutional Capacity Analysis for the University of Wyoming
August 7, 2017, 2:00 P.M. MDT

The University of Wyoming Form of Proposal MUST be signed in ink by the Offeror or an officer of the Offeror who is legally authorized to bind the Offeror to the proposal. Proposals which are determined to be at a variance with this requirement may not be accepted.

- I. ADDENDUM OR SUPPLEMENT TO REQUEST FOR PROPOSAL: In the event that it becomes necessary to revise any part of this RFP, an addendum will be issued. It is the responsibility of Offerors, prior to bid date, to inquire as to addenda issued and to ensure their bid reflects any and all changes. Procurement Services will maintain a register of holders of this RFP. Any party receiving this RFP in a fashion other than by receipt from Procurement Services should inform Procurement Services of its interest to ensure receipt of any addenda. All addenda must be acknowledged on the Form of Proposal page and copies of the signed addenda must be included in the offeror's proposal.
- J. ACCEPTANCE OF RFP TERMS: A proposal submitted in response to this RFP shall constitute a binding offer. Acknowledgment of this condition shall be indicated by the signature of the Offeror or an officer of the Offeror legally authorized to execute contractual obligations. A submission in response to this RFP acknowledges acceptance by the Offeror of all terms and conditions including compensation, as set forth herein. An Offeror shall identify clearly and thoroughly any variations between its proposal and the University's RFP. Failure to do so shall be deemed a waiver of any rights to subsequently modify the terms of performance.
- K. CONFIDENTIAL/PROPRIETARY INFORMATION: Any restrictions on the use or inspection of material contained within the proposal shall be clearly stated in the proposal itself. Written requests for confidentiality shall be submitted by the Offeror with the proposal. The Offeror must state specifically what elements of the proposal are to be considered confidential/proprietary. Confidential/proprietary information must be readily identified, marked, and separately packaged from the rest of the proposal. Co-mingling of confidential/proprietary and other information is NOT acceptable. Neither a proposal in its entirety, nor proposal price information will be considered confidential/proprietary. Procurement Services will make a written determination as to the apparent validity of any request for confidentiality. The written decision of Procurement Services will be sent to the Offeror as required.
- L. RFP RESPONSE MATERIAL OWNERSHIP: All material submitted regarding this RFP becomes the property of the University of Wyoming. Proposals may be reviewed by any person after a contract has been issued, subject to the terms of law. The University of Wyoming has the right to use any or all information/material presented in reply to the RFP, subject to limitations outlined in Proprietary/Confidential Information. Disqualification of an Offeror, or submission of an unsuccessful proposal, does not eliminate this right.
- M. SELECTION OF PROPOSAL: Upon review and approval of the evaluation committee's recommendation for award, Procurement Services will issue a "Letter of Intent to Award" to the apparent successful Offeror.
- N. ACCEPTANCE OF PROPOSAL CONTENT: The contents of the proposal (including persons specified to implement the project) of the successful Offeror will become contractual obligations if acquisition action ensues. Failure of the successful Offeror to accept these obligations in a contract may result in cancellation of the award and such Offeror may be removed from future solicitations. The award will be made to that Offeror whose proposal, conforming to the RFP, will be the most advantageous to the University of Wyoming. The University does not forfeit its sovereign immunity through the execution of the contract.
- O. STANDARD CONTRACT: The University of Wyoming reserves the right to incorporate standard UW contract provisions and other provisions contained in this RFP into any contract resulting from this RFP, such as, but not limited to the following: <http://www.uwyo.edu/procurement/terms-and-conditions/index.html>.

The standard contract term is for a period of three (3) years, with the possibility of an extension for two (2) years in one-year increments, provided all conditions have been met satisfactorily, and the university and

the contractor mutually agree in writing. The University is not bound to the stated standard contract term, and the official term will be set with the signing of the contract.

- P. RFP CANCELLATION: The University reserves the right to cancel this Request for Proposal at any time, without penalty.
- Q. INCURRING COSTS: The University of Wyoming is not liable for any cost incurred by Offerors prior to issuance of a legally executed contract. No property interest, of any nature, shall accrue until a contract is awarded and signed by all concerned parties.
- R. MINORITY PARTICIPATION: It is the University's goal to maximize participation of minorities in the procurement process. Accordingly, minority enterprises are to be utilized when possible. By the submission of a proposal the Offeror shall agree to utilize the maximum amount of minority business firms that the Offeror finds to be consistent with the efficient performance of any resulting contract.
- S. EQUAL EMPLOYMENT OPPORTUNITY/DIVERSITY (Affirmative Action) Program: Both parties shall fully adhere to all applicable local, state and federal law, including equal employment opportunity and including but not limited to compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and the American with Disabilities Act of 1990. The University's policy has been, and will continue to be, one of nondiscrimination, offering equal opportunity to all employees and applicants for employment on the basis of their demonstrated ability and competence without regard to such matters as race, gender, color, religion, national origin, disability, age, veteran status, sexual orientation, genetic information, political belief, or other status protected by state and federal statutes or University Regulations.

Vendors and subcontractors are notified that they may be subject to the provisions of 41 CFR Section 60-300.5(a); 41 CFR Section 60-741.5(a); 41 CFR Section 60-1.4(a) and (c); 41 CFR Section 60-1.7(a); 48 CFR Section 52.222-54(e); and 29 CFR Part 471, Appendix A to Subpart A. As applicable, **this contractor and subcontractor shall abide by the requirements of 41 CFR 60-741.5(a). This regulation prohibits discrimination against qualified individuals on the basis of disability, and requires affirmative action by covered prime contractors and subcontractors to employ and advance in employment qualified individuals with disabilities.** As applicable, **this contractor and subcontractor shall abide by the requirements of 41 CFR 60-300.5(a). This regulation prohibits discrimination against qualified protected veterans, and requires affirmative action by covered prime contractors and subcontractors to employ and advance in employment qualified protected veterans.**

- T. REJECTION OF PROPOSALS: The University of Wyoming reserves the right to reject any or all proposals and to waive informalities and minor irregularities in proposals received, by the specific bid opening time and date, and to accept any portion of a proposal or all items proposed if deemed in the best interest of the University of Wyoming.
- U. PARENT COMPANY: If an Offeror is owned or controlled by a parent company, the parent company name, main office address, and parent company's tax identification number shall be provided in the proposal.
- V. NEWS RELEASES: News releases pertaining to this RFP shall NOT be made prior to execution of the contract without prior written approval by the University.
- W. CERTIFICATION OF INDEPENDENT PRICE DETERMINATION:
1. By submission of this proposal, each Offeror, and in the case of a joint proposal, each party thereto, certifies as to its own organization, that, in connection with this procurement:

- a. The prices in this proposal have been arrived at independently, without consultation, communication, or agreement, for the purpose of restricting competition, as to any matter relating to such prices with any other Offeror or with any competitor;
 - b. Unless otherwise required by law, the prices which have been quoted in this proposal have not been knowingly disclosed by the Offeror and will not knowingly be disclosed by the Offeror prior to opening, directly or indirectly, to any other Offeror or to any competitor; and
 - c. No attempt has been made or will be made by the Offeror to induce any other person or firm to submit or not to submit a proposal for the purpose of restricting competition.
2. Each person signing the Form of Bid form of this proposal certifies that:
- a. He/She is the person in the Offeror's organization responsible within that organization for the decision as to the prices being offered herein and that he has not participated, and will not participate, in any action contrary to (1 a) through (1 c) above; or
 - b. He/She is not the person in the Offeror's organization responsible within that organization for the decision as to the prices being offered herein but that he has been authorized in writing to act as agent for the persons responsible for such decision in certifying that such persons have not participated, and will not participate, in any action contrary to (1 a) through (1 c) above, and as their agent does hereby so certify; and he has not participated, and will not participate, in any action contrary to (1 a) through (1 c) above.
3. A proposal will not be considered for award where (1 a), (1 c), or (2) above has been deleted or modified. Where (1 b) above has been deleted or modified, the proposal will not be considered for award unless the Offeror furnishes with the proposal a signed statement which sets forth in detail the circumstances of the disclosure and the head of the agency, or his designee, determines that such disclosure was not made for the purpose of restricting competition.
- X. CONFLICTS OF INTEREST: The holding of public office or employment is a public trust. A public officer or employee whose conduct departs from his fiduciary duty is liable for his or her actions.
- Y. TAXES: The University of Wyoming, as purchaser, is exempt from all federal excise taxes and from all State of Wyoming sales tax.
- Z. ASSIGNMENT: Neither party to any resulting contract may assign any portion of the agreement without the prior written consent of the other party.
- AA. AVAILABILITY OF FUNDS: Financial obligations of the University payable after the current fiscal year are contingent upon funds for that purpose being appropriated, budgeted, and otherwise made available. In the event funds are not appropriated, any resulting contract will become null and void, without penalty to the University of Wyoming.
- BB. BID BONDS/SECURITY: Not required for this proposal.
- CC. CONTRACTOR'S PERFORMANCE BOND: Not required for this proposal.
- DD. INSURANCE: Commercial general liability insurance including property damage, bodily injury, contractual liability, errors and omissions, and products completed operations, with minimum occurrence limits of not less than \$1,000,000 and minimum aggregate limits of \$2,000,000.

Automobile liability insurance covering all owned, non-owned and hired autos with minimum limits of \$500,000 combined single limit.

Workers' compensation coverage as required by law and employer's stop gap liability coverage.

Policies other than workers' compensation and employer's stop gap liability must name the University, its trustees, officers, and employees as additional insureds. Certificates will be delivered, prior to commencement of the contract, to the Director of Risk Management, Dept. 4300, 1000 E. University, Laramie, WY 82071.

Workers' Compensation and Employer's Liability Coverage: The insurer(s) shall agree to waive all rights of subrogation against the University of Wyoming for losses arising from work performed at the University.

All Coverages (i.e., general liability, errors and omissions, automobile liability, workers' compensation and employer's liability) must include:

- a. Cancellation. Each policy shall be endorsed to state the coverage shall not be canceled, suspended, voided, allowed to expire or be reduced in coverage or limits, by either party, except after thirty (30) days, prior written notice by certified mail, return receipt requested, has been given to the University of Wyoming.
- b. Jurisdiction. The insurance shall be construed under the laws of the State of Wyoming. The exclusive forum for the resolution of disputes arising out of such insurance shall be a court of competent jurisdiction of the State of Wyoming.
- c. Acceptability of Insurers. Insurance shall be placed with insurers Licensed to do business in Wyoming and having an A.M. Best Company rating of no less than AVIII.

Verification of Coverage. Prior to commencement of the Agreement, the University shall be provided with certificates of insurance and original endorsements evidencing required coverage. The certificates and endorsements for each insurance policy shall be signed by a person authorized by that insurer to bind coverage on its behalf. All certificates and endorsements are to be received by the University before the contract commences. The University reserves the right to require complete, certified copies of all required insurance policies at any time. If at any time during the term of this contract or any extension thereof, any required policies of insurance should expire, or are canceled, the University of Wyoming must be provided a certificate of insurance indicating renewal or an acceptable replacement of the expiring policy prior the expiration.

- EE. **INDEMNIFICATION:** To the extent authorized by law, the contractor shall indemnify, save and hold harmless the University, its employees and agents, against any and all claims, damages, liability, and court awards including costs, expenses, and attorney fees incurred as a result of any act or omission by the contractor or its employees, agents, subcontractors, or assignees pursuant to the terms of the contract resulting from this RFP.
- FF. **WYOMING STATE PREFERENCE:** Preference shall be allowed in purchase of materials, supplies, equipment, and machinery provided by bona fide Wyoming residents when such materials, supplies, equipment, machinery or provisions are of quality equal to those of any other state enforcing or having a differential for "out-of-state" materials, supplies, equipment, machinery, or provisions. Such preference shall be five percent (5%) and shall apply to materials, supplies, equipment, machinery or provisions produced, manufactured or grown in Wyoming, and to materials, supplies, equipment, and machinery supplied by a Wyoming resident. (UW Regulation 3-105, Purchases) However, preferences shall not be given in violation of any Federal law, rule, or regulation. Whenever Federal laws are applicable, Federal laws shall supersede any State laws.
- GG. **PAYMENT TERMS:** The University of Wyoming prefers to provide payment in full Net 45 days after acceptance of goods and services. The university may consider other terms if a substantial discount or

benefit is available for doing so, however, all proposed payment terms and available discounts must be clearly stated within the Offeror's proposal.

HH. EVALUATION CRITERIA: Proposals will be considered from firms with a demonstrated history of successfully providing service similar to what we are requesting. The contract will be awarded to the proposer who most completely meets the University's needs. University personnel will evaluate all proposals submitted in response to this RFP. Proposals will be evaluated using the following criteria:

1. Responsiveness of the proposal in stating a clear understanding of the requirements.
Failure to respond to all items may be grounds for rejecting the proposal.
2. Completeness of a step-by-step plan for implementing service.
3. The amount bid to carry out the work will be taken into consideration once it is determined which firms are qualified
4. Ability to complete the Scope of Work in a timely manner

II. TERMINATION PROVISIONS: The resulting contract may be terminated as follows:

- a. The University and the contractor, by mutual written agreement, may terminate the contract at any time.
- b. The University, in its sole discretion, may terminate the contract for any reason upon 45 days written notice to the contractor. Such termination shall not relieve the contractor of any obligations to provide services during the notification.
- c. The University may terminate the contract, in whole or in part, if the contractor fails to perform its obligations under the contract in a timely and proper manner. The University may, by providing written notice of default to the contractor, allow the contractor to cure a failure or breach of contract within a period of ten (10) days (or longer at the University's discretion considering the gravity and nature of the default). Said notice shall be delivered by Certified Mail, Return Receipt Requested or in person with proof of delivery. Allowing the contractor time to cure a failure or breach of contract does not waive the University's right to immediately terminate the contract for the same or different contract breach which may occur at a different time. In case of default of the contractor, the University may contract the service from other sources and hold the contractor liable for any excess cost occasioned thereby.
- d. The University may terminate the contract immediately for the following reasons:
 - i. Contractor has made an assignment for the benefit of creditors, has admitted in writing its inability to pay debts as they mature, has ceased operating in the normal course of business, the contractor has voluntarily or involuntarily entered into bankruptcy proceedings, or the contractor is otherwise deemed insolvent
 - ii. A trustee or receiver of the contractor or of any substantial part of the contractor's assets has been appointed by a court
 - iii. Fraud, misappropriation, embezzlement, malfeasance, misfeasance, or illegal conduct pertaining to performance under the contract by the contractor, its employees, officers, directors of shareholders
 - iv. Failure to uphold any fiduciary obligation to the University

JJ. SUSTAINABILITY PRACTICES: The University of Wyoming strongly encourages the campus community to adhere to sustainable practices. For product categories that have ENERGY STAR rated products available, the university will focus its procurement efforts on products with this rating, consistent with the needs of the UW campus community.

KK. GOVERNMENTAL CLAIMS: Any actions or claims against the University under this Agreement must be in accordance with and are controlled by the Wyoming Governmental Claims Act, W.S. 1-39-101 et seq. (1977) as amended.

- LL. INTERPRETATION: The Parties hereto agree that (i) the laws of Wyoming shall govern this Agreement, and (ii) any questions arising hereunder shall be construed according to such laws, (iii) this Agreement has been negotiated and executed in the State of Wyoming and is enforceable in the courts of Wyoming.
- MM. SOVEREIGN IMMUNITY: The University does not waive its sovereign immunity or its governmental immunity by entering into this Agreement and fully retains all immunities and defenses provided by law with regard to any action based on this Agreement.
- NN. ACCESSIBILITY COMPLIANCE: In regard to technology that will be utilized in regard to this RFP, please answer the following, where applicable:
1. Describe specifically how your product or services comply with Section 508 standards.
2. If your product is not currently compliant in certain areas, describe your plans and time frame for achieving compliance.
3. Describe your accessibility conformance testing process.
4. If you roll out upgrades after the University purchases the product, how can you assure the University that the upgrades will not interfere with accessibility?
5. Who will pay to remediate any necessary fixes after purchase?
6. Provide a completed Voluntary Product Accessibility Template (VPAT) for your product. If you do not have a VPAT, please provide your accessibility statement on how the product is fully accessible, or compliant, with Section 508.
Questions regarding evaluating the accessibility of technology products or services should be directed to the ADA Coordinator, Employment Practices at 307-766-6236.
- OO. EXPORT CONTROL: The University, its employees and its agents are subject to and shall comply with U.S. export control laws that prohibit or restrict a) transactions with certain parties, and b) the type and level of technologies and services that may be exported. These laws include, without limitation, the Arms Export Control Act, the Export Administration Act, and the International Economic Emergency Powers Act, and regulations issued pursuant to these, including the International Traffic in Arms Regulations (ITAR) and the Export Administration Regulations (EAR). As part of its commitment to compliance with U.S. export controls, UW requires information on the product(s) being purchased to enable the University to determine the applicable export controls. To be considered for this bid award, Bidder must identify the export jurisdiction (ITAR or EAR) and classification of its product, component, or service(s) in the response to this bid request. The suggested format for this information is set out in the table below.

PP.

<p><i>Are any of the products subject to the Export Administration Regulations (EAR)?</i></p> <p>Yes _____ No _____</p>	<p>If YES, indicate the ECCN No. of each product:</p> <p>_____</p>
<p><i>Are any of the products subject to the International Traffic in Arms Regulations (ITAR)?</i></p> <p>Yes _____ No _____</p>	<p>If YES, indicate the USML Category and Sub – Category of each product:</p> <p>_____</p>

SCOPE OF WORK

The University of Wyoming is interested in conducting a capacity study to understand the enrollment capacity of the university given current facilities and resources. The proposal should consider marginal costs to add additional students, and the point at which additional enrollment would cause the university to invest significantly in additional resources (e.g. housing, classrooms, faculty, etc.). Thus, there is interest in capacity from a holistic perspective of both in state and out-of-state students. To some extent, a capacity analysis by college will be necessary as not all colleges/programs are enrolled at the same level. The capacity analysis should consider many aspects of enrollment such as residential housing, classroom capacity, instructional/faculty capacity including online, student advising and student services, and other factors as appropriate.

Of interest as well is the potential to address additional enrollment from Colorado and Nebraska should a reduced tuition be offered to students from these two adjoining states. In consideration of this, the study should consider current out-of-state tuition, level of scholarships/discounting, and some assessment of the level of tuition reduction to grow enrollment. Price sensitivity and elasticity will be a predominant aspect of this component along with the growth needed to replace lost out-of-state tuition. There is clear concern with this aspect that the tax payers of Wyoming not underwrite the cost of education for nonresident students.

In summary, the University desires to understand the potential for growth, both within current resources and marginal costs as this growth occurs. Additionally, a desired outcome of the RFP process is to assess current enrollment of students from Colorado and Nebraska, and to determine a more desirable tuition rate to achieve greater enrollment from these states.

Please provide a detailed plan including three (3) references from other institutions of higher education, comparable to the University of Wyoming, with which your firm has worked. A comprehensive plan, including a detailed costing structure, is required.

Exhibit A

**FORM OF PROPOSAL
THE UNIVERSITY OF WYOMING**

Procurement Services
The University of Wyoming
Dept. 3605, 1000 E. University
16th and Gibbon
Laramie, WY 82071

To Mr. Greg Livingston:

The undersigned offeror, having read the terms and conditions, together with all addenda and being acquainted with and fully understanding the requirements, submit our proposal to be opened at 2:00 P.M., MDT, August 7, 2017, in room 115, Merica Hall, Laramie, Wyoming. At that date/time no other information will be disclosed except the name of the individual/entities that have submitted proposals.

The offeror acknowledges receipt of the following addenda:

The offeror has identified clearly any variations between its proposal and the RFP and has broken down the costs per function. The University prefers to purchase all functions from the same Offeror, however, the University reserves the right to award the contract either in whole, in part or with multiple awards, consistent with the best interest of the University. The offeror understands that the University reserves the right to consider the capabilities of the organization, as well as the amounts of the various proposals. The University further reserves the right to accept or reject any and all proposals and to waive any irregularities or informalities and to award the contract in the best interest of the University.

Sincerely,

Authorized Signature

Date

Company Name

Telephone Number

Fax Number

Company Address

E-mail address

AGENDA ITEM TITLE: University Strategic Plan, Nichols/Miller

CHECK THE APPROPRIATE BOX(ES):

- ☒ Work Session
☐ Education Session
☐ Information Item
☒ Other Specify: Committee of the Whole (Items for Action)

BACKGROUND AND POLICY CONTEXT OF ISSUE:

UW's planning process began in 1999, when the Trustees approved Academic Plan I for the period of 1999-2004. In the ensuing years, the Trustees approved subsequent plans (Academic Plans II for 2004-2009, Academic Plan III for 2009-2014 and Support Services plans and Capital Facilities plans for 1999-2009).

The current document is a product of discussions and development that began in August, 2016 with a presentation to the UW Board of Trustees, where President Nichols outlined an inclusive, transparent process to develop an integrated, comprehensive strategic plan to guide the university for the next five years. The document presented for approval represents the culmination of this process.

Provost Miller and President Nichols will present the Board with the *Breaking Though: 2018-2022 – A Strategic Plan for the University of Wyoming*. Additional handouts may be provided.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

Updates on strategic planning are provided to the board on a regular basis.

WHY THIS ITEM IS BEFORE THE BOARD:

The Board has responsibility over the major directions of the University. Approving the plan will allow UW's administrators, faculty, and staff to implement strategies for meeting the proposed goals and objectives outlined in the plan.

ACTION REQUIRED AT THIS BOARD MEETING:

Board approval of the strategic plan.

PROPOSED MOTION

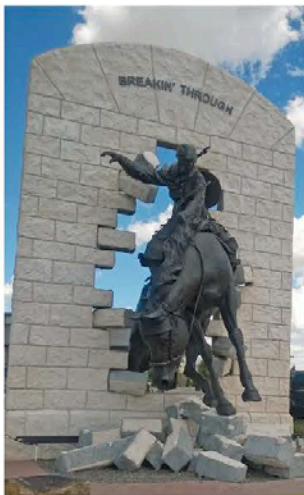
"I move to approve *Breaking Though: 2018-2022 – A Strategic Plan for the University of Wyoming*.

PRESIDENT'S RECOMMENDATION:

N/A

Breaking Through: 2017-2022
A Strategic Plan for the University of Wyoming
July 10, 2017

Preamble



At the “gateway” to the University of Wyoming, a woman rider breaking through a sandstone wall welcomes all to campus. “Breakin’ Through” captures the spirit of Wyoming and its university: our students break through to the future for the Cowboy State *and* the Equality State.

Wyoming’s dual identity has shaped this university from its origins through to the present day. John Hoyt, as territorial governor and UW’s first president, was determined that Wyoming’s lack of statehood would not stand in the way of its citizens’ access to higher education. If the Morrill Act excluded territories from the land grant mission, he decided, that was no reason to wait to build Wyoming’s university. Indeed, the law would have to change. So, he “broke through”—twice. He worked with western governors to get the Morrill Act changed, eventually allowing UW to become a land grant university. And in 1887, three years before Wyoming became a state, this university opened its doors to 42 students and 5 faculty members. On this first day, the university became the flagship for Wyoming’s future. It welcomed women and men alike. Then in 1890, when Wyoming gained statehood, the state’s first legislators went further. Recognizing the rich humanity that made up their new state, they declared that UW should stand “equally open to students of both sexes, irrespective of race or color.” Wyoming’s university ushered in the “Equality State.”

Here, on the high plains of a windswept territory, John Hoyt built the foundations for a world-class University. His UW was the flagship for a state, meeting the wide land grant mission “to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life.” Its trademark became innovation and ingenuity in pursuit of educational access, excellence and relevance. For Hoyt, this heritage mandated that UW provide its students with a complete education, one that balanced Agriculture and Engineering with Arts and Humanities. With that aim, he provided a rich curriculum, teaching classes from History to Engineering, while his wife, Elizabeth, took on Psychology and Logic. Hoyt set the pattern for generations of Wyoming faculty, who “break through” to bring their students tomorrow’s opportunities today.

Hoyt’s refusal to accept barriers for Wyoming, its citizens and the education that the state’s university would offer to all of its students set the tone for UW’s future. To this flagship and land grant university, student opportunity is everything. Indeed, the University of Wyoming is poised to break through once again.

Strategic Plan for the University of Wyoming

Vision

As the Equality State's university, dedicated to involved teaching, engaged learning and the unfettered and open pursuit of knowledge, we aim to bring Wyoming and Western intelligence, energy, resolve and innovation to the economic, social and environmental challenges of today and to create a thriving, diverse, equitable and sustainable world for tomorrow.

Mission

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

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

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

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

Values

Our values represent beliefs and principles that drive the culture and priorities of the entire University community and provide the crucial framework within which decisions are made. Regardless of role: student, faculty, staff, trustee, alumni and other stakeholders alike recognize the importance of embedding these values in their day to day activities to assure that the institution and its graduates succeed and are exemplars of the best of Wyoming and the world.

Exploration and Discovery

Free, open and unfettered exploration and discovery supported by rigorous peer review and the communication and application of that scholarship, constitute the core principles and practices of this university.

Strategic Plan for the University of Wyoming

Innovation and Application

Creative thinking leads to new knowledge, inspires student achievement and brings practical innovation to our communities.

Disciplinarity and Interdisciplinarity

Knowledge advances through intense and focused study and also in the intersection of ideas and disciplines. UW cultivates the energy of individual and collaborative advances.

Integrity and Responsibility

Outstanding teaching, learning and scholarship relies on the principles of integrity, responsibility and trust throughout our community.

Diversity and Internationalization

A diverse and international community that includes and respects different ethnicities, genders, sexualities, abilities, cultures and worldviews multiplies our capacity to explore, innovate and educate.

Engagement and Communication

Engagement with local, state, tribal, national and global constituencies inspires our daily work. We are committed to active outreach and clear communication with our extensive communities.

Goals and Objectives

- 1) *Enrich an intellectual community already renowned for its regional, national and global relevance and impact by fostering and rewarding excellence in teaching, scholarship, innovation and creative endeavor.*
 - Promote and strengthen the university as a scholarly and creative enterprise
 - Build national reputation and stature through strategic initiatives
 - Elevate expectations for research and creative activities
 - Expand capacity of the Office of Research and Economic Development
 - Invest in computational and library resources and fund seed grants
 - Foster entrepreneurship and collaboration in research and teaching that bridge disciplines and engage public concerns
 - Fully recognize the role of interdisciplinarity and integration in teaching, research, service and outreach in performance evaluations and tenure and promotion decisions
 - Promote academic programs that address workforce needs of the state and region
 - Enhance local and global relevance, engagement and impact by recruiting a regional, national, international and diverse community of students and faculty

Strategic Plan for the University of Wyoming

- Establish an Office of Global Engagement to expand recruitment of international students and broaden the exposure of faculty and students to international events and cultures
- Increase faculty and student participation in programs abroad
- Grow interactions with historically black, Hispanic-serving and tribal colleges, as well as international institutions of higher learning
- Achieve consistently excellent teaching and mentoring that gives students the knowledge, ability, determination and innovation to meet tomorrow's challenges with sustainable solutions
 - Develop a professional advising program for students that includes services centralized in colleges
 - Incentivize revision and development of courses and curricula that includes technology-enhanced learning, on-line delivery and high impact teaching practices
 - Embrace informed and innovative approaches to assessment and improvement of student learning.

2) Inspire students to pursue a productive, engaged and fulfilling life and prepare them to succeed in a sustainable global economy.

- Welcome, support and graduate students of differing backgrounds, abilities and needs and from different cultures, communities and nations
 - Implement a student-centric enrollment management strategy to grow enrollment and enhance recruitment and retention of students
 - Enhance our relationship with Wyoming and regional high schools through visits and pre-college summer and academic opportunities on campus
 - Establish dual-enrollment, program articulation and other transfer processes with the state's community colleges
 - Improve retention, 4-yr and 6-yr graduation rates for undergraduates and graduation rates for graduate and professional students
 - Build new living and learning communities to enhance retention
 - Augment student support services to ensure that students thrive emotionally and physically
 - Grow the number of students at a distance enrolled in hybrid and fully on-line degree programs
 - Offer programming on diversity and inclusion through the office of the Chief Diversity Officer
- Engage and graduate well-rounded and creative thinkers, capable of meeting unpredictable and complex challenges
 - Provide high impact learning experiences in research, creative activities, internationalization, internships, entrepreneurship, leadership and community service
 - Incentivize greater faculty and staff involvement in student life
 - Institute an experiential transcript

Strategic Plan for the University of Wyoming

- Expand career placement services
- Build pathways to academic, cultural, professional and entrepreneurial opportunity and leadership at undergraduate and graduate levels
 - Establish an Honors College
 - Establish an office to support Graduate Education
 - Establish a center for entrepreneurship and infuse innovation throughout the curriculum
 - Establish a Center for integrated STEM education to support the engineering, science and trustees' education initiatives
 - Expand and grow quality of undergraduate and graduate scholarly experiences

3) Improve and enhance the health and well-being of our communities and environments through outreach programs and in collaboration with our constituents and partners.

- Facilitate collaboration between the university and its constituents to address complex economic, environmental and social challenges through research, education, entrepreneurship, economic diversification and growth
 - Establish an Office of Engagement and Outreach
 - Support economic development in Wyoming through ENDOW and other opportunities
 - Enhance extension programming
- Build a statewide community of learners by collaborating with schools, community colleges and tribal nations to connect students and citizens
 - Bring outreach educational and cultural opportunities to the state
 - Expand partnerships with the Eastern Shoshone and Northern Arapahoe tribes
- Engage strong and celebratory alumni who connect UW to regional, national and international communities, welcome graduates into a lifetime association with the university and boost all our endeavors through a culture of giving
 - Engage in a variety of strategies to establish contact with a greater number of alumni
 - Engage alumni in student recruitment and mentoring
 - Develop and promote competitive athletic teams that conjure enthusiasm and pride for UW

4) Assure the long-term strength and stability of the University by preserving, caring for and developing human, intellectual, financial, structural and marketing resources.

- Build Human Capital
 - Enhance workplace conditions to recruit, retain and reward all UW employees and encourage innovation and commitment
 - Implement career ladders for staff

Strategic Plan for the University of Wyoming

- Provide and incentivize participation in professional development that enhances technical skills of employees
 - Develop mentoring and leadership programs for faculty and staff
 - Increase the number of endowed faculty positions, including new types such as distinguished professorships, or state engagement professorships
 - Hire strategically to ensure robust disciplinary and interdisciplinary scholarship and to support academic and co-curricular opportunities that meet the needs of twenty-first-century students
- Strengthen Marketing Effectiveness
 - Effectively communicate UW's opportunities to prospective students, regional partners and national and global markets:
 - Institute a centralized plan that tells our story and positions UW for recognition in all of these contexts
 - Develop a comprehensive branding, public relations and marketing campaign
- Enhance Financial Resources
 - Stabilize, diversify and enhance revenue streams
 - Launch a substantial and strategic capital campaign
 - Develop a coordinated plan for managing intellectual property, entrepreneurship and technology development and transfer
 - Drive operating efficiencies to save costs while maintaining services
 - Analyze tuition and fee structure
- Enhance Institutional Operations and Planning
 - Build a more highly functioning university by embracing transparency at all levels of administration and operations as well as by streamlining, updating and consistently implementing governing regulations and policies
 - Create and implement university-wide plans such as a campus master plan, housing plan, capital and fiscal plans
 - Create and implement metric-based strategic plans for all university units
 - Honor UW's commitment to the environment by instituting sustainability initiatives in daily operations, renovations and new construction

Strategic Plan for the University of Wyoming

Key Performance Indicators

Goal 1: Enrich an intellectual community already renowned for its regional, national and global relevance and impact by fostering and rewarding excellence in teaching, scholarship, innovation and creative endeavor.

PERFORMANCE INDICATORS	BASELINE	2022 TARGET
Changes in external recognition of scholarly work	Invest in a database	1 decile improvement from baseline indicators
External research funding; awards and expenditures	\$95.33 M external awards/\$106 M in expenditures for 2016	\$115 Million External funding
Income-bearing IP licenses	2 to 3 per year	5 or more per year
Degree programs created, substantially modified, or eliminated	211 degree programs	8 New academic programs; 4 modified or eliminated
Number of international students (undergraduate and graduate)	791	1050
Number of students and faculty participants in study abroad	425: 395 students, 30 faculty	650 students and faculty

Goal 2: Inspire students to pursue a productive, engaged and fulfilling life and prepare them to succeed in a sustainable global economy.

Overall Enrollment	12,366	13,500
Enrollment of transfer students	967	1200
Enrollment of underrepresented students	13%	17%
Retention rate for FTFT (First-time, Full-time, Baccalaureate Degree-seeking)	76%	80%
Construction of new residence halls	Create a 10 Year Plan for Student Housing	10 Year plan in implementation; 2-3 new residence halls in construction or completed
Student participation in support services	16%	25%
4 and 6-year graduate rates for undergraduates	25.8%/54.4%	33%/60%
Percentage of students completing an experiential transcript	Institute co-curricular transcript	25% of seniors have co-curricular transcript

Strategic Plan for the University of Wyoming

Placement one year following graduation	TBD from new database	85% in jobs or advanced degree programs
Percent of graduates with credential from Honors College	4%	8%

Goal 3: Improve and enhance the health and well-being of our communities and environments through outreach programs and in collaboration with our constituents and partners.

Carnegie Foundation Community Engagement Classification	Not designated	Qualified to submit for 2024 deadline
Attendance at intercollegiate athletic events	275,372	310,000

Goal 4: Assure the long-term strength and stability of the University by preserving, caring for and developing human, intellectual, financial, structural and marketing resources.

PERFORMANCE INDICATORS	BASELINE	2022 TARGET
Campus climate and environment	Fall 2018 Campus Climate Survey	TBD from survey data
Employee job satisfaction	Participate in Chronicle of Higher Education "Great Colleges" job satisfaction survey	Improvement from 2017 baseline
Number of endowed faculty positions	36	60
Total Annual University Revenue	\$505.6 M	\$555 M
Growth of University Endowment	\$450 M	\$650 M
Deployment and full utilization of Enterprise Management Systems	Underway	Completion
Implementation of an incentive-based, decentralized budgeting system	Beginning	Completion
Review and update of all University regulations and policies	Underway	Completion
Campus Sustainability Ranking (STARS)	Not designated	Bronze

Strategic Plan for the University of Wyoming

Acknowledgements

The 2016 – 2017 strategic planning process for the University of Wyoming was led by a Leadership Council comprised of the following individuals:

Kate Miller, Provost and Vice President of Academic Affairs (Chair)

Klint Alexander, Dean, College of Law

Susan Aronstein, Interim Director, Honors Program

Michael Barker, Professor, Department of Civil and Architectural Engineering

Diane Boyle, Professor, School of Nursing

April Brimmer Kunz, Member, UW Foundation Board, Cheyenne

Adrienne Freng, Department Head, Criminal Justice

Zac Hall, Undergraduate Student, Departments of Economics, Math and Statistics.

Jeff Marsh, Member, Board of Trustees, Torrington

Caroline McCracken-Flesher, Professor, Department of English

Ray Reutzel, Dean, College of Education

Alison Shaver, Accountant, Department of Ecosystem Science and Management

Allen Tanner, Computer Support Specialist, School of Energy Resources

Casey Terrell, Graduate Student, College of Law

Cynthia Weinig, Professor, Departments of Botany and Molecular Biology

Matt Whisenant, Deputy Director of Athletics

Tim Wilson, Member, UW Alumni Association Board, Centennial, CO

Ex-Officio

Sara Axelson, Vice President for Student Affairs

Robert Aylward, Vice President for Information Technology

Ben Blalock, Vice President of Institutional Advancement

Chris Boswell, Vice President for Governmental and Community Affairs

Tom Burman, Director of Athletics

Keener Fry, Executive Director, UW Alumni Association

Bill Gern, Vice President for Research and Economic Development

Bill Mai, Vice President for Administration

The Council wishes to acknowledge the work of the co-leaders of topical, university-wide listening sessions:

Athletics: Alyson Hagy, Faculty Athletic Representative and Joi Thomas, Athletics

University Structures & Organization: Jacquelyn Bridgeman, College of Law and John Mittelstaedt, College of Business

Extended Education/Lifelong Learning: Meg VanBaalen Wood, Ellbogen Center for Teaching and Learning and Karen Bartsch Estes, College of Arts and Sciences

Undergraduate Recruiting & Enrollment: Chip Kobulnicky, College of Arts and Sciences and Mary Aguayo, Office of Student Affairs

Strategic Plan for the University of Wyoming

Diversity/Inclusion/Internationalization: CeCe Aragon, College of Arts and Sciences and Dave Messenger, College of Arts and Sciences

Academic Programs, Curriculum, Academic Quality: Ricki Klages College of Arts and Sciences and Derek Smith, College of Health Sciences

Information Technology: Jen Chavez, Information Technology and Dimitri Mavriplis, College of Engineering and Applied Sciences

Student Success: Donal Skinner, College of Arts and Sciences and Patrice Noel, Office of Academic Affairs

Research, Scholarship and Graduate Education: Bryan Shader, Office of Research and Suzie Young, College of Education

Engagement, Outreach, Economic Development and Vibrant Communities: Jeff Clune , College of Engineering and Applied Sciences, and Mark Northam, School of Energy Resources

Resource Realignment, Revenue and Budgeting Modeling: Rob Godby, College of Business, and Steve Smutko, Haub School of Environment and Natural Resources

Design, Master Plan and Campus Aesthetics: Tony Denzer, College of Engineering and Applied Sciences and Larry Blake, Facilities Planning

Finally, the Council expresses special thanks to Dr. Phil Roberts, Wyoming historian, who was instrumental in verifying the historical context outlined in the plan's preamble.

AGENDA ITEM TITLE: UW Trustees Education Initiative Proposals, Rebecca Watts

CHECK THE APPROPRIATE BOX(ES):

- | | | |
|-------------------------------------|-------------------|--|
| <input checked="" type="checkbox"/> | Work Session | |
| <input type="checkbox"/> | Education Session | |
| <input type="checkbox"/> | Information Item | |
| <input checked="" type="checkbox"/> | Other | Specify: Committee of the Whole (Items for Action) |

BACKGROUND AND POLICY CONTEXT OF ISSUE:

The University of Wyoming Trustees Education Initiative (TEI) was created to elevate the College of Education to the status of a preeminent college in professional educator preparation. The TEI Governing Board receives recommendations from research work groups comprised of Wyoming students, parents, educators, school leaders, state officials, and university faculty. Appointed by the President of the University of Wyoming Board of Trustees, the TEI Governing Board reviews recommendations and recommends innovations for final determination to the Board of Trustees.

On June 26, 2017, the TEI Governing Board voted unanimously to recommend TEI Proposal 2017-01 to the Board of Trustees for approval.

Developed by the College of Education TEI Research Work Group, Proposal 2017-01 proposes leveraging technology in an innovative model to provide candidates (education majors) with virtual reality simulations of working with P-12 students very early in their preparation program. The technology would be provided via a license with Mursion®.

The College of Education Work Group engaged with the University of Mississippi, Auburn University, and the University of Maine at Orono to learn from their experiences using this technology in preparing professional educators. While this innovation is still in its infancy in educator preparation, there is a research base that showing that computer-based simulations are a well-established feature of training programs in a wide range of professional fields, including aviation, medicine, military, and health and safety. Studies show that simulations simultaneously engage trainees' emotional and cognitive processes. Notably, the Mursion® virtual reality platform is used for professional training and development in education, healthcare, hospitality, and corporate learning.

The UW license with Mursion® would stipulate that the vendor will develop customized simulations to meet UW College of Education needs. In the UW College of Education, virtual reality simulations would provide a way to allow candidates to engage P-12 students in lessons, manage classroom behaviors, and differentiate instruction to a classroom of students with differing learning styles and behaviors. This would be a fundamental change in the College of Education's programs by providing candidates with field experiences earlier than ever before in their programs. This innovation would not replace existing fieldwork or student teaching placements in UW College of Education programs. It would be additional experience for candidates.

This innovation would address a need articulated during the TEI Town Hall Meetings throughout Wyoming and in surveys of the TEI Stakeholder Feedback Group in early 2017. Feedback through these engagement activities yielded feedback from Wyoming school leaders and mentor teachers that educator candidates need more fieldwork experience prior to student teaching than they currently receive at UW and other educator preparation providers.

The proposed funding support for Proposal 2017-01 is as follows:

- 2017-2018: Daniels Fund grant be used to fund 100 percent of \$68,280.00;
- 2018-2019: Daniels Fund grant be used to fund 25 percent of the 2018-2019 costs of \$70,400.00, and the Executive Director work seek additional external innovation grant support for the remaining 75 percent; and
- 2019-2020: Daniels Fund grant be used to fund 25 percent of the 2019-2020 costs of \$67,900.00, and the Executive Director work seek additional external innovation grant support for the remaining 75 percent.

The TEI Coordinating Council will work closely with the Work Group to develop the details of its evaluation plan and associated metrics and to establish alignment to a particular conceptual framework, e.g., Danielson, Marzano.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

At its November 14, 2014 meeting, the Board of Trustees passed a Resolution creating the University of Wyoming Trustees (College of) Education Initiative for the purpose of enabling the college to achieve national prominence in professional educator preparation.

WHY THIS ITEM IS BEFORE THE BOARD:

The Board of Trustees holds the authority to approve innovations implement through the University of Wyoming Trustees Education Initiative.

ACTION REQUIRED AT THIS BOARD MEETING:

Board approval or disapproval of the recommended innovation.

PROPOSED MOTION

I move to approve Trustees Education Initiative Proposal 2017-01 for implementation by the College of Education from August 2017 through June 2020, with \$206,580.00 in funding provided through the Daniels Fund grant to the Trustees Education Initiative and by other grant sources to be garnered.

PRESIDENT'S RECOMMENDATION:

The President recommends approval.



Executive Director Proposed Innovation Review Form

Proposed Innovation Number: 2017-01

Assurance of Relevant Review

- ☒ Trustees Education Initiative Coordinating Council
- ☐ Trustees Education Initiative National Advisory Board
- ☒ Trustees Education Initiative Stakeholder Feedback Group
- ☐ University of Wyoming Academic Affairs
- ☒ University of Wyoming College of Agriculture and Natural Resources
- ☒ University of Wyoming College of Arts and Sciences
- ☐ University of Wyoming College of Engineering
- ☐ University of Wyoming College of Health Sciences
- ☐ University of Wyoming General Counsel
- ☒ Wyoming Professional Teaching Standards Board
- ☒ Wyoming Department of Education
- ☐ Other A _____
- ☐ Other B _____
- ☐ Other C _____

Funding Request

Funding Request by Academic Year:

\$68,280.00 2017-2018 Total Request

Recommended Source and %: Daniels Fund - 100%

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

\$70,400.00 **2018-2019 Total Request**

Recommended Source and %: Daniels Fund - 25%

Recommended Source and %: Innovation grant to be garnered - 75%

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

\$67,900.00 **2019-2020 Total Request**

Recommended Source and %: Daniels Fund - 25%

Recommended Source and %: Innovation grant to be garnered - 75%

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Executive Director Funding Request Comments:

Recommend seeking additional external grant support for 2018-2019 and 2019-2020 to support 75 percent of the annual costs. This innovation will align with the vision and goals of multiple foundations, including, but not limited to: Bill and Melinda Gates Foundation; Michael and Susan Dell Foundation; Spencer Foundation; and The Joyce Foundation.

Summary and Comments

The College of Education Research Work Group identified an innovation that has proven successful in a limited number of settings across the country. This base of evidence coupled with the unique needs of Wyoming positions this proposal as truly innovative in educator preparation in a state with a single university meeting the needs of a large land mass with widely dispersed population centers and the school districts that serve them.

This proposed innovation would not require approval from the University of Wyoming Academic Affairs.

The national reviewers did not review this proposed innovation due to procedural constraints in gaining approval for contract execution with the national reviewers in sufficient time to allow for their review prior to preparation of materials for the TEI Governing Board meeting.



Coordinating Council Proposed Innovation Secondary Review Form

Proposed Innovation Number 2017-01

Summary Comments Regarding Research Work Group Initial Revision

- There are concerns with the evaluation costs added to the proposal as no detailed breakdown of data and metrics to be measured is provided, e.g., candidate demonstration of skills developed through the simulation experiences. In short, what would success for this innovation look like?
- The Coordinating Council should monitor and support the development of the evaluation model, including metrics. Need more detail on the conceptual framework to which the proposed innovation would be aligned, e.g., Danielson, Marzano, other.
- TEI would have to manage the scope of the innovation as early as possible so that the costs are managed.
- We still need to see further emphasis on the innovation aspect.

Motion by David Bostrom:

Recommend Proposal 2017-01 to the TEI Governing Board for consideration, with the conditions that a) the Coordinating Council must work closely with the Research Work Group on the development and implementation of the innovation's evaluation system, with subsequent cyclical reporting of results; and b) the Research Work Group must identify the conceptual framework to which the innovation is aligned.

Second by Tristan Wallhead

Discussion: The Coordinating Council's support and monitoring of the innovation implementation will be ongoing. For annual evaluations, if there is a cessation of the project or an elimination of the opportunity for a graduate assistantship, TEI and/or UWCOE would work to identify an opportunity to engage the incumbent in another assistantship opportunity.

Vote: Motion passed unanimously on roll call vote.

Recommended Action Step:

☐ Return proposal to Research Work Group to address key concerns as follows:

- ☒ Forward proposal to TEI Governing Board with Coordinating Council recommendation for approval with the conditions that the TEI Coordinating Council will work closely with the Research Work Group as it develops the details of its evaluation plan, associated metrics, and alignment to a particular conceptual framework.

Date 06/15/2017



PROPOSAL:
2017-01

Research Work Group Proposal Form

Initiative Research Objectives

- Identify highly effective evidence-based educator preparation practices
- Identify which highly effective evidence-based practices can be implemented with fidelity and rigor in Wyoming
- Adapt and refine highly effective evidence-based practices for implementation in Wyoming

Initiative Research Definitions

- **Candidate** – an individual enrolled in a professional educator preparation program
- **Completer** – an individual who has successfully complete a professional educator program
- **Educator Preparation Practices** – professional training, including courses, fieldwork in schools (including student teaching), and other experiences designed to equip prospective educators with the knowledge, attitudes, behaviors and skills needed to support the success of pre-school through grade 12 (P-12) students in their classrooms, schools and wider communities
- **Evidence-Based Practice** – practice developed by integrating the best available evidence including quantitative (numerical) and qualitative data. Data for evidence-based educator preparation practice include but are not limited to:
 - current educator preparation literature
 - meta-analyses (combined data from multiple studies)
 - historical research
 - experimental research
 - non-experimental research
 - exploratory, descriptive, and explanatory (cause and effect) research
 - outcomes data of P-12 students taught by program completers
 - employment outcomes of program completers, including persistence through induction programs and persistence in the profession
 - candidate perceptions of program effectiveness
 - employer (school district) perceptions of program effectiveness

Initiative Research Work Group Name

College of Education

Submitted by David Yanoski (on behalf of the COE RWG)
Contact Email david.yanoski@marzanoresearch.com
Contact Phone 303-766-9199
Submission Date 5/19/2017

Research Work Group Member Names

Leslie Rush
Cynthia Brock
Terri Dawson
John Hansen
Jay Harnack
Jan Segerstrom
Craig Shepard
Wes Townsend

Proposal for Pilot Implementation (please provide narrative):

Problem Statement: Classroom management skills, collegial interaction, and collaboration skills have been identified as a major need of educator prep candidates. Although the theory behind these skills can be taught, they are really only learned through experience and practice. Traditional methods for teaching classroom management, personal interaction, and best-practice instructional strategies do not provide enough practice opportunities for students outside of the simple role-playing activities within their coursework. In addition, because UW only has Albany County Schools on which to draw for local class-related practicum work, it is extremely difficult to provide enough field experiences to practice these skills. While geographical constraints make it extremely difficult to provide enough field experience options for educators to consistently practice these skills over time, limited numbers of field experiences also force teacher candidates to react to all circumstances while learning rather than target one's practice on a single skill.

In order to increase practice opportunities and improve these skills, the College of Education Research Work Group proposes to pilot the use of *Mursion/TeachLive*, a mixed reality classroom environment equipped with professional technicians and a diverse class of student avatar actors. The *TeachLive* laboratory will provide education majors with additional opportunities to hone their teaching methods and gain more confidence prior to student teaching experiences. Most

importantly, *TeachLive* represents an innovative approach for preservice teachers to acquire new skills without placing real-time classes of students at risk during the learning process.

Proposal: Use funding from the University of Wyoming Trustees Education Initiative to conduct a three-year pilot of the Mursion simulation system. This pilot is composed of the following elements:

1. 3-year access to the Mursion simulation system
2. Access to a library of scenarios including classroom management situations, content instruction, and adult to adult interaction (e.g., parent teacher conferences, evaluation meetings, coaching, interactions with colleagues),
3. The development of 4 customized scenarios each year (10 total) developed in conjunction with UW faculty and partner school district input
4. 60 plus hours of access time per year apportioned as follows: 30 hours to methods courses (EDST 3000, EDCI 4000), 15 hours to school leadership courses (e.g., EDAD 5030, EDAD 5150), and 15 hours available for partner school districts to use for teacher professional development
5. Technology equipment upgrades as needed
6. Training for faculty on how to use the system and facilitate feedback and reflection activities
7. On-site system manager
8. The development of a partnership with several school districts to gather input on new scenarios, to identify high needs areas aligned with evaluation models, and to explore ways that a school district could potentially use the simulation system for professional development and purposes

Outcomes:

1. Provide opportunities for educator prep candidates to practice, receive feedback on, and reflect on classroom practices (e.g., classroom management, content instruction)
2. Provide opportunities for educator prep and education leadership candidates to practice, receive feedback on, and reflect on adult to adult interaction (e.g., with colleagues, parents, community, and in evaluation and coaching situations)
3. Provide opportunities for school districts to experiment with a method for providing individual and targeted professional development.

Description of Intervention:

Mursion is a virtual training environment in which educator candidates practice complex instructional skills, including classroom management, content area instruction, interactions

with adults, including other professionals and parents, and working with students with special needs in a safe, simulated environment. Mursion was developed as part of the TeachLivE research project at the University of Central Florida with funding from the Gates Foundation. Currently, Mursion is in use in 65 universities and k-12 school systems as well as healthcare systems, hospitality businesses, and other business settings.

Mursion uses a computer based mixed reality environment in which candidates interact with avatars representing small classes of students (up to five at a time), other professionals, parents, school leadership, or community members. The computer controls the physical movements and appearance of the avatar. A human actor, or simulation specialist, controls the interactions. The simulation specialists are selected and highly trained to provide as authentic a learning experience as is possible. The mixed reality approach enables each simulation to be hyper-responsive to the unique live performance of each individual learner, allowing learners to fully immerse themselves and thus produce significant and lasting changes in practice.

The blended model also enables Mursion to provide highly customized and cost-effective simulation experiences. Mursion works with educator preparation faculties across the country to design, embed into coursework, and consistently deliver mixed-reality simulations for preservice teachers. Mursion currently has hundreds of scenarios specific to education settings in its library. New scenarios are added to the system on a regular basis. The system also allows for custom development of scenarios. Mursion can be used one on one with candidates or in a lab setting, with candidates taking turns to interact and other candidates viewing and reflecting on the experience. UW faculty would be present in all cases to manage the experience as well as provide feedback and guide reflection.

The Mursion system is designed to focus on discrete skills and force common performance errors from which trainees can learn. It can also be personalized to the individual candidate's current level of skill by increasing or decreasing the difficulty of the interactions. The system also allows for multiple rounds of practice and feedback provided by UW faculty without having to arrange for field experiences.

The current proposal is to pilot the use of the Mursion simulation system in three areas: 1. An undergraduate methods course, 2. An education leadership course, and 3. District use for targeted professional development. The pilot will use the existing library of scenarios and the development of custom scenarios. The University would purchase access time from Mursion.

Access to the Mursion system is currently structured as a series of one year contracts, in which the University would purchase access to a predetermined number of hours to be used over the course of a full year. The university determines a scope of work for the year, which includes the number of access hours, required facilitator professional development, and the development of custom scenarios. Under this one-year contract, the university is obligated to use (or pay for) 80% of the contracted hours. The university would enter it a new contract with a new scope of work each year.

Usage of the system is determined by the University, Mursion has no limitations on who may use the hours. All usage would be coordinated and scheduled by the faculty coordinator, including any usage by outside partners. Usage is scheduled in advance in two-hours blocks. .

The Mursion library of scenarios contains scenarios developed by Mursion, and continues to grow as new scenarios are developed by Mursion users. Although these are considered "stock" scenarios, University faculty still have a large degree of control over how the scenario is implemented. The control includes pre-planning with the simulation specialist, selection of teaching and classroom management strategies, and the ability to set the degree of difficulty for the user. This degree of control, even in the "stock" simulations, allows University of Wyoming faculty and district personnel to address local and state specific needs. Also note that urban, rural, and suburban universities are currently using Mursion. Consequently, there are a host of scenarios that would be common in rural settings like Wyoming.

In addition to the library of stock scenarios, the Mursion system allows for the development of custom scenarios designed to meet specific course content and local context requirements. Custom scenarios allow for the inclusion of new content or situations not already covered by the Mursion library and allow the University and district partners to address situations and needs unique to Wyoming. Mursion coordinates these activities utilizing an instructional design process. They start by facilitating a conversation with the local site about goals and outcomes, and ask that the local faculty be available for questions. A faculty stipend is proposed for participation in this process. Otherwise, the process is largely taken care of by Mursion, including basic scripting of specialist responses and avatar movement. Because the infrastructure is already in place, the development of a new scenario is relatively straightforward and quick. Scenarios can be created on an as-needed basis. It is proposed that the coordination of this process be the responsibility of the faculty coordinator.

In the future, should the pilot prove successful, the University of Wyoming College of Education could purchase a license to the system, train its own simulation specialists, and provide access to the system to other schools in the University and to the school districts around the state. The College of Education could charge for access to the system, recouping the cost of licensing, and maintaining the system.

Evaluation Plan

A proposed evaluation plan includes the following components:

Year 1: During the first year of the pilot, the coordinator of the Mursion system and a graduate assistant hired to support the system will develop an evaluation plan and tools to be used to assess evaluation questions for each of the three audiences using the system, including a) preservice teachers; b) principal candidates; and c) in-service teachers. Many universities in the US use, and evaluate their use of Mursion; consequently, one important

aspect of developing an evaluation plan will include seeking input pertaining to the evaluation and research plans used by other universities using Mursion.

Year 2: During the second year of the Mursion pilot, the focus will be on data collection and analysis, using the evaluation tools developed in Year 1.

Year 3: During the third year of the Mursion pilot, the coordinator and graduate assistant will continue to collect data during the first semester (August-December) and will use the second semester (January-May) to analyze the full dataset and to develop a recommendation for next steps.

Research Questions

The following are proposed evaluation questions for each audience. The coordinator and the graduate assistant will work with program faculty to identify key objectives and revise these questions to fit desired objectives.

Evaluation Questions Related to Preservice Teachers

1. (behavior change) How are targeted skills among preservice teachers influenced over time within the Mursion system?
2. (transfer/district perceptions) What are mentor teacher perceptions of preservice teacher's classroom management prior to and after the introduction of Mursion?
3. (student perceptions) How do the expectations provided through Mursion compare to those in real-life experience?

Evaluation Questions Related to Principal Candidates

1. What are the targeted professional skills for principal candidates?
2. How are targeted skills among principal candidates influenced over time within the Mursion system?

Evaluation Questions Related to In-service Teachers

1. How was the Mursion system used by the district (i.e., what targeted support did you seek)?
2. Describe the nature of support the Mursion system provided to teachers in your district?

Data Collection:

Data collection will be determined by the evaluation team during the first year of implementation. Many of the sources of usage data are already collected by Mursion, including hours of usage and recording of sessions. Additional usage data will be collected based on processes developed by the coordinator and graduate assistant.

Data collection on perceptions of the system may include surveys, interviews or focus groups with the three audiences, and/or student logs of usage, experiences and reflections with the system. Data collection on behavior change may use faculty and student surveys and interviews, video analysis and evaluation rubrics. Several of the schools currently using the Mursion system have evaluation rubrics already developed that could be modified for use in Wyoming.

Proposal's Alignment to Key Performance Indicator(s)¹

(Check all that apply.)

- ☒ **Statewide perceptions** of the University of Wyoming College of Education
- ☐ **Enrollment of Wyoming residents** in University of Wyoming College of Education
- ☒ **Continuous improvement protocols** for field and clinical experiences, developed and implemented in partnership with school district partners
- ☐ **Executed, active clinical partnership agreements** with Wyoming School Districts
- ☒ **Employment of University of Wyoming graduates** in Wyoming schools
- ☐ **National accreditation** from the Council for Accreditation of Educator Preparation (CAEP), with no Areas for Improvement or Stipulations related to CAEP Standard 4: Program Impact, Component 4.3: Satisfaction of Employers.
- ☒ **State-of-the-art College of Education organizational structure, facilities, and technological capabilities** as measured by faculty and candidate collaboration and innovation, candidate perceptions of their experiences, and operational efficiencies as measured by resource monitoring and reporting.

Funding Request to Support Pilot Implementation (by Academic Year)

2017-2018 Total Request: \$ 68,280

Subtotal Amount: \$10,000	Purpose: Access to simulation system hours
Subtotal Amount: \$5,000	Purpose: Custom scenario development
Subtotal Amount: \$3,000	Purpose: Equipment upgrades
Subtotal Amount: \$2,880	Purpose: Faculty professional development
Subtotal Amount: \$6550	Purpose: System Manager
Subtotal Amount: \$9000	Purpose: User Stipend

¹ List complete as of February 2017. Research Work Groups will introduce additional Key Performance Indicators for Governing Board review and action.

Subtotal Amount: \$ 31,850 Purpose: Program Evaluation

2018-2019 Total Request \$ 70,400

Subtotal Amount: \$13,000 Purpose: Access to simulation system hours
Subtotal Amount: \$5,000 Purpose: Custom scenario development
Subtotal Amount: \$2,000 Purpose: Equipment upgrades
Subtotal Amount: \$3,000 Purpose: School District partner meetings
Subtotal Amount: \$6550 Purpose: System Manager
Subtotal Amount: \$9000 Purpose: User Stipend
Subtotal Amount: \$ 31,850 Purpose: Program Evaluation

2019-2020 Total Request \$67,900

Subtotal Amount: \$15,000 Purpose: Access to simulation system hours
Subtotal Amount: \$2500 Purpose: Custom scenario development
Subtotal Amount: \$3,000 Purpose: School District partner meetings
Subtotal Amount: \$6550 Purpose: System Manager
Subtotal Amount: \$9000 Purpose: User Stipend
Subtotal Amount: \$31,850 Purpose: Program Evaluation

Budget Narrative to Support Funding Request:

For each of the academic years presented in this proposal, we provide the following rationale to support our funding request.

Access to 60 hours of Mursion's classroom and individual simulation system: \$10,000 during year 1; \$13,000 during year 2; \$15,000 during year 3.

Access to 60 hours of Mursion simulations will be divided across specified courses in both the undergraduate teacher education program and the graduate principal preparation program, as well as school districts who request access, with priority given to the CoE programs, during the first year. Students and instructors in those specified classes will plan and implement either individual or group simulation sessions, as described below.

Individual Simulation Sessions:

Learners individually experience unique scenarios focused on one or two discrete skills with live feedback. Each session is recorded for reflection and coaching. Designed for private practice, self-reflection, and spaced learning. There is a package of three simulation sessions with video of each interaction for feedback and coaching. The cost of scenario design is included. Price: \$100/learner.

Virtual Group Workshops:

Learners are grouped together in teams of 3-5, each experiencing at least one scenario directly with the avatar(s). Mursion (or our own facilitator) can facilitate workshops. Each session is recorded for reflection and coaching. Designed to promote peer-to-peer learning. Session is one, interactive virtual workshop lasting approximately one hour. The cost of scenario design is included. Price: \$200/workshop.

The increase in hours purchased during years 2 and 3 is based on the assumption that additional school districts and/or faculty members will wish to use the system and allows us to purchase additional hours of access as needed.

Custom scenario development: \$5050 per year during years 1 and 2; \$2550 during year 3

Mursion provides already-developed simulation scenarios that are available to use within the cost of the hourly or per-learner access described above. However, it is quite likely that instructors will want to design scenarios that are specific to course outcomes and/or program standards. Custom scenarios are built on an individual as-needed basis, with the support of Mursion staff. Mursion then trains its own staff to provide the custom scenario for specified audiences. Development of each custom scenario costs approximately \$1000, so this portion of the budget provides for 4 custom scenarios per year for the first two years of the pilot, which may be used by the specified course instructors or by the districts receiving approval to use the system. In addition, the budget includes a \$300 stipend for approximately 2-3 hours of faculty time preparing for the scenario development. We anticipate less demand for custom scenarios in the third year of the pilot because it is likely that custom scenario development during the first two years will focus on the needs of methods courses.

Equipment upgrades: \$2000 per year during years 1 and 2

Mursion is designed to work on any computer with internet access. Existing University equipment, including computers and projectors, can be used to create a lab space suitable for the use of the system. If needed, existing spaces with video conferencing equipment, similar to the University outreach classroom could also be utilized. This budget line item is intended to provide maintenance and supplement existing systems. No purchases of equipment are anticipated at this time. We anticipate no demand for equipment upgrades in the third year of the pilot.

School district partner meetings: \$3000 per year during years 1 and 2

As both the College of Education and our school district partners will be engaged in using the Mursion simulation systems, it is crucial that individuals engaged in the pilot meet to share best practices, resolve problems, develop custom scenarios for targeted professional development and suggest ways in which the system might be used to best advantage. This budget category provides for travel expenses, meals and substitute pay (if necessary) for CoE and school district participants to meet in a central location in the state for 2 days out of each academic year. During the third year of the pilot, the expectation is that the university and school district partners will evaluate the success of the system and develop a recommendation regarding the use of the system going forward.

Faculty/school personnel professional development: \$2880 per year

Training for using the system takes approximately two hours and costs \$160/hr. Any faculty or school personnel using the system would need to take part in the training. This budget category includes training for 3 personnel from each of our three pilot participants: undergraduate teacher education, graduate principal preparation, and partner school districts.

System manager: \$6550 per year

One faculty member from the College of Education will be provided with a one-course buyout per semester to serve as the manager of the Mursion simulation system, which will include working with faculty members or teachers using the system, scheduling, coordinating with Mursion, and other responsibilities as needed. In addition, the graduate assistant hired to support the evaluation of the pilot will be used to support implementation of the system, especially during year 1. These duties may include working with faculty to set up the lab and scheduling sessions with Mursion.

User stipend: \$9000 per year

College of Education faculty members will receive a \$1000 annual stipend as incentive to invest time and energy in use of the system. This stipend would be awarded based on the percentage of students in the faculty member's courses that participate in sessions with the Mursion simulator.

Program Evaluation: \$25,931 per year

This line item includes costs associated with the hiring of a graduate assistant to conduct the evaluation (\$25,431) and miscellaneous expenses (\$500). Graduate assistant duties will include:

Year1: Developing the evaluation plan in conjunction with the coordinator, developing measures as needed, contacting other organizations that are using Mursion to gain insight on their evaluation efforts, and coordination of the program as described above.

Year 2: Collecting and analyzing data, coordination of the program

Year3: Final data collection in the fall, report on findings in the spring.

Literature Review

Reviewed and analyzed relevant current literature on the best practices for preparing professional educators

Literature Citations:

1. Bell, R. L., Maeng, J. L., & Binns, I. C. (2013). Learning in Context: Technology Integration in a Teacher Preparation Program Informed by Situated Learning Theory. *Journal of Research in Science Teaching*, 50(3), 348-379. doi:10.1002/tea.21075
2. Capizzi, A. M., Wehby, J. H., & Sandmel, K. N. (2010). Enhancing Mentoring of Teacher Candidates Through Consultative Feedback and Self-Evaluation of Instructional Delivery. *Teacher Education 36 and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, 33(3), 191-212. doi:10.1177/0888406409360012
3. Coogle, C. G., Rahn, N. L., & Ottley, J. R. (2015). Pre-Service Teacher Use of Communication Strategies upon Receiving Immediate Feedback. *Early Childhood Research Quarterly*, 32, 105-115. doi:10.1016/j.ecresq.2015.03.003
4. Gale, E., Trief, E., & Lengel, J. (2010). The Use of Video Analysis in a Personnel Preparation Program for Teachers of Students Who Are Visually Impaired. *Journal of Visual Impairment & Blindness*, 104(11), 700-704.
5. Kaufman, D., & Moss, D.M. (2010). A new look at preservice teachers' conceptions of classroom management and organization: Uncovering complexity and dissonance. *The Teacher Educator* 45(2), 118-136.
6. Kennedy, M. J., Hart, J. E., & Kellems, R. O. (2011). Using Enhanced Podcasts to Augment Limited Instructional Time in Teacher Preparation. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, 34(2), 87-105. doi:10.1177/0888406410376203
7. Mahon, J., Bryant, B., Brown, B., & Kim, M. (2010). Using Second Life to Enhance Classroom Management Practice in Teacher Education. *Educational Media International*, 47(2), 121-134. doi:10.1080/09523987.2010.492677
8. McPherson, R., Tyler-Wood, T., McEnturff Ellison, A., & Peak, P. (2011). Using a Computerized Classroom Simulation to Prepare Pre-Service Teachers. *Journal of Technology & Teacher Education*, 19(1), 93-110.
9. Mueller, M., & Hindin, A. (2011). An Analysis of the Factors That Influence Preservice Elementary Teachers' Developing Dispositions about Teaching All Children. *Issues in Teacher Education*, 20(1), 17-34.
10. Scheeler, M. C., McKinnon, K., & Stout, J. (2012). Effects of Immediate Feedback Delivered via Webcam and Bug-in-Ear Technology on Preservice Teacher Performance. *Teacher Education and Special 44 Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, 35(1), 77-90. doi:10.1177/0888406411401919

11. Stover, K., Yearta, L. S., & Sease, R. (2014). "Experience Is the Best Tool for Teachers": Blogging to Provide Preservice Educators with Authentic Teaching Opportunities. *Journal of Language and Literacy Education*, 10(2), 99-117.
12. Straub, C., Dieker, L., Hynes, M., & Hughes, C. (2014). Using virtual rehearsal in TLE TeachLivE™ mixed reality classroom simulator to determine the effects on the performance of mathematics teachers. 2014 TeachLivE National Research Project: Year 1 Findings. University of Central Florida: Orlando, FL.
13. Straub, C., Dieker, L., Hynes, M., & Hughes, C. (2015). Using virtual rehearsal in TLE TeachLivE™ mixed reality classroom simulator to determine the effects on the performance of science teachers: A Follow-up Study (Year 2). 2015 TeachLivE National Research Project: Year 2 Findings. University of Central Florida: Orlando, FL.
14. Sun, J., & van Es, E. A. (2015). An Exploratory Study of the Influence That Analyzing Teaching Has on Preservice Teachers' Classroom Practice. *Journal of Teacher Education*, 66(3), 201-214. doi:10.1177/0022487115574103
15. Tal, C. (2010). Case Studies to Deepen Understanding and Enhance Classroom Management Skills in Preschool Teacher Training. *Early Childhood Education Journal*, 38(2), 143-152. doi:10.1007/s10643-010-0395-z
16. Yılmaz, H. & Cavaş, P. H. (2007). Reliability and validity study of the students' motivation toward science learning questionnaire (in Turkish). *Elementary Education Online*, 6(3), 430-440.

Summary of Literature Review:

The research reviewed below illustrates the central role that experience, practice, and effective feedback must play for pre-service teachers to effectively learn complex skills such as classroom management, collaboration, and collegial interaction. Moreover, technology can serve as a powerful tool for learning these complex skills. Finally, preliminary research findings indicate that users of the system not only improve targeted skills with multiple short practice sessions, but also transfer these skills to the classroom setting.

Learning to manage the many complex demands of teaching (e.g., planning and implementing lessons, assessing student learning, reflecting on lesson effectiveness, etc.) is a complex undertaking for pre-service teachers. And, of all the complex demands placed on pre-service teachers as they learn to teach, managing student behavior can be one of the most daunting. In fact, classroom management is a longstanding concern, and oftentimes a serious pre-occupation, for pre-service teachers (Kaufman & Moss, 2010). Scholars (e.g., Yılmaz & Çavaş, 2010) have shown that effective practice can help pre-service teachers learn to thoughtfully manage student behavior during instruction. For example, in a study designed to enhance pre-service

teachers' development of classroom management skills, Tal (2010) found that the thoughtful use of in-depth case studies helped to improve pre-service teachers' classroom management skills. As well, meaningful practice working with students and then thoughtfully reflecting on that practice also improves pre-service teachers' classroom management skills (Yilmaz & Cavas, 2007).

Whether helping pre-service teachers learn to manage student behavior or engage in the other myriad aspects of teaching, a host of scholars argue that immediate, effective feedback plays a central role in fostering deeper and more meaningful student learning (Capizzi, Wehby, & Sandmel, 2010; Mueller & Hindin (2011). For example, using videotape analysis with structured expert coaching and self-evaluation, Capizzi, Wehby, and Sandmel (2010) noted significant improvement in pre-service teachers' instruction and classroom management. Using a variety of other means to provide immediate and effective feedback (e.g., bug-in-ear eCoaching; webcams and Bluetooth™ technology), other scholars noted similar improvement in pre-service teachers' quality of instruction and management (Coogle, Rahn, & Ottley, 2015; Scheeler, McKinnon, & Stout, 2012).

In addition to the use of meaningful practice and effective and immediate feedback, a number of scholars have explored how technology can be used as a tool to help pre-service teachers learn to teach. Studies of the use of online simulation systems in teacher preparation have found that candidates perceive them to be of great value, and that students that used these systems to practice scored higher on assessments of teaching practice (Mahon, Bryant, Brown, & Kim, 2010; McPherson, Tyler-Wood, McEnturff Ellison, & Peak, 2011). Other studies have used blogs, enhanced podcasts and video-based case examples to help pre-service teachers learn to manage the complex demands of instruction and classroom behavior (Stover, Yeara & Sease, 2014; Kennedy, Hart, & Kellems, 2011; Sun & van Es, 2015; Gale, Trief & Lengel; 2010). Other scholars (e.g., Bell, Maeng, & Binns, 2013) have studied ways to meaningfully integrate technology into student teaching experiences. Bell et al. (2013) found that the following practices improved pre-service teachers' abilities to meaningfully integrate technology into instructional practices: participating in lessons in which technology integration was modeled, collaborating with peers, and myriad opportunities for feedback and thoughtful reflection.

Ongoing evaluation studies of the TeachLivE system (the grant funded precursor to the Mursion system) have consistently revealed that repeated short practice sessions using the simulations improved targeted teaching behaviors, and more importantly, that the improvement in practice was transferred to the classroom settings (Straub, Dieker, Hynes, & Hughes, 2014; Straub, Dieker, Hynes, & Hughes, 2015).

Analysis of Current UW Teacher Program and Practice



Collected and analyzed relevant evidence from current educational practice and current educator preparation practice

Evidence Collected and Analyzed

1. 2015 UW College of Education Principal Survey
2. 2016 UW College of Education Principal Survey
3. TEI Town Hall Meeting Response Analysis 2017

Summary of Analysis of Current UW Teacher Program and Practice

When asked how well teacher education graduates from UW manage their classrooms, 22 of 55 principals in 2016 (41.5%) stated either extremely well or very well. Another 25 (47.2%) stated moderately well, 5 (9.43%) indicated slightly well, and 1 (1.89%) stated not well at all. When asked how UW teacher education graduates compared with others of similar teaching experience 18 of 53 (34%) principals said they were more able or significantly more able. Twenty-eight principals (52.8%) said there was no difference, and 7 (13.21%) said they were less able.

These are similar to results in 2015 where 22 of 39 principals (56.4%) stated graduates from UW were well or very well at managing the classroom effectively, 12 (30.8%) were average, and 5 (12.8%) were poor or very poor. When asked how UW teacher education graduates compared with others of similar teaching experience 12 of 39 (30.8%) principals said they were more able or significantly more able. Twenty principals (51.3%) said there was no difference, and 7 (17.9%) said they were less able or significantly less able.

An analysis of responses made during the series of town hall meetings between February and March 2017 indicated that several attendants negatively viewed the classroom management philosophies and skills of University of Wyoming-prepared novice educators. However, individuals stated there was also a need for greater funding sources and structure regarding the use of social workers to mitigate student issues beyond the scope of classroom management skills. Comments on page 14 of the town hall summary report focus exclusively on student teaching experiences (as opposed to recent graduates). However, they indicated limited preparation in effective classroom management prior to these experiences, particularly to defuse "emotional situations" and work with students that have special needs. Recommendation three from the report on these town hall meetings (p. 3) suggests that UW evaluate pre-service teachers regarding their knowledge and application of classroom management practices. Furthermore, they recommend that UW develop strong partnerships with school districts to provide field experiences that establish and maintain "a strong classroom environment with clear expectations for students."

Although not directly related to classroom management, several town hall participants desired more online and outreach offerings to increase access to teacher education programs (pp. 19-21).

To a lesser extent, town hall meetings also focused on educational leadership experiences. Based on feedback provided in these meetings, UW was encouraged to strengthen educational leadership preparation regarding collaboration models, collaboration and support strategies with veteran teachers, and the development of a collaboration culture (p. 3). Quotations on pages 17 and 18 of the report provide additional details. Individuals claimed administrator interns needed more experience dealing with difficult employees, working with plans of assistance, and supervising/ evaluating employees.

Current practice for classroom experiences prior to the student teaching semester requires undergraduate teacher education students to have phased practicum experiences, beginning the freshman or sophomore year. For the bulk of the approximately 650 undergraduate students, this means that their practicum experiences occur in Albany County School District #1 and (to a lesser extent) Laramie County School District #1. Because the majority of the undergraduate teacher

education students live in Laramie, this puts a burden on local schools and teachers; it also limits the number of classroom teaching experiences that we can provide for students. Our hope is that the opportunity to experience simulations through Mursion's system will provide additional, high-quality opportunities to work on specific kinds of strategies, with substantial feedback, without putting additional load on local schools.

Evaluation of Regional and Leading Teacher Prep Programs

(Check all that apply.)

Programs Reviewed:

- ☒ Traditional educator preparation programs in public and private universities across the United States

Names and Locations of Traditional Programs studied:

- University of Mississippi
- Auburn University
- University of Maine, Orono

Data Analysis

Qualitative Data Analyzed

- Interviews with educator preparation programs currently using the system

Summary of Data Findings

The Mursion simulation system is currently in use in 65 university educator preparation programs for teacher candidate preparation and K-12 school systems for targeted teacher professional development. In order to obtain information from educator preparation programs that have used Mursion's simulation system, we first requested information from Mursion on contact information from universities that are rural in nature. We received contact information for Auburn University (Alabama), University of Mississippi (Mississippi), and University of Maine (Maine). In this section, we provide information obtained from those administrators, using common questions. Note: The TeachLivE system referred to in the below comments is the first-generation system. Mursion was developed out of TeachLivE.

1. How long have you been using the TeachLivE/Mursion simulation system?

Mississippi: Four years.

Alabama: August 2017 will be a year. They are in the pilot phase.

Wrote a grant for \$47,000. (License for a year + training of two specialists) All of the universities that she spoke with are in the process of going from pay by the hour to a full license.

She is glad that she wrote the grant for a full year. Their College of Business wants to use it, so she will charge the folks from the College of Business, if there are any free simulation times, etc. She has three different tiers (CoEd. 1st tier); Second tier, university gets priority. 3rd tier, outside businesses (e.g., Law enforcement, Best Western, etc. She is exploring how to deal with difficult customers, etc.)

Kate's goal: To make this self-sustaining. Most universities have been charging student fees. She is trying to avoid this. Businesses have more money than education, so that is why she has the third tier she mentioned.

They hired 2 simulation specialists. (Licensing contract and another contract that deals with the training of your specialists. Mursion will advertise, recruit, and train the simulation specialists; Kate didn't have to do this.) Mursion sends a Google document showing their hires. Mursion strives to hire people in the A and B range. (Grade range is A through D.) The training takes 2 weeks, and trainers need to pass a Mursion test. (This is where the grades come from.)

Mursion is very flexible in figuring out what is needed and not needed. Your simulation is only as good as your actor and simulation specialist.

Maine: Year 2 of a 4-Year Project Commitment (*Maryellen Mahoney O'Neil, Assoc. Dean for Academic Services*). Mary found out about TeachLivE/Mursion at AACTE after talking with Dianne Hoff from University of West Georgia who was using it successfully within its COE.

4-Year Commitment: The Univ of Maine COE made a 4-Year commitment to building a TeachLivE Simulation Lab for use with its pre-service teachers and administrators. Maine also committed to covering all TeachLivE Lab use costs for the first 3 years. At the start of Year 4, Maine's COE will charge a \$15 service fee that students pay for each course in which they're enrolled that utilizes the TeachLivE Lab. After less than 2 years of implementation, Maine's COE staff is confident that it will have no problem with this fee requirement due to the excitement and successful learning for them that the TeachLivE Lab has already provided.

Success by Year 2: Maine's COE is almost to the end of its 2nd Year and is extremely pleased with the ease of use, responsiveness of the company, and the importance of providing such a learning opportunity to practice in front of a classroom prior to field experiences and student teaching. Maine's COE course instructors as well as its participating students feel that the opportunity to hone their communication skills and receive feedback from instructors and peers before appearing in front of a real classroom is invaluable. In fact, Mary reported that Maine's COE's recruitment numbers for their teacher training programs have increased by 29% since the implementation of this technology-rich simulation learning tool. There are other teacher training college programs in Maine, however, when pre-service teachers were surveyed about what helped in making their choice for attending the University of Maine (Orono) for their training, the presence of the Mursion/TeachLivE Lab as part of their training was highly valued. Students valued how the simulation allowed them to be the leader of the classroom with no mentor teaching guiding them through

situations yet provided the opportunity to practice, make mistakes, and correct. Being able to observe their peers in practice was also important. No other universities in Maine offer this learning tool.

Staffing: Maryellen Mahoney-O'Neil, UMaine Associate Dean of Academic Services, spearheaded the implementation of building the TeachLivE Training Lab. After looking back on Year 1, Mary was surprised that in terms of staffing for this additional service, she only needed to secure one COE graduate assistant for scheduling use of the Lab and 2 faculty members who embedded the use of this simulation into their teacher training course outlines. She remarked several times that what her faculty needed to know in order to use the TeachLivE Lab was very minimal. After the initial introduction to the TeachLivE Lab concept and the running the simulation software connection in the lab, the faculty said they could take over both the troubleshooting of technology and use of the lab by themselves as long as there was still a point person to schedule the lab visits. The University's IT Department was involved with the initial TeachLivE Lab conversations, but wasn't needed after the correct computer and TV screen had been purchased and installed on the network. A plus is that the TeachLivE Lab doesn't need technology purchased directly from the company. Only needs a large TV screen along with minimum computer specs for successful simulation of a teacher – classroom environment.

2. In what ways is the TeachLivE/Mursion simulation system utilized at your university? If used within the College of Education for field experience and/or during course work, please provide specifics.

Mississippi: Went all in. Through NCATE, supposed to have a variety of experiences. Did everything to provide candidates with different types of experience. Typical first experience -- send the student out to a placement, they would observe for 25 hours. In such a rural area, had trouble finding 800-100 placements within 60-70 miles. Students saying they were learning what not to do. So they did a pilot with TeachLivE, and it went very well. They have now put TeachLivE into first required course, before they get into teacher education (in their junior year). Students love to teach with TeachLivE. The experience was very popular. In this required course prior to teacher ed -- students teach a 10-15 minute lesson, 4 students at a time with a retired principal as a coach. It is a type of micro-teach. Even with four students at a time in the room, the experience changes every single time. The next step was to put it in place so that every student has to teach with TeachLivE. So in the second semester, TeachLivE is implemented in a second required course. They have implemented an option to have an ESL student in the class as well. This guarantees that every student has this experience. Candidates love it. The first time they are terrified. Afterwards, they talk about the students as if they are real. Sometimes they get more shots at it.

Alabama: Many of their classes have moved to online. It is hard, if not impossible, to teach behavior management online. She couldn't figure out a way to do this. She is using simulations for the gradual release of responsibility model with respect to behavior management. The simulation helps with this. She wants to see her students go through five steps of a verbal reprimand and other behavior management techniques/issues.

Methods courses: A big focus here for them right now is lesson planning. They focus on the intro, middle and ending of a lesson. The next scenario design might be a lesson with 2 to 3 pushbacks in terms of behavior problems during a lesson. Their SpEd folks have used Mursion for running an IEP meeting with two co-teachers. The College of Business wants to do interviews, deliver a high-stakes sales pitch, If you can dream of it, you can make a simulation. Counseling program using it for high-risk suicide prevention, etc.

Kate and colleagues went to visit Ole Miss. They have a retired principal who runs the lab 24/7. She has it designed so that the professor is the one who gives the feedback. Kate prefers her approach because she and her colleagues don't think that one person has the appropriate content or disciplinary background for all subjects. Kate and her colleagues are drawing on Teach Live Proceedings as their research base. Five to 8 minutes in the typical length for most of their sessions, but they have found that students need immediate feedback. Counseling sessions will last longer, etc.

Maine: *Teacher Training* – Currently uses the TeachLivE Lab simulation during the first two years of their elementary/secondary/early childhood teacher training programs which involve field experiences and student teaching internships in actual classrooms. It supports the coursework that contains components of classroom management and the art of teaching in real time. It doesn't replace the pre-service teacher's time in a school or take away from valuable instruction time. Instructors embed practice in the Lab within their courses as a prompt for discussion and performance feedback. Another application is to gain experience in conducting meaningful parent/teacher conferences. It's a great tool for preparing pre-service teachers for on-the-floor situations they'll experience while participating in field experiences and student teaching. U of Maine sees strong applications for TeachLivE in Educational Leadership programming where pre-service administrators can practice mentoring new teachers as well as terminating contracts. TeachLivE is also embedded within other education programs such as Rtl, Special Education, and Counseling.

3. What is working best with the TeachLivE/Mursion simulation system at your university? How do you ascertain this?

Mississippi: Goal -- to make sure that the first two experiences are great (both in the junior year. Highly recommend that you send multiple students into the room with TeachLivE. At UM, they always send in at least 3 students into the room, to get the most out of the coaching experience. They have hired a retired principal who is a great coach. He goes out into the hall. He talks them like it's a pep rally, then brings them into the room. First person up and turn it on. As the system has grown, have hired a teacher in the schools, to do her doctorate. Paid her a stipend to do it -- principal and teacher. Highly recommends having some kind of coach in there. Uses the same rubric for student teaching. Addresses those same rubrics.

Collect data on that. Scored for that and for everything. Looking at growth. First time they teach, they're not seasoned teachers, so it's important that someone can give them proper feedback. Doesn't hurt them. Evaluated using the same instrument over time.

Alabama: You want to do a slow rollout and you want to do it right. This is CRUCIAL! They have decided to give one free simulation hour for partner schools. These schools will bring their weak teachers in to try the simulations. Some schools want to do SpEd training with teachers. Kate got a classroom for their Mursion lab. She recommends this. This way the faculty can do a lecture and then run a simulation in the same room. Kate recommends thinking about what you want to do and how you want to do it and then working backwards from there.

Maine: Most important in the success of the TeachLivE Simulation tool has been the building of a high quality interactive lab environment in which to conduct the simulations. U of Maine COE designated a special room for the TeachLivE Lab so that it represented the feel of a classroom in their K-12 schools as much as it could. As a result, a great amount of excitement grew around it. It's definitely been a draw to the University of Maine's teaching program – a great recruitment tool. When potential students come on campus and inquire about UMaine's teaching program, the TeachLivE Lab short video (linked above) is shown during each recruitment open house to promote the innovative work that is being done in places like the TeachLivE mixed-reality laboratory. It demonstrates how U of Maine is breaking new ground in educator preparation.

Starting small (2 faculty embedding TeachLivE laboratory experiences in their courses) has worked best. Use the first year of implementation to learn and figure out best way in which to incorporate into key coursework. Be sure use of TeachLivE isn't just technology "hype" for teacher preparation. Incorporate it as a valuable learning tool within the courses that focus on classroom management and/or on teacher practice. Bringing 5-6 students at a time into the TeachLivE Lab works best. More is too intimidating when pre-service teachers are practicing. This gives students the opportunity to make mistakes in a non-threatening environment as well as interact, pause, reflect, and try again. The current faculty at U of Maine using TeachLivE, feel that although you can record the classroom response portion of the simulation, there is really no need to. The best learning takes place during the time pre-service teachers are in the simulation lab as a small group interacting.

Because of starting small and strategically implementing the simulation lab concept into key courses for the teacher training program only, U of Maine is expecting to triple the number of courses using it next fall! Expansion to Ed Leadership and other COE program areas will occur plus reaching out to school district superintendents and inviting them to the Lab so they can get a feel for how it might enhance their district's new teacher mentor programs or the interview process for new hires.

Mursion's Pre-Designed Packages: Even in Year 4, the U of Maine envisions continuing to use Mursion's interactive avatar simulation packages. They don't expect to venture into the customization world of simulations; this would mean a lot more work and possibly more staffing due to having to locate and train your own actors. Very pleased with the current middle school simulation packages that are applicable to 9-12 and upper elementary when focusing on classroom management or introducing a class or lesson. Maryellen just recently saw that the aspects of autism and very low IQ have been added to the simulations. She thought an elementary simulation was coming soon, but hasn't heard of its release date.

4. What is problematic with the TeachLivE/Mursion simulation system at your university? How do you ascertain this?

Mississippi: Have purchased the site license. The issue becomes, as you grow, you are scheduling so much with Mursion, with the site-license, you have to hire your own simulation people. Have station set up in office. They have had trouble finding people that Mursion approves of to hire. About to do another round of interviews, because they will only let someone they approve be the simulation person. They want a theater person. Now trying to get some of the best graduate assistants and people in the theater department involved. They suggest two people in a rotation. UM wants to send four people.

Dean Rock is a huge, huge supporter. Have placed a lab at every satellite classroom. Simulation person can be in Laramie or in Casper. Charging a student fee, even that, doesn't come close to covering. Covers the site license through the Dean's office. Department of Teacher Education covers the cost of personnel. Also looking at hiring a clinical person to cover TeachLivE.

Alabama: Kate hasn't had any bad experiences with any of the Mursion folks. Mursion has been amazing to work with. She has worked with lots of different Mursion people, and all of them have been great. Carrie, Robin and their IT people have been outstanding. Ole Miss, West Georgia, etc. Have had huge problems with their own universities in terms of getting the paperwork completed in their own universities. Since Kate's university hired their simulation specialists as part-time people, they didn't have lots of problems working within their university. (That is, it isn't typically as difficult to hire part-time folks at a university. Kate recommends this approach.)

Maine: Maryellen couldn't say enough about the ease of implementation and success of use within their teacher preparation programs. However, they have stuck with Mursion's – pre-designed simulations and are not hiring their own actors which could definitely present problems, especially in a rural setting. Scheduling of the TeachLivE Lab was the only aspect that was considered possibly problematic due to its need of continuous support by a person other than faculty using the program. Like I mentioned before, Maine utilized a graduate assistant to schedule the TeachLivE Lab in conjunction with the availability of Mursion's avatar actors and requested use during the college's designated courses. Because a high-quality simulation lab was created, Mary had virtually no complaints about the whole experience from technology setup to implementation of lab use. In fact, she pointed out that one time the software program needed to update for a classroom visit and the faculty member had forgotten to request it. Even though Mursion TeachLivE is on PST, their company had the update completed before the class started at 9:00 AM EST with only 15 minutes notice. Jokingly, Mary says that the hardest part of using this simulation program is making sure the TV's set to the correct channel for viewing!

Contextual Constraints to Implementation Identified

☐

Identified Potential Risk to Research Subjects

☐

Release of proprietary information

☒

Loss of faculty or candidate confidentiality

One use of the Mursion system is its use in a workshop with other candidates. In these circumstances, candidate performance will be public, with feedback provided in public.

☐

Loss of national accreditation or program recognition

☐

Loss of state approval or recognition

☐

Other (Please describe.)

☐

Identified Potential Risk to Trustees Education Initiative

☒

Insufficient Data for College and Program Continuous Improvement Purposes

The RWG acknowledges that the collection of data in this pilot is critical. The short time frame for developing this proposal did not allow the group time to develop a comprehensive evaluation plan.

☐

Insufficient Access to Student Success Data of P-12 Students Taught by College of Education

☒

Insufficient Commitment to Collaboration from Wyoming P-12 School Districts

We are proposing to work with districts to develop scenarios that districts could use for targeted professional development. It is possible that districts may not be interested in using the system. Although this would not be a threat to the pilot, it could affect long term sustainability of the use of the Mursion system

☐

Other (Please describe.)

Committee of the Whole: REGULAR BUSINESS

Board of Trustees Committee Reports

[Note- Committees of the Board will be discussed during a regular work session of the meeting.]

CHECK THE APPROPRIATE BOX(ES):

☐

Work Session

☐

Education Session

☐

Information Item

☒

Other

Specify: Committee of the Whole (Regular Business)

Trustee Standing Committees

[Note: Committee reports to be given at the start of the regular meeting rather than during the Business Meeting.]

Liaison to Other Boards

- UW Alumni Association Board – Wava Tully
- Foundation Board – Jeff Marsh & Dave Bostrom
- Haub School of Environment & Natural Resources – Michelle Sullivan
- Energy Resources Council – Dave True
- Cowboy Joe Club – John McKinley

INFORMATION ONLY ITEM: Capital Construction – Progress Report, Mai

CHECK THE APPROPRIATE BOX(ES):

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

Specify:

BACKGROUND AND POLICY CONTEXT OF ISSUE:

Please see information below.

**Capital Construction
Progress Report as of June 20, 2017**

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

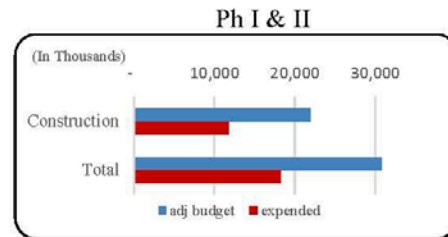
PROJECTS IN CONSTRUCTION

1. Arena Auditorium Renovation

Phase I

Contractor: Haselden Wyoming Constructors
Casper, WY

Original Project Budget \$12,850,000 (a)
Adjusted Project Budget \$12,982,109 (d)



<u>Funding Sources:</u>	<u>Original Anticipated:</u>	<u>Actual:</u>
Foundation	5,000,000	3,149,951
State Match	5,000,000	3,900,049
State Appropriation	2,850,000	5,120,000
Athletics	-	812,109
Total Funding	12,850,000	12,982,109

Guaranteed Maximum Price \$ 7,056,730
Contract Substantial Completion Date March 27, 2014

(In Thousands)	Budget (a)	Additional Funding (b)	Use of Contingency (c)	Adj Budget (a+b+c)=(d)	Expenditures (e)	Obligations (f)	Remaining Balance (d+e+f)=(g)
Construction	7,057	911	360	8,328	(8,328)	-	-
Contingency	360	-	(360)	-	-	-	-
Design	1,065	-	-	1,065	(1,042)	(17)	6
FF&E	3,663	(460)	-	3,203	(3,298)	-	(95)
Tech	250	(250)	-	-	-	-	-
Admin	455	(69)	-	386	(297)	-	89
Total	12,850	132	-	12,982	(12,965)	(17)	-

Phase II

Contractor- pre construction: Haselden Wyoming Constructors, Casper, WY
Contractor – Design/Bid/Build: Sletten Construction of Wyoming, Inc.

Original Budget for Phase I and Phase II was \$30,000,000. Funding remaining from Phase I was applied to Phase II. See additional funding (b) below.

Original Project Budget \$17,150,000 (a)
Adjusted Project Budget \$17,830,000 (d)

<u>Funding Sources:</u>	<u>Original Anticipated:</u>	<u>Actual:</u>
Foundation	5,000,000	6,850,049
State Match	5,000,000	6,099,951
State Appropriation	7,150,000	4,880,000
Total Funding	17,150,000	17,830,000

Contract Price \$13,282,982
Contract Substantial Completion Date October 16, 2017

Note: Funds have been reallocated among the budget categories. The adjusted budget has not changed in total. Corresponding expenditures and obligations have also been reallocated. The project has changed from CMAR to Design/Bid/Build.

(In Thousands)	Budget (a)	Additional Funding (b)	Use of Contingency (c)	Adj Budget (a+b+c)=(d)	Expenditures (e)	Obligations (f)	Remaining Balance (d+e+f)=(g)
Construction	13,050	574	-	13,624	(3,486)	(10,075)	63
Contingency	913	167	-	1,080	-	-	1,080
Design	1,835	379	-	2,214	(1,740)	(289)	185
FF&E	760	(225)	-	535	(28)	-	507
Tech	300	(150)	-	150	-	-	150
Admin	292	(65)	-	227	(78)	(23)	126
Total	17,150	680	-	17,830	(5,332)	(10,387)	2,111

Statement of Contract Amount

Original contract		13,282,982
Change order #1	Drilled pier over run quantity	34,646
Change order #2	Changes to commissary foundation and statue base	11,418
Change order #3	Replacement of missing CMU bond beam above vestibule doors	1,149
Change order #4	Miscellaneous structural items: steel columns,	3,179

	modification to foundation pilaster	
Change order #5	Changes to concession stands	4,545
Change order #6	Added dimming controls for concourse lights	4,556
Change order #7	Revised toilet partition specifications	(1,936)
Change order #8	Revised specification on temperature control system controller	4,962
Change order #9	Modifications to existing mechanical vent stacks	14,537
Change order #10	Added drywall soffit for mechanical diffusers at east entry vestibules	7,121
Change order #11	Revised sliding grille security to overhead coiling grille for new North & South concessions	23,732
Change order #12	Revised location of recessed light fixture Z at the Sailors gallery	3,657
Change order #13	Additional fire alarm work related to smoke exhaust fan dampers	9,972
Change order #14	Delete relocation of fire hydrant, credit to owner	(10,604)
Adj Contract		13,393,916

Work Completed/In Progress:

- HVAC (heating, ventilation, air condition) duct rough in is complete.
- Electrical wall rough in is complete in north and south additions and almost complete in main addition.
- Screen wall around concourse is ongoing.
- Interior masonry is complete.
- Exterior masonry is ongoing.
- Fire sprinkler installation is ongoing.
- Permanent roofing is almost complete.

Issues Encountered with Proposed Resolution for Each:

- No current issues.

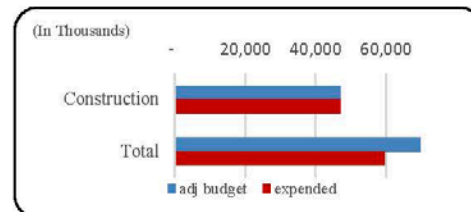
Work Planned for the Upcoming Month:

- Exterior masonry.
- Plywood and sheetrock installation around interior concourse and main addition.
- Interior painting.
- Gypsum/plywood at main addition.
- Aluminum storefronts and exterior windows.

2. High Bay Research Facility

Contractor: Haselden Wyoming Constructors
Casper, WY

Original Project Budget
(not including donated equipment) \$64,800,000 (a)
Adjusted Project Budget
(not including donated equipment) \$67,883,458 (d)



<u>Funding Sources:</u>	<u>Original Anticipated:</u>	<u>Actual:</u>
Foundation	16,300,000	16,300,000
Grants (AML sponsored programs)	15,000,000	15,000,000
State Appropriations	14,800,000	14,800,000
Foundation donor restricted for equipment	11,200,000	11,200,000
State Matching 2014	7,500,000	7,500,000
Loss of donor funding \$1M/match \$1M *	-	-
Reserve for cost overrun	-	4,484,000
Reserve Account	-	599,458
Total Funding	64,800,000	69,883,458
Donation of Physical Equipment eligible for State match	2,500,000	2,500,000
Total Project	67,300,000	72,383,458

Guaranteed Maximum Price \$42,925,724
Budget includes amounts restricted for equipment purchase only under Tech.
Contract Substantial Completion Date January 2017

Note: Change orders #3-8 have resulted in a decrease in the use of contingency and the reserve funding. Also, the amount of restricted donation funds has been moved out of Tech and represented as Restricted for Tech for clarification.

*Recent loss of donor funds of \$2M with a State match of \$2M resulted in the following project budget adjustments: reduced Contingency by \$3,108 and FF&E by \$892. This adjustment may be changed if additional funds are available or if another project category is more applicable to adjust in the future. Update: \$2M of the \$4M loss has been replenished resulting in budget increases in FF&E by \$892 and Contingency by \$1,108. Update: All \$4M of the loss has been replenished and budgets adjusted accordingly.

(In Thousands)	Budget (a)	Additional Funding (b)	Use of Contingency (c)	Adj Budget (a+b+c)=(d)	Expenditures (e)	Obligations (f)	Remaining Balance (d+e+f)=(g)
Restricted for Tech	11,200	-	-	11,200	(6,196)	(5,004)	-
Restricted Equip Donation	2,500	-	-	2,500	-	-	2,500

(In Thousands)	Budget (a)	Additional Funding (b)	Use of Contingency (c)	Adj Budget (a+b+c)=(d)	Expenditures (e)	Obligations (f)	Remaining Balance (d+e+f)=(g)
Construction	42,926	0	4,284	47,210	(47,061)	(149)	-
Contingency	3,125	5,084	(4,829)	3,380	-	-	3,380
Design	4,741		121-	4,862	(4,623)	(66)	173
FF&E	1,288	-	-	1,288	(981)	(291)	16
Tech	644	-	-	644	(246)	(186)	212
Admin	876	-	424	1,300	(528)	(611)	161
Total	53,600	5,084	-	58,684	(53,439)	(1,303)	3,942

Statement of Contract Amount

Original contract		42,925,724
Change Order 1	Additional Concrete Work, Gas Meter, Manifold & Piping, Equipment Relocation	86,647
Change Order 2	Additional Costs for Extended Contract Date and Mechanical Systems Changes	4,952,341
Change Order 3	Door and Exterior Detail Changes, Bike Racks	10,563
Change Order 4	Radiation Shielding at South Walls	15,411
Change Order 5	Credits: Door Card Reader, Roof Davit	(11,559)
Change Order 6	Deleted Casework, Truck Turning Layout, Floor Radiation Shielding	(13,366)
Change Order 7	Heat Recovery, Fume Hoods, Electrical Changes	(76,674)
Change Order 8	Chiller Vibration Isolation, Epoxy Flooring, Add End Switches to Control Valves	7,791
Change Order 9	Vibration Isolation for Pumps, Vertical Wire Management Sleeve	9,226
Change Order 10	Isolation valves, Additional ceramic tile, Elimination of tempered at lead glazing, Credit for UW personnel related to a hit conduit within steam tunnel, Destat fan, Electrical panel	(563)
Change Order 11	Balancing dampers, Catwalk guard, fire hydrant extensions, VPS power	11,980
Change Order 12	Mechanical: Circulation pump sequence	5,132
Change Order 13	Return of remaining construction contingency and buyout	(712,316)
Adjusted Contract		47,210,337

Work Completed/In Progress:

- Move of laboratory personnel and equipment are underway.
- Modifications to the mechanical room allowing for excess air compressor heat to be rejected from the space.

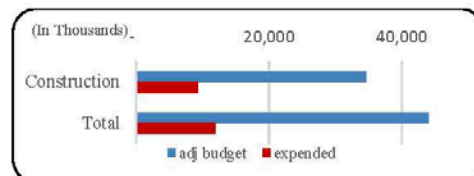
Issues Encountered with Proposed Resolution for Each:
<ul style="list-style-type: none"> No current issues

Work Planned for the Upcoming Month:
<ul style="list-style-type: none"> Any warranty issues will be completed.

3. Mick and Susie McMurry High Altitude Performance Center

Contractor: GE Johnson Construction Wyoming
Jackson, WY

Original Project Budget \$ 44,000,000 (a)
Adjusted Project Budget \$ 44,019,000 (d)



Funding Sources:	Original Anticipated:	Actual:
Foundation	3,000,000.00	3,000,000.00
Foundation	21,000,000.00	21,000,000.00
State Match	20,000,000.00	20,000,000.00
Athletic Gifts	-	18,844.89
Total Project	44,000,000.00	44,018,844.89

Guaranteed Maximum Price \$34,638,119
Contract Substantial Completion Date June 1, 2018

(In Thousands)	Budget (a)	Additional Funding (b)	Use of Contingency (c)	Adj Budget (a+b+c)=(d)	Expenditures (e)	Obligations (f)	Remaining Balance (d+e+f)=(g)
Construction	34,638	-	54	34,692	(9,363)	(25,329)	-
Contingency	1,363	-	(65)	1,298	-	-	1,298
Design	3,607	-	-	3,607	(2,239)	(712)	656
FF&E	1,961	-	-	1,961	-	(606)	1,355
Tech	1,015	-	-	1,015	-	-	1,015
Admin	1,416	19	11	1,446	(327)	(126)	993
Total	44,000	19	-	44,019	(11,929)	(26,773)	5,317

Statement of Contract Amount

Original contract		\$34,638,119
Change order #1	Add cement board in lieu of drywall - area S-2	8,389
Change order #2	Exploratory excavation to locate buried water	11,010

	lines	
Change order #3	Pricing for ASI-100, civil plan updates	543
Change order #4	Increase grease interceptor size	4,547
Change order #5	Switch from aluminum to copper bussing at all panel boards & switchboards	7,293
Change order #6	Labor & material credit for elimination of manhole #3 due to resizing the grease interceptor	(8,659)
Change order #7	Provide power to floor box 6 at the squad room and training table	1,240
Change order #8	Prep, prime and paint exposed HSS columns in the recovery pool room with epoxy based paint	3,280
Change order #9	Remove and replace door, frame and hardware at opening L204	4,166
Change order #10	Sink discrepancies at both sports med exam rooms	6,220
Change order #11	Furnish and install 3 exit signs	1,341
Change order #12	Furnish and install fixtures and occupancy sensor	1,166
Change order #13	Parts and labor to provide power to SP-1, sump pump for new elevator	1,969
Change order #14	Parts and labor for elevator tube steel	7,225
Change order #15	Parts and labor for rubber flooring at landings on S7	3,630
Change order #16	Parts and labor credit for static control tile	(8,264)
Change order #17	Materials and labor for epoxy paint at all wet areas	8,741
Adj Contract		\$34,691,956

Work Completed/In Progress:

- Steel erection, secondary steel, and exterior framing complete.
- Interior framing 80% complete.
- Roofing 75% complete.
- MEP (mechanical, electrical, plumbing) rough in 75% complete including AHU (air handling unit) installation.
- Masonry veneer and exterior stone work 70% complete.
- Window installation in progress.
- Site utilities 90% complete.

Issues Encountered with Proposed Resolution for Each:

- GE Johnson is working on pricing all changes due to state plan review comments. There is a potential cost and schedule impact as a result of the aforementioned comments. UW Operations will work with GE Johnson once the impacts are determined.

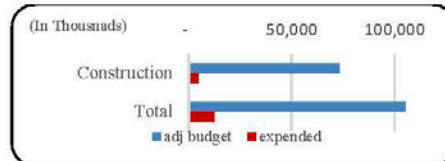
Work Planned for Following Month:

- Complete Roofing.
- Complete Site Utilities.
- Start Exterior flatwork on building exterior.
- Commence drywall installation.

4. Engineering Education and Research Building (EERB)

Contractor: GE Johnson Construction Wyoming
Jackson, WY

Original Project Budget \$ not yet set (a)



Funding Sources:	Original Anticipated:	Actual:
Grant – AML funds	350,000.00	350,000.00
Grant 2 – AML funds	750,154.00	750,154.00
State appropriation	55,000,000.00	55,000,000.00
Reduced by 2015 legislative action	(8,570,000.00)	(8,570,000.00)
Reduced by 2015 legislative action	(3,475,737)	(3,475,737)
State gen fun from AML – held until match	15,800,000.00	15,800,000.00
State matching funds	14,200,000.00	14,200,000.00
State Sec I swap for cap construction	10,000,000.00	10,000,000.00
2016 Appropriation	14,500,000.00	14,500,000.00
2015 DEQ redirected funds	3,475,737	3,475,737
Foundation donation	3,328,756	3,328,756
Total Project	105,358,910.00	105,358,910.00

Guaranteed Maximum Price \$69,014,882
Contract Substantial Completion Date February 13, 2019

Note: Funds have been reallocated among the budget categories. The adjusted budget has not changed in total.

(In Thousands)	Budget (a)	Additional Funding (b)	Use of Contingency (c)	Adj Budget (a+b+c)=(d)	Expenditures (e)	Obligations (f)	Remaining Balance (d+e+f)=(g)
Construction	72,491	(3,476)	-	69,015	(4,616)	(64,399)	-
Contingency	8,205	-	-	8,205	-	-	8,205
Reserve	5,243	3,369	-	8,612	-	-	8,612

Design	7,943	(129)	-	7,814	(6,248)	(1,565)	1
FF&E	3,993	(75)	-	3,918	-	-	3,918
Tech	3,474	(75)	-	3,399	-	-	3,399
Admin	4,010	386	-	4,396	(1,619)	(531)	2,246
Total	105,359	-	-	105,359	(12,483)	(66,495)	26,381

Statement of Contract Amount

Original contract		\$69,014,882
	No Change Orders	-
Adj Contract		\$69,014,882

Work Completed/In Progress:

- Concrete foundations, underground utilities and slab-on-grade is complete.
- Steel erection is underway.
- Steel decking for concrete on metal deck is underway.

Issues Encountered with Proposed Resolution for Each:

- Exterior modifications were made from the Board approved elevations.
- Design team is providing updated renderings to reflect the Board's request during the May board meeting.

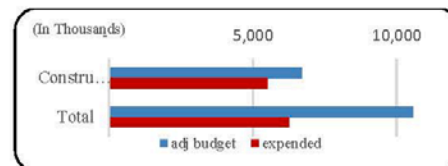
Work Planned for the Upcoming Month:

- Backfill around the exterior of the building.
- Site concrete.
- Shop drawings and submittal reviews will continue.
- Structural steel erection and concrete on metal deck.

5. BSL3 – State Vet Lab

Contractor: Sampson Construction Co, Inc.

Original Project Budget \$8,372,000 (a)
Adjusted Project Budget \$10,572,065



<u>Funding Sources:</u>	<u>Original Anticipated:</u>	<u>Actual:</u>
State of Wyoming Reimbursement	8,372,000.00	10,572,065
Total Project	8,372,000.00	10,572,065

Contract Substantial Completion Date June 26, 2017

(In Thousands)	Budget (a)	Additional Funding (b)	Use of Contingency (c)	Adj Budget (a+b+c)=(d)	Expenditures (e)	Obligations (f)	Remaining Balance (d+e+f)=(g)
Construction	6,512		206	6,718	(5,497)	(1,221)	-
Specialized Equipment	253	2,200		2,453	(234)	(970)	1,249
Contingency	496		(284)	212			212
Design	766		67	833	(431)	(402)	-
Admin	345		11	356	(91)	(96)	169
Total	8,372	2,200	-	10,572	(6,253)	(2,689)	1,630

Statement of Contract Amount

Original contract		6,512,000
Change Order #1	Re-feed supply & exhaust air to corridor, storage & incinerator rooms	8,780
Change Order #2	Provide/install floor sink for new autoclaves	1,289
Change Order #3	Remove existing floor drain	699
Change Order #4	Repair stated existing problems (Wazee crane report)	5,067
Change Order #5	Delete 42 door guards	(4,620)
Change Order #6	Eliminate demo of existing Clayton steam boiler	(2,625)
Change Order #7	Eliminate installation of floor sink & cold water drop in cagewash	(888)
Change Order #8	Add new 2" floor drain for emergency shower/eyewash	1,503
Change Order #9	Add 10 new 3/4" valves for emergency shower/eyewash	2,486
Change Order #10	Change 1000 AMP breaker to free standing disconnect	(1,873)
Change Order #11	Add 6 new 3/4" isolation valves for emergency eyewashes	2,178
Change Order #12	Existing floor sink drain to be relocated to meet code, revise outlet size for combination waste & vent	614
Change Order #13	Add new floor drain in necropsy storage	2,725
Change Order #14	Add new stainless steel supply diffuser in necropsy; modify duct to avoid crane rail	3,724
Change Order #15	Remove excess concrete floor grout to structural concrete in necropsy room	6,000
Change Order #16	Delete perimeter drain around exterior entrance addition foundation	(199)
Change Order #17	Flash in mechanical curb to maintain water-tight integrity	906
Change Order #18	Relocate existing boiler feed water equipment, along with electrical relocation	7,340
Change Order #19	Revise exterior transformer	(1,552)

Change Order #20	Demo/replace CO2 lines & hangers/isolation valve for CO2 system; test when complete	7,132
Change Order #21	Demo/re-install secondary containment system	16,791
Change Order #22	Relocate existing piping into new walls	11,260
Change Order #23	Provide/install new data cabling	14,639
Change Order #24	Change specified LR25D model pass-thru refrigerator to a LR55D model	3,282
Change Order #25	Provide & install a weather-resistant fire alarm horn/strobe devise on north wall of necropsy, caulk accordingly	174
Change Order #26	Provide new floor sink, FS-1, with waste & vent lines	2,469
Change Order #27	Fabricate enclosures for existing blower equipment for exterior usage (manufacturer defect)	958
Change Order #28	Cut, remove, replace existing concrete slab; install new 3" floor sink w/ pipe & fittings to tie into existing 4" drain line	1,738
Change Order #29	Provide & install 2-3" swing check valves, new feed water pipe & fittings, hangers & supports; controls work to modify BFU control panel & reconfigure boiler controls	16,413
Change Order #30	Prep/re-surface floor with shock-crete and topcoat to build up floor slope	46,358
Change Order #31	Delete work in incinerator room 1138	(7,401)
Change Order #32	Fabricate (5) stainless steel enclosures for CO2 panels	1,581
Change Order #33	Credit 10% overhead and profit of prior owner approved change orders (#5,6,7,10,16,19) – per article 39 of specifications	(1,176)
Change Order #34	Delete re-install of autoclaves, owner will complete and credit 10% overhead and profit	(17,091)
Change Order #35	Add porcelain tile and epoxy paint finishes; delete FRP finishes	11,565
Change Order #36	Provide and install PT-2; credit resign tops and sinks	6,565
Change Order #37	Credit 3 door cylinders	(262)
Change Order #38	Install water lines for (3) purified water units, provide and install supports for additional lines	867
Change Order #39	Relocate steam and condensate lines; provide additional hangers and supports	3,941
Change Order #40	Provide power and lighting to roof top fan housing enclosure	1,081
Change Order #41	Reconfigure existing EDS waste lines and add two clean-outs	20,599
Change Order #42	Provide new circuit for (4) jacket heaters	731
Change Order #43	Tie onto existing dry pipe sprinkler system	1,279
Change Order #44	Supply and install cabinet back panels and bottoms	4,146

Change Order #45	Purchase single door sterilizer in lieu of renting temporary sterilizer	9,367
Change Order #46	Add VHP piping and ports to decon room 1122; install VHP lines utilizing 1-1/2" PVC pipe; provide & install isolation valves & quick connects	4,752
Change Order #47	Fabricate & install 10" stainless steel duct for exhaust air into decon room 1122; provide new 24"x12" stainless steel exhaust grill; provide & install new bubble tight damper; additional balancing	12,625
Adj Contract		6,717,937

Work Completed/In Progress:

- Apply epoxy wall and floor coatings in C1110 is complete.
- Fencing around temporary incinerator ongoing.
- Ongoing controls tie-in.
- Final cleaning is ongoing.
- Continue design of new permanent incinerator.

Issues Encountered with Proposed Resolution for Each:

- None at this time.

Work Planned for the Upcoming Month:

- Trim out BSL3 labs and necropsy.
- Punch list items.
- Commissioning activities
- Continue process for standard operating procedures (SOP's) for BSL3.